GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

ENGLISH LANGUAGE
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC 1 - 3)

SEPTEMBER 2019
English Language Curriculum for Primary Schools

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FOREWORD

The new curriculum for Ghana’s primary schools is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, Writing, Arithmetic and Creativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education
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RATIONALE FOR PRIMARY ENGLISH LANGUAGE

Language is both a medium of communication and a library in which the elements of culture are stored. It remains the most reliable means through which the elements of one’s culture and that of other people are transmitted from generation to generation. First, the study of English as a second Language will equip learners with effective communication skills that will provide them with an appreciation of the values embodied in the language and culture of others. In the light of present day global development and technological advancement, the learning of a second language and the acquisition of literacy must promote the respect for the language and culture of others.

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

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

PHILOSOPHY

Borrowing from a variety of philosophical ideas like the interactionists and contextualists, this language and literacy learning curriculum is informed by two major ideas, namely the Developmental Theory and the Social Constructivism.

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

In teaching language and literacy, the syllabus adopts the socio-constructivist dimensions to learning. At school, literacy learning goes through the same developmental processes. Children have in-built potentials to develop and acquire new languages while approximating grammatical structures as they learn to speak. They invent names for the objects in their world, from the beginning but gradually, as they interact, they learn the appropriate language of the community.

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

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

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

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

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

**TEACHING AND LEARNING EXPECTATIONS**
Teachers are expected to:

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

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

1. **Critical Thinking and Problem-Solving (CP)**
   This skill enables learners to develop their cognitive and reasoning abilities to analyse issues and situations leading to the resolution of problems. Critical thinking and problem-solving skills enable learners to draw on and demonstrate what they have learned from their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

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

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

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

5. **Personal Development and Leadership (PL)**
   PL involves improving self-awareness, self-knowledge, skills, health, building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people’s needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility, and developing a love for lifelong learning.
6. **Digital Literacy (DL)**
   DL involves developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

**LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)**
A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:
- Knowledge, Understanding and Application;
- Language Skills;
- Attitudes and Values.

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

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

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching, in most cases, tends to stress knowledge acquisition to the detriment of other higher-level behaviours such as applying knowledge.
Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which the teacher has to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to the real world – surface learning – to a new position called – deep learning. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills and to generate creative ideas to solve real life problems in their school lives and later, in their adult lives. This is the position where learning becomes beneficial to the learner.

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

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

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

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

**Analysing:** This is the ability to break down concepts/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.

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

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

**Creating:** This is the ability to use information or materials to plan, compose, produce, manufacture or construct products. From the foregoing, creating is the highest form of thinking and learning and is, therefore, a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, beginning right from the lower primary level, it is advised that teachers do their best to help their learners develop analytic skills as has been said already.
Language Skills
There are four main language skills to develop in learners at the primary level. These are:

- Listening
- Reading
- Speaking
- Writing

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

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

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

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

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

Learning the English Language implies the acquisition of two major abilities or behaviours. These are “Knowledge and Understanding” and the “Use of Knowledge”. “Knowledge and Understanding” refers to the ability to identify and recall, for example, the principles of grammar acquired through instruction and further acquired through Listening and Reading. “Use of Knowledge” implies the ability to use the language in writing and in speaking. Beside the two dimensions are the four skills, Listening, Reading, Speaking and Writing. Listening and Reading are referred to as “Receptive Skills.” They are the skills through which a learner receives communication. Speaking and Writing are referred to as “Productive Skills” since these are the skills which require the learner to produce knowledge acquired through speaking the language and through writing letters, compositions, etc.
ATTITUDES AND VALUES
To be effective, competent and reflective citizens who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners, therefore, need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

Attitudes
i. **Curiosity:**
   It is an inclination or a feeling towards seeking information about how things work in a variety of fields.

ii. **Perseverance:**
   This is the ability to pursue a problem until a satisfying solution is found.

iii. **Flexibility in ideas:**
   It is the willingness to change an opinion in the face of more plausible evidence.

iv. **Respect for Evidence:**
   It is the willingness to collect and use data in one’s investigation and also have respect for data collected by others.

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

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

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

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

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana’s learners are from diverse backgrounds, which requires the provision of equal opportunities for all, and that all should strive to care for one another, both personally and professionally.
Commitment to achieving excellence: Ghana's learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology. Ghana, thus, will instil the value of excellent service above the self.

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

Truth and Integrity: The curriculum aims to develop Ghana's learners into individuals who will consistently tell the truth, irrespective of the consequences, be morally upright with the attitude of doing the right thing, even when no one is watching, be true to themselves and lawful beliefs, and be willing to live the values of honesty and compassion. Equally important, the ethos of the workplace, including integrity and grit, must underpin the learning processes to allow students to see and apply academic skills and competencies in the world of work.

ASSESSMENT
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learners' response to instruction.

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

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

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

Assessment of learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement.
It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, one should try to select indicators in such a way that he/she will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When one develops assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a “Criterion-Referenced Assessment”. In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure one uses i.e. class assessments, homework, projects, etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

**SUGGESTED TIME ALLOCATION**

A total of ten periods a week, each period consisting of thirty minutes, is allocated to the teaching of English Language at the Primary level. It is recommended that two periods of English Language be taught per day.

**PEDAGOGICAL APPROACHES**

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

i. the creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner-empowerment and independent learning;

ii. the positioning of inclusion and equity at the centre of quality teaching and learning;

iii. the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;

iv. the use of Information Communications Technology (ICT) as a pedagogical tool;

v. the identification of SUBJECT SPECIFIC instructional expectations needed for making learning in the subject relevant to learners; and

vi. the integration of assessment into the teaching and learning process and as an accountability strategy.

**Learning-Centred Pedagogy**

The learner is at the centre of learning. At the heart of the national curriculum is the learning progression and improvement of learning outcomes for Ghana’s young people, with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her group. At the primary school level, the progression phases are B1 – B6.

The curriculum encourages the creation of a learning-centred classroom, with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher, to also actively engage in looking for answers,
working in groups to solve problems, researching for, analysing and evaluating information. The aim of the learning-centred classroom approach is to develop learner-autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

The teacher should create a learning atmosphere that ensures that:

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

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

**Inclusion**

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

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

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

i. task,
ii. pastoral support and
iii. outcome.

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

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

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

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

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

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

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

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

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

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

ORGANISATION OF THE CURRICULUM

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

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

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

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

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

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

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

---

**Strand 2: Reading**

**Sub-strand 3: Word Families, Rhyming Endings and Common Digraphs**

<table>
<thead>
<tr>
<th>Year/Class</th>
<th>Strand</th>
<th>Sub-strand</th>
<th>Content Standards</th>
<th>Learning Indicator</th>
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<td>Strand number</td>
<td>Sub-strand number</td>
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<td>B3</td>
<td>Strand number</td>
<td>Sub-strand number</td>
<td>Learning/Performance Indicator number</td>
</tr>
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</table>

**Content Standards**

**B1.2.3.1.1**: Use common rhyming/ending words for decoding of words. E.g. – at, pat, mat, fat, etc.

**B2.2.3.1.1**: Use common rhyming/ending words for decoding of words (last syllable rhymes). E.g. – or/er doctor, teacher.

**B3.2.3.1.1**: Use common rhyming/ending words for decoding of unknown words.
NOTE TO THE TEACHER
Integration of Skills

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

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

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

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

Approach to Grammar
It is important to point out that at the primary school, grammar is basically internalised. It must be seen as an integral part of listening and speaking and treated as such. The main task is to assist learners to learn to use the listed language/grammatical items correctly and fluently.

These should be introduced in meaningful situations in the context of everyday activities, modelled adequately and practised orally by every learner. As much as is possible, the learners must not be bothered with grammatical terminologies, definitions and lengthy explanations of abstract grammatical concepts.

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

Reading Material
To help the teacher to achieve the indicators of the strand “Reading”, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of current interests. The teacher is further encouraged to use his/her initiative in improvising and planning new materials. It is a requirement that each learner should read five books on different topics each term, that is, fifteen books per year.
Supplementary Material
The teacher is further encouraged to constantly look for other supplementary materials which will enhance the teaching/learning especially of the sections on “Listening and Speaking” and “Reading”. Materials that focus on comprehensive sexuality education, moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

List of Topics for Reading
The following list of topics has been selected to be used in developing materials for reading from Primary 1 to JHS 3. The teacher is encouraged to look for materials that may be relevant to these topics or select passages from other sources that will be of interest to learners at each class level. Materials for reading must also include the basic types of prose: narrative, descriptive, expository and argumentative, as well as bits of drama and verse.

The teacher should select relevant and interesting reading materials that will help improve learners’ understanding and use of English at all levels of primary school.

Primary 1-3
1. Animals – domestic and wild animals
2. Malaria – how the mosquito spreads malaria
3. Malaria – how to prevent malaria
4. Healthy living – balanced meal
   personal hygiene
   immunisation
   body exercise
   Sports and games
5. Safety in the home, school and community
6. Forest destruction – bush fires
7. Forest destruction – cutting trees for firewood
8. Social, moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property
9. Energy: e.g. sources and uses of energy, ways of saving energy in the home, school, and community.
10. Computers
11. Climate change awareness
Primary 4-5

1. Drug abuse
2. Natural disasters – earthquakes
3. Natural disasters – floods
4. Road accidents
5. Water – sources, importance and uses
6. Leisure
7. Communication – letters, telephones e-mail, print and electronic media
8. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property
9. Comprehensive sexuality education
10. Energy: e.g. sources and uses of energy, ways of saving energy in the home, school, and community, reasons for saving energy.
11. Computers
12. Climate change awareness

Primary 6

1. Comprehensive sexuality education
2. Teenage pregnancy
3. HIV/AIDS
4. Energy – conservation and importance
5. Inventions
6. Computers
7. Forest depletion
8. Social moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property.
9. Entrepreneurship
10. Climate change awareness
## Scope and Sequence

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<tr>
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**5. USING WRITING CONVENTIONS /GRAMMAR USAGE**

<p>| USING CAPITALISATION | √ | √ | √ | √ | √ | √ |
| USING PUNCTUATION | √ | √ | √ | √ | √ | √ |
| USING NAMING WORDS | √ | √ | √ | √ | √ | √ |
| USING ACTION WORDS/VERBS | √ | √ | √ | √ | √ | √ |
| USING QUALIFYING WORDS: ADJECTIVES | √ | √ | √ | √ | √ | √ |</p>
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### Basic 1

**Strand 1: Oral Language**

**Sub-Strand 1: Songs**

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| B1.1.1.1: Demonstrate understanding of a variety of songs | B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions  
- Let learners identify some familiar songs.  
- Let learners sing familiar songs and clap, tap and or dance to the rhythm.  
- Let learners answer a variety of questions on the songs.  
- Discuss the moral lesson in the songs with learners. | Listening and Speaking skills  
Cultural Identity and Global Citizenship |

### Sub-Strand 2: Rhymes

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</table>
| B1.1.2.1: Appreciate a variety of literary pieces | B1.1.2.1.1. Listen to and recite rhymes and tongue-twisters with accompanying actions  
- Have learners recite familiar rhymes.  
- Introduce new rhymes by performing them.  
- Lead learners to echo-read the rhymes.  
- Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm.  
- Guide learners to identify rhyming words and teach the accompanying actions.  
**Note:** *Recycle the rhymes in the next few days for learners to memorise them.* | Listening and Speaking skills  
Cultural Identity and Global Citizenship |
Sub-Strand 3: Story Telling

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</table>
| B1.1.4.1: Respond to stories | B1.1.3.1.1. Listen to stories and be able to identify characters with their roles  
- Mount appropriate story pictures.  
- Guide learners to tell the story logically, using the pictures at each stage.  
- Pause and show pictures for learners to ask questions or answer questions to predict the next stage.  
- Let learners retell the story in a chain, using the pictures, if necessary.  
- Tell learners your personal response and guide them to do same.  
e.g.  
i. Why do you like the story?  
ii. I like the story because…  
iii. Which part do you like best?  
iv. I like where…  
| Listening and Speaking skills  
Communication and Collaboration  
Cultural Identify and Global Citizenship |
| B1.1.4.1.2. Retell short stories | Show pictures to guide learners to retell a story told in class.  
Let learners follow the pictures to retell the story logically/sequentially.  
Let learners tell other stories they know.  
Let storyteller pause for others to sing any appropriate song. |
### Sub-Strand 4: Dramatisation and Role-Play

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<td>B1.1.5.1.1. Dramatise stories heard</td>
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<td></td>
<td>• Begin the lesson with the narration of a familiar story.</td>
<td>Communication and Collaboration</td>
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<tr>
<td></td>
<td>• Have learners identify the characters in the story and their roles.</td>
<td>Cultural Identity and Global Citizenship</td>
</tr>
<tr>
<td></td>
<td>• Have learners role-play some specific characters in groups.</td>
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<tr>
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<td>• Let learners talk about theirs and others’ roles.</td>
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### Sub-Strand 6: Conversation – Talking about Oneself, Family, People, Places, Greetings, Customs, Events, Social/Cultural Values, Manners and other Themes

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<tr>
<td>B1.1. 6.1: Use certain culturally acceptable language for communication</td>
<td>B1.1. 6.1.1. Use appropriate greetings for different times of the day</td>
<td>Listening and Speaking Skills</td>
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<tr>
<td></td>
<td>• Revise daily greetings by having learners identify greeting times in the day.</td>
<td>Personal development and Leadership</td>
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<td>e.g. Morning–Good morning, Afternoon–Good afternoon, Evening–Good evening.</td>
<td>Communication and Collaboration</td>
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<td></td>
<td>• Discuss the correct responses to these greetings.</td>
<td>Cultural Identity and Global Citizenship</td>
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<td></td>
<td>• Let learners take turns to demonstrate greetings at different times of the day and</td>
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<td></td>
<td>also practise the appropriate responses.</td>
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<td></td>
<td>• Discuss the importance of greetings.</td>
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<td>CONTENT STANDARDS</td>
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<td>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</td>
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</tbody>
</table>
| B1.1.6.1: Use culturally acceptable language for communication | B1.1.6.1.2. Describe the home, people or places  
- Welcome children and have them sit in a semi-circle. Greet them and introduce the topic for discussion. Use the Community Circle Time Strategy.  
- Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings.  
- Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other.  
- Show pictures of homes, people and places and have learners think-pair-share their observations with the person sitting next to them and with the class.  
B1.1.6.1.3. Talk about their school and places in the school  
- Use the Community Circle Time Strategy.  
- Show pictures of their school and places in the school (the library, the computer lab, the headmaster’s office, the playing field etc.)  
- Have learners think-pair-share ideas/views about the pictures in pairs and then with the large group.  
- Have learners talk about the activities that go on in these places and their importance to the individual. | Listening and speaking skills  
Communication and collaboration. |
<table>
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<tr>
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</tr>
</thead>
</table>
| B1.1.6.1: Use culturally acceptable language for communication CONT’D                                   | **B1.1.6.1.4. Use a wide variety of words to describe different situations and events**  
  - Use a conversational poster on different situations/events.  
  - Have learners think-pair-share, looking at the various illustrations on the poster.  
  - Have them use expressions learnt and other new ones to describe the situations and events.  
  Have learners, working in groups, role-play the situations and events on the poster.  

**B1.1.6.2.1. Engage in collaborative conversation**  
  - Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher's office, library, etc.).  
  - Lead learners, with questions, to talk about the places and their importance.  
  - Let learners identify the importance of the places listed above.  
  - In pairs/small groups, let learners engage in conversations on specific topics.  

**B1.1.6.2.2. Talk about likes and dislikes: food, animals, toys, etc.**                                                                                                                                                                                                                               | Listening and speaking skills  
Communication and collaboration.                                                                                                                                                                                                                                                                   |
### Sub-Strand 7: Listening Comprehension

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</thead>
</table>
| B1.1.7.1: Use appropriate skills and strategies to process meaning from texts | **B1.1.7.1.1. Listen to and reproduce narrative texts**  
  - Before Reading  
    - Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story.  
    - Have them predict the story.  
  - During Reading  
    - Read a story. Pause at vantage points and have learners talk about the content of the text.  
  - After Reading  
    - Have the learners answer simple questions based on the text.  
    - Have them role-play the events in the story. | Listening and speaking skills  
Personal Development and Leadership  
Communication and Collaboration |
<table>
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<th>CONTENT STANDARDS</th>
<th>INDICATORS AND EXEMPLARS</th>
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</thead>
<tbody>
<tr>
<td>B1.1.7.1: Use appropriate skills and strategies to process meaning from texts</td>
<td>B1.1.7.1.2. Recognise and relate the sequence of events in a narrative text</td>
<td>Reading and Writing Skills</td>
</tr>
<tr>
<td></td>
<td>• Read a narrative text aloud to learners.</td>
<td>Personal Development and Leadership</td>
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<td></td>
<td>• Put learners in pairs/groups to identify and talk about the parts of the story (e.g.</td>
<td>Communication and Collaboration</td>
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<td></td>
<td>beginning, middle and ending).</td>
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<td></td>
<td>B1.1.7.1.3. Recognise and discuss characters in a story</td>
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<tr>
<td></td>
<td>• Read a story aloud to learners.</td>
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<td></td>
<td>• Have them discuss, in pairs/small groups, the main and minor</td>
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<td></td>
<td>characters in the story.</td>
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<td></td>
<td>• Have groups/pairs share their views with the whole class.</td>
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<td></td>
<td>B1.1.7.1.4. Listen to and produce descriptions of pictures and objects (e.g. vehicles,</td>
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<td></td>
<td>animals)</td>
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<td></td>
<td>• Show pictures of common objects and animals to learners.</td>
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<td></td>
<td>• Have learners think-pair-share what they see in the picture.</td>
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<td></td>
<td>Have them describe, in groups/pairs, the pictures to one another in turns.</td>
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</table>
## Sub-Strand 8: Asking and Answering Questions

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</tr>
</thead>
</table>
| B1.1.8.1: Demonstrate understanding in asking and answering questions | B1.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering Yes/No questions  
- Demonstrate Yes/No questions and their responses.  
- Drill learners on the questions and responses.  
- Let pair of learners ask and answer questions, e.g.  
  Pupil A: Is this a book?  
  Pupil B: Yes, it is / No, it isn’t. | Listening and speaking skills  
Communication and Collaboration  
Personal Development and Leadership |
| B1.1.8.1: Demonstrate understanding in asking and answering questions | B1.1.8.1.2. Use appropriate pronunciation and intonation in asking and answering Wh – questions  
- Revise Yes/No questions.  
- Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g.  
  Should I clean the board?  
  Is that your chair?  
  Do you have a pencil in your bag?  
- Introduce Wh- questions in context.  
  e.g.  
  i. What is this?  
  ii. What is your name?  
  iii. How old are you?  
  iv. How are you?  
- Pair learners to ask and answer questions.  
**Note**: Yes/No questions use rising intonation and Wh is falling intonation. However, answers for both use the falling intonation. | Communication and Collaboration  
Personal Development and Leadership  
Listening and speaking skills |
Sub-Strand 9: Giving and Responding to Commands/Instructions and Making Requests

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
</table>
| B1.1.9.1: Demonstrate understanding in commands, instructions, directions and requests | **B1.1.9.1.1. Give and respond to commands and instructions**  
- Give commands and instructions to learners.  
  e.g. Command:  
  - Keep quiet.  
  - Hands up.  
  - Sit down.  
  - Bring your books.  
  - Start work, etc.  
  - Pair learners to give/obey commands.  
  - Have learners listen to simple instructions and act in response.  
  - Let learners practise by giving commands in pairs, etc.  
  e. g. Instructions:  
  - Draw a circle.  
  - Draw a triangle in the circle.  
  - Draw a square in the triangle.  
  Response: ![Diagram](image) | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |

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<th>CONTENT STANDARDS</th>
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</thead>
</table>
| B1.1.9.1: Demonstrate understanding in commands, directions, instructions and requests CONT’D | **B1.1.9.1.2. Make and respond to polite requests using the word “Please”**  
- Demonstrate knowledge of requests and their responses.  
- Let learners respond to requests using: **yes, ok,** etc.  
- Pair with learners to take turns to make and respond to polite requests.  
e.g. Please give me your pencil.  
A: May I use your pen?  
B: Yes/No.  
- Let them change roles. | **Reading and Writing Skills**  
**Personal Development and Leadership**  
**Communication and Collaboration** |

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## Sub-Strand 10: Presentation

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</table>
| B1.1.10.1: Plan and present information and ideas for a variety of purposes      | **B1.1.10.1.1. Identify audience and purpose of presentation**  
  - Have learners to do “show and tell” to introduce a friend to their parents at their birthday party.  
  - Create more scenarios for learners to introduce their friends.  

**Note:** Introduce expressions like “Hello, meet my Dad”, etc.  

**B1.1.10.1.2. Generate and select ideas on a given topic for presentation e.g. My father, My friend, etc**  
- Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend”.  
- Briefly discuss your presentation.  
- Let learners take turns to talk about their friends.  
- Encourage others to ask questions after each presentation.  

**B1.1.10.1.3. Speak with confidence before different audiences, e.g. small group, class, etc**  
- Have learners draw members of their nuclear family.  
- Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class.  
- Use probing questions to have learners talk more about their family members.  

  **e.g.**  
  i. Who is this one?  
  ii. Why did you draw him or her first?  
  - Encourage shy learners to speak. | **SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES**  
- Reading and Writing Skills  
- Personal Development and Leadership  
- Communication and Collaboration  

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# STRAND 2: READING

Sub-Strand I: Pre-Reading Activities

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</thead>
</table>
| B1.2.1.1: Know how a text works for reading and writing | **B1.2.1.1.1. Handle books appropriately**  
- Have learners think-pair-share the reasons for keeping books neat and handling them well.  
- Lead learners to make some rules to guide the handling of books.  
- Demonstrate how to handle books, e.g. holding it, turning a book, opening the pages properly, etc.  
- Discuss the information on the cover and title pages with learners, e.g. What can you find on the cover?  
  - The title,  
  - Author,  
  - Illustrations and illustrators, etc.  
- Call learners in turns to demonstrate how to handle books, e.g. opening a book, holding a book, etc.  
- Let learners, in groups, role-play how to handle books, e.g. keeping them neat. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| B1.2.1.2: Manipulate the sounds of the letters of the English alphabet | **B1.2.1.2.1. Orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin)**  
- Make individual sounds and have learners blend them together to make one-syllable words, e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot). |  

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<th><strong>CONTENT STANDARDS</strong></th>
<th><strong>INDICATORS AND EXEMPLARS</strong></th>
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</thead>
</table>
| B1.2.1. 2: Manipulate the sounds of the letters of the English alphabet CONT’D | B1.2.1.2.2. Orally segment spoken syllables/words into individual sounds e.g. *stop* = s-t-o-p  
• Model segmenting spoken syllables/words into individual sounds, e.g. (*stop* = s-t-o-p, *am* = a-m, *pot* = p-o-t).  
• Provide opportunities for learners to practise segmenting syllables/words into individual sounds.  

B1.2.1.2.3. Say the new word when asked to delete, add initial sound or substitute an initial, middle or final sound (Phoneme deletion, addition, substitution)  
  
• Say a word and model using phoneme deletion, addition and substitution strategies to say new words from the given word, e.g.  
  
- phoneme deletion: *brat* = *rat*, etc.  
- phoneme substitution: *cat* = *bat*, *bat* = *bet*, *bet* = *bell*, etc.  
- phoneme addition: *all* = *ball*, etc. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
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</table>
| B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | **B1.2.2.1.1. Identify the alphabet in order**  
- Introduce the lesson with alphabet songs paying attention to the letters as they sing.  
- Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ).  
- Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the cards, e.g. Sound Ball Game, Find My Partner, etc.  

**B1.2.2.1.2. Recognise and produce letter names and sounds randomly**  
- Have learners play alphabet games to practice recognition of letter names at random. e.g. Lucky Dip game, Treasure Hunt.  
- Let learners use letter cards to order the letters of the alphabet.  
- Have learners find out which letter comes before the other, among a given set of letters, as a whole class, in groups, in pairs and individually.  
- Select letters whose sound you intend to teach, e.g. two letters at a time.  
- Say each sound first in context and then in isolation, e.g. ants-a  
- Have learners repeat it after you.  
- Give examples of words that contain each sound at the initial, medial and final positions, e.g. bag, table, bulb  
- Have learners work in pairs to provide examples of words that contain the sounds.                                                                 | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
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<th>CONTENT STANDARDS</th>
<th>INDICATORS AND EXEMPLARS</th>
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</table>
| B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B1.2.2.1.3. Understand the relationship between spelling of words and sounds of speech  
- Blend vowel sounds with consonant sounds to produce words, e.g. am, at.  
- Let learners segment the sounds in the words and blend them by using blending games.  
- Ask learners to give examples of words.  
- Write the words and have learners sound the individual letters and blend them to produce words.  
- Have learners work in pairs/groups to further practise sound segmentation and blending to produce the words. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
<p>|                  | B1.2.2.1.4. Blend sounds to produce simple syllables/words and blend syllables to produce words | |</p>
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<th>INDICATORS AND EXEMPLARS</th>
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</table>
| **B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write** | Demonstrate blending using letter cards, e.g.  
  f-a-n = fan  
  b-a-g = bag  
  b-e-d = bed  
  p-e-n = pen.  
  • Use learners' words to build a vocabulary chart and encourage them to go round to read. (Blending syllables)  
  • Have learners use think-pair-share to come out with single syllables and blend them to form words, e.g. sis - ter = sister.  
  • Let the pairs present their words and guide them by using the words to form two-word or three-word sentences. e.g. My sister is happy.  
  **Note:** Pairs that would be able to make sentences score points for their houses or colour groupings.  
| **B1.2.2.1.5. Segment syllables/words into sounds.** | Revise the sounds of letters and words learners have learnt.  
  • Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables. e.g. pencil = pen-cil  
  baby = ba-by  
  mother = mo-ther  
  • Let learners read the words and use them in sentences. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
### Sub-Strand 3: Word Families, Rhyming Endings and Common Digraphs

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</table>
| B1.2.3.1: Employ knowledge of rhyming endings to enhance reading comprehension | B1.2.3.1.1. Use common rhyming endings to decode simple words  
- Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat.  
- Have learners build on these rhyming endings.  
- In groups, let learners read out their words.  
- Have learners form sentences with these rhyming words. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write CONT’D | B1.2.2.1.6. Use alphabetic knowledge to decode known words  
- Let learners sing an alphabet song.  
- Put them into groups and write sentences containing some new words for learners to decode by segmentation. e.g. This is a mango.  
This is my sister.  
- Have learners read similar words from the word charts. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
### Sub-Strand 6: Vocabulary

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</table>
| **B1.2.6.1: Understand word meanings and usages** | **B1.2.6.1.1. Read level-appropriate sight words and use many of them in meaningful sentences**  
- Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc.  
- Use the word “tree” to teach the sight words.  
- Have learners repeat the words aloud.  
- Have learners use the sight words in meaningful sentences.  
- Tell a story and have learners identify sight words in the story.  
- Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| **B1.2.6.1.2. Ask questions to find out the meaning of new words**  
- As learners listen carefully, tell a story twice.  
- Let learners answer questions based on the story.  
- Have them mention words they hear in the story.  
- Let learners tell the meanings of some of the words.  
- Have learners make their own simple sentences using the key words. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| **B1.2.6.1.3. Use words acquired through talk and reading in conversation**  
- In groups, let learners engage in conversation using familiar and high frequency words on given topics. e.g. My Classroom | |
### Sub-Strand 7: Comprehension

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</thead>
</table>
| **B1.2. 7.1**: Understand texts read | **B1.2. 7.1.1. Use illustrations, text clues (title, headings) and context to make inferences and predictions**  
  - Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.  
  **B1.2. 7.1.2. Ask and answer factual and inferential and applicative questions about level-appropriate texts**  
  - Have learners read level appropriate texts independently, with minimal support from peers/teacher.  
  - Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension.  
  **B1.2.7.1.3. Retell level-appropriate texts in own words**  
  - Use the Simple Herring Bone strategy to guide learners to retell the story in their own words.  
Personal Development and Leadership |
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</table>
| **B1.2.7.2: Use knowledge skills and techniques of reading to understand** | **B1.2.7.2.1. Demonstrate understanding of the purpose and features of narrative texts**  
  - Use examples of short and simple texts to guide learners to understand the purpose and features of narrative texts.  
  - Have learners identify the different purposes in different narrative texts read/heard.  
  - Have them identify the features of given texts in pairs or in groups. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| **B1.2.7.2.2. Describe characters and their actions in a story**  
  - Put learners in groups to identify and describe characters and their actions in the stories read. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| **B1.2.7.2.3. Connect, ideas and information in stories to own experiences and knowledge of the world**  
  - Tell/read out texts.  
  - Let learners answer simple questions based on the events, characters and values, etc. in the text.  
  - Have them relate ideas and information in the stories to personal experiences and knowledge of the world. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| **B1.2.7.2.4. Read level-appropriate texts with prompting and support**  
  - Have learners read texts with all the prompting and support that can help them in their reading. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
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</table>
| B1.2.7.2: Use knowledge skills and techniques of reading to understand | **B1.2.7.2.5. Use a variety of comprehension-strategies e.g. prediction before reading a text, cover page, etc**  
- Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners.  
e.g. K of KWL (What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.).  
- Continue with while reading activities to enhance their understanding of the text.  
e.g.  
a) **Herring Bone strategy**  
who? ➔ what? ➔ when?  
when? ➔ how? ➔ why?  
b) **W of KWL** (What the learners want to know).  
- End the lesson with after reading activities that help learners to organize their ideas, remember the story, use the information acquired from the text and relate it to their daily lives,  
e.g. answering questions, retelling the story in their own words, learners linking story to their everyday life experiences etc. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |

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<tr>
<th>B1.2.7.2: Use knowledge skills and techniques of reading to understand</th>
<th>B1.2.7.2.6. Identify the structure of a story e.g. beginning, middle and the end</th>
<th>Reading and Writing Skills Personal Development and Leadership Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Narrate a suitable story.</td>
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<tr>
<td>• Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending.</td>
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### Sub-Strand 9: Fluency

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<th>B1.2.9.1: Read texts with good speed, accuracy and expression</th>
<th>B1.2.9.1.1. Read short and simple sentences at good pace</th>
<th>Communication and Collaboration Personal Development Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher models reading at a reasonable pace.</td>
<td></td>
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</tr>
<tr>
<td>• Have learners read short and simple sentences at a reasonable pace.</td>
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<tr>
<td>• Let learners read in small groups.</td>
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*Sub-Strand 9: Fluency*

<table>
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<tr>
<th>B1.2.9.1.2. Recognise one hundred and twenty sight words including content words</th>
<th>Have learners go over the sight words they have learnt during the period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Let learners echo-read simple texts.</td>
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<tr>
<td>• Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt.</td>
<td></td>
</tr>
<tr>
<td>• Have learners make simple meaningful sentences with the sight words.</td>
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**Sub-Strand 1: Pre-Writing**

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</tr>
</thead>
</table>
| **B1. 4.1.1:** Write patterns for muscular control and hand-eye coordination | **B1. 4.1.1.1. Make given patterns, trace and draw various objects**  
- Demonstrate vertical, horizontal and oblique strokes/patterns.  
  e.g.  
  
  `| |  
  `/// \`

- Let learners write these strokes/patterns in the air.  
- Have learners write them in their books  

**Note:** If need be, learners may first make these strokes by tracing and/or joining dots. Ensure correct sitting posture and correct grip of the writing tool.  

**B1.4.1.1. 2. Model various objects of interest**  
- Use papers to model an object as learners observe.  
- Let learners, in their groups, choose and model different objects.  
- Let learners tell the name of the object and what it can be used for. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
### Sub-Strand 2: Penmanship

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</thead>
</table>
| B1.4.2.1: Copy and write letters of the alphabet correctly | **B1.4.2.1.1. Copy letters of the alphabet clearly**  
- Introduce learners to the lines and spaces they will be expected to write in.  
- Demonstrate the letter on the board and in the air several times.  
- Give ample practice. Let learners practise writing in the air, on sheets of paper or in jotters.  
- Let learners execute the writing task.  
- Give feedback after assessing learners’ work. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration  
Critical Thinking |
## Sub-Strand 3: Writing Letters – Small and Capital

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</table>
| **B1.4.3.1**: Use general skills strategies and knowledge of letter sounds to write legibly and boldly | **B1.4.3.1.1. Match lower and upper case letters**  
- Show a chart of letters (small and capital).  
  e.g. A B C D E…  
  a b c d e…  
- Place letter cards (small and capital letters) on the teacher’s table.  
- Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars.  
- Let learners write the letters in their books.  
  
**B1.4.3.1.2. Copy the names of objects correctly in both upper and lower case letters**  
- Let learners go round and observe labelled objects in the classroom.  
- Let learners go with their books and change sitting positions to enable them copy the names of the objects.  
- Let learners sit in groups to edit their work.  
- Have them share their work by exchanging their books with other groups to appreciate one another’s work.  
  
**B1.4.3.1.3. Write words using both capital and small letters**  
- Write words in upper and lower cases.  
- Model pronunciation of target words for learners to repeat.  
- Let learners copy the words from the board.  
  Encourage learners to space out letters appropriately in the words. Let group leaders help other learners (who are not able to write some letters correctly).  
  | Reading and Writing Skills  
  Personal Development and Leadership  
  Communication and Collaboration  
  Critical Thinking |
## Sub-Strand 4: Labelling Items

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</thead>
</table>
| **B1.4.4.1: Draw and label simple objects** | **B1.4.4.1.1. Draw simple pictures of peers or various objects and use invented spelling to write about oneself**  
- Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom.  
- Have learners go round to observe the pictures.  
- In groups, let learners share their observations.  
- Ask learners to draw and label three objects of their choice.  
- Have each learner choose and draw a peer and write a line or two about that person.  
- Assist learners with spelling where necessary.  
- Have learners share their work with their partners.  
- Similarly, let learners draw pictures of themselves and write a sentence or two about the pictures. | **Reading and Writing Skills**  
**Critical Thinking**  
**Communication and Collaboration**  
**Personal Development** |
<table>
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<tr>
<th>CONTENT STANDARDS</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
</table>
| **B1.4.5.1: Write words and sentences** | **B1.4.5.1.1. Make a list of objects in the school**  
- Guide learners with questions to talk about the various areas or places in the school e.g. head teacher’s office, canteen etc.  
- Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.  
- Let each group list the objects found in the place of their choice.  
- Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work.  
- Let learners copy the edited words into their books. | Personal Development and Leadership  
Communication and Collaboration  
Reading and Writing Skills  
Critical Thinking |
| | **B1.4.5.1.2. Write simple familiar words**  
- Let learners mention their favourite dishes or food.  
- Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof.  
- Let learners mention the ingredients as teacher writes them on the board.  
- Let them then work as individuals, choose their own special food or dish and write the ingredients.  
- Let learners do peer editing. |  |
| | **B1.4.5.1.3. Use basic descriptive words in writing simple sentence**  
- Have learners identify objects in the classroom, e.g. tables, chairs, bags, etc.  
- Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.  
- Have learners work in pairs to write simple sentences, describing objects in the classroom, e.g. *My classroom is big.*  
  *The board is long and white.*  
  *The doors and windows are big.*  
- Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences). |  |
## Sub-Strand 7: Controlled Writing

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<tr>
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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| **B1.4.7.1: Write simple compositions** | **B1.4.7.1.1. Find, read and copy sentences from a given substitution tables**  
- Have a simple 3-4 column substitution table on the board.  
- Have learners identify the words that make up the table.  
- With examples, guide learners to form oral sentences from the substitution table.  
- Have learners write their sentences.  
- Ask pairs to do peer editing.  
- Invite learners to read out their sentences to the class for feedback.  | Personal development and leadership  
Critical thinking  
Listening and speaking skills |
| | **B1.4.7.1.2. Write a simple composition using a substitution table**  
- Write a simple and short composition in a substitution table and have learners copy this out.  
- Using Think-Pair-Share, have learners read their compositions. | |
| | **B1.4.7.1.3. Match parts of sentences to compose meaning texts**  
- Demonstrate the activity.  
- Have learners rearrange jumbled parts of sentences to make meaningful texts.  
- Let learners read their sentences to the class for feedback. | |
### Sub-Strand 12: Descriptive Writing

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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<tbody>
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<td>B1.4.12.1:</td>
<td><strong>B1.4.12.1.1. Use words and simple sentences to describe self</strong></td>
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</tr>
<tr>
<td><strong>Demonstrate Knowledge of description in writing</strong></td>
<td>• Model describing yourself in 2-3 simple sentences using simple descriptive words.</td>
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<td></td>
<td>• Write some descriptive words and discuss them with learners.</td>
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<td></td>
<td>• Through questions, have pairs of learners describe themselves to each other.</td>
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<td></td>
<td>e.g. What is your name?      - My name is....................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How old are you?      - I am ...............................</td>
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<tr>
<td></td>
<td>• Assist learners to write out their sentences.</td>
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<td></td>
<td>Listening and speaking skills</td>
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<td></td>
<td>Reading and Writing Skills</td>
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<td>Personal Development Skills</td>
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<td>Leadership</td>
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<td></td>
<td>Communication and Collaboration</td>
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### Strand 5: Using Writing Convention/Grammar Usage

#### Sub-Strand 1: Using Capitalisation

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</thead>
<tbody>
<tr>
<td>B1.5.1.1:</td>
<td><strong>B1.5.1.1.1. Write capital letters correctly</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Apply knowledge of capitalisation in writing</strong></td>
<td>• Through pick and write activity, revise writing of capital letters with learners.</td>
<td></td>
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<tr>
<td></td>
<td><strong>B1.5.1.1.2. Use capital letters at the beginning of titles and names of people.</strong></td>
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<tr>
<td></td>
<td>• Demonstrate knowledge of capital letters and invite individuals to write names with capital letters on the board.</td>
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<tr>
<td></td>
<td>• Assist learners to write their names. Let them begin with capital letters, e.g. Kofi, Ama, Samuel, Sule.</td>
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<tr>
<td></td>
<td>• Lead learners to write titles of people. e.g. Mr Badu, Mrs Darko</td>
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<td></td>
<td>Reading and Writing Skills</td>
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<td></td>
<td>Personal Development Skills</td>
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<td>Leadership</td>
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<td></td>
<td>Communication and Collaboration</td>
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</table>
### Sub-Strand 4: Using Action Words

<table>
<thead>
<tr>
<th>CONTENT STANDARDS</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| B1.5.4.1: Apply knowledge of action words in communication | **B1.5.4.1.1.** Use the present tense of verbs to describe habitual actions  
- Introduce the activity and tell learners two things you do daily.  
- Put learners in groups to talk about the things they do everyday: e.g. I wash my face every morning.  
- Write the two things you do in two simple sentences and read it out to learners.  
- Have each learner write two of the habitual things they do. You may assist them with spelling.  
- Invite each of them to present their work to the class for the class to react to the presentations.  

**B1.5.4.1.2** Use the present tense of verbs to express the present state of things or situations  
- Introduce the activity and demonstrate it.  
- Guide learners with questions to describe the state of given things or situations, e.g. My bag is red.  

**B1.5.4.1.3** Use the present tense continuous form of verbs. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| B1.5.4.4: Apply knowledge of action words in communication | **B1.5.4.4.1.** Use the present tense of verbs to describe habitual actions  
- Introduce the activity and tell learners two things you do daily.  
- Put learners in groups to talk about the things they do everyday: e.g. I wash my face every morning.  
- Write the two things you do in two simple sentences and read it out to learners.  
- Have each learner write two of the habitual things they do. You may assist them with spelling.  
- Invite each of them to present their work to the class for the class to react to the presentations.  

**B1.5.4.4.2** Use the present tense of verbs to express the present state of things or situations  
- Introduce the activity and demonstrate it.  
- Guide learners with questions to describe the state of given things or situations, e.g. My bag is red.  

**B1.5.4.4.3** Use the present tense continuous form of verbs. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
### Sub-Strand 5: Using Qualifying Words – Adjectives

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
</table>
| B1.5. 5.1: Apply knowledge of adjectives in communication                         | B1.5. 5.1.1. Identify adjectives and use them to describe oneself and other people  
  - Have learners read level-appropriate texts describing people.  
  - Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.  
  - Have learners write simple sentences to describe themselves, using the descriptive words identified.  
  - Have learners write parallel sentences to describe their friends.                                                                                       | Reading and Writing Skills  
  Personal Development and Leadership  
  Communication and Collaboration                                                                                                                                   |

### Sub-Strand 7: Using Simple Prepositions

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<tr>
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</table>
| B1.5.7.1: Apply knowledge of prepositions in communication                       | B1.5.7.1.1. Identify and use prepositions in oral and written language to indicate position  
  - State the position of various classroom objects using simple prepositions.  
  - Give sample sentences (on sentence cards) to learners.  
  e.g.  
  Mary is in the room.  
  Aba is sitting on the chair.  
  - Let learners identify the words in, on, etc. as words that show position.  
  - Pair up learners and have them use the prepositions identified in simple and meaningful sentences.  
  - Let each learner write two sentences describing the position of objects in the classroom.                                                                 | Reading and Writing Skills  
  Personal Development and Leadership  
  Communication and Collaboration                                                                                                                                   |
### Sub-Strand 10: Spelling

#### B1.5.10.1: Use phonics knowledge to spell words
- Help learners to write two letter words correctly e.g. go, so, in, on.
- Using word cards, help learners to write three letter words correctly, e.g. see, low, bow.

#### B1.5.10.1.1 Identify and spell simple words correctly
- Help learners to write two letter words correctly e.g. go, so, in, on.
- Using word cards, help learners to write three letter words correctly, e.g. see, low, bow.

#### B1.5.10.1.2 Fill in blank spaces in simple words
- Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.

### STRAND 6: EXTENSIVE READING
#### Sub-Strand 1: Building the Love and Culture of Reading

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</table>
| B1.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | B1.6.1.1. Read a variety of age – appropriate books and texts from print  
- Using book tease or book talk, introduce the reading/library time.  
- Have a variety of age appropriate books for learners to make a choice from.  
- Introduce picture or wordless books, pop-up and flip-the-page texts to learners.  
- Encourage them to read individually and in pairs, and provide support and encouragement. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
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FOREWORD

The new curriculum for Ghana’s primary schools is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

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

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RATIONALE FOR PRIMARY MATHEMATICS
Mathematics forms an integral part of our everyday lives. It is a universal truth that development is hinged on Mathematics. It is the backbone of social, economic, political and physical development of a country. It is a never-ending creative process which serves to promote discovery and understanding. It consists of a body of knowledge which attempts to explain and interpret phenomena and experiences. Mathematics has changed our lives, and is vital to Ghana’s future development.

To provide quality Mathematics education, teachers must facilitate learning in the Mathematics classroom. This will provide the foundations for discovering and understanding the world around us and lay the grounds for Mathematics and Mathematics related studies at higher levels of education. Learners should be encouraged to understand how Mathematics can be used to explain what is occurring, predict how things will behave and analyse causes and origins of things in our environment. The Mathematics curriculum has considered the desired outcomes of education for learners at the basic level. Mathematics is also concerned with the development of attitudes and is important for all citizens to be mathematically and technologically literate for sustainable development. Mathematics therefore ought to be taught using hands-on and minds-on approaches which learners will find as fun and adopt as a culture.

PHILOSOPHY

• Teaching Philosophy
Ghana believes that an effective Mathematics education needed for sustainable development should be inquiry-based. Thus Mathematics education must provide learners with opportunities to expand, change, enhance and modify the ways in which they view the world. It should be pivoted on learner-centred Mathematics teaching and learning approaches that engage learners physically and cognitively in the knowledge-acquiring process in a rich and rigorous inquiry-driven environment.

• Learning Philosophy
Mathematics learning is an active contextualised process of constructing knowledge based on learners’ experiences rather than acquiring it. Learners are information constructors who operate as researchers. Teachers serve as facilitators by providing the enabling environment that promotes the construction of learners’ own knowledge based on their previous experiences. This makes learning more relevant to learners and leads to the development of critical thinkers and problem solvers.

GENERAL AIMS
The curriculum is aimed at developing individuals to become mathematically literate, good problem solvers who are capable to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

SUBJECT AIMS
The Mathematics curriculum is designed to help learners to:
1. recognise that Mathematics permeates the world around us;
2. appreciate the usefulness, power and beauty of Mathematics;
3. enjoy Mathematics and develop patience and persistence when solving problems;
4. understand and be able to use the language, symbols and notation of Mathematics;
5. develop mathematical curiosity and use inductive and deductive reasoning when solving problems;
6. become confident in using Mathematics to analyse and solve problems both in school and in real-life situations;

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7. develop the knowledge, skills and attitudes necessary to pursue further studies in Mathematics; and
8. develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others.

INSTRUCTIONAL EXPECTATIONS
1. Guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences.
2. Select Mathematics content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
3. Work together as colleagues within and across disciplines and grade levels to develop communities of Mathematics learners who exhibit the skills of mathematical inquiry and the attitudes and social values conducive to mathematics learning.
4. Use multiple methods and systematically gather data about learner understanding and ability to guide Mathematics teaching and learning with arrangements to provide feedback to both learners and parents.
5. Design and manage learning environments that provide learners with the time, space and resources needed for learning Mathematics.

CORE COMPETENCIES
The core competencies for Mathematics describe a body of skills that teachers in Mathematics at all levels should seek to develop in their learners. They are ways in which teachers and learners in Mathematics engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

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

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

COMMUNICATION AND COLLABORATION (CC)
This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.
CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)
This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socio-economic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

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

DIGITAL LITERACY (DL)
Digital Literacy develops learners to discover, acquire and communicate through ICT to support their learning. It also makes them use digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)
A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:
- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

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

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

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

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

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

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

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

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

Analysis: This dimension is the ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; and the ability to recognise inferences from facts etc.

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

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

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

The mathematical method is the means by which a mathematician solves problems or seeks to gain information about events. Learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. The more often they are faced with these challenges, the more likely they are to develop a positive attitude toward mathematics, and the more likely they are to develop the relevant process skills. Details of each sub-skill in the “Values, Attitudes and Process Skills” dimension are as follows:

- **Observing**: This is the skill of using our senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses.

- **Classifying**: This is the skill of grouping objects or events based on common characteristics.

- **Comparing**: This is the skill of identifying the similarities and differences between two or more objects, concepts or processes.

- **Communicating/Reporting**: This is the skill of transmitting, receiving and presenting information in concise, clear and accurate forms - verbal, written, pictorial, tabular or graphical.

- **Predicting**: This is the skill of assessing the likelihood of an outcome based on prior knowledge of how things usually turn out.

- **Analysing**: This is the skill of identifying the parts of objects, information or processes and the patterns and relationships between these parts.

- **Generating possibilities**: This is the skill of exploring all the options, possibilities and alternatives beyond the obvious or preferred one.

- **Evaluating**: This is the skill of assessing the reasonableness, accuracy and quality of information, processes or ideas. It also involves assessing the quality and feasibility of objects.

- **Designing**: This is the skill of visualizing and drawing new objects or gargets from imagination.

- **Measuring**: This is the skill of using measuring instruments and equipment for measuring, reading and making observations.

- **Interpreting**: This is the skill of evaluating data in terms of its worth: good, bad, reliable, unreliable; making inferences and predictions from written or graphical data; extrapolating and deriving conclusions. Interpretation is also referred to as “Information Handling”.

- **Recording**: This is the skill of drawing or making graphical representation boldly and clearly, well labelled and pertinent to the issue at hand.
Generalising: This is the skill of being able to use the conclusions arrived at in an experiment to what could happen in similar situations.

Designing of: This is the skill of developing hypotheses; planning and designing of experiments; persisting in the execution of experimental activities and modifying experimental activities where necessary in order to reach conclusions.

Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them to participate actively in lessons and take a stand on issues affecting them and others.

**ATTITUDES**

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

The Mathematics curriculum aims at helping learners to acquire the following:

(i) **Commitment**: determination to contribute to national development.

(ii) **Tolerance**: willingness to respect the views of others.

(iii) **Patriotism**: readiness to defend the nation.

(iv) **Flexibility in ideas**: willingness to change opinion in the face of more plausible evidence.

(v) **Respect for evidence**: willingness to collect and use data on one’s investigation, and also have respect for data collected by others.

(vi) **Reflection**: the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.

(vii) **Comportment**: conforming to acceptable societal norms.

(viii) **Co-operation**: the ability to work effectively with others.

(ix) **Responsibility**: the ability to act independently and make decisions; morally accountable for one’s action; capable of rational conduct.

(x) **Environmental Awareness**: being conscious of one’s physical and socio-economic surroundings.

(xi) **Respect for the Rule of Law**: obeying the rules and regulations of the land.

The teacher should ensure that learners cultivate the above attitudes and skills as basis for living in the nation as effective citizens.
VALUES
At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values.

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

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

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

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

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

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

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

ASSESSMENT
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers to ascertain their learner’s response to instruction.
Assessment is both formative and summative. Formative assessment is viewed in terms of assessment as learning and assessment for learning.

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

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

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

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

SUGGESTED TIME ALLOCATION
A total of ten periods a week, each period consisting of thirty minutes, is allocated to the teaching of Mathematics at the Lower Primary level. It is recommended that the teaching periods be divided as follows:
2 periods per day (two 30-minute periods)

PEDAGOGICAL APPROACHES
These include the approaches, methods, strategies and appropriate relevant teaching and learning resources for ensuring that every learner benefits from the teaching and learning process. The curriculum emphasises the:

1. creation of learning-centred classrooms through the use of creative approaches to ensure learner empowerment and independent learning;
2. positioning of inclusion and equity at the centre of quality teaching and learning;
3. use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;
4. use of Information Communications Technology (ICT) as a pedagogical tool;
5. identification of subject specific instructional expectations needed for making learning in the subject relevant to learners;
6. integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy; and
7. questioning techniques that promote deep learning.
LEARNING-CENTRED PEDAGOGY

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

At the primary school, the progression phases are KG1 to KG2 and B1 to B6.

The Curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas through the inspiration of the teacher. The learners, then, become actively engaged in looking for answers, working in groups to solve problems. They also research for information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

1. makes learners feel safe and accepted;
2. helps learners to interact with varied sources of information in a variety of ways;
3. helps learners to identify a problem suitable for investigation through project work;
4. connects the problem with the context of the learners’ world so that it presents realistic opportunities for learning;
5. organises the subject matter around the problem, not the subject;
6. gives learners responsibility for defining their learning experience and planning to solve the problem;
7. encourages learners to collaborate in learning; and
8. expects all learners to demonstrate the results of their learning through a product or performance.

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

INCLUSION

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

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

DIFFERENTIATION AND SCAFFOLDING

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by content, tasks, questions, outcome, groupings and support. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through i) task ii) support from the Guidance and Counselling Unit and iii) learning outcomes.

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

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

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

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

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

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

INFORMATION AND COMMUNICATION TECHNOLOGY

Information and Communication Technology (ICT) has been integrated into the Mathematics curriculum as part of the core of education, alongside reading, writing and numeracy. Thus, the curriculum is designed to use ICT as a teaching and learning tool to enhance deep and independent learning. For instance, the teacher, in certain instances, is directed to use multimedia to support the teaching and learning process.
ICT has the potential to innovate, accelerate, enrich and deepen skills. It also motivates and engages learners to relate school experiences to work practices. It provides opportunities for learners to fit into the world of work. Some of the expected outcomes that this curriculum aims to achieve are:

1. improved teaching and learning processes;
2. improved consistency and quality of teaching and learning;
3. increased opportunities for more learner-centered pedagogical approaches;
4. improved inclusive education practices;
5. improved collaboration, creativity, higher order thinking skills; and
6. enhanced flexibility and differentiated approach of delivery

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

Learners need to be exposed to various ICT tools around them including calculators, radios, cameras, phones, television sets and computers and related software like Microsoft Office packages - Word, PowerPoint and Excel as teaching and learning tools. The exposure that learners are given at the primary school level to use ICT in exploiting learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and competence level of learners.
ORGANISATION AND STRUCTURE OF THE CURRICULUM
The curriculum is organised under key headings and annotations.

ANNOTATION
A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in Figure 1:

- **Class**
- **Content Standard number**
- **Learning Indicator number**
- **Strand number**
- **Sub-strand number**

![Figure 1: Curriculum Reference Numbers](image)

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

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

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

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

**Exemplar** refers to support and guidance, which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.
ORGANIZATION OF THE STANDARDS (B1 – B3)

The content standards in this document are organized by grade level. Within each grade level, the contents are grouped first by strands. Each strand is further subdivided into sub-strands of related indicators.

- **Indicators** are learning outcomes that define what learners should know and be able to do.
- **Content Standards** are groups of related indicators. Note that indicators from different standards may sometimes be closely related, because mathematics is a connected subject.
- **Sub-strands** are larger groups of related indicators (or mathematics topics to be studied). Indicators from different sub-strands may sometimes be closely related.
- **Strands** are the main branches of the mathematics content to be studied.

The Standards are organised at the B1 – B3 phase under four strands:

1. Number
2. Algebra
3. Geometry and Measurement
4. Data

Table 1 shows the strands and sub-strands of the B1 – B3 curriculum and Table 2 shows the scope of the sub-strands.

© NaCCA, Ministry of Education 2019
<table>
<thead>
<tr>
<th>STRANDS</th>
<th>SUB-STRANDS</th>
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<tbody>
<tr>
<td></td>
<td><strong>B1</strong></td>
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<tr>
<td>Number (Counting, Representation and Cardinality) Operations and Fractions</td>
<td>Numbers: (Counting, Representation and Cardinality)</td>
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<td>Numbers: (Operations)</td>
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<td>Fractions Representation and Relationship</td>
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<td>Algebra</td>
<td>Patterns and Relationships</td>
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<td>Geometry and Measurement</td>
<td>Lines and Shapes</td>
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<td>Position and Transformation</td>
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<td>Measurements</td>
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<td>Data</td>
<td>Data (Collection, Presentation, Analysis and Interpretation)</td>
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Table 2  Scope of the sub-strands of the B1 – B3 curriculum

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<tr>
<th>STRANDS</th>
<th>SUB-STRANDS</th>
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<th>B2</th>
<th>B3</th>
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<tr>
<td>Number</td>
<td>Whole Numbers: Counting and Representation</td>
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## BASIC I

**Strand 1: NUMBER**

**Sub-Strand 1: Number: Counting, Representation, Cardinality & Ordinality**

<table>
<thead>
<tr>
<th>CONTENT STANDARDS</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| B1.1.1.1          | **B1.1.1.1 Use number names, counting sequences and how to count to find out “how many?”**  
   E.g. 1. Count by 1s (forwards and backwards) between two given numbers between 0 and 100; or by 2s and 10s; Identify and correct errors or omissions in counting or skip counting sequences  
   E.g. 2. Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects  
   E.g. 3. Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice  
   E.g. 4. Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place | Learners develop:  
Problem Solving Skills; Critical Thinking;  
Justification of Ideas; Collaborative Learning; Personal Development and Leadership; Attention to Precision;  
Cultural Identity |
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<tr>
<th>CONTENT STANDARDS</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| **B1.1.1.1**     | **B1.1.1.2** Identify numbers in different positions around a given number (0 – 100)  
E.g. 1. Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.  

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<td>4</td>
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</tbody>
</table>
| **B1.1.1.3** Use number names and non-standard units for measuring (lengths and volumes) to count to find out “how long or how much?”…up to 100  
E.g. 1. Have learners use their feet, hand-span and referent materials to find how long a table, window and door frames are etc., by counting the number of times their feet, hand-span and referent materials are able to do this  
E.g. 2. Have learners use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this | Learners develop:  
Problem Solving skills; Critical Thinking;  
Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision |
### CONTENT STANDARDS

**B1.1.1.1**
Describe numbers and the relationship between numbers 0 to 100. CONT’D

### INDICATORS AND EXEMPLARS

**B1.1.1.1.4** Use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line.

- **Eg. 1.** Use 1-to-1 correspondence or matching to solve problems that involve comparing 2 sets having between 1 to 100 objects and explain how he/she solved the problem (finding which set has more or less, which groups have the same as).
- **Eg. 2.** Use the terms "more than", "less than" or "the same as" when comparing two groups having between 1 to 100 objects.
- **Eg. 3.** Put groups between 1 to 50 objects in increasing or decreasing order and justify his/her answer or explain what he/she did to find the answer.
- **Eg. 4.** Identify numbers and groups of objects that are that are 1 more or less than a number (for numbers 1 to 100).
- **Eg. 5.** Use the number line to compare and order whole numbers from 0 to 100.

**B1.1.1.1.5** Represent the comparison of two numbers up to 100 using the symbols ‘>’, ‘<’ or ‘=’.

- **Eg. 1.** Use the terms "more than", "less than" or "the same as" when comparing two numbers between 1 to 50.
- **Eg. 2.** Use the symbols “>”, “<” or “=” when comparing two numbers between 1 to 50.

### SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

Learners develop:
- Problem Solving skills;
- Critical Thinking;
- Justification of Ideas;
- Collaborative Learning;
- Personal Development and Leadership,
- Attention to Precision.
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</thead>
<tbody>
<tr>
<td><strong>B1.1.1.1</strong></td>
<td><strong>B1.1.1.1.6 Describe the relationship between quantities/numbers up to 100</strong></td>
<td>Learners develop: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision</td>
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<tr>
<td><strong>Describe numbers and the relationship between numbers 0 to 100 CONT’D</strong></td>
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<td>E.g. 1. Use one-to-one correspondence, matching or counting to identify whether the number of objects in one group of up to 20 objects is greater than, less than or equal to the number of objects in another; describe the relationship between the two groups or numerals using the terms greater than, less than, or equal to</td>
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<td>E.g. 2. Build a group that has more than, less than, or the same number as a given set</td>
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<td>E.g. 3. Demonstrate an understanding of the relative size of numbers up to 100 by:</td>
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<td>- Order groups of 1 to 20 objects and then a small set of numerals between 1 and 20, and justifying the arrangement</td>
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<td>- Describe the relative size of numbers up to 100 (i.e., say whether one number is a lot or a little bigger or smaller than another, or 5 more than another number);</td>
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<td>- Place given numerals between 0 and 50 on a number line that has 0, 5 10 and 20 indicated as benchmarks</td>
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<td>- Act out and solving problems (pictures and words) that involve comparing quantities (i.e., Johnson has 3 mangoes, Adwoa has 7. what can you say?)</td>
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### Sub-Strand 2: Number Operations (Addition, Subtraction, Multiplication and Division)

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</table>
| **B1.1.2.1**     | **B1.1.2.1.1** Demonstrate understanding of addition as joining and finding how many altogether and subtraction as separating and finding how many left; numbers 0 to 20<br>
E.g. 1. Acting out a given story problem presented orally. For instance,<br>
- Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?<br>
- Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?<br>
• Indicating if the scenario in a story problem represents an addition or a subtraction and justifying the answer<br>
E.g. 2. Creating a story problem for subtraction or addition or for a given number sentence (+ and – within 20)<br>
- Daniel’s family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel’s family use? | Learners develop: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative learning; Personal Development and Leadership Attention to Precision; Cultural Identity |
| **B1.1.2.2**     | **B1.1.2.2.1** Use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20 and unknowns as any one of terms in problems such as 9 +7 = [], 13 +[] =19 and 14-[]=3.<br>
E.g. 1. Explaining that = means “the same as”<br>
- Identifying if two quantities or groups of objects are equal or not and justifying answers<br>
- Using the symbol = to record equal relationships (e.g., 3 = □ □ □ or □□ □ □ + □ □ = □□ □ □ □ □ □ □ □ □)
- Representing a pictorial or concrete equality in symbolic form (e.g., represent □ □ + □ □ = □□ □ □ □ □ □ □ □ □ as 3 + 2 = 5)<br>
E.g. 2. Use a symbol ( ____ ) to represent the unknown in an addition or subtraction statement. | Learners develop: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative learning; Attention to Precision |
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</table>
| B1.1.2.2          | B1.1.2.2 Use relationship between addition and subtraction to demonstrate understanding of equality for numbers within 20 | Learners develop:  
Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision |
| **Demonstrate an understanding of the concept of equality. CONT'D** |  
**E.g. 1.** Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (10 – 8) is the same as identifying the number that must be added to 8 to make 10)  
10 - 8 = What? Means 8 + What? = 10 |  
**B1.1.2.2.3** Generate and solve word problem situations when given a number sentence involving addition and subtraction of numbers within 20  
**E.g.** Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences |
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<tr>
<td>B1.1.2.3</td>
<td>B1.1.2.3.1 Use strategies for solving basic addition facts (and related subtraction fact) to 10. (Note: The focus is on developing strategies to find answers, not memorising number facts. That comes in P2 and P3)</td>
<td>Learners develop: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision</td>
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<td>E.g. 1. Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)</td>
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<td>E.g. 2. Naming the double of a number to 10</td>
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<td>E.g. 3. Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100</td>
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<td>E.g. 4. Identifying combinations to 5 or 10 (i.e., given a number, quickly identify how many more must be added to get 5 or 10)</td>
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<tr>
<td>B1.1.2.4</td>
<td>B1.1.2.4.1 Use counting on, counting down and missing addend strategies for adding and subtracting within 20</td>
<td>Learners develop:</td>
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<tr>
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<td>E.g. 1. Relating counting to addition (i.e., recognizing that adding 2 is the same as counting on 2)</td>
<td>Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision</td>
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<td>E.g. 2. Counting on (i.e., for 5 + 3, start at 5 and count on 3 places… 6, 7, 8. The answer is 8.)</td>
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<td>E.g. 3. &quot;Making 10s&quot; (i.e., if 7 + 2 + 3, do 7 + 3 = 10 first then add 2. The answer is 12. Or if given 7 + 2 + 3, change the order of the addends to 7 + 3 + 2 to produce combinations that add to 10; Or if given 2 + 6 + 4, add the two last addends first to produce 2 + 6 + 4 = 2 + 10 = 12 Or if given 8 + 3, change question to 8 + 2 + 1 = 10 + 1 = 11)</td>
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<td>E.g. 4. &quot;Making doubles&quot; (i.e., if 5 + 4, do 4 + 4 = 8 then add 1. The answer is 9. Or if given 6 + 7, change question to 6 + 6, which give 12 then add 1. The answer is 13).</td>
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<td>Relating subtraction to counting down (i.e., Recognizing that subtracting 3 is the same as counting down 3) (i.e., for 15 - 3, start at 15 and count on 3 places… 14, 13, 12. The answer is 12.)</td>
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<td>E.g. 5. Relating subtraction to comparison or finding the difference (Recognizing that subtracting 5 from 8 is the same as ‘5 is how many less than 8; or ‘8 is how many more than 5;</td>
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<td>E.g. 6. &quot;Using addition to subtract&quot; or re-writing as addition sentence and finding the missing addend (i.e., if given 7 - ___ = 5, change the question to the addition 5 + ___ = 7. The answer is 2, so 7 - 2 = 5.</td>
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<p>| 7 - What? = 5 | means | 5 + What? = 7 |</p>
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<tr>
<td>B1.1.2.4</td>
<td><strong>Apply strategies for adding and subtracting to 20 CONT’D</strong></td>
<td>Learners develop:</td>
</tr>
<tr>
<td></td>
<td><strong>Or if given 8 - 6 = ___ change question to 6 + ___ = 8. The answer is 2, so 8 - 6 = 2). That is,</strong> 8 - 6 = [What?] means 6 + [What?] = 8</td>
<td>Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision</td>
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<td></td>
<td><strong>E.g. 1. Use a variety of strategies (objects, drawings, mental strategies, counting on, doubles etc.) to solve addition word problems to 20 involving adding to, putting together – and with unknowns in all positions.</strong> – Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?</td>
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<td><strong>E.g. 2. Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions.</strong> – Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? – Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</td>
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<td><strong>B1.1.2.4.2 Solve one-step word problems involving addition and subtraction within 20 using a variety of strategies</strong></td>
<td>Learners develop:</td>
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<tr>
<td></td>
<td><strong>E.g. 1. Use a variety of strategies (objects, drawings, mental strategies, counting on, doubles etc.) to solve addition word problems to 20 involving adding to, putting together – and with unknowns in all positions.</strong> – Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?</td>
<td>Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision</td>
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<td></td>
<td><strong>E.g. 2. Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions.</strong> – Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? – Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</td>
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## Sub-Strand 3: Fractions

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<td><strong>B1.1.3.1</strong></td>
<td><strong>B1.1.3.1.1 Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts</strong></td>
<td>Learners develop:</td>
</tr>
<tr>
<td>Develop an understanding of halves using concrete and pictorial representations [Exclude notation here]</td>
<td>E.g. 1. Use concrete objects to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts</td>
<td>Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership</td>
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<td></td>
<td>E.g. 2. Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts</td>
<td>Attention to Precision</td>
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<td>E.g. 3. Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</td>
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<tr>
<td>B1.1.3.1.</td>
<td>B1.1.3.1.2 Count in halves using concrete and pictorial representations of halves</td>
<td>Learners develop:</td>
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<tr>
<td>Develop an understanding of halves using concrete and pictorial representations [Exclude notation here].</td>
<td>E.g. 1. Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)</td>
<td>Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision</td>
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<tr>
<td>CONT’D</td>
<td>E.g. 2. Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)</td>
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Sub-Strand 4: Money

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<tr>
<td>B1.1.4.1</td>
<td><strong>B1.1.4.1.1 Recognise Ghanaian coins by name, including one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewas and one cedi by value and describe the relationship among them</strong></td>
<td>Learners develop: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision; Cultural Identity and Global Citizenship</td>
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<tr>
<td><strong>Identify coins, their values and the relationships among them in order to recognize the need for monetary transactions</strong></td>
<td>E.g. 1. Display the various coins currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction. Learners touch feel and say the features of each coin</td>
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<td>E.g. 2. Introduce the one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewa and guide learners learn to identify and recognize the money by name and value</td>
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<td>E.g. 3. State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</td>
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Strand 2: Algebra  
Sub-Strand 1: Patterns and Relationship

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| B1.2.1.1          | B1.2.1.1.1 Demonstrate an understanding of repeating patterns with 2 to 4 repeating elements | Learners develop:  
- Problem Solving Skills;  
- Critical Thinking;  
- Justification of Ideas;  
- Collaborative Learning;  
- Personal Development and Leadership  
- Attention to Precision;  
- Cultural Identity and Global Citizenship |
| Recognize, create, extend and describe non-numerical and simple numerical patterns. | E.g. 1. Identifying, duplicating, extending or creating a simple number patterns (1, 2, 3, 4, 1, 2, 3, 4… ___) with 2 to 4 repeating elements, shape patterns (e.g. □ □ ★ □ ★ □ ...) with 2 to 4 repeating elements, sound (clap, clap, snap, snap, clap, clap, snap, snap…) with 2 to 4 repeating elements, or action patterns (stand up, sit down, clap, stand up, sit down, clap…) with 2 to 4 repeating elements.  
E.g. 2. Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g.,  
- □ □ ★ □ ★ □ ...)  
- 2 4 6 2 ___ 6)  
E.g. 3. Representing a repeating sound or number pattern as shape pattern or vice versa (e.g., represent 1, 2, 1, 2 as clap, snap, clap, snap or as ★ □ ★ □ )  
E.g. 4. Identifying and describing patterns in and outside the classroom (in a song, in a fabric, etc.) For instance, use patterns in Kente as examples of repeating patterns. |
### Strand 3: GEOMETRY AND MEASUREMENT
#### Sub-Strand 1: 2D and 3D Shapes

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<tr>
<td><strong>B1.3.1.1</strong></td>
<td><strong>B1.3.1.1.1</strong> Distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape</td>
<td>Learners develop:</td>
</tr>
<tr>
<td>Analyse attributes of two-dimensional shapes and three-dimensional objects to develop general concept about their properties</td>
<td>Display 2D cut out shapes and 3D objects and have learners:</td>
<td>Problem Solving Skills;</td>
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<td>E.g. 1. Identify 2D shapes (triangles, squares, rectangles, circles) on the surfaces of 3D objects (cubes, cylinders, spheres, rectangular prisms) in the classroom or beyond; Identify what features define a shape or an object (e.g. triangles are closed and have three sides) and other features (colour, orientation or size)</td>
<td>Critical Thinking;</td>
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<td>E.g. 2. Sort a given set of 2D shapes and 3D objects using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them; Describe the difference between two given pre-sorted sets of familiar 3D objects or 2D shapes and the feature or criteria used to sort them</td>
<td>Justification of Ideas;</td>
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<td>E.g. 3. Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g., find the parts of a can or bucket that are similar to a circle)</td>
<td>Collaborative Learning;</td>
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<td>E.g. 4. Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</td>
<td>Personal Development and Leadership;</td>
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<td>Attention to Precision;</td>
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<td>Cultural Identity and Global Citizenship</td>
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</table>
| B1.3.1.1 | **B1.3.1.1.2** Identify three-dimensional shapes, including spheres, cylinders, rectangular prisms (including cubes), and triangular prisms and describe their attributes using formal geometric language  
E.g. 1. Sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them  
E.g. 2. Describe the difference between two given pre-sorted sets of familiar 3D shapes and the feature  | Learners develop:  
Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership  
Attention to Precision |
| **CONT’D** | B1.3.1.1.3 Identify two-dimensional shapes, including circles, triangles, rectangles and squares as special rectangles, rhombuses and hexagons and describe their attributes using formal geometric language  
E.g. 1. Sort a given set of 2D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them  
E.g. 2. Describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature |  |
### Sub-Strand 2: Position /Transformation

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| B1.3.2.1          | B1.3.2.1.1 Tell the position of objects relative other objects in space using words such as above, below, to the right etc.  
E.g. 1. Learners tell their sitting position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi | Learners develop:  
Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership  
Attention to Precision; Cultural Identity and Global Citizenship |

### Sub-strand 3: Measurement – Length, Mass and Capacity

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</table>
| B1.3.3.1          | B1.3.3.1.1 Develop an understanding of measuring as a process of comparing pairs of items using words such as smaller, longer, thinner, heavier, bigger etc.  
E.g.1. Learners bring together pairs of objects on the same flat surface to compare to find out which is taller | Learners develop:  
Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership  
Attention to Precision; Cultural Identity |

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### Strand 4: Data

#### Sub-Strand 1: Data Collection, Organisation, Interpretation, Presentation and Analysis

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</table>
| B1.4.1.1          | **B1.4.1.1 Organise and represent (using pictures/objects) data with up to three categories.**  
   E.g. 1. Have a picture of learners in front of the class and ask the learners to use two different pictures/objects to represent the number of males and females. Repeat with pictures of animals  
   E.g. 2. Using a one-to-one correspondence to solve simple problems (i.e. how many altogether, how many more or less) problems requiring interpretation of the concrete representation of pictures as in E.g. 1 above | Learners develop:  
Problem Solving Skills; Critical Thinking;  
Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision |
|                   | **B1.4.1.2 Organise a given set of data into three categories, find the total number of data points and determine how many are in each category and compare the number in any two category**  
   E.g. 1. Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour, pets etc) to analyze and compare data in a picture graph  
   E.g. 2. Learners construct pictures graphs in groups as well as individually based on data given them |
BASIC 2
GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

SCIENCE
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC 1 - 3)
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Science Curriculum for Primary Schools

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FOREWORD

The new curriculum for Ghana’s primary schools is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other, and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, Writing, Arithmetic and Creativity by all learners. It is expected that at any point of exit from formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system would become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity by its design to develop individuals who have the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they would have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners, the spirit of teamwork, respect, resilience and the commitment to achieve high excellence. The Ministry endorses a high quality learning experience as an entitlement for each school-going girl and boy in Ghana; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of the standards-based curriculum.

More importantly the role of the teacher is to make this curriculum useful for the intended purpose of inculcating to inculcate in learners the core competencies and values, and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education
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RATIONALE FOR PRIMARY SCIENCE
Science forms an integral part of our everyday activities and it is a universal truth that development is hinged on Science. Science and Technology is the backbone of social, economic, political, and physical development of a country. It is a never-ending creative process, which serves to promote discovery and understanding. It consists of a body of knowledge which attempts to explain and interpret phenomena and experiences. Science has changed our lives and it is vital to Ghana’s future development.

To provide quality Science education, teachers must facilitate learning in the Science classroom. This will provide the foundations for discovering and understanding the world around us and lay the grounds for Science and Science related studies at higher levels of education. Learners should be encouraged to understand how Science can be used to explain what is occurring, predict how things will behave and analyse causes and origins of things in our environment. The Science curriculum has considered the desired outcomes of education for learners at the basic level. Science is also concerned with the development of attitudes and therefore it is important for all citizens to be scientifically and technologically literate for sustainable development. Science therefore ought to be taught using hands-on and minds-on approaches which learners will find as fun and adopt Science as a culture.

PHILOSOPHY

Teaching Philosophy
Ghana believes that an effective Science education which is needed for sustainable development should be inquiry-based. Thus Science education must provide learners with opportunities to expand, change, enhance and modify the ways in which they view the world. It should be pivoted on learner-centred teaching and learning approaches that engage learners physically and cognitively in the knowledge-acquiring process, in a rich and rigorous inquiry-driven environment.

Learning Philosophy
Science Learning is an active contextualized process of constructing knowledge based on learners’ experiences rather than acquiring it. Learners are information constructors who operate as researchers. Teachers serve as facilitators by providing the enabling environment that promotes the construction of learners’ own knowledge based on their previous experiences. This makes learning more relevant to the learner and leads to the development of critical thinkers and problem solvers.

GENERAL AIMS
The curriculum is aimed at developing individuals to become scientifically literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in matters of the Ghanaian society as responsible local and global citizens.

SPECIFIC AIMS
The Science curriculum is designed to help learners to:

1. Develop a sense of curiosity, creativity, innovation and critical thinking for investigating and understanding their environment.

2. Develop skills, habits and attitudes necessary for scientific inquiry.

3. Communicate scientific ideas effectively.

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4. Use scientific concepts in explaining their own lives and the world around them.
5. Live a healthy and quality life.
6. Develop humane and responsible attitude towards the use of all resources of Ghana and elsewhere.
7. Show concern and understanding of the interdependence of all living things and the Earth on which they live.
8. Design activities for exploring and applying scientific ideas and concepts.
9. Develop skills for using technology to enhance learning.
10. Use materials in their environment in a sustainable manner.

INSTRUCTIONAL GUIDELINES
1. Guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning based on their unique individual differences.
2. Select Science content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
3. Work together as colleagues within and across disciplines and grade levels to develop communities of Science learners who exhibit the skills of scientific inquiry and the attitudes and social values conducive to Science learning.
4. Use multiple methods and systematically gather data about learners’ understanding and ability, to guide Science teaching and learning with arrangements to provide feedback to both learners and parents.
5. Design and manage learning environments that provide students with the time, space, and resources needed for learning Science.

CORE COMPETENCIES
The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

Critical Thinking and Problem Solving (CP)
This skill develops learners’ cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skill enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.
Creativity and Innovation (CI)
Creativity and innovation promotes the development of entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

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

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

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

Digital Literacy (DL)
Digital Literacy develops learners to discover, acquire knowledge, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)
A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are
- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

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

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

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

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

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

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

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

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

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

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

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

**Creating:** The ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the foregoing, creating is the highest form of thinking and learning and is therefore a very important behaviour. This unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking pointed out. Skills beginning right from the lower primary level, it is advised that you do your best to help your learners to develop analytic skills as already.
SKILLS AND PROCESSES
These are specific activities or tasks that indicate performance or proficiency in the learning of Science. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

Equipment and apparatus handling
This is the skill of knowing the functions and limitations of various apparatus, and developing the ability to select and handle them appropriately for various tasks.

Observing
This is the skill of using the senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses.

Classifying
This is the skill of grouping objects or events based on common characteristics.

Comparing
This is the skill of identifying the similarities and differences between two or more objects, concepts or processes.

Communicating/Reporting
This is the skill of transmitting, receiving and presenting information in concise, clear and accurate forms - verbal, written, pictorial, tabular or graphical.

Predicting
This is the skill of assessing the likelihood of an outcome based on prior knowledge of how things usually turn out.

Analysing
This is the skill of identifying the parts of objects, information or processes, and the patterns and relationships between these parts.

Generating possibilities
This is the skill of exploring all the options, possibilities and alternatives beyond the obvious or preferred one.

Evaluating
This is the skill of assessing the reasonableness, accuracy and quality of information, processes or ideas. This is also the skill of assessing the quality and feasibility of objects.

Designing
This is the skill of Visualizing and drawing new objects or gargets from imagination.

Measuring
This is the skill of using measuring instruments and equipment for measuring, reading and making observations.

Interpreting
This is the skill of evaluating data in terms of its worth: good, bad, reliable, unreliable; making inferences and predictions from written or graphical data; extrapolating and deriving conclusions. Interpretation is also referred to as “Information Handling”.

Recording
This is the skill of drawing or making graphical representation boldly and clearly, well labelled and pertinent to the issue at hand.

Generalising
This is the skill of being able to use the conclusions arrived at in an experiment to what could happen in similar situations.

Designing of Experiments
This is the skill of developing hypotheses; planning and designing of experiments; persistence in the execution of experimental activities; modification of experimental activities where necessary in order to reach conclusions.

**Attitudes and Values**

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

**Attitudes**

i. **Curiosity**
   The inclination or feeling toward seeking information about how things work in a variety of fields.

ii. **Perseverance**
   The ability to pursue a problem until a satisfying solution is found.

iii. **Flexibility in ideas**
   Willingness to change opinion in the face of more plausible evidence.

iv. **Respect for Evidence**
   Willingness to collect and use data in one’s investigation, and also have respect for data collected by others.

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

   The teacher should endeavour to ensure that learners cultivate the above scientific attitudes and process skills as a prelude to effective work in Science.

**Values**

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

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

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

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

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

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

vi. **Truth and Integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences, and be morally upright with an attitude of doing the right thing even when no one is watching. Learners are taught. Also, be true to themselves and be willing to live the values of honesty and compassion. Equally important, is the practice of positive values as part of the ethos or culture of the workplace, which includes integrity and perseverance. These underpin the competencies learning processes to allow learners to apply skills and competencies in the world of work.

The action words provided in the learning domains in each content standard should help you to structure your teaching to achieve the desired learning outcomes. Select from the words provided for your teaching, for evaluation exercises and for test construction. Check the learning indicators to ensure that you have given the required emphasis to each of the learning domains in your teaching and assessment.

**ASSESSMENT**

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers to ascertain their learner’s response to instruction. Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment as learning and Assessment for learning:

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

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

**Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning and what they know and can do over a period of time. The emphasis is to evaluate the learner’s cumulative progress and achievement.
It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select indicators in such a way that you will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a “Criterion-Referenced Assessment”. In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

**SUGGESTED TIME ALLOCATION**
A total of four periods a week, each period consisting of thirty minutes, is allocated to the teaching of Science at the lower basic level (B1- B2). It is recommended that the teaching periods be divided as follows:
- Theory: 2 periods per week (30 minutes per period)
- Practical: 2 periods per week (one double-period)

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

The curriculum emphasises:

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

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

At the primary school, the progression phases are: pre-primary (KG1 – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher, actively engage in looking for answers through working in groups to solve problems. This also includes researching information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

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

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

INCLUSION

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

The curriculum therefore promotes:

- learning that is linked to the learner’s background and to their prior experiences, interests, potential and capacities;
- learning that is meaningful because it aligns with learners’ ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.
DIFFERENTIATION AND SCAFFOLDING
This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

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

- Task
- One-on-one support
- Outcome

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

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

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

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

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

Common scaffolding strategies available to the teacher include:

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

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

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

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

Learners need to be exposed to the various ICT tools around them such as calculators, radios, cameras, phones, television sets and computers and related software like the Microsoft Office packages — Word, PowerPoint and Excel — as teaching and learning tools. The exposure that learners are given at the Basic level to use ICT in exploring learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners’ level of competence in the 4Rs.
ORGANISATION OF THE CURRICULUM

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

Example: B3 .2.4.1.2

<table>
<thead>
<tr>
<th>ANNOTATION</th>
<th>MEANING / REPRESENTATION</th>
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</thead>
<tbody>
<tr>
<td>B3</td>
<td>Year or Class</td>
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<tr>
<td>2</td>
<td>Strand Number</td>
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<tr>
<td>4</td>
<td>Sub-Strand Number</td>
</tr>
<tr>
<td>1</td>
<td>Content Standard Number</td>
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<tr>
<td>2</td>
<td>Indicator Number</td>
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</table>

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

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

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

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

**Exemplar**: support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take, to support the facilitators/teachers in the delivery of the curriculum.
### ILLUSTRATION

<table>
<thead>
<tr>
<th>Strand 1: DIVERSITY OF MATTER</th>
<th>Sub-strand 1: Living and Non-Living Things</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>B1.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them</td>
<td>B2.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them</td>
</tr>
<tr>
<td>B1.1.1.1.1: Observe and describe different kinds of things in the environment.</td>
<td>B2.1.1.1.1: Describe the physical features of plants (roots, stem, leaves)</td>
</tr>
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<tr>
<th><strong>B3</strong></th>
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<tr>
<td>B3.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them</td>
<td>B4.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them</td>
</tr>
<tr>
<td>B3.1.1.1.1: Group living things into plants and animals based on their physical features</td>
<td>B4.1.1.1.1: Group living things into plants and animals based on their uses</td>
</tr>
</tbody>
</table>
The Science curriculum is structured to cover B1 to B3 under five strands with a number of sub-strands as shown in the table below:

<table>
<thead>
<tr>
<th>STRAND</th>
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<tr>
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<td>2. Life Cycles of organisms</td>
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<td>2. Ecosystems</td>
<td>2. The Solar system</td>
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<td>3. Forces and Movement</td>
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<tr>
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<td>1. Personal Hygiene and Sanitation</td>
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<td>2. Diseases</td>
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<th>SUB-STRANDS</th>
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BASIC I
# BASIC 1

## STRAND 1: DIVERSITY OF MATTER

### SUB-STRAND 1: LIVING AND NON-LIVING THINGS

<table>
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<tr>
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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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| **B1.1.1.1:** Show an understanding of the physical features and life processes of living things and use this understanding to classify them | **B1.1.1.1** Observe and describe different kinds of things in the environment  
- Go on a nature’s walk to observe things in the environment (e.g. Plants, animals, plastics and stones. The things should come from the classroom or the school environment.  
- Learners work in groups to describe the different kinds of things observed.  
- Elaborate on the learners’ ideas to find out why they need to know about the characteristics of different things in their environment.  
- Sort things into living and non–livings based on common characteristics.  
- Watch videos/pictures of different kinds of living and non-living things in the environment. | **Core Competencies**  
Personal Development and Leadership  
Digital Literacy  
Communication and Collaboration  
Critical Thinking and Problem Solving  
Creativity and Innovation  
**Subject Specific Practices**  
Observing  
Classifying |
| **B1.1.1.2:** Understand the differences between living things, non-living things and things which have never been alive | **B1.1.1.2.1.** Identify and name animals and plants in their locality  
- Watch pictures or videos on animals and plants.  
- With guidance, learners identify the local names of plants and animals seen in the videos and pictures.  
- Learners come out with the local names of other plants and animals not seen in the video/pictures using the “think-pair-share”.  
- Learners Draw and colour any local plant or animal.  
- Compare their drawings and identify the type of animal or plant drawn through a peer activity. | **Core Competencies**  
Digital Literacy  
Communication and Collaboration  
Creativity and Innovation  
**Subject Specific Practices**  
Observing  
Classifying |
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</table>
| B1.1.1.2: Understand the differences among living things, non-living things, and things which have never been alive | **B1.1.1.2.2 Know the basic needs of living things (food, water and air)**  
- Give some examples of living things (for example things that eat/drink, move, grow and produce young ones).  
- Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth).  
- Elaborate on learners’ ideas to guide them to brainstorm the importance of basic needs of the living things.  

**B1.1.1.2.3 Describe the differences between living and non-living things**  
- Watch a video or observe pictures of living and non-living things or go on an observational trip around the school community to observe living and non-living things.  
- Learners mention the names of the specific living things and non-living things observed.  
- Describe the differences between living and non-living things using think–pair share (focus on differences in movement, growth, feeding, reproduction).  
- Give reasons for grouping things into living and non-living.  
- Learners reflect on what they have learnt about living and non-living things and answer questions like: What are examples of living things? What are examples of non-living things? In what ways are living things different from non-living things? Come out with differences between non-living things and things that are dead. | Core Competencies  
Critical Thinking and Problem Solving.  
Communication and Collaboration.  
Personal Development and Leadership.  
Digital Literacy  
**Subject Specific Practices**  
Observing  
Analysis  
Classifying |
## SUB-STRAND 2: MATERIALS

<table>
<thead>
<tr>
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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| B1.1.2.1 Recognise materials as important resources for providing human needs | **B1.1.2.1 Identify and name a variety of everyday materials in their immediate environment**  
- Teacher engages learners with questions about metals, wood, plastics, soil, glass, textiles, water and stone they see around the playground and other places outside the school; or engages learners to go on a nature's walk and observe and collect materials present in their environment.  
- In groups, learners observe, sort, identify and name materials collected such as wood, plastic, soil, metals glass, textile, water and stone; and explain the basis of their classification.  
- Reflect on what they have learnt and relate the lesson to everyday uses of the materials.  
**NB:** Teacher should build a stock of materials into a Science corner to annul any shortages. | **Core Competencies**  
- Critical Thinking and Problem Solving  
- Cultural Identity and Global Citizenship  
- Personal Development and Leadership  
- Creativity and Innovation  
**Subject Specific Practices**  
- Observing  
- Classifying  
- Generalising  
- Communicating |
| B1.1.2.1.2 Describe and group materials by their appearance (shape, size, colour, texture, mass) |  
- Collect different materials from the school environment and bring them to class.  
- Learners describe the appearance of the materials (in terms of colour, size, feel, length, etc.).  
- Group materials based on their observable properties such as shape, size (big/small), colour, texture (‘rough’, ‘smooth’, ‘stickey’ and ‘grainy’), mass (heavy / light).  
- Draw and colour several objects/ materials based on their appearance such as colour and shape.  
- Display their drawings for class observation and talk about them.  
- Relate the lesson with everyday experiences (appearance and properties of common items). |
<table>
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</table>
| B1.1.2.2 Know that substances can exist in different physical states (Solid, Liquid, Gas). Many substances can be changed from one state to another by heating or cooling. | **B1.1.2.2.1 Identify and classify materials as solid, liquid or gas**  
- Learners explore and list materials they see in their environment.  
- In groups, sort the materials into solid, liquid or gas. NB: To demonstrate the presence of gas, learners can use paper cards /sheets of paper and wave them across their faces.  
- In groups, learners sort different substances into the solid, liquid or gaseous states with reasons.  
- Each group presents their work to the whole class for discussions.  
- Learners answer the following questions: What makes a solid different from a liquid? How is a liquid different from a gas?  
- Learners can be engaged in more activities to investigate and identify substances in the solid, liquid and gaseous states. E.g. inflating a balloon, breathing in and out; etc. | Core Competencies  
Creativity and Innovation  
Personal Development and Leadership  
Subject Specific Practices  
Observation  
Manipulating  
Communicating  
Evaluating  
Generalising |
| B1.1.2.3 Understand mixtures, the types, their formation, uses and ways of separating them into their components. | **B1.1.2.3.1 Demonstrate understanding that a mixture is two or more objects or materials put together**  
- Present several different materials to the groups such as gari, sand, water, saw dust, milo, salt, sugar, milk powder, etc.  
- Learners work in groups to combine the materials in any proportion, two at a time, e.g. gari and sand; milo and milk powder; sugar and water etc. and describe what happens in each case.  
- Learners find out whether the products they have formed are the same as the individual materials.  
- In groups, learners give names to the combinations they have formed.  
- Provide learners with samples of mixtures, e.g. a mixture of different coloured beads, a mixture of chocolate pellets of different colours to separate.  
**NB:** The idea is for them to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other. | Core Competencies  
Communication and Collaboration  
Personal Development and Leadership  
Subject Specific Practices  
Manipulating  
Observing  
Evaluating  
Generalising |
### SUB-STRAND 1: EARTH SCIENCE

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</thead>
</table>
| **B1.2.1.1. Recognise that some events in our environment are recurrent** | **B1.2.1.1.1 Explain that some natural phenomena, such as day and night, occur repeatedly**  
- Learners can be engaged in an activity that explains cyclic movement. (The second hand of an analogue clock, merry-go-round and circular cards, musical chairs could be used).  
- Relate this activity to the occurrence of day and night and explain that the appearance of the Sun, Moon and stars follow a cyclic pattern.  
- Let learners suggest other events in their environment that happen over and over again in a cycle. For example, dry and wet seasons.  
- Learners make sketches displaying events that take place in the day and those that take place in the night. | Core Competencies  
Creative Thinking and problem solving  
Creativity and Innovation  
Personal development and Leadership |
| **B1.2.1.2. Recognise the relationship between the Earth and the Sun** | **B1.2.1.2.1 Know that the sun is the main source of light to the Earth**  
- Engage learners with a number of questions to enable them explore where we get light, e.g. What does the sun look like? Where is the sun located? Do you see clearly or otherwise when the sun is out?  
- Display various sources of light such as torch, candles, matchstick, and lantern.  
- Brainstorm with learners to come out with one thing which is common to all the items you have displayed.  
- Engage learners to mention sources of light in their environment (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others).  
- Learners brainstorm the main sources of light by considering the biggest source of light which makes them see clearly in the day time.  
- Learners use paper to design the sun as a source of light to the earth. | Subject Specific Practices  
Manipulating  
Generalising  
Observing  
Analysing  
Evaluating |
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</table>
| B1.2.1.3 Show an understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological cycle | **B1.2.1.3.1 Observe the disappearance of mist and pools of water after it rains**  
- Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class.  
  *(Note: This activity is to be carried out when it rains).*  
- Engage learners to predict where mist and run-off water go after rains and assist them to understand that they evaporate.  
  **NB:** Mists evaporate but run-off water either flows into surface water bodies or collects as stagnant pools of water. Run-off water takes a longer time to evaporate. | Core Competencies  
- Critical Thinking and problem solving  
- Creativity and Innovation  
- Personal development and Leadership  
Subject Specific Practices  
- Manipulating  
- Generalising  
- Observing  
- Analysing  
- Evaluating |
| B1.2.1.4 Recognise water and air as important natural resources | **B1.2.1.4.1 Identify sources and uses of water in the home and at school**  
- Ask learners where they get water (sources of water) at the home, community and school.  
- In a participatory manner, learners come out with sources of water in the home and at school  
- Show or draw pictures depicting different sources of water such as bore-holes, rivers, wells and the sea.  
- Discuss the various uses of water at their homes, school and community.  
- Learners demonstrate several uses of water, e.g. washing of face and hands, drinking and preparing beverages, rinsing of utensils, watering of flowers.  
- Use local materials to create different sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap. | Core Competencies  
- Critical Thinking and problem solving  
- Creativity and Innovation  
- Personal development and Leadership  
Subject Specific Practices  
- Generalising  
- Observing  
- Analysing  
- Evaluating |
### CONTENT STANDARD

**B1.2.1.4 Recognise water and air as important natural resources**

#### INDICATOR AND EXEMPLARS

**B1.2.1.4.2 Demonstrate the existence of air in the environment**

- Engage learners in a number of games/ fun activities that demonstrate the existence of air, e.g. waving a piece of paper across the face, leaving inflated balloons in an open space, watching a hoisted flag, observing the leaves of a plant in the school, closing their mouths and then taking a deep breath, asking learners to fan themselves or sit in front of a working fan.
- Learners talk about their observations in each case, e.g. explain what causes the leaves and hoisted flag to move.
- Ask learners to outline uses of air in their lives. e.g. whistling, blowing of trumpets, flying kites, sailing of boats, breathing, etc.

**Core Competencies**

- Critical Thinking and problem solving
- Creativity and Innovation
- Personal development and Leadership

**Subject Specific Practices**

- Generalising
- Observing
- Analysing
- Evaluating

### SUB-STRAND 2: LIFE CYCLES OF ORGANISMS

**CONTENT STANDARD**

**B1.2.2.1 Demonstrate understanding of the life cycle of plants**

#### INDICATOR AND EXEMPLARS

**B1.2. 2.1.1 Examine the structure of plants**

- Assist learners to uproot young plants from the school environment and bring them to class.
- Learners examine the external parts of the plants (using hand lens if available).
- Draw the external parts and display drawings for discussion.
- Create weed albums using leaves of different plants.

**B1.2. 2.1.2. Observe different kinds of seeds**

- Provide learners with different kinds of seeds (e.g. orange, pawpaw, mango, bean seeds, shea nut).
- Learners examine the external parts of different seeds, draw and display them for discussion.
- Through a matching game, learners identify different fruits and their seeds.

**Core Competencies**

- Critical Thinking and Problem Solving
- Personal Development and Leadership
- Communication and Collaboration
- Creativity and Innovation

**Subject Specific Practices**

- Observation, Recording
### STRAND 2: CYCLES
#### SUB-STRA ND 1: EARTH SCIENCE

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Evaluating |
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- Let learners suggest other events in their environment that happen over and over again in a cycle. For example, dry and wet seasons.  
- Learners make sketches displaying events that take place in the day and those that take place in the night. |  |
|  | - Engage learners with a number of questions to enable them explore where we get light, e.g. *What does the sun look like? Where is the sun located?* Do you see clearly or otherwise when the sun is out?  
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- Discuss the various uses of water at their homes, school and community.  
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- Use local materials to create different sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap.  

B1.2.1.4.2 Demonstrate the existence of air in the environment  
- Engage learners in a number of games/ fun activities that demonstrate the existence of air, e.g. Waving a piece of paper across the face, leaving inflated balloons in an open space, watching a hoisted flag, observing the leaves of a plant in the school, closing their mouths and then taking a deep breath, asking learners to fan themselves or sit in front of a working fan.  
- Learners talk about their observations in each case, e.g. explain what causes the leaves and hoisted flag to move.  
- Ask learners to outline uses of air in their lives. e.g. whistling, blowing of trumpets, flying kites, sailing of boats, breathing, etc.  
- Summarise the lesson by explaining to learners that air is everywhere. | Core Competencies  
Critical Thinking and problem solving  
Creativity and Innovation  
Personal development and Leadership  
Subject Specific Practices  
Generalising  
Observing  
Analysing  
Evaluating |
### SUB-STRAND 2: LIFE CYCLES OF ORGANISMS

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<tr>
<td>B1.2.2.1 Demonstrate understanding of the life cycle of plants</td>
<td><strong>B1.2. 2.1.1 Examine the structure of plants</strong>&lt;br&gt;• Assist learners to uproot young plants from the school environment and bring them to class&lt;br&gt;• Learners examine the external parts of the plants (using hand lens if available),&lt;br&gt;• Draw the external parts and display drawings for discussion.&lt;br&gt;• Create weed albums using leaves of different plants</td>
<td>Core Competencies&lt;br&gt;Critical Thinking and Problem Solving&lt;br&gt;Personal Development and Leadership&lt;br&gt;Communication and Collaboration&lt;br&gt;Creativity and Innovation&lt;br&gt;<strong>Subject Specific Practices</strong>&lt;br&gt;Observation, Recording</td>
</tr>
<tr>
<td><strong>B1.2. 2.1.2. Observe different kinds of seeds</strong>&lt;br&gt;• Provide learners with different kinds of seeds (e.g. orange, pawpaw, mango, bean seeds, shea nut).&lt;br&gt;• Learners examine the external parts of different seeds, draw and display them for discussion.&lt;br&gt;• Through a matching game, learners identify different fruits and their seeds.</td>
<td><strong>B1.2.</strong></td>
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## STRAND 3: SYSTEMS

### SUB-STRAND 1: THE HUMAN BODY SYSTEMS

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</table>
| B1.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function | **B1.3.1.1.1 Identify the external human body parts by their appropriate names (e.g. eyes, ears, mouth, nose, legs, hands, shoulders, knees, fingers, toes and chest)**  
- Use songs to get learners to name the parts of their bodies e.g., “my head, my shoulders, my knees and toes” or “show me your head, show me your eyes”.  
- Use realia, videos or charts/pictures to guide learners identify the external parts of the human body.  
- Learners draw a human body and use a colour of their choice to colour their drawing.  
- Learners can trace an outline of the human body on a cardboard or paper.  
- Learners display their work for discussion | Core Competencies  
Personal Development and Leadership  
Digital Literacy  
Critical Thinking and Problem Solving  
Creativity and Innovation  
**Subject Specific Practices**  
Recording, Generating |

### SUB-STRAND 2: ECOSYSTEM

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</table>
| B1.3.2.1 Show an understanding and appreciation of the interactions and interdependencies of organisms in an ecosystem | **B1.3.2.1.1 Know the places where living things live (land, air, and water)**  
- Learners observe different habitats around the school, e.g. a tree which houses some birds and insects, a bush or a pond.  
- Observe videos or pictures of places where living things live e.g. a marshy area, forest, a pond etc.  
- Display pictures of air, water and land habitats with different organisms.  
- Learners come out with the names of the living things found in the three habitats (living places) in the video, pictures or through the nature walk.  
- Engage learners to draw organisms in their natural homes. | Core Competencies  
Digital Literacy  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Creativity and Innovation  
**Subject Specific Practices**  
Observation, Analysing  
Predicting, Evaluating  
Recording |
## STRAND 4: FORCES AND ENERGY
### SUB-STRAND 1: SOURCES AND FORMS OF ENERGY

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</table>
| **B1.4.1.1** Demonstrate an understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved | **B1.4.1.1.1** Understand energy and give examples of its uses  
- Learners talk about why they eat food every day  
- Guide learners to undertake activities that involve the use of energy. E.g. clapping of hands, lighting of a candle or torch, or switching on the light in the classroom.  
- Assist learners to come-out with the meaning of energy.  
- Ask learners to brainstorm on what happens when a car runs short of fuel.  
- Summarise the learners’ responses by explaining to them that energy is what enables us to do work. | **Core Competencies**  
Personal Development and Leadership  
Critical Thinking and Problem Solving  
Communication and Collaboration.  
**Subject Specific Practices**  
Observing, Predicting, Analysing  
Evaluating, Generalising  
Communicating |
| **B1.4.1.2** Show an understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another | **B1.4.1.2.1** Explain the terms *hot* and *cold*  
- Ask learners: *What types of things are usually hot? What types of things are usually cold?*  
- Display substances that are hot or cold (e.g. hot tea, ice cream, ice block, hot water, water at room temperature, cold water.  
- Learners sort the items into hot and cold in groups.  
- Show learners a hot item (learners should not touch) to differentiate it from warm items.  
- Learners compare the samples in terms of warmth (by touching/feeling the provided samples).  
- Learners talk about how we keep hot things hot and cold things cold for a long time.  
- What will happen if an object is placed in the sun? | **Core Competencies**  
Creativity and Innovation  
Personal Development and leadership  
Critical Thinking and Problem Solving  
**Subject Specific Practices**  
Manipulating, Predicting  
Analysing, Generalising  
Communicating |
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</table>
| B1.4.1.2 Show an understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another | • Tell how substances placed in a fridge feel when touched,  
• Learners explore other ways of making things warm (For example, putting them in the sun, touching a phone that has just been charged).  

**Precaution:** Unplug the phone before using it |  |
| **CONT’D** | |  |
| **SUB-STRAND 2: ELECTRICITY AND ELECTRONICS** | |  |
| B1.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms of energy | B1.4.2.1.1 Know the importance of electricity and identify common household appliances that require electricity to work | Core Competencies  
Cultural Identity and Global Citizenship  
Creativity and innovation  
Personal Development and Leadership  
Critical Thinking and Problem Solving  
Digital Literacy  
**Subject Specific Practices**  
Analysing  
Predicting  
Generating |
| | • Learners mention items in their homes that use electricity.  
• Alternatively show them videos/drawings of items that use electricity.  
• Put learners into groups and give each group flashcards of items that use electricity and those that do not.  
• Assist learners to sort the items into two groups i.e, ‘uses electricity’ and ‘does not use electricity’.  
• Let learners match the items mentioned with their functions, e.g. washing machine is the item used for washing, the item used to play music is the sound system, etc.  
• Guide learners through questioning to understand why all such appliances are connected to a source of electricity.  
• Learners brainstorm on how daily living without electricity will affect our homes, schools and industries.  
• Summarise lesson by explaining that electricity is a form of energy thus it enables electrical items to work.  
• Learners talk about the importance of electricity in the home. |  |
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| 4.2.2 Know the functions and assemblage of basic electronic components | **B1.4.2.2.1 Know examples of common electronic devices and their uses**  
- Display real or pictures of electronic devices such as mobile phones, wrist watches, cameras and torches.  
- Let learners identify the devices displayed.  
- Engage learners in an activity to match the devices with their uses.  
- Assist learners to model any one electronic device of their choice using appropriate materials (Blu tack, clay or cardboard). | **Core Competencies**  
Communication and Collaboration  
Personal Development and Leadership  
Digital Literacy  
Critical Thinking and Problem Solving  
Creativity and Innovation  
**Subject Specific Practices**  
Analysing  
Predicting  
Generating |

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| **B1.4.3.1 Know that movement is caused by applied forces due to the release of stored energy** | **B1.4.3.1.1 Explain force as a pull or a push on an object.**  
- Show pictures of, or ask learners to mention activities in the home and the community that involve a push or a pull, e.g. donkey pulling a cart, people pushing a car, people drawing water from a well, etc.  
- Take learners outside the classroom to participate in several games or activities involving pulling or a pushing force, e.g. kicking and throwing of balls, pushing and pulling of boxes, tables and chairs and tug of war, etc.  
- Learners observe the movement of things, e.g. leaves, plants, balloons and other materials under the influence of the wind. Pictures and videos can be used. Let them discuss other actions that will cause objects to move.  
- Guide learners to brainstorm why the pushed objects move.  
- Elaborate on learners’ responses to explain that a push or a pull causes objects to move. Such a push or pull is termed as a force.  
- Engage children in drawing activities involving pushing and pulling e.g. a friend pushing an object. | **Core Competencies**  
Personal Development and Leadership  
Communication and Collaboration  
Critical Thinking and Problem Solving  
Creativity and Innovation  
**Subject Specific Practices**  
Observing  
Analysing  
Predicting  
Generalising |
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| B1.4.3.2. Recognise some simple machines used for making work easier, analyse their advantages and know their uses. E.g. levers, inclined planes and pulleys | B1.4.3.2.1 Understand what simple machines are and cite common examples  
- Engage learners in an activity to identify common machines in their homes and school.  
- Assemble simple machines for learners to explore their uses in the home.  
- Help learners to demonstrate the use of the provided machines for undertaking various tasks, e.g. opening bottles, picking up granules, etc.  
- Elaborate on the importance of such machines in daily living.  
- Summarise learners’ responses by explaining that machines enable work to be done easier and faster.  
- Engage learners to draw any of the devices of their choice.  

Preliminary: Knives and other sharp objects should not be used in this lesson. | Core Competencies  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving  
Creativity and Innovation  
Subject Specific Practices  
Manipulating  
Classifying  
Analysing |
## STRAND 5: HUMANS AND THE ENVIRONMENT
### SUB-STRAND 1: PERSONAL HYGIENE AND SANITATION

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| **B1.5.1.1 Recognise the importance of personal hygiene** | **B1. 5.1.1.1 Explain the need for bathing and know how it is done**  
- Enquire from learners the routine activities they engage in before coming to school. (Activities may include sweeping, bathing, brushing of teeth, washing of face, etc.)  
- Lead learners to discuss the reasons for undertaking those activities (such as bathing).  
- Assist them to talk about the number of times they bath a day and how their parents bath them.  
- Display a video/pictures showing the items used in bathing.  
- Present real items (e.g. soap, sponge, water, and towel) to learners to talk about them in groups.  
- Guide learners to talk about what will happen if they do not take their bath regularly.  
- In groups, learners present their ideas about what will happen if they do not bath.  
- Learners sing familiar songs and recite rhymes as they demonstrate the process of bathing using a doll.  
- Learners draw some items used for bathing and display them for discussion. | **Core Competencies**  
- Critical Thinking and Problem Solving  
- Collaboration and Communication  
- Creativity and Innovation  
- Personal Development and Leadership  
- Digital Literacy  
**Subject Specific Practices**  
- Analysing  
- Predicting  
- Evaluating |
| **B1.5.1.1 Recognise the importance of personal hygiene** | **B1. 5.1.1.2 Know the need for and how to clean the teeth**  
- Begin with a familiar song on cleaning the teeth.  
- Ask learners to mention the items used in cleaning the teeth, e.g. toothbrush and toothpaste, chewing stick, etc.  
- Let learners watch videos or pictures that show the right way to clean the teeth.  
- Demonstrate the right method of brushing the teeth (moving the toothbrush in an upward and downward motion) in front of the class and ask learners to do same.  
- Let learners individually draw and colour some items used in brushing the teeth and display their drawings for discussion.  
- Learners talk about what will happen if they do not brush their teeth regularly. | **Core Competencies**  
- Critical thinking and Problem Solving  
- Collaboration and Communication  
- Personal Development and Leadership  
- Digital Literacy  
- Creativity and Innovation  
- Cultural Identity and Global Citizenship  
**Subject Specific Practices**  
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- Evaluating |
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| **B1.5.1.1 Recognise the importance of personal hygiene (CONT'D)** | **B1. 5.1.1.3 Demonstrate an understanding of the need for and how to wash the hands**  
- Lead learners through questions to come out with the importance of washing the hands.  
- Elaborate on their responses to introduce the topic “Hand-Washing”.  
- Learners discuss when to wash their hands. (The hands must be washed after visiting the toilet, before and after eating, after practical activity, after returning home from school or the playground).  
- Ask learners to name items used in hand-washing, (soap and running clean water).  
- Bring to the classroom, items used for hand-washing and demonstrate the washing of hands to learners, emphasizing washing under running/flowing water.  
- Engage learners in groups to demonstrate washing of hands.  
- Learners brainstorm the possible health effects associated with failure to wash the hands properly.  
- Ask learners to draw illustrations of them washing their hands with water and soap. | Core Competencies  
Critical Thinking and Problem Solving  
Collaboration and communication  
Personal Development and Leadership  
Digital Literacy  
**Subject Specific Practices**  
Analysing  
Predicting  
Evaluating |
| **B1.5.1.2 Appreciate the natural and human features of the local environment and the need for keeping the environment clean** | **B1.5.1.2.1 know the need to keep the environment clean**  
- Go on a nature walk to observe the things in the environment.  
- Learners talk about what they observed during the nature walk.  
- Show pictures of the natural and human features of the environment.  
- Engage learners to discuss what will happen to them if the environment is very dusty and unclean.  
- Brainstorm with learners on what will happen if they do not weed or keep their school, home and community clean.  
- In groups, learners present their ideas by explaining further why it is important to keep the environment clean.  
- Learners compose songs on how to keep the environment clean and draw pictures to depict clean environments. | Core Competencies  
Critical Thinking and Problem Solving  
Collaboration and Communication  
Personal Development and Leadership  
Creativity and Innovation  
Digital Literacy  
**Subject Specific Practices**  
Analysing  
Predicting  
Evaluating |
### SUB-STRAND 2: DISEASES

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| **B1.5.2.1** Know common diseases of humans, causes, symptoms, effects and prevention | **B1.5.2.1.1** Identify some common diseases that affect the skin and their causes  
- Engage learners to watch pictures and videos or tell a story on common skin diseases.  
- Learners in their groups name some common skin diseases that affect people in their communities, e.g. heat rashes, measles, eczema, ringworm, chicken pox, etc.  
- In groups learners share their ideas with the whole class.  
- Reinforce learners’ ideas by writing all common skin diseases on the board.  
- Brainstorm with learners on the causes of common skin diseases.  
- Learners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios. | **Core Competencies**  
Critical Thinking and Problem Solving  
Collaboration and Communication  
Personal Development and Leadership  
Digital Literacy  
**Subject Specific Practices**  
Observing  
Generalising |

### SUB-STRAND 3: SCIENCE AND INDUSTRY

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| **B1.5.3.1** Recognise the impact of Science and Technology on society | **B1.5.3.1.1** Identify technologies in the immediate environment and describe the impact of the technology on society  
- Engage learners to watch videos or pictures showing technologies and their impact on the society.  
- Bring electronic devices such as toys, laptops, smart phones, watches, radio and DVD players to class.  
- Learners in groups discuss other technological equipment they see in their immediate environment and their accompanying functions, e.g. cars, drones, thermometers.  
- Learners present their ideas in groups for discussion.  
- Ask learners to talk about what will happen if such technologies were absent in the society.  
- Guide learners to reshape their ideas and present key concepts on common technologies in the environment on the writing board.  
- Learners mention some technological devices and how these have impacted their lives.  
- In groups learners work to design and make simple technological devices of their choice using materials such as blu tack, clay, cardboard and paper. | **Core Competencies**  
Critical Thinking and Problem Solving  
Collaboration and Communication  
Personal Development and Leadership  
Digital Literacy  
Creativity and Innovation  
**Subject Specific Practices**  
Observation, Evaluating  
Analysing |
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| B1.5.3.2 Exhibit knowledge of food processing and preservation | B1.5.3.2.1 Identify foods that can be processed and preserved at home  
- Ask learners to mention foods they ate in the morning and what was used to prepare the food.  
- Provide samples of preserved foods such as roasted plantain, dried fish, smoked fish.  
- In groups, let learners name vegetables, fruits and other types of food that can be preserved at home, e.g. okro, pepper, tomato, onions, ginger, cassava, yam, plantain.  
- Learners talk about how food is prepared in their homes.  
- Ask learners to tell how their parents preserve food at home.  
- The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration. | Core Competencies  
Critical Thinking and Problem Solving  
Collaboration and Communication.  
Personal Development and Leadership  
Cultural Identity and Global Citizenship  
Subject Specific Practices  
Classifying, Generalising |
| SUB-STRAND 4: CLIMATE CHANGE | B1.5.4.1 Describe the conditions of the weather  
- Take learners out to observe the weather and talk about whether they feel hot or cold.  
- Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy.  
- Show pictures or videos of different weather conditions and activities people do under different weather conditions.  
- Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy.  
- Let learners sing songs on the weather, e.g. rain, rain go away.  
- Act a play on the lesson taught. | Core Competencies  
Critical Thinking and Problem Solving  
Collaboration and Communication.  
Digital Literacy  
Creativity and Innovation  
Subject Specific Practices  
Observing, Predicting  
Analysing, Evaluating |
GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

OUR WORLD AND OUR PEOPLE
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC 1 - 3)

SEPTEMBER 2019
Our World and Our People Curriculum for Primary Schools

Enquiries and comments on this Curriculum should be addressed to:
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Foreword

The new curriculum for Ghana's primary schools, dubbed — curriculum for change and sustainable development — is standards-based. It is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable, if we are to meet the human capital needs of our country required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. It encourages the use of information communication technologies (ICTs) for teaching and learning as teaching and learning material (TLM).

The curriculum for change and sustainable development has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum for change and sustainable development has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly, the role of the teacher is to make this curriculum work for the intended purpose to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes. The support that teachers need is duly recognised and endorsed by my Ministry and support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. This is because teachers matter in the development and delivery of the standards-based curriculum. Therefore, we will continue to support them on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for change and sustainable development for the primary schools of Ghana.

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

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ACKNOWLEDGEMENTS
RATIONALE

The subject, *Our World and Our People* (OWOP), is a body of knowledge that responds to the need to have a dedicated curriculum provision in Ghana’s schools with the aim of nurturing learners into honest, creative and responsible citizens. Learners being exposed to the learning areas within this curriculum, will be imbued with the positive attitudes, values and essential skills to address the contemporary social challenges of sanitation, climate change and environmental degradation, social media and technology misuse, unhealthy living, and non-compliance of civic responsibilities. OWOP curriculum provides space for learners to further explore their immediate world — homes and other worlds — the people and their interconnectedness. It provides opportunity for learners to develop their skills in the 4Rs of Reading, cReativity, wRiting and aRithmetic through thematic and creative approaches to learning. Learning progression is central to the OWOP curriculum. Therefore, OWOP intentionally creates space within the school curriculum for learners to build on their pre-school experience, thus enhancing learners’ curiosity, critical thinking and problem-solving skills and competencies of personal development and leadership, communication and collaboration, creativity and innovation, cultural identity and digital literacy.

PHILOSOPHY

Our World and Our People curriculum will enable learners to develop knowledge, understanding, skills and competencies through a combination of social constructivism and social realism. Learners will demonstrate the competencies in making independent and healthy choices regarding personal development and well-being, develop the awareness of the people in their immediate environment and the wider community and society, take responsibility for the climate and the environment, appreciate the richness and the diversity of Ghana’s culture and willingness to take advantage of social changes relating to globalisation, technological advancement and digital literacy. Learners are to be guided to maximise the opportunities offered by new technologies to express their beliefs and further enhance their moral perspectives and values.

PHILOSOPHY OF LEARNING OUR WORLD AND OUR PEOPLE

The philosophy of learning OWOP is based on the need to nurture citizens who are able to construct new knowledge and ideas, describe, analyse and evaluate environmental issues. Learners should critically trace physical patterns of human activities and communicate their views on how positive and negative practices could influence our immediate environment.

In essence, learners will understand that they relate directly to the environment in which they find themselves and from which useful lessons could be drawn. Through the learning of Our World and Our People learners will specifically acquire:

1. critical thinking and problem-solving skills to be able to compare and contrast, analyse, evaluate and apply geographical knowledge with little or no supervision
2. creative thinking skills to be able to reconstruct important information confidently
3. digital literacy skills to be able to use IT tools and resources efficiently for investigations and project works
4. effective communication skills to be able to share information at various levels of interaction
5. values to live as global citizens capable of learning about other peoples and cultures of the world.
PHILOSOPHY OF TEACHING OUR WORLD AND OUR PEOPLE

OWOP provides opportunity for teachers to adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving conducive learning environment and developing learners into creative, honest and responsible citizens. The OWOP classrooms should be learning-centred where the teacher, acting as a facilitator, introduces the topics for the day and assists learners to describe and analyse issues raised. In addition, the teacher helps learners to interact and share ideas among themselves based on their knowledge of Ghana and the world. The class will be encouraged to explore topics through enquiry-based questions. The OWOP curriculum is underpinned by five themes broken into specific learning areas. The teacher should emphasise these important areas in the day-to-day learning as they are aimed at promoting higher order thinking among learners.

GENERAL AIM
The curriculum, Our World and Our People, aims at producing a morally upright Ghanaian, who is responsible and capable of maintaining a healthy lifestyle and preserving their environment for sustainability.

SUBJECT SPECIFIC AIMS
The aims of the Our World and Our People curriculum are to enable learners to:
1. Develop awareness of their creator and the purpose of their very existence.
2. Appreciate themselves as unique individuals.
3. Exhibit sense of belonging to the family and community.
4. Demonstrate responsible citizenship.
5. Explore and show appreciation of the interaction between plants, animals and their physical environment;
6. Show love and care for the environment.
7. Develop attitudes for a healthy and peaceful lifestyle.
8. Appreciate use ICT as a tool for learning.

INSTRUCTIONAL EXPECTATIONS
Our World and Our People provides opportunity for teachers to:

• adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learner-centred classrooms;
• nurture and develop learners into creative, honest and responsible citizens;
• provide opportunity for learners to develop their skills in the 4Rs of Reading, cReativity, wRiting and aRithmetic through thematic and creative approaches to learning. Learning and learning progression are central to the OWOP curriculum;
• adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of OWOP learners;
• use multiple methods to systematically gather data about learners’ understanding and ability in order to guide the teaching and learning of OWOP;
• put necessary arrangements in place to provide feedback to both learners and parents.
CORE COMPETENCIES
Through the pedagogy and learning areas envisaged for our OWOP as a body of knowledge in the school curriculum, it is expected that as is the case for other subjects in the school curriculum learners will demonstrate the following universal and core competencies:

Critical thinking and problem solving (CP)
Develop learners’ cognitive and reasoning abilities to enable them to analyse issues and situations, leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned and from their own experiences analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

Creativity and Innovation (CI)
Learners acquire entrepreneurial skills through their ability to think about new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners that possess this competency are also able to think independently and creatively.

Communication and collaboration (CC)
This competency aims to promote in learners the ability to make use of languages, symbols and texts to exchange information about themselves and their live experiences. Learners actively participate in sharing their ideas and engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

Cultural identity and global citizenship (CG)
This competency aims to develop learners who put country and service as foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental, and economic awareness. Learners make use of the knowledge, skills, attitudes acquired to contribute meaningfully towards the socio-economic development of the country. They build skills to critically analyse cultural trends, identify and contribute to the global community.

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

Digital literacy (DL)
It involves developing learners to discover, acquire skills in, and communicate through ICT to support their learning and using digital media responsibly.
KNOWLEDGE UNDERSTANDING AND APPLICATION

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

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

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

Each action verb in any indicator indicates the underlying expected outcome. Read each indicator carefully to know the learning domain towards which you have to teach. The focus of the new form of teaching and learning, as indicated in this curriculum, is to move teaching and learning from the didactic acquisition of “knowledge” where there is memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – surface learning – to a new position called – deep learning. Learners are expected to deepen their knowledge through activities that involve critical thinking to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and key words involved in each of the learning domains are as follows:

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

**Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some concept that may be verbal, pictorial or symbolic.
Applying: This dimension is also referred to as “Use of Knowledge”. The ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover among

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

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

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

Creating: It is the ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the foregoing, creating is the highest form of thinking and learning and is therefore a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, beginning right from the lower primary level, it is advised that you do your best to help your learners to develop analytical skills as we have said already.

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

(i) Commitment: the determination to contribute to national development
(ii) Tolerance: the willingness to respect the views of others
(iii) Patriotism: the readiness to defend the nation.
(iv) Flexibility in ideas: the willingness to change opinion in the face of more plausible evidence.
(v) Respect for evidence: the willingness to collect and use data on one’s investigation and also have respect for data collected by others.
(vi) Reflection: the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.
(vii) Comportment: the ability to conform to acceptable societal norms.
(viii) Co-operation: the ability to work effectively with others.

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Responsibility: the ability to act independently and make decisions; morally accountable for one’s action; capable of rational conduct.

Environmental Awareness: the ability to be conscious of one’s physical and socio-economic surroundings.

Respect for the Rule of Law: the ability to obey the rules and regulations of the land.

The teacher should ensure that learners cultivate the above attitudes and skills as a basis for living in the nation as effective citizens.

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

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

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

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

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

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

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, it aims to make them become morally upright with the attitude of doing the right thing even when no one is watching be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance must underpin the learning processes to allow learners to see and apply skills and competencies in the world of work.
PROCESS SKILLS
These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

Observing: This is the skill of using our senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses.

Classifying: This is the skill of grouping objects or events based on common characteristics.

Comparing: This is the skill of identifying the similarities and differences between two or more objects, concepts or processes.

Communicating/Reporting: This is the skill of transmitting, receiving and presenting information in concise, clear and accurate forms - verbal, written, pictorial, tabular or graphical.

Predicting: This is the skill of assessing the likelihood of an outcome based on prior knowledge of how things usually turn out.

Analysing: This is the skill of identifying the parts of objects, information or processes and the patterns and relationships between these parts.

Generating possibilities: This is the skill of exploring all the options, possibilities and alternatives beyond the obvious or preferred one.

Evaluating: This is the skill of assessing the reasonableness, accuracy and quality of information, processes or ideas. It is also the skill of assessing the quality and feasibility of objects.

Designing: This is the skill of visualising and drawing new objects or gadgets from imagination.

Interpreting: This is the skill of evaluating data in terms of its worth: good, bad, reliable, unreliable; making inferences and predictions from written or graphical data; extrapolating and deriving conclusions. Interpretation is also referred to as “Information Handling”.

Recording: This is the skill of drawing or making graphical representation boldly and clearly, well labelled and pertinent to the issue at hand.

Generalising: This is the skill of being able to use the conclusions arrived at in an activity to what could happen in similar situations.

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

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner’s response to instruction.

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

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

Assessment for learning: It is an approach used to monitor learner’s progress and achievement. This occurs throughout the learning process.

The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners’ performance. With assessment for learning learners become actively involved in the learning process and gain confidence in what they are expected to learn.

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

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

PEDAGOGICAL APPROACHES

These include the approaches, methods, strategies, appropriate relevant teaching and learning resources for ensuring that every learner benefits from teaching and learning process. The curriculum emphasises the:

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

**LEARNING-CENTRED PEDAGOGY**

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, Writing, Arithmetic and Creativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are B1 to B2 and B1 to B6.

The Curriculum encourages the creation of a learning centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas through the inspiration of the teacher. The learners then become actively engaged in looking for answers, working in groups to solve problems. They also research for information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

1. makes learners feel safe and accepted;
2. helps learners to interact with varied sources of information in a variety of ways;
3. helps learners to identify a problem suitable for investigation through project work;
4. connects the problem with the context of the learners' world so that it presents realistic opportunities for learning;
5. organises the subject matter around the problem, not the subject;
6. gives learners responsibility for defining their learning experience and planning to solve the problem;
7. encourages learners to collaborate in learning; and
8. expects all learners to demonstrate the results of their learning through a product or performance.

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

**INCLUSION**

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners’ right to equal access and accessibility to quality education is met. The Curriculum suggests a variety of approaches that address learners’ diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration. The curriculum therefore promotes:
1. learning that is linked to the learner’s background and to their prior experiences, interests, potential and capacities
2. learning that is meaningful because it aligns with learners’ ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
3. the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

DIFFERENTIATION AND SCAFFOLDING

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

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

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

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

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

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

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

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ORGANISATION OF THE CURRICULUM

There are five integrated learning areas organised under five themes. The learning areas are:

- Citizenship Education
- Geography
- Agricultural Science
- Computing

The thematic areas are organised under five strands:

- First Theme: All About Us
- Second Theme: All Around Us
- Third Theme: Our Beliefs and Values
- Fourth Theme: Our Nation Ghana
- Fifth Theme: My Global Community

CURRICULUM REFERENCE NUMBERS

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

Table 1: Interpretation of Curriculum Reference Numbers

<table>
<thead>
<tr>
<th>ANNOTATION</th>
<th>MEANING / REPRESENTATION</th>
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<tr>
<td>B1.</td>
<td>Basic Year 1 / Class 1 / Primary 1</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td>Sub-Strand Number</td>
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<tr>
<td>4.</td>
<td>Content Standard Number</td>
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<tr>
<td>1.</td>
<td>Learning / Performance Indicator Number</td>
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</table>

- **Strands** are the broad areas/sections of Our World and Our People curriculum to be studied.
- **Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.
- **Content Standards** indicate what all learners should know, understand and be able to do.
- **Indicators** are clear statements of specific things learners should know and be able to do within each content standard.
- **Exemplars** refer to support and guidance, which clearly explain the expected outcomes of an indicator and suggest what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

**SCOPE AND SEQUENCE**

<table>
<thead>
<tr>
<th>STRAND</th>
<th>SUB-STRAND</th>
<th>B1</th>
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<th>B3</th>
<th>B4</th>
<th>B5</th>
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<td>Our Neighbouring Countries</td>
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<td>Introduction to Computing</td>
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<td>Sources of Information</td>
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<td>Technology in Communication</td>
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BASIC I
## STRAND 1: ALL ABOUT US
### Sub-Strand 1: Nature of God

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Indicator</th>
<th>Exemplars</th>
<th>Core Competencies and Subject Specific Practices</th>
</tr>
</thead>
</table>
| **B1.1.1.1.** Demonstrate understanding of God as the Creator | **B1.1.1.1.** Examine our relationship with the Creator | Learners talk about God's creation using pictures and charts and real things from the environment.  
Learners listen to creation stories/watch videos from the internet about creation.  
Learners role play to retell the creation story.  
Learners draw, colour, make models, recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.  
Learners discuss and role play the attributes of God. | Communication and Collaboration, Critical Thinking, Creativity and Innovation, Digital Literacy  
Appreciation, Truth, Faith, Caring, Love |

**Note:** Learners research the creation story. Use the internet or any available resources e.g. books. If using internet, guide learners to explore parts of the computer (mouse, Central Processing Unit–CPU) etc.
### Sub-Strand 2: Myself

<table>
<thead>
<tr>
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<th>Indicator</th>
<th>Exemplars</th>
<th>Core Competencies and Subject Specific Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1.1.2.1.</strong> Demonstrate knowledge of self as a unique individual</td>
<td><strong>B1.1.2.1.1</strong> Recognise individual characteristics as the basis of one’s uniqueness</td>
<td>Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. I am kind. I am honest. I like people. Learners brainstorm on the importance of knowing and appreciating oneself. Learners say things about themselves with confidence and positive self-esteem: e.g. I am tall and beautiful. I am short and strong. I am black and proud.</td>
<td>Communication and Collaboration, Critical Thinking, Creativity and Innovation, Digital Literacy, Appreciation, Truth, Faith, Caring, Love, Honesty</td>
</tr>
</tbody>
</table>

### Sub-Strand 3: My Family and the Community

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<thead>
<tr>
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<th>Core Competencies and Subject Specific Practices</th>
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</thead>
<tbody>
<tr>
<td><strong>B1.1.3.1.</strong> Demonstrate understanding of one’s relationship with others and the need for good interpersonal relationships</td>
<td><strong>B1.1.3.1.1</strong> Identify persons closely related us and the need to relate well with others</td>
<td>Learners mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of interpersonal relationships and the need to accept everyone, irrespective of where the person comes from. Learners role play healthy relationship with family and friends.</td>
<td>Communication and Collaboration, Critical Thinking, Creativity and Innovation, Digital Literacy, Appreciation, Truth, Faith, Caring, Love, Honesty</td>
</tr>
</tbody>
</table>
## Sub-Strand 4: Home and School

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Indicator</th>
<th>Exemplars</th>
<th>Core Competencies and Subject Specific Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.1.4.1. Demonstrate understanding of the place you call home</td>
<td>B1.1.4.1. 1. Describe and show direction to their home</td>
<td>Learners take turns to talk about their home e.g. my home is in a good and beautiful neighbourhood. Learners sketch the direction to their home on paper. Learners talk about what they want to add to their home. Learners draw their home.</td>
<td>Communication and Collaboration, Critical Thinking, Creativity and Innovation, Appreciation, Caring, Love, Honesty</td>
</tr>
</tbody>
</table>
### Strand 2: ALL AROUND US
#### Sub-Strand 1: The Environment and the Weather

<table>
<thead>
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<th>Content Standard</th>
<th>Indicator</th>
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<th>Core Competencies and Subject Specific Practices</th>
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</thead>
<tbody>
<tr>
<td>B1.2.1.1</td>
<td>B1.2.1.1.1</td>
<td>Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses e.g. Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural. Learners browse the internet, draw or look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens. <strong>Note:</strong> As learners use the internet to browse pictures of things in the environment, teacher helps learners learn about the use of parts of the computer e.g. the mouse, keyboard, monitor or system unit and how they are connected.</td>
<td>Communication and Collaboration, Critical Thinking and Problem Solving, Observational Skills, Creativity</td>
</tr>
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<tbody>
<tr>
<td>B1.2.1.2</td>
<td>B1.2.1.2.1</td>
<td>Show pictures/films of different weather conditions. Learners use rhymes, e.g. “rain, rain go away”, to tell the types of weather e.g. i) Sunny weather, ii) Windy weather, iii) Rainy weather, iv) Cloudy weather</td>
<td>Digital literacy  Creativity and Innovation  Personal Development and Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learners in groups: describe the weather type from their pictures to the class; mention the weather of the day from what they can observe outside their classroom</td>
<td>Applying</td>
</tr>
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</table>

Sunny weather  Windy weather  Rainy weather

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## Sub-Strand 2: Plants and Animals

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>B1.2.2.1.</strong> Recognise different plants in the environment</td>
<td><strong>B1.2.2.1.1.</strong> Identify different plants in the environments and their uses</td>
<td>Learners go on a nature walk to observe and talk about different plants in the environment. Learner watch films/pictures of plants in the environment to show forest trees, grassland, maize, cocoa, shea butter trees, rubber, mangoes, to enable learners understand that different plants live in different environments. Learners talk about uses of plants and share the information with the whole class. The uses of plants include food, clothing, shelter, medicine, decoration and shades.</td>
<td>Personal Development and Development&lt;br&gt;Critical Thinking and Problem Solving&lt;br&gt;Cultural Identity and Global Citizenship&lt;br&gt;Communication and Collaboration&lt;br&gt;Observational Skills</td>
</tr>
<tr>
<td><strong>B1.2.2.2.</strong> Recognise and appreciate different animals in the environment</td>
<td><strong>B1.2.2.2.1.</strong> Identify different animals in the environments and their uses</td>
<td>Use school and community environments, pictures, films from the internet, to show different animals such as fish, birds, monkeys, butterflies, ants to enable learners to understand that different animals live in different environments. Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.</td>
<td>Personal Development and Development&lt;br&gt;Cultural Identity and Global Citizenship&lt;br&gt;Communication and Collaboration&lt;br&gt;Digital literacy&lt;br&gt;Observational Skills&lt;br&gt;Applying</td>
</tr>
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**Note**
Learners collect and share information about animals from the internet, parents, books
## Sub-Strand 3: Map Making and Land Marks

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<tr>
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</thead>
</table>
| **B1.2.3.1.** Demonstrate understanding of the cardinal points | **B1.2.3.1. 1.** Identify the cardinal points | Learners talk about the cardinal points e.g. North, South, East and West.  
Learners sketch the cardinal points and label them.  
Learners stretch their arms sideways to demonstrate the cardinal points e.g. in front of me is North, to the right is East, to the left is West and to my back is South. | Communication and Collaboration  
Critical Thinking and Problem Solving  
Creativity a and Innovation  
Observational Skills  
Applying |
Sub-Strand 4: Population and Settlement

<table>
<thead>
<tr>
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<th>Core Competencies and Subject Specific Practices</th>
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</table>
| **B1.2.4.1.** Demonstrate basic understanding of population structure (age and sex structure) | **B1.2.4.1.1.** Describe the population structure of their class and the need to respect one another | Learners in groups describe the structure of population in their class by sex and age. Learners group the population in their class by age and by sex in their class.  
NB: Teacher to represent each age by sex on the chalk/white board with a rectangular block, starting with the youngest age at three bottom and building on with older boys and girls. Size of box will be determined in each case by number of learners in each age group.  
**Example of the Age Structure**  

![Age Structure Diagram]

Learners talk about the need to respect one another regardless of age and sex as responsible citizens.                                                                                                                                  | Communication and Collaboration  
Critical thinking and problem solving  
Applying  
Respect for one another  
Comportment, Co-operation, Tolerance  
Compromise  
Teamwork  
Leadership                                                                 |
## STRAND 3: OUR BELIEFS AND VALUES
### Sub-Strand 1: Worship

<table>
<thead>
<tr>
<th>Content Standard</th>
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</thead>
</table>
| **B1.3.1.1.**   | **B1.3.1.1.1.** | **Exemplars** | **Communication and Collaboration,**  
| Appreciate the importance of religious worship | Explore the main types of worship in Ghana |  
| | | Show pictures, video clips, etc. of people worshipping, among the three main religions in Ghana | **Critical Thinking and Problem Solving,**  
| | | - Christian worship | **Creativity and Innovation,**  
| | | - Islamic worship | **Digital Literacy,**  
| | | - Traditional worship | **Commitment, Dedication,**  
| | | Learners role play the act of worship in the three main religions in Ghana. | **Sharing,**  
| | | Learners sing and recite texts from the three main religions. | **Reconciliation,**  
| | | - The Lord's Prayer, Psalm 23 (Christian) | **Togetherness,**  
| | | - Al-Fathiha (Islamic) | **Unity,**  
| | | - Any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional) | **Respect,**  
| | | | **Love,**  
| | | | **Tolerance** |
## Sub-Strand 2: Festivals

<table>
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</thead>
</table>
| **B1.3.2.1.**    | **B1.3.2.1.1.** | Learners mention festivals celebrated in the three religions in Ghana:  
  i. Christian – Christmas, Easter, etc.  
  ii. Islamic – Eid-ul-Fitr, Eid-ul-Adha, etc.  
  iii. African Traditional Religion (ATR) – Odwira, Damba, Homowo, Hogbetsotsotso, Fetu Afahye, etc.  
Learners role play religious tolerance e.g. prayers at the Independence Day celebrations, celebrations of major religious festivals (Christmas, Eid-ul-Adha, ban on drumming preceding the Homowo Festival) | Communication and Collaboration  
Critical Thinking and Problem Solving |

## Sub-Strand 3: Basic Human Rights

<table>
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<tr>
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</thead>
</table>
| **B1.3.3.1.**    | **B1.3.3.1.1.** | Engage learners with games/story telling, rhymes to talk about human needs and rights.  
  Human needs: food, shelter, clothing.  
  Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc. | Personal Development and Leadership  
Creativity and Innovation  
Cultural Identity and Global Citizenship  
Digital Literacy  
Patience, Commitment  
Chastity, Caring  
Responsibility |
## Sub-Strand 4: Being a Leader

<table>
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<th>Indicator</th>
<th>Exemplars</th>
<th>Core Competencies and Subject Specific Practices</th>
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</thead>
<tbody>
<tr>
<td><strong>B1.3.4.1.</strong> Demonstrate knowledge of the birth stories of religious leaders</td>
<td><strong>B1.3.4.1.1.</strong> Narrate the stories of the birth of religious leaders</td>
<td>Show pictures and video clips depicting the birth of the religious leaders: Christian, Islam and African Traditional Religion (ATR). Learners tell stories about the birth of the religious leaders. Learners role play the birth of the religious leaders. <strong>Project Work</strong> Learners to consult their parents and record: i. their dates of birth ii. town of birth</td>
<td>Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship, Digital Literacy Patience, Commitment Chastity, Caring Responsibility</td>
</tr>
</tbody>
</table>
# STRAND 4: OUR NATION GHANA

## Sub-Strand 1: Being a Citizen

<table>
<thead>
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<th>Indicator</th>
<th>Exemplars</th>
<th>Core Competencies and Subject Specific Practices</th>
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<tbody>
<tr>
<td><strong>B1.4.1.1.</strong> Demonstrate Understanding of the characteristics of a responsible citizen</td>
<td><strong>B1.4.1.1.1.</strong> Mention the characteristics of a responsible citizen</td>
<td>Learners talk about who a responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc. Learners role play on some of the characteristics of a responsible citizen.</td>
<td>Personal Development and Leadership, Communication skills, Collaboration, Tolerance, Compromise, Teamwork, Confidence, Respect</td>
</tr>
</tbody>
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## Sub-Strand 2: Authority and Power

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<th>Content Standard</th>
<th>Indicator</th>
<th>Exemplars</th>
<th>Core Competencies and Subject Specific Practices</th>
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</table>
| **B1.4.2.1.** Demonstrate understanding of obeying power and authority as a responsible citizen | **B1.4.2.1.1.** Explore sources of power and authority | Learners identify the national symbols and appreciate them:  
   i. National Flag  
   ii. National Anthem  
   iii. National Pledge  
   iv. Coat of Arms, etc. 
   Learners, in groups/pairs, tell how these national symbols can be preserved, e.g. pay attention to the National Anthem, protect the national symbols, report people who destroy the national symbols. | Communication and Collaboration, Critical Thinking and Problem Solving, Cultural Identity, Sharing Reconciliation, Togetherness, Unity |
<table>
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<th>Content Standard</th>
<th>Indicator</th>
<th>Exemplars</th>
<th>Core Competencies and Subject Specific Practices</th>
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</table>
| **B1.4.2.1.2.** | Identify people who have power and authority and respect them, as a responsible citizen | Learners talk about the people who have power and authority:  
   i. at Home: father, mother, older siblings  
   ii. in class/school: head teacher, class teacher, school prefects, class prefects  
   iii. in the community: chiefs, parliamentarians, assembly members  
   iv. in the nation: president, vice president, speaker of parliament  
Learners give examples of persons occupying such positions. | Communication and Collaboration, Critical Thinking and Problem Solving |

**Sub-Strand 3: Responsible Use of Resources**

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<th>Content Standard</th>
<th>Indicator</th>
<th>Exemplars</th>
<th>Core Competencies and Subject Specific Practices</th>
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</thead>
</table>
| **B1.4.3.1.** | Demonstrate understanding of the importance of energy in our environment. | Through questions and answers, learners mention the types of energy sources available in their homes and communities, e.g. sun, wind, firewood, charcoal, kerosene and gas (LPG) (Whole class /small group discussion).  
Learners talk about uses of energy, e.g. cooking, smoking and drying of food items.  
Learners draw a bulb, flashlight coal pot, etc  
Share their drawings with peers in the class in order to appreciate the sources of energy in the home and community. | Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership, Critical Thinking and Problem Solving |
## Sub-Strand 4: Farming in Ghana

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Indicator</th>
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<th>Core Competencies and Subject Specific Practices</th>
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</thead>
</table>
| **B1.4.4.1.** Demonstrate understanding of farming as an important activity    | **B1.4.4.1.1.** Describe farming activities in the community              | Learners look around the school or community and talk about different farm activities the people do/watch pictures/films on different types of farm activities e.g. growing of vegetable, fruits, corn, goats, sheep, pigs, cattle, etc.  
Learners draw some farming activities e.g. weeding the farm or garden, feeding animals | Communication and Collaboration  
Creativity and Innovation  
Personal Development and Leadership  
Critical Thinking and Problem Solving                                              |
| **B1.4.4.2.** Show understanding of simple agricultural tools use in Ghana      | **B1.4.4.2.1.** Identify simple agricultural tools                          | Learners look at pictures of simple agricultural tools or the real tools people use in the community to farm. Tools such as cutlass, hoe, watering cans, hand trowels, spade can be used.  
Draw some of the agricultural tools used in Ghana, e.g. cutlass, hoe, mattock, rake, hand fork, axe, watering can, etc. | Personal Development  
Communication  
Communication and Collaboration  
Creativity and Innovation  
Personal Development and Leadership  
Critical Thinking and Problem Solving  
Observation  
Motor skills                                                                         |
### STRAND 5: MY GLOBAL COMMUNITY
#### Sub-strand 1: Our Neighbouring Countries

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<th>Indicator</th>
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</thead>
</table>
| **B1.5.1.1.**    | **B1.5.1.1.1.** | Learners identify their unique country, Ghana and her neighbours  
Learners demonstrate the positions of Ghana’s neighbouring countries by using the body e.g. to my right is Togo, to my left is La Cote d’Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean)  
Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana’s neighbours | Communication and Collaboration  
Creativity and Innovation  
Personal Development and Leadership  
Critical Thinking and Problem Solving |

#### Sub-Strand 2: Introduction to Computing

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<th>Exemplars</th>
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</tr>
</thead>
</table>
| **B1.5.2.1.**    | **B1.5.2.1.1.** | Learners talk about the parts of a computer e.g. mouse. Learners work in small groups to explore how the gadgets connect to each other. Each group is given one item at a time, i.e. a mouse, keyboard, monitor or system unit. Guide learners to connect the gadgets. Guide learners to tell how the gadgets are connected (i.e. the connection of mouse, keyboard, monitor, system unit, etc.). | Creativity and Innovation  
Communication and Collaboration  
Cultural Identity and Global Citizenship  
Personal Development and Leadership  
Digital Literacy  
Keyboarding Skills |
## Sub-Strand 3: Sources of Information

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</tr>
</thead>
<tbody>
<tr>
<td>B1.5.3.1.</td>
<td>B1.5.3.1.1.</td>
<td>Guide learners to collect various items from the environment, count and record them in a book, e.g. count the number of tables, chairs, exercise books, textbooks and record them. Talk about the various types of data gathered.</td>
<td>Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership, Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td><strong>Demonstrate understanding of data and sources of information</strong></td>
<td>Collect types of data</td>
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## Sub-Strand 4: Technology in Communication

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</thead>
<tbody>
<tr>
<td>B1.5.4.1.</td>
<td>B1.5.4.1.1.</td>
<td>Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells, mobile vans, and community information centres. Learners draw and colour drums, bells, gong gong to assemble people.</td>
<td>Creativity and Innovation, Communication and Collaboration, Cultural Identity and Global Citizenship, Personal Development and Leadership, Digital literacy, Applying</td>
</tr>
<tr>
<td><strong>Recognise technology tools in communication</strong></td>
<td>Identify technology tools in communication</td>
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</tbody>
</table>
Creative Arts Curriculum for Primary Schools

Enquiries and comments on this Curriculum Framework should be addressed to:
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National Council for Curriculum and Assessment (NaCCA)
Ministry of Education
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FOREWORD

The new curriculum for Ghana’s primary schools is standards-based, which demonstrates our determination to place learning at the heart of every classroom and ensuring that every learner receives quality education. Accessibility of quality education for all is non-negotiable if we are to meet the human capital needs required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, Writing, Arithmetic and Creativity by all learners. It is expected that at any point of exit from formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should not only become functional citizens in the 4Rs but lifelong learners as well. They should be critical thinkers, problem solvers and digitally literate. The education they receive through the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas of this curriculum. These core values serve as fundamental building blocks for inculcating in our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective working of this standards-based curriculum.

More importantly, the role of the teacher is to make this curriculum work for the intended purpose, to inculcate in learners the core competencies and values and to make learning happen, and improve learning outcomes. The support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together, to put learning at the centre of what we do best — teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

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

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RATIONALE
Creative Arts provides opportunities for a learner to: self-explore, self-express, build mental focus, skilfully use hands to create (physical dexterity), manage and reduce stress, achieve personal satisfaction and enjoyment. The skills acquired through the study of Creative Arts enable learners to improve their performance in other learning areas. The study of Creative Arts prepares learners to undertake the study of the technical and vocational programmes in later years. It also prepares them for the modern world of work.

Creative Arts study at the primary school level is aimed at developing a functional and all-round learner. Learners are exposed to the 3Hs of Head (cognitive/mind/thinking), Hand (psychomotor/body) and Heart (affective/feelings). Creative Arts inculcate in the learner the basic knowledge and understanding of diverse cultures, strong logical competencies, and a range of comprehensive communication and interpersonal skills. Learners are to become critical thinkers and problem solvers as a result. Their self-esteem and sense of emotional intelligence is also improved as they engage in tasks that require intuitive, emotional, holistic, nonverbal and visual-spatial methods for processing ideas and issues. Creative Arts study will enable learners to be artistic, intuitive, imaginative, and visually oriented.

Therefore, the study of Creative Arts will:
1. develop learners to have creative and innovative skills, critical thinking and problem-solving skills, collaborative and communicative skills.
2. engage learners to acquire, develop and express their feelings and emotions in different ways during the learning process for effective transfer of knowledge: vertically and horizontally.
3. shape the individual’s personal sense of social and cultural identity.
4. facilitate the recognition of the importance and value of the culture of the people; locally, nationally and globally.
5. prepare and predisposes the learner for advance learning in the Junior and Senior High schools thus contributing to informed choices of career courses and vocations in the creative arts industry.
6. transmit, promote and preserve the culture of a nation.
7. help learners think critically and imaginatively to develop ideas for designing, making and responding to artistic processes and products.
8. embrace all domains of knowledge and life: intellectual, social, psychological, spiritual, artistic, aesthetic and physical.
9. provide avenues for self-expression, visual knowledge and the sense of discrimination between what is beautiful and unpleasant, so that people can make the right choices.
10. develop the skills, ability and aptitudes to adapt positively to:
   i. the changing local and global environment and
   ii. the need to sustain it.

PHILOSOPHY FOR TEACHING AND LEARNING CREATIVE ARTS
In an ever growing industrialised and technological society, there is the urgent need to generate a learning system that will not just give knowledge to individuals but also the necessary skills to develop the right values and attitudes. Creative Arts education is to guide the learner to acquire skills of inquiry, innovativeness, creativity, critical thinking and problem solving, collaboration and communication.

PHILOSOPHY FOR TEACHING CREATIVE ARTS
The philosophy for teaching Creative Arts is interconnected with the concept of mentoring of learners through consistent guidance and role modelling both inside and outside of the classroom. The teacher acts as a facilitator, inspires and encourages learners to become:
1. Observant (sharp-eyed): Learn to look closely for details, as in still life drawing.
2. **Inventive (visionary):** Learn to imagine and manipulate ideas and images from memory, e.g. a scene from the farm, lorry station, hospital etc.

3. **Explorative:** Learn to take initiatives to explore, experiment and learn from experiences, e.g. trying other alternatives using non-traditional media, instruments, styles and techniques.

4. **Expressive:** Learn to convey personal opinions through artistic expression.

5. **Persistent:** Learn to persevere, e.g. commit oneself to an activity or project and see it through to the end.

6. **Reflective:** Learn to become aware of personal interests, skills, knowledge and experiences to make critical decisions and judgments.

7. **Perceptive:** Learn to become aware through the senses – seeing, feeling, tasting, smelling and hearing.

8. **Appreciative:** Learn to appraise and talk about all the values of a person or thing.

**PHILOSOPHY FOR LEARNING CREATIVE ARTS**

Creative Arts respects the uniqueness of every learner. It develops individual talents based on the learning activities – music, dance, drama, drawing, modelling, casting, weaving etc. Learners are offered the opportunity to work at their own pace without discrimination or comparison. Activities in the Creative Arts provide the learner with various activities that promote critical thinking, brainstorming, decision making and learning. It helps learners to appreciate various aspects of the arts.

The Creative Arts curriculum is designed to be interactive, exciting and stimulating. It enables learners to discover their talents and develop their lifelong, core competencies, functional and foundational skills. The classroom environment (social and physical) should encourage learners to participate and collaborate inclusively. Learners understand and respect their skills, abilities and experiences as well as those of others. This sets a sustainable pace in achieving expected learning outcomes in the 4Rs – Reading, wRiting, aRithmetric and cReativity.

**GENERAL AIMS**

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

**SUBJECT AIMS**

1. Educates the learner in Art and through Art (head, heart and hands or 3-H Therapy).
2. Develops the learners’ thinking capacity, reasoning power and an understanding of the world and its cultures.
3. Provides learners with the opportunity to respond and act creatively according to intuition.
4. Instils in the learner a lifelong critical mind: analytical and problem-solving skills, creative and innovative skills.
5. Develops the emotional, material, spiritual, cultural and intellectual life of an individual.
6. Strengthens the power of imagination, creative thinking and self-expression.
7. Predisposes the learner to technical, vocational and entrepreneurial skills needed for industrialization.
8. Develops in the learner the skill of appreciation and appraisal of the creative arts and the artists / artistes.
INSTRUCTIONAL EXPECTATIONS

Creative Arts teachers are expected to recognize each learner’s unique ability and put in place appropriate teaching and learning strategies to meet the unique need of the individual learner. The approach is not a “one size fits all” because each learner has distinct skills, talents and capabilities. This approach calls for the use of a range of different pedagogical approaches that seek to address the needs of individual learners. The most important thing is that they are always ready to participate in a creative arts lesson. Therefore:

1. through class discussions, guide learners to be aware that creative activities are used to solve identified problems. For example:
   - The visual arts products beautify our homes, schools, churches, mosques, palaces and workplaces. They are used to give us information, educate us and show directions.
   - The performing arts works are used to entertain us during social gatherings and religious functions. They are also used to educate us and advise us.
2. lead learners to identify problems in the home, school and community that affect the individual, family, community and the country.
3. guide them to discuss the effect of these problems on their education, health and sanitation, cultural beliefs and practices, job creation and employment, etc.
4. lead them to investigate the causes of these problems through interviews, visits, observations, reading and group or class discussions, etc.
5. guide learners through brainstorming activities, exploration with available tools, materials, instruments, materials and techniques (individually or in groups) to design, compose/make visual and performing arts projects to help solve an identified problem.
6. let learners plan, display and share their artworks and compositions through exhibitions and performances with peers and other members of the community.
7. guide learners to appreciate, appraise and critique their works, document the outcomes, reflect creatively on their findings and use the feedback to undertake future projects.

The goal of Creative Arts as a subject at the primary level is to offer learners the opportunity to explore and understand the world around them. Creative Arts activities expand the learner’s way of looking at objects, examining, expressing and adapting to conditions within the environment. Learners first learn to respond aesthetically to their environment through their senses – seeing, touching, tasting, hearing, smelling and movement or lifting. By their nature children are very curious about happenings around them which suggests the need to provide them with sensory experiences.

The curriculum is expected to predispose the learner to ideals and concepts of vocational education as the engine of economic growth with broad-based opportunities in addressing unemployment. Each learner possesses a range of talents and skills, and they need a variety of learning experiences in order to develop them fully. Lessons in Creative Arts should enable learners to make sense of what they learn and to express themselves freely and creatively.

Teachers of Creative Arts should present the learner with options that make skills, concepts and experiences in creative arts applicable in other learning areas and in real-world situations. Opportunities should be provided for visits to historical sites, galleries, museums, parks, centres of arts and culture, chief’s palaces, theatres, drama studios, craft centres and production units to observe interact with practitioners to form the core of learning activities. These will enable learners to appreciate the nature of things and to focus their natural curiosity for self-learning, academic progression and career choices. Well-planned lessons which involve learners making decisions and responsibility of their own learning will help to achieve the goals of the learning. And become grounded in the acquisition of the – 4Rs (Reading, wRiting, aRithmetic and cReativity) – for life.

Creative Arts teachers are encouraged to use the following strategies in facilitating teaching and learning:

- Project-based learning
• Exploration
• Inquiry-based learning
• Procedural learning
• Experiential learning.

Learners are to be guided to:

• explore their environment, critically observe, examine, investigate, reflect on happenings around them,
• design, compose, make, perform and display using available materials, tools, equipment, instruments, props, costumes, ICT devices and
• examine, assess and make value judgments and recommendations for improvement or correction.

CORE COMPETENCIES
The core competencies outlined in the Creative Arts curriculum are a body of skills that teachers at all levels are expected to help their learners to develop. These include critical thinking and problem solving, creativity and innovation, communication and collaboration, cultural identity and global citizenship, personal development and leadership, as well as digital literacy.

CRITICAL THINKING AND PROBLEM SOLVING
Developing learners’ ability to think and reason to enable them analyse issues and situations leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned and from their own experiences to analyse situations, choosing the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

CREATIVITY AND INNOVATION
This competence promotes in learners an entrepreneurial skill through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires imagination and predisposition to the arts, technology and enterprise. Learners having this competency are able to think independently and creatively as well.

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

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP
This involves developing in learners the competency to put country and service as foremost through an understanding of what it means to be active citizens by inculcating in them a strong sense of environmental, social, and economic awareness. Learners make use of the knowledge, skills, attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. They build skills to identify and critically analyse cultural and global trends to contribute to the world community.
PERSONAL DEVELOPMENT AND LEADERSHIP
This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them to acquire the skill of leadership, self-regulation and responsibility for lifelong learning.

DIGITAL LITERACY
Digital literacy develops learners to discover, acquire and communicate through ICT to support their learning. It also makes them use digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)
A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are
- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values.

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

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

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

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the level of mere acquisition of “knowledge” that involved memorisation of facts, reliance on formulas, remembering of facts learned without reviewing or relating them to the real world known as surface learning to a new position called deep learning. Learners are expected to deepen their learning by applying their knowledge to develop critical thinking skills, to explain issues, and reason to generate creative ideas to solve real life problems they would face in school and in their later adult lives. This is the position where learning becomes beneficial to the learner.
The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

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

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

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

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

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

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

**Creating:** The ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the foregoing, creating is seen as the highest form of thinking and learning and is therefore the most important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to acquire critical thinking skills right from the lower primary level, it is advised that teachers do their best to help the learners develop reasoning skills.

To be effective, competent and reflective citizens who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems.

**Suggested Activities in the Exemplars:** Teachers are to:
- select teaching and learning activities that will ensure maximum learner participation
- avoid rote learning and drill-oriented approaches and rather emphasise participatory teaching and learning with special focus on the cognitive, affective and psychomotor domains wherever appropriate
- re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve the best learner learning
- make learners able to apply their knowledge in dealing with issues both in and out of school
- teach learners to be problem solvers.

In Creative Arts, learners are expected to acquire valuable basic practical skills to serve as a foundation for further skills development. Observe and also ensure that learners exhibit skills and values in their behaviour and in creative activities.
Evaluation: Suggested mode of evaluating learners' performance in Creative Arts lessons/activities are as follows:

1. Concept/Ideation: Originality, Creativity, Idea Development, Visualisation, Pre-imaging, Sketching, etc.
2. Planning/Preparation: Acquisition of Tools, Props Materials, Costumes, Equipment and Instruments
3. Process (Making/Composing): Selection and use of tools/instruments, materials etc. according to design specification. Demonstration of Core Values and Competence; observation of rules, guidelines
4. Product/Composition: Finishing, Suitability, Usefulness, Aesthetic and Cultural Value
5. Presentation/Performance/Exhibition and Response: Analysis, Appreciation, Appraisal, Criticism, Judgment.

Teachers should:
- design sets of tasks and assignments that will challenge learners to apply their knowledge to issues and problems
- engage learners in creating new and original items/compositions
- assist learners to develop positive attitudes for creative activities
- emphasise the issues of conceptualization, planning and making/composing as key components in evaluating learners work
- guide learners to transform what they know, understand and can do into creative products
- observe and guide learners as they work independently or in groups in the performance of various tasks since both process and products are equally important
- select and plan other learning activities to assist learners acquire, develop and demonstrate the subject specific practices and core competences outlined under the specific indicators and exemplars of each content standard of the sub-strands/strands in addition to what have been suggested
- bear in mind that the curriculum cannot be taken as a substitute for lesson plans. It is therefore necessary that teachers develop a scheme of work and lesson plans for teaching the indicators and exemplars of this curriculum.

Note that:
- Creative Arts is taught as a practical subject. Learners are to be TAUGHT and EVALUATED PRACTICALLY.
- Creative Arts is basically for the acquisition of practical skills.
- Though learners have to be taken through few theoretical lessons, this is to reinforce their learning and for ideation, conceptualization, brainstorming and critical thinking to find solutions to identified problems.
- Learners must observe, listen, reflect, brainstorm, discuss, compose, perform, respond, talk, report, describe.

SKILLS AND PROCESSES
These are specific activities or tasks that indicate performance or proficiency in the learning of Creative Arts. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

Practical Skills
Practical skills refer generally to the psychomotor domain. This involves the demonstration of manipulative skills using tools/equipment and materials to carry out practical operations, pre-image to solve practical problems, and produce items. The teaching and assessment of practical skills should involve projects, case studies and creative practical tasks. Skills required for effective practical work are the following:

1. Handling of Tools/Equipment/Materials
2. Observation
3. **Craftsmanship/Draftsmanship**

4. **Perception**

5. **Creativity**

6. **Communication,**

**Tools/Equipment/Material Handling:** Learners should be able to handle and use tools/equipment/materials properly for practical to acquire skills through creative activities.

**Observation:** The learner should be able to use his/her senses to make accurate observation of skills and techniques during demonstrations. The learner in this case should be able to apply or imitate the techniques he/she has observed for performing other tasks.

**Craftsmanship/Draftsmanship:** This involves the skillful and efficient handling of materials and tools for accomplishing specific tasks according to the level of the learners.

**Perception:** The learner should be able to respond to his/her environment using all the senses (seeing, hearing, smelling, touching, tasting and movement or kinesthetic. The learner should be encouraged to apply these senses to every project that is undertaken.

**Originality/Creativity** Learners should be encouraged to be creative or original and be able to use new methods in carrying out projects. Encourage them to be original in making own artworks and not to copy existing work. You can help them to be creative and original by encouraging any little creative effort, technique and product they may develop.

**Communication:** Learners should be guided to develop effective oral and written communication skills necessary for group work, reporting and appreciation etc.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the set objectives. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction.

**ATTITUDES AND VALUES**

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

The Creative Arts curriculum aims at helping learners to acquire the following:

i. **Commitment**
   - determination to contribute to national development.

ii. **Tolerance:**
   - willingness to respect the views of others.

iii. **Patriotism:**
   - readiness to defend the nation.

iv. **Flexibility in ideas:**
   - willingness to change opinion in the face of more plausible evidence.

v. **Respect for evidence:**
   - willingness to collect and use data on one’s investigation, and also have respect for data collected by others.

vi. **Reflection:**
   - the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.

vii. **Comportment:**
   - conforming to acceptable societal norms.

viii. **Co-operation:**
   - the ability to work effectively with others.
ix. Responsibility: the ability to act independently and make decisions; morally accountable for one’s action; capable of rational conduct.

tax. Environmental Awareness: being conscious of one’s physical and socio-economic surroundings.

xi. Respect for the Rule of Law: obeying the rules and regulations of the land.

The teacher should ensure that learners cultivate the above attitudes and skills as basis for living in the nation as effective citizens.

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

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

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

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

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

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

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, be morally upright with the attitude of doing the right thing even when no one is watching. Also, be morally upright and compassionate. Equally important is the practice of positive values as part of the ethos or culture of the workplace, which includes integrity and perseverance. These values underpin the learning processes to allow learners to apply skills and competences in the world of work.

ASSESSMENT
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner’s response to instruction.

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

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

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

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

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

SUGGESTED TIME ALLOCATION
A total of six periods a week, each period consisting of 30 minutes, is allocated to the teaching of Creative Arts at the Primary level. It is recommended that the teaching periods be three (3) double periods each week for subject. The two strands – Visual Arts and Performing Arts - are to be viewed as the two sides of the same coin and therefore be given equal attention. It is suggested that teachers of Creative Arts teach one strand after the other in alternate weeks. This means the teaching of Visual Arts in Week 1 for example, must be followed by the teaching of Performing Arts in Week 2 in that order to ensure full coverage of the curriculum.

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

- The creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning
- the positioning of inclusion and equity at the centre of quality teaching and learning
- the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind
- the use of Information Communications Technology (ICT) as a pedagogical tool
- the identification of subject specific instructional expectations needed for making learning in the subject relevant to learners
- the integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy
- use questioning techniques that promote deepen learning.
LEARNING-CENTRED PEDAGOGY
The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana’s young people with a focus on the Reading, Writing, Arithmetic and Creativity (4Rs). It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KG1 – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

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

It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom. The teacher is a facilitator or coach who:
- helps students to identify a problem suitable for investigation
- connects the problem with the context of the students’ world so that it presents authentic opportunities for learning
- organizes the subject matter around the problem, not the discipline
- gives students responsibility for defining their learning experience and planning to solve the problem
- encourages collaboration by creating learning teams
- expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive in learning for teachers to use their knowledge, understanding and skills to motivate learners to find answers to their own questions than teachers provide the answers and their opinions. It takes good and skilful teachers to provide the enabling environment for learners to set their learning objectives, agenda and the process.
INCLUSION

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

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

DIFFERENTIATION AND SCAFFOLDING

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

Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all learners in a group have best possible chance of learning. Differentiation could be by content, task, questions, outcome, groupings and support. This ensures maximum participation of all learners in the learning process.

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

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

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

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process. It involves breaking up the learning episodes, experiences or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:

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

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

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

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

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

a) **Organisation:** The curriculum is organised under key headings.

**Strands** are the broad areas/sections of the Creative Arts content to be studied.

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

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

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

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Sub-strand</th>
<th>Content Standard</th>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
</table>
| 1   | Thinking and Exploring with Ideas | CSI: Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues | B1 1.1.1 Visual Arts  
Think about the people who live in the local community and describe what you know about their history and their culture or way of life | B1 1.1.1 Performing Arts  
Reflect on own experiences to talk about the different kinds of music, dance and drama performed that portray the history and culture of the local people. |
ANNOTATION

A unique notation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The notation is defined in Figure 1:

b) Structure: The curriculum is structured into two phases:
   - Phase One (Lower Primary) B1 – B3
   - Phase Two (Upper Primary): B4 – B6.

Each curriculum phase has two strands – Visual Arts and Performing Arts.

1. **Visual Arts Strand**: Visual Arts consist of the following learning areas
   - Two-dimensional arts: drawing, painting, colour work, printmaking, patternmaking, lettering and camera/electronic arts etc.
   - Three-dimensional art: modelling, casting, carving, weaving (fibre arts), paper craft (origami/quilting art), sewing/stitching, crocheting, construction and assemblage.
This strand encourages self-expression, brainstorming, imagination, perception, reflective thinking, critical observation, analytical and practical skills and attitudes for designing and making visual arts works. Through this strand, learners further develop their visual literacy by looking at, examining, thinking about and expressing own views and feelings about a wide variety of own and others artworks produced or found in different cultures and environments in Ghana and other parts of the world based on the following:

- Type of artworks
- People who make the artworks
- Theme or topic
- Materials they use
- Tools they use
- Methods of production
- Uses of the artworks

2. **Performing Arts Strand**: Performing Arts consists of the following learning areas
   - Music
   - Dance
   - Drama

This strand encourages self-expression, brainstorming, imagination, perception, reflective thinking, critical observation, listening, analytical and practical skills and attitudes for composing and performing music, dance and drama. Through this strand, learners further develop their visual literacy by looking at, examining, thinking about and expressing own views and feelings about a wide variety of own and others compositions and performances produced or found in different cultures and environments in Ghana and other parts of the world based on the following:

- Types of compositions
- People who compose or perform the artworks
- Theme or topics
- Materials and elements they use
- Instruments they use
- Methods of production
- Uses of the artworks.
The Sub-Strands
There are four interrelated Sub-Strands:

1. Thinking and exploring ideas: conceptualisation, ideating or development of ideas
2. Planning, making and composing: designing, creating and choreographing
3. Displaying and sharing: exhibition and performance
4. Appreciating and appraising: observation, responding or criticism/judgment

The sub-strands are linked to each other as stages in the creative process as shown in the diagram. This process starts with generating ideas from memory, imagination or past experiences and turning those ideas into artworks. The stages are cyclical in a manner that emphasises the idea of thinking that goes on in the mind as the artist creates the works that can be seen, touched, listened to and enjoyed to express own views and feelings. Below is an explanation of how the creative process/cycle evolves.

- The first stage of the cycle is ‘thinking and exploring ideas’. During this stage, learners are guided to generate ideas based on the following sources:
  i. The history and culture of the people (local community, other communities in Ghana and around the globe). The history and culture of the people include the origin or migration story of the people, their belief systems, festivals, food, clothing, songs, dirges and games.
  ii. Artworks of the people at local, national and international levels. The artworks of the people include their body arts, carvings, music and dance.
  iii. Artists/Artistes at local, national and international stage. These include painters, musicians, carvers, weavers, dancers, poets, drummers, etc.
  iv. Natural and man-made environments. These are the physical and social environments which include plants, animals, rivers, mountains, lakes, markets, schools, buildings, bridges, etc.
  v. Topical local/national/global issues: These are issues that influence or affect human life and the environment. They are mainly results of human activities and natural occurrences. Examples include education, health, waste management, climate change, road safety and energy efficiency.

Through individual and group activities, learners imagine, brainstorm and generate ideas based on past experiences. The process involves identification of a problem or gap and making an effort to find solutions to it. For example, learners (individually or in groups) realise that some members of the local community who dedicated their lives to the development of their people have not yet been honoured. They can therefore decide to make an artefact or compose a poem/song to honour them.

- The second stage is ‘planning, making and composing’. At this stage, learners (individually or in groups) are guided to plan (design) and make or compose artworks through exploration with available tools, materials, elements and instruments. For visual arts, learners may choose to design and make a decorative item: woven item, carved plaque or framed citation etc. to honour the identified heroes/heroines. For the performing arts, learners may compose and perform music/poem, dance or drama in honour of the identified heroes/heroines.

- The third stage is ‘displaying and sharing through exhibition and performance’. At this stage, learners (individually or in groups), plan and exhibit or put up a performance to an audience to share their ideas and experiences.
The fourth stage of the cycle is ‘appreciating and appraising’. Learners look at, listen to, examine, think about and express own views and feelings about own and others artworks. At this stage, learners reflect, evaluate and judge. They use the experiences gathered through feedback from peers and other people to generate new ideas for the next cycle of the creative process.

**EXPECTED LEARNING OUTCOMES**
Outcomes are statements of knowledge, skills, experiences and values expected to be achieved by the learner at the end of a given stage of learning. They are achieved through a well-coordinated class and out of class curriculum and co-curricular activities that engage learners. Every expected outcome is equally important in realising the overall objectives of the creative arts curriculum. The expected outcomes are:

- demonstration of in-depth understanding and use of visual arts resources and techniques to undertake independent studio arts to solve identified problems.
- demonstration of significant physical, technical and expressive/performance skills, engagement in creative processes, collaboration across domains, and production dance, drama, music, etc. for an occasion/event.
- application of critical thinking and creative/artistic skills and concepts (Generic Skills) into other fields of study.
- engagement in critical self-reflection, curiosity, self-motivation, and entrepreneurial spirit for academic progression and job placement

Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues
<table>
<thead>
<tr>
<th>STRANDS</th>
<th>SUB-STRANDS</th>
<th>CONTENT STANDARDS</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>B4</th>
<th>B5</th>
<th>B6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visual Arts</td>
<td>Thinking and exploring ideas</td>
<td><strong>CS1:</strong> Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</td>
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<tr>
<td>2. Performing Arts</td>
<td>Planning, making and composing</td>
<td><strong>CS2:</strong> Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities</td>
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<td><strong>CS3:</strong> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues</td>
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<td>Displaying and sharing through exhibition and performance</td>
<td><strong>CS4:</strong> Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.</td>
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<td><strong>CS5:</strong> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.</td>
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<td>Appreciating and appraising</td>
<td><strong>CS6:</strong> Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</td>
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<td><strong>CS7:</strong> Demonstrate the ability to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</td>
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BASIC
<table>
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<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td><strong>B1.1.1</strong></td>
<td>Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</td>
<td><strong>B1.1.1.1</strong> Think about the people who live in the local community and describe what you know about their history and their culture or way of life</td>
</tr>
<tr>
<td><strong>Learners are to:</strong></td>
<td></td>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td></td>
<td>• think about the different groups of people who live in the local community (your village, town, city or district);</td>
<td><strong>Digital Literacy</strong></td>
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<tr>
<td></td>
<td>• share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started);</td>
<td><strong>Collaboration</strong></td>
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<td></td>
<td>• share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community;</td>
<td><strong>Communication</strong></td>
</tr>
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<td></td>
<td>• listen to and ask questions about stories told by community elders or resource persons that explain the history and culture of the people in the community;</td>
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<td></td>
<td>• take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos of artworks on the internet;</td>
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<td></td>
<td>• use ideas gained to plan to create own visual artworks that describe the people and how they live who the people are and how they live.</td>
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</tr>
<tr>
<td><strong>B1.1.1.2</strong></td>
<td>Think about and describe the different visual artworks that are produced or found in the local community</td>
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<tr>
<td><strong>Learners are to:</strong></td>
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<td></td>
<td>• think about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community;</td>
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<td></td>
<td>• look at photographs or pictures that show artworks in books, catalogues, magazines and identify them by name or what they are made of or used for;</td>
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<td></td>
<td>• identify and share ideas about different kinds of visual artworks that are produced or found in the local community;</td>
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<tr>
<td>CONTENT STANDARD</td>
<td>INDICATORS AND EXEMPLARS</td>
<td>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</td>
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</tbody>
</table>
| **B1.1.1**      | - visit the workplace of a visual artist (graphic designer making prints on T-shirts, pottery artist making clay pots, textile artist weaving Kente, sculptor making cement statue, etc.) to observe, ask questions, make notes and learn about their work practices;  
|                  | - record knowledge gained for planning own visual artworks. | Critical Thinking  
|                  |                                                        | Digital Literacy  
|                  |                                                        | Collaboration |

**B1.1.1.3**  
Reflect on own experiences and talk about how the visual artworks produced or found in the local community reflect the natural environment

Learners are to:
- show knowledge about natural things (e.g. stone, wood, feather);
- describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment;
- take out-of-classroom walk to observe natural objects in the surroundings and collect samples and/or take photographs;
- organise the sample of natural objects and study their features variety of colours, shapes, size, etc. observed in them;
- organise the sample of natural objects collected to create a ‘natural learning corner’ in the classroom;
- share ideas about the sample of natural objects
- develop ideas for drawing and colouring pictures, modelling
- consider the features of the things observed in the natural environment, e.g. beauty, size, smoothness, roughness, hardness, softness, how shiny, variety, repetition, weight, space, shape, form, line, colour, texture).
<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong> 1.1.1</td>
<td><strong>B1 1.1.1.4</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</td>
<td>Explore own experiences and talk about how the visual artworks produced or found in the local community reflect local topical issues</td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>Learners are to:</td>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td>• reflect on conditions in the local community and identify topical issues (e.g. choked gutters, flooding, road safety) of concern to the people</td>
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<tr>
<td>• talk about the causes of the local topical issues (e.g. plastic materials, sand winning, buildings on water ways) in the local community</td>
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<tr>
<td>• share ideas on how the features of any local visual artwork reflect any topical issue experienced in the community</td>
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<tr>
<td>• explore how topical issues can influence the making of visual artworks</td>
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<tr>
<td>• use knowledge gained to make decisions for improvising own visual artworks that express their views of topical issues experienced in the community.</td>
<td></td>
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</tbody>
</table>
### CONTENT STANDARD

**B1 2.1.1**
Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues.

### INDICATORS AND EXEMPLARS

<table>
<thead>
<tr>
<th>B1 2.1.1.1</th>
<th>Think about the people who live in the local community and describe what you know about their history and their culture or way of life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners are to:</td>
<td></td>
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<tr>
<td>• listen to and ask questions on stories told by community elders or resource persons that explain the history and culture of the people in the community</td>
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<tr>
<td>• take a walk in the community to visit famous buildings (such as the post office, chief’s palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos on the internet</td>
<td></td>
</tr>
<tr>
<td>• use ideas gained to plan to create own performing artworks that describe the people and how they live.</td>
<td></td>
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</tbody>
</table>

| B1 2.1.1.2 | Think about and describe the different performing artworks that are produced or performed in the local community |
| Learners are to: |
| • think about performing artworks (music, dance, drama, poetry) they know of or have seen produced or performed in the local community |
| • look at photographs or pictures or watch videos that show different music, dance and drama performances and identify them by name or talk about how these performing artworks are produced or used for in the community |
| • share and act familiar music, dance and drama in the local community; |
| • identify and share ideas about different kinds of performing artworks |

### SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

| Critical Thinking |
| Collaboration |
| Digital Literacy |
**CONTENT STANDARD**

<table>
<thead>
<tr>
<th><strong>INDICATORS AND EXEMPLARS</strong></th>
<th><strong>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</strong></th>
</tr>
</thead>
</table>
| **B1.2.1.1**
Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues | Creativity and Innovation |
| - that are produced or performed in the local community | Digital Literacy |
| - visit the workplace of a performing artist (e.g. musician, dancer, poet, choreographer) to observe, ask questions, make notes and learn about their instruments and work practices | Critical Thinking |
| - record knowledge gained for improvising own performing artworks. | Collaboration |

**B1.2.1.3**
Reflect on own experiences and talk about how the performing artworks produced or performed in the local community reflect the natural environment

Learners are to:
- show knowledge about natural things or objects (e.g. stone, wood, feather);
- describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment;
- take out-of-classroom walks to observe natural things and objects in the local surroundings and collect samples and/or take photographs or make videos of the natural environment;
- organise samples of natural objects collected to create a 'natural learning corner' in the classroom;
- observe the natural objects carefully and talk about their features (e.g. colour, shape, size, smoothness, roughness, weight, sound they make, movements);
- share ideas about how any of the natural objects collected can be used to produce or perform music, dance or drama in the local community;
- use ideas gained to improvise own performing artworks that express knowledge of the natural environment.
<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1.2.1.1</strong></td>
<td><strong>B1 2.1.1.4</strong></td>
<td>Critical thinking</td>
</tr>
<tr>
<td>Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</td>
<td>Explore own experiences and talk about how performing artworks produced or performed in the local community reflect local topical issues</td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td>Learners are to:</td>
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<tr>
<td></td>
<td>• reflect on conditions in the local community and identify topical issues (e.g. choked gutters, flooding, road safety) of concern to the people</td>
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<tr>
<td></td>
<td>• talk about the causes of these local issues (e.g. plastic materials, sand winning, buildings on water ways) in the local community</td>
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<tr>
<td></td>
<td>• share ideas on how the features of any local music, dance or drama reflect any topical issue experienced in the community</td>
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</tr>
<tr>
<td></td>
<td>• explore how topical issues can promote the making of performing artworks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use knowledge gained to improvise own performing artworks that express own views on topical issues experienced in the community.</td>
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</tbody>
</table>
**CONTENT STANDARD**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.1.2.2</td>
<td>Reflect on own experiences of visual artworks produced or found in the local community to plan for making own artworks from imagination to reflect the history and culture or way of life of the people.</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Learners are to:</td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td></td>
<td>• refresh their memory on visual artworks that are produced or found in the local community;</td>
<td>Decision Making</td>
</tr>
<tr>
<td></td>
<td>• recall all kinds of visual artworks that reflect the history and culture of the people;</td>
<td>Cultural Identity</td>
</tr>
<tr>
<td></td>
<td>• make decisions on how the artworks (e.g. drawing, poster, clay, modelling) they plan to make will reflect the history and culture or way of life of people in the local community.</td>
<td></td>
</tr>
<tr>
<td>B1 1.2.2.2</td>
<td>Develop ideas for making own visual artworks that express own understanding of visual artworks produced or found in the local community.</td>
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<tr>
<td></td>
<td>Learners are to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• develop own ideas on the nature of visual artworks produced or found in the local community (e.g. clay pots, baskets, carvings, beads);</td>
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<tr>
<td></td>
<td>• make decisions on tools, materials and visual arts making methods that are suitable for making those artworks;</td>
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<tr>
<td></td>
<td>• plan how the choice of artworks will be made to express the history and culture/way of life of people in the local community;</td>
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<tr>
<td></td>
<td>• make pencil and crayon doodles/ scribbles/outlines to define the choice of artworks they have in mind.</td>
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</tr>
</tbody>
</table>
### CONTENT STANDARD

**B1 1.2.2**
Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.

### INDICATORS AND EXEMPLARS

**B1 1.2.2.3**
Explore available means of using relevant visual arts making tools, materials and methods to make own artworks that reflect the natural and man-made environments of the local community.

Learners are to:
- recall ideas gathered on the making and use of visual artworks that are produced or found in the local community;
- refine own ideas on visual art making tools, materials and methods used by the local artists;
- organise and develop own ideas, knowledge an understanding of what makes up the natural and man-made environment;
- make pencil/crayon outlines to define the artworks they plan to make to reflect the natural and man-made environments.

**B1 1.2.2.4**
Make firm decisions on the relevant visual arts making tools, materials and methods for creating own visual artworks that reflect local topical issues in the local community.

Learners are to:
- recall from memory what current issues are of concern to people in the local community;
- recall the selection of local artworks that reflect current topical issues of concern to the local community;
- make pencil/crayon outlines to define the artworks they plan to make to reflect the topical local issues;

### SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

- Critical Thinking
- Creativity and Innovation
- Decision Making
- Cultural Identity
## STRAND 2: PERFORMING ARTS
### SUB-STRAND 2: Planning, Making and Composing

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<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td><strong>B1.2.2.2</strong></td>
<td><strong>B1.2.2.1</strong> Reflect on own experiences of performing artworks that are produced or performed in the local community to plan for creating own artworks that will reflect the history and culture or way of life of people in the local community.</td>
<td>Decision Making</td>
</tr>
</tbody>
</table>
| **Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.** | Learners are to:  
- refresh their memory on music, dance and drama that are produced or found in the local community;  
- recall all kinds of music, dance, drama that reflect the history and culture of the people;  
- make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people. | | | | |
| **B1.2.2.2**    | **Develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community** | | | | |
| **Develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community** | Learners are to:  
- develop ideas on the nature of performing artworks (music, dance and drama) produced or performed in the local community  
- make decisions on instruments, resources and techniques that are suitable for making these performing artworks  
- plan how the choice performing artworks will be made to express the history and culture or way of life of people in the local community.  
- Record ideas to define the choice of artworks they have in mind. | | | | |
### CONTENT STANDARD

**B1 2.2.2** Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.

### INDICATORS AND EXEMPLARS

**B1 2.2.2.3**
Explore available means of using relevant performing arts instruments, resources and methods to create own artworks that reflect the natural and manmade environments of the local community

Learners are to:
- recall ideas gathered on the making and use of the music, dance and drama artworks in the local community
- refine own ideas on the instruments, resources and methods used by local performing artists
- organise and develop own ideas on what makes up the natural and manmade environments
- plan for making own performing artworks that will reflect the natural and manmade environments of the local community.

**B1 2.2.2.4**
Make firm decisions on the relevant performing arts instruments, resources and methods for making own artworks that will reflect topical issues in the local community

Learners are to:
- recall from memory what current issues are of concern to people in the local community
- recall the selection of local performing artworks that reflect these topical issues in the local community.
- define the artworks they plan to make that will reflect these local topical issues.

### SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

- Decision Making
- Creativity and Innovation
- Critical Thinking
- Cultural Identity
### STRAND 1: VISUAL ARTS
#### SUB-STRAND 2: Planning, Making and Composing

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td><strong>B1 1.2.3</strong></td>
<td><strong>B1 1.2.3.1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues | Create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people | Decision Making  
Creativity and Innovation  
Critical Thinking  
Cultural Identity |

Learners are to:
- carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people
- create useful artworks that reflects the history and culture of the local community, such as stools and symbols.

<table>
<thead>
<tr>
<th><strong>B1 1.2.3.2</strong></th>
<th>Create own artworks from imagination to express own ideas of the visual artworks produced or found in the local community that reflect the natural and manmade environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners are to:</td>
<td>recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads)</td>
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<tr>
<td></td>
<td>make prints or line drawings of available visual artworks and use them to create patterns.</td>
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<tr>
<td>CONTENT STANDARD</td>
<td>INDICATORS AND EXEMPLARS</td>
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<tr>
<td><strong>B1 1.2.3</strong></td>
<td><strong>B1 1.2.3.3</strong></td>
</tr>
<tr>
<td>Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues.</td>
<td>Create own visual artworks to express own views, knowledge and understanding of topical issues in the local community.</td>
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<tr>
<td></td>
<td>Learners are to:</td>
</tr>
<tr>
<td></td>
<td>• make artworks to reflect some topical issues in the local community.</td>
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<tr>
<td></td>
<td>• make own drawings and colour them to educate the local community on those topical issues.</td>
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<td></td>
<td><strong>Suggested process/steps:</strong></td>
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<tr>
<td></td>
<td>• select and use suitable and appropriate materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting; glue for bonding);</td>
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<td></td>
<td>• select and use suitable and appropriate tools and equipment available (e.g. brush for painting; scissors and cutting knives for cutting);</td>
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<td></td>
<td>• select and use suitable and appropriate methods of production (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</td>
</tr>
<tr>
<td></td>
<td>• select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</td>
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<tr>
<td></td>
<td><strong>Note:</strong> produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, weaving, sewing, cutting, folding.</td>
</tr>
</tbody>
</table>
## STRAND 2: PERFORMING ARTS
### SUB-STRAND 2: Planning, Making and Composing

<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1 2.2.3</strong></td>
<td><strong>B1 2.2.3.1</strong> Create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people</td>
<td>Decision Making, Creativity and Innovation, Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Learners are to:</td>
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<tr>
<td></td>
<td>• plan and perform basic dance movements and patterns based on dances performed in the local community</td>
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<td></td>
<td>• select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama.</td>
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<tr>
<td></td>
<td><strong>B1 2.2.3.2</strong> Create own artworks to express own ideas of performing artworks produced or found in the local community that reflect the natural and manmade environments</td>
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</tr>
<tr>
<td></td>
<td>Learners are to:</td>
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</tr>
<tr>
<td></td>
<td>• perform basic movements and style of local music, dance and drama artworks that reflect the natural and manmade environments in the local community</td>
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<tr>
<td></td>
<td>• perform own music, dance and drama using available instruments, resources and techniques in the local community to express ideas about the natural and manmade environments.</td>
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<tr>
<td></td>
<td><strong>B1 2.2.3.3</strong> Create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community</td>
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<tr>
<td></td>
<td>Learners are to:</td>
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<tr>
<td></td>
<td>• perform own music, dance and drama that reflect the identified topical issues in the local community;</td>
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<tr>
<td>CONTENT STANDARD</td>
<td>INDICATORS AND EXEMPLARS</td>
<td>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</td>
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</tbody>
</table>
| B1 2.2.3         | • make other performing artworks to educate the people on the effects of those local topical issues.  
Suggested process/steps  
• select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. drums, flutes, bells, shakers, rasps, xylophones, finger pianos, rattles, clappers, castanets, horns, whistles, harps, costumes, props)  
• select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation and guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements and dramatization)  
• select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;  
• Demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama.  
Note: produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, directing, creating, imitating, drumming, role-playing, gesturing, miming and mimicking. | Creativity and Innovation  
Collaboration |
<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1 1.3.4.</strong></td>
<td><strong>Plan a display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.</strong></td>
<td><strong>Learners are to:</strong></td>
<td><strong>Decision Making</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* watch a short video on an exhibition or visit an exhibition centre or gallery</td>
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<td></td>
<td></td>
<td>* discuss the need for displaying portfolio of own visual artworks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* plan a display of own portfolio of visual artworks (e.g. drawings, colour work, patterns) to share, educate and inform the public on the history and culture of people in the local community.</td>
</tr>
<tr>
<td><strong>B1 1.3.4.1</strong></td>
<td><strong>Plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local community</strong></td>
<td><strong>Learners are to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* clean the classroom or available space and organise it for the exhibition;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in the local community.</td>
</tr>
<tr>
<td><strong>B1 1.3.4.2</strong></td>
<td><strong>Plan a display of own visual artworks to share own creative experiences based on ideas that reflect topical issues in the local community</strong></td>
<td><strong>Learners are to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* talk about how to display artworks (e.g. by hanging, draping and spreading)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* plan the arrangement of own artworks to share, educate and inform the public on the topical issues of the local community.</td>
</tr>
<tr>
<td>CONTENT STANDARD</td>
<td>INDICATORS AND EXEMPLARS</td>
<td>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</td>
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</tbody>
</table>
| **B1 1.3.4.**  
Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance. | **Suggested Process/Steps**  
- discuss the need for displaying portfolio of own and/or others visual artworks,  
- develop a roadmap for the exhibition by:  
  - fixing a date  
  - selecting a venue  
  - inviting an audience  
- select and agree on a theme for the exhibition by brainstorming, discussing and reaching a consensus;  
- send manual and/or electronic invitations (e.g. letters, announcements, posters, and jingles) to target audience;  
- select works for the exhibition by considering criteria such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance, mode of display: hanging, draping, spreading;  
- getting ready: plan the layout of the exhibition, prepare labels for the works (e.g. title, name of artist, date), clean and tidy up the exhibition hall and environment;  
- post exhibition/display activities: cleaning, appreciation, appraisal, evaluation, reporting etc.  
**Note:** plan a display of portfolio of own visual artworks to share, educate and inform the public | **Creativity and Innovation**  
**Collaboration** |

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B1-CREATIVE ARTS
### CONTENT STANDARD

**B1 2.3.4.**
Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.

### INDICATORS AND EXEMPLARS

#### B1 2.3.4.1
Plan a display of own artworks to share own creative experiences based on performing artworks that reflect the history and culture or way of life of the people

Learners are to:
- watch a short video or live performances that reflect the history and culture of the people in Ghana
- discuss the need for displaying portfolio of own performing artworks
- plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history and culture of people in the local community.

#### B1 2.3.4.2
Plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community

Learners are to:
- watch a short video that reflect the natural and manmade environments in the local community;
- select compositions according to factors such as creativity and originality;
- plan the arrangement of own music, dance and drama to share own views on the natural and manmade environments of the local community.

#### B1 2.3.4.3
Plan a display of own performing artworks to share own creative experiences based on ideas that reflect topical issues in the local community

Learners are to:
- watch a short video that reflects topical issues in the local community;
- plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.

### SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

- Decision Making
- Creativity and Innovation
- Collaboration
- Cultural Identity
B1 2.3.4.
Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.

<table>
<thead>
<tr>
<th>Suggested Processes/Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>- discuss the need for performing collection of own and/or others music, dance and drama.</td>
</tr>
</tbody>
</table>
| - develop a roadmap for the event (performance):
  - fixing a date
  - selecting a venue
  - inviting an audience |
| - select and agree on a theme for the performance by brainstorming, discussing and reaching a consensus; |
| - send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp); |
| - select own and/or others compositions for the event/performance, by considering factors like creativity and originality, relevance to the theme, social and cultural importance, mode of performance (monologue/solo/group), costumes, props; |
| - getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners); |
| - post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting. |

**Note:** plan a performance of own music, dance and drama to educate, inform and entertain the public

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>B1</strong></td>
<td></td>
<td>Decision Making</td>
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<td><strong>2</strong></td>
<td></td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
<td>Collaboration</td>
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</tbody>
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### STRAND 1: VISUAL ARTS
#### SUB-STRAND 3: Displaying and Sharing

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>B1 1.3.5.</strong></td>
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</tbody>
</table>
| Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events | **B1 1.3.5.1**
Exhibit own artworks to share own creative experiences of visual artworks that reflect the history and culture or way of life of people in the local community

Learners are to:
- display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community. |
| **B1 1.3.5.2**    | Exhibit own artworks to share own creative experiences of visual artworks that reflect the natural and manmade environments of the local community

Learners are to:
- display portfolio of own visual artworks to educate and inform the public on the natural and manmade environments of the local community. |
| **B1 1.3.5.3**    | Exhibit own artworks to share own creative experiences of visual artworks that reflect topical issues in the local community

Learners are to:
- display portfolio of own visual artworks to educate and inform the public on topical issues in the local community. |

**Suggested Processes/Steps**
- decide on the types and number of artworks to exhibit and mount them based on the space available and the theme for the exhibition e.g. artworks that best tell the story of the exhibition or theme; | **Decision Making**
| **Creativity and Innovation**
| **Cultural Identity**
<table>
<thead>
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| B1 1.3.5.        | - assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors’ books.  
- display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits;  
- label the works using manual (calligraphy writing) or ICT (computer prints): name of artist, title of work, size of work, and date of production;  
- check/monitor visitors in order to prevent improper practices e.g. touching, lifting, handling and/or taking away some of the exhibits  
- opening and closing of exhibition;  
- cleaning, appreciation, appraisal, evaluation, reporting etc. | Decision making  
Creativity and Innovation  
Cultural Identity  
Digital Literacy |

**Note:** display portfolio of own visual artworks to document, educate and inform the public on the community.
### CONTENT STANDARD

**B1 2.3.5.** Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events

### INDICATORS AND EXEMPLARS

**B1 2.3.5.1**
Perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local community

Learners are to:
- watch a video or live performance of music, dance and drama on the culture of the local community;
- plan to perform some of the music, dance and drama performed during a festival;
- plan to perform own music, dance and drama compositions to share with, educate and inform the public on own knowledge and understanding of the history and culture of the local community.

**B1 2.3.5.2**
Perform own artworks to share own creative experiences of performing artworks that reflect the natural and manmade environments in the local community

Learners are to:
- plan to perform own music, dance and drama to share, educate and inform the target audience on things that reflect the natural and manmade environments in the local community;
- plan to present some of the music, dance and drama performed in the local community.

**B1 2.3.5.3**
Perform own artworks to share own creative experiences of performing artworks that reflect topical issues in the local community

Learners are to:
- watch a video or live performances of music, dance and drama on the

### SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

- Decision Making
- Creativity and Innovation
- Collaboration
- Digital Literacy
<table>
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</tr>
</thead>
</table>
| B1 2.3.5. Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events | culture of the local community;  
- plan to perform own music, dance and drama to share with, educate and inform the target audience on things that are topical issues found in the local community.  

**Suggested Process/Steps**  
- decide on the types and number of performances to perform during the event based on the theme, time available and the expected audience i.e. performances best tell the story or theme of the event;  
- assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show (e.g. explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions);  
- Sequencing of performances to best tell the story of the event from the beginning to climax;  
- following the programme of the day: opening, performances and closing;  
- cleaning, appreciation, appraisal, evaluation, reporting etc. | Decision Making  
Creativity and Innovation  
Collaboration  
Digital Literacy |

**Note:** perform own music, dance and drama to educate inform and entertain the public.
### STRAND 1: VISUAL ARTS
### SUB-STRAND 4: Appreciation and Appraisal

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| **B1.1.4.6.** Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports. | **B1 1.4.6.1**
Agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks

Learners are to:
- agree to the guidelines to view, examine and come out with meaning from visual artworks;
- express own feelings and ideas about own and others' displayed artworks.

**B1 1.4.6.2**
Use the agreed guidelines to examine and derive meaning from own and others' displayed visual artworks

Learners are to:
- agree to the guidelines to critically examine and come out with meaning from visual artworks;
- express own feelings and ideas about own and others' displayed artworks.

**Suggested Process/Steps**
- discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;
- identify the correct vocabularies to use for appreciating and appraising artworks;
- agree on what to use the appraisal report for and how to share it;
- agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;
- fix a day/date for the appreciation/appraisal/jury;
- select own/others artwork to talk about using the accepted guide.

<p>| Decision Making |
| Creativity and Innovation |
| Communication |</p>
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<td><strong>B1.1.4.6.</strong></td>
<td>Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</td>
<td>Note: respond, appreciate and appraise exhibited/displayed own and others visual artworks.</td>
</tr>
<tr>
<td></td>
<td>Use the following guidelines:</td>
<td><strong>Decision Making</strong></td>
</tr>
<tr>
<td></td>
<td>1. <em>Description of the work</em>: the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;</td>
<td><strong>Creativity and Innovation</strong></td>
</tr>
<tr>
<td></td>
<td>2. <em>Subject matter</em>: meaning, message, topic, mood, feelings, historical, religious, environment, global warming;</td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td></td>
<td>3. <em>Appraisal</em>: what the work can be used for, likes, good things in the work, beauty social and cultural value, correlation (connection to other areas of learning);</td>
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<tr>
<td></td>
<td>4. <em>Experiences to share</em>: the design process through thinking and composing, planning and making, displaying and sharing etc.</td>
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</tbody>
</table>
### CONTENT STANDARD

**B1.2.4.6.** Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports.

### INDICATORS AND EXEMPLARS

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<th>Indicator</th>
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<tbody>
<tr>
<td><strong>B1 2.4.6.1</strong></td>
<td><strong>Agree on guidelines for viewing and expressing feelings and thoughts about own and others’ displayed performing artworks</strong></td>
</tr>
<tr>
<td><strong>Learners are to:</strong></td>
<td><strong>• agree on guidelines for use to view, examine and come out with meaning from music, dance and drama to express own feelings and ideas of own and others’ performed artworks.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1 2.4.6.2</strong></td>
<td><strong>Use the agreed guidelines to examine and derive meaning from own and others’ displayed performing artworks</strong></td>
</tr>
<tr>
<td><strong>Learners are to:</strong></td>
<td><strong>• agree on the guidelines to critically examine and come out with meaning of own and others’ performed artworks</strong></td>
</tr>
</tbody>
</table>

### Suggested Process/Steps

- **discuss and accept a guide for appreciating and appraising own and/or others’ compositions and performances as suggested above**;
- **identify the correct vocabularies to use for appreciating and appraising music, dance and drama**;
- **agree on what to use the appraisal report for and how to share it**;
- **agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process**;
- **fix a day/date for the appreciation/appraisal/jury**.

**Note:** respond to, appreciate and appraise own and/or others’ music, dance and drama.

Use the following guidelines:

1. **Music:** theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.
2. **Dance:** theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.
3. **Drama:** characterization, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.

### SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

- Decision making
- Creativity and Innovation
- Collaboration
- Digital Literacy
## STRAND 1: Visual Arts
### SUB-STRAND 4: Appreciating and Appraising

<table>
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<tr>
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<tr>
<td>B1 1.4.7.1</td>
<td>Examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines</td>
<td>Decision Making</td>
</tr>
<tr>
<td></td>
<td>Learners are to:</td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td></td>
<td>• view and make informed decisions on agreed guidelines by using the senses and movement;</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>• assess based on established guide for judging artworks by using the theme, subject matter, media, techniques, elements;</td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td>• recognise the characteristics of own and others' displayed visual artworks</td>
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<tr>
<td></td>
<td>• talk about the usefulness of the displayed visual artworks;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identify future modifications that can be made to enhance the usefulness.</td>
<td></td>
</tr>
<tr>
<td>B1 1.4.7.2</td>
<td>Report own views and feelings about the displayed visual artworks and suggest how the artworks can be modified or improved</td>
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<tr>
<td></td>
<td>Learners are to:</td>
<td></td>
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<tr>
<td></td>
<td>• display (real/photographs/video) selected own and others' displayed visual artworks</td>
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<td></td>
<td>• talk about the works dispassionately using agreed guidelines;</td>
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<tr>
<td></td>
<td>• use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</td>
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</tr>
</tbody>
</table>

**Suggested Process/Steps**

- talk about appreciate and appraise own and/or others’ visual artworks, using the guidelines above dispassionately;
- use the outcome of the appreciation/appraisal to modify the product or to produce similar artwork;
- record/document the activity and share using platform accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc.
<table>
<thead>
<tr>
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<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>B1 1.4.7.</td>
<td><strong>Note</strong>: talk about, appreciate and appraise exhibited/displayed own and others' visual artworks (2-Dimensional and 3-Dimensional). Use the following guidelines:</td>
<td><strong>Decision Making</strong></td>
</tr>
<tr>
<td></td>
<td>1. <strong>Description of the work</strong>: the elements in the work (dots, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;</td>
<td><strong>Creativity and Innovation</strong></td>
</tr>
<tr>
<td></td>
<td>2. <strong>Subject matter</strong>: meaning, message, topic, mood, feelings, history, religion, environment.</td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td></td>
<td>3. <strong>Appraisal</strong>: what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connection to other areas of learning).</td>
<td><strong>Collaboration</strong></td>
</tr>
<tr>
<td></td>
<td>4. <strong>Experiences to share</strong>: the design process through thinking and composing, planning and making, displaying and sharing etc.</td>
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<tr>
<td></td>
<td>Demonstrates understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</td>
<td></td>
</tr>
</tbody>
</table>

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### CONTENT STANDARD

**B1 2.4.7.** Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications.

### INDICATORS AND EXEMPLARS

**B1 2.4.7.1** Examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines.

Learners are to:
- based on agreed guidelines assess the value and recognise the characteristics.
- assess based on established guidelines for judging performing artworks by using the theme, subject matter, media, techniques, elements.
- express own likes and dislikes about the music, dance and drama artworks.
- make suggestions for developing own and others’ music, dance and drama artworks.

**B1 2.4.7.2** Report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved.

Learners are to:
- display (real/photographs/video) selected own and others’ displayed performing artworks.
- talk about the works dispassionately using agreed guidelines;
- use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artwork.

### Suggested Process/Steps

- talk about appreciate and appraise own and/or others’ compositions and performances using the guidelines above dispassionately;
- use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance;
- record/document the activity and share using an accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp etc..

### SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

- Decision Making
- Creativity and Innovation
- Communication
- Collaboration
**CONTENT STANDARD** | **INDICATORS AND EXEMPLARS** | **SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES**
--- | --- | ---
**B1 2.4.7.** Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications | **Note:** respond, appreciate and appraise own and/or music, dance and drama, and analyse the performances based on the concepts, subject matter, elements and principles of design, techniques, style, creativity, use of costumes, makeup, use of instruments, social and cultural relevance, correlation etc. for documentations, recordings and sharing, using the following guidelines:  
- **Music:** theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music  
- **Dance:** theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics;  
- **Drama:** characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics and creativity, | Decision Making  
Creativity and Innovation  
Communication  
Collaboration
GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

GHANAIAN LANGUAGE
CURRICULUM FOR PRIMARY SCHOOLS
(KG1 - BASIC 3)
SEPTEMBER 2019
Ghanaian Language Curriculum for Primary schools

Enquiries and comments on this Curriculum Framework should be addressed to:
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FOREWORD

The new curriculum for Ghana’s primary schools is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithme tic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

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

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RATIONALE FOR GHANAIAN LANGUAGE

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

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

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

PHILOSOPHY

The language and culture-learning curriculum is informed by two main philosophical ideas, namely the Developmental Theory and the Social Constructivism. Children go through developmental stages as they learn language and research. It is clear that children develop language at their own pace as they interact with the social environment around them. Therefore, when children are provided with a good social environment they develop their language and culture faster.

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

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

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

Language learning is not just listening, speaking, reading and writing, but also involves the appropriate use of the language in an appropriate context. Teachers should therefore develop the linguistic and sociolinguistic competence of the learners. Teachers should also promote effective use of verbal and non-verbal strategies in their communication. The Ghanaian language and culture curriculum, therefore, assumes that learners who are knowledgeable in their first language are able to access indigenous and educational information effectively, construct their knowledge, thoughts and experiences efficiently and appreciate their language and culture and that of others and contribute meaningfully in the development of their communities as honest and responsible citizens.
GENERAL AIMS
The curriculum is aims to develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible citizens, locally and globally.

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

1. Heighten learners’ sensitivity to their Ghanaian Language.
2. Acquire the basic skills that will help them decode appropriate age-level text in the Ghanaian Languages.
3. Read age level/appropriate text with ease, fluently, and with comprehension.
4. Cultivate life-long habit of reading widely for information and pleasure.
5. Acquire a wide stock of vocabulary and understand grammatical structures as well as linguistic conventions for easy listening, speaking, reading and writing.
6. Write clearly, accurately and coherently in their first language in a range of contexts for varied purposes and audience.
7. Read literary materials with pleasure, appreciate great stock of literary works, and become lifelong learners.
8. To polish existing skills and extend the learner’s linguistic knowledge and experience.
9. Appreciate and value their culture and that of others.
10. Appreciate the linguistic, historical and cultural heritage of their people.

CORE COMPETENCIES
The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

CRITICAL THINKING AND PROBLEM SOLVING (CP)
This skill develops learners’ cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skills enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.
CREATIVITY AND INNOVATION (CI)
Creativity and Innovation promotes entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

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

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

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

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

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

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

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

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

You will notice that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as knowledge application.

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

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

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

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

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

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

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

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

**Creating:**
- The ability to use information or materials to plan, compose, produce, manufacture or construct other products. From the foregoing, creation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills beginning right from the Upper primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.
SKILLS AND PROCESSES
These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning. It is evidently clear from the definition that four skills are to be developed. These skills are **Listening**, **Reading**, **Speaking** and **Writing**. Explanation of the meaning of the four skills is as follows:

**Listening:** This is the ability to listen to, understand and follow directions, instructions etc. given in a language.

**Reading:** The ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently and must be able to answer questions arising from the passage read. They should also be able to summarise passages read their own words to show understanding of the passage.

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

**Writing:** The ability to express one’s self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

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

**Attitudes**

i. **Curiosity:** The inclination or feeling toward seeking information about how things work in a variety of fields.

ii. **Perseverance:** The ability to pursue a problem until a satisfying solution is found.

iii. **Flexibility in ideas:** Willingness to change opinion in the face of more plausible evidence

iv. **Respect for Evidence:** Willingness to collect and use data in one’s investigation, and also have respect for data collected by others.

v. **Reflection:** The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above scientific attitudes and process skills as a prelude to effective work in Ghanaian Language.
VALUES
At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values:

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

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

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

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

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

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

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

ASSESSMENT
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner’s response to instruction. Assessment is both formative and summative.

Formative assessment is viewed in terms of Assessment as learning and Assessment for learning.

Assessment as learning: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance. Learners set their own goals and monitor their progress.
Assessment for learning: It is an approach used to monitor learner’s progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners’ performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

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

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

SUGGESTED TIME ALLOCATION
A total of five periods a week, each period consisting of thirty minutes, is allocated to the teaching of Ghanaian Languages at the Upper Primary level.

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

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

LEARNING-CENTRED PEDAGOGY
The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana’s young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KG1 – 2), primary phases (B1 – B3 and B4 to B6).
The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas, and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

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

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

**INCLUSION**

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

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

**DIFFERENTIATION AND SCAFFOLDING**

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

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

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

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

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

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

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

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

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

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

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

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

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

Example: KG1.2.3.4.1

<table>
<thead>
<tr>
<th>ANNOTATION</th>
<th>MEANING / REPRESENTATION</th>
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<tr>
<td>KG1</td>
<td>Year Or Class</td>
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<tr>
<td>2.</td>
<td>Strand Number</td>
</tr>
<tr>
<td>3.</td>
<td>Sub-Strand Number</td>
</tr>
<tr>
<td>4.</td>
<td>Content Standard Number</td>
</tr>
<tr>
<td>5.</td>
<td>Learning / Performance indicator Number</td>
</tr>
</tbody>
</table>

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

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

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

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

**Exemplar**: support and guidance which clearly explains the expected outcomes of an indicators and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.
ILLUSTRATION

Strand 1: NUMBER
Sub-strands: 1- Counting, Representation & Number Sense

KG1
KG1.1.1.1 Describe numbers and the relationship between numbers 1 to 5.

KG1.1.1.1 Use number names, counting sequences and how to count to find out “how many?” up to 5.

KG2
KG2.1.1.1 Describe numbers and the relationship between numbers 0 to 20.

KG2.1.1.1 Use number names, counting sequences and how to count to find out “how many?” up to 20.

B1
B1.1.1.1 Describe numbers and the relationship between numbers 0 to 50.

B1.1.1.1 Use number names, counting sequences and how to count to find out “how many?” up to 50.

B2
B2.1.1.1 Count and estimate quantities from 0 to 100.

B2.1.1.1 Use number names, counting sequences and how to count to find out “how many?” up to 100.
NOTE TO THE TEACHER

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

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

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

Oral Language (Listening and Speaking)
The section on Oral Work referred to as “Listening and Speaking” in this syllabus has the following segments: songs, rhymes, poems, talking about (oneself, family people and places), storytelling, dramatisation, conversation, listening comprehension, asking and answering questions, giving and following commands/instructions and presentation. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing and carry out instructions in the Ghanaian language. In KG1 to B3, the Grammar has been integrated into the Listening and Speaking as well as Writing aspects of the lessons. The teacher must give the segments their due weight, balance and influence in the teaching process.

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

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

The following list of topics has been selected to be used in developing materials for reading from B1 to B3. The teacher is encouraged to look for materials that may be relevant to these topics or select passages from other sources that will be of interest to learners at each class level. Materials for reading must also include the basic types of prose: narrative, creative, persuasive, descriptive, informative/academic writing, literary writing, letter writing and argumentative as well as bits of drama and verse.

B1-B3

1. Animals – Domestic and Wild Animals
2. Malaria – How the Mosquito spreads malaria and how to prevent malaria
3. Healthy Living – Balanced Meal
   - Personal hygiene
   - Immunisation
   - Exercise
4. Inclusive Education – People with special education needs
5. Sports and Games
6. Safety
7. Forest Destruction – Bush Fires, cutting trees for firewood, etc.
8. Environmental Degradation – Air, water and land pollution
9. Sanitation
10. Social, moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property
# SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>STRANDS</th>
<th>SUB STRANDS</th>
<th>KG1</th>
<th>KG2</th>
<th>B1</th>
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<th>B3</th>
<th>B4</th>
<th>B5</th>
<th>B6</th>
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<td>2. Rhymes</td>
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<td>3. Poems</td>
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<td>4. Story Telling</td>
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<td>5. Dramatisation and Role Play</td>
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<td>6. Conversation</td>
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<td>7. Talking about Oneself, Family, People and Places,</td>
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<td>9. Asking and Answering Questions</td>
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<td>10. Giving and Following Commands/Instructions</td>
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<td>11. Presentation</td>
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| 2. READING | | | | | | | | |
|-------------|-------------|-----|-----|----|----|----|----|----|----|
| | 1. Pre-Reading Activities | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2. Print Concept | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3. Phonological and Phonemic Awareness: | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4. Phonics: (Letter and sound knowledge) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5. Vocabulary (Sight and Content Vocabulary) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 6. Comprehension | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. Silent Reading | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. Fluency | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. Summarising | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**3. Writing**

| 1. Penmanship/Handwriting | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Writing Letters-Small and Capital Letters | ✓ |
| 3. Writing Simple Words /Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom | ✓ | ✓ | ✓ | ✓ |
| 4. Writing/Copying Simple Sentences with Correct Spacing | ✓ | ✓ | ✓ |

**4. Composition Writing**

| 1. Creative/Free Writing | ✓ | ✓ | ✓ |
| 2. Narrative Writing | ✓ | ✓ | ✓ |
| 3. Descriptive Writing | ✓ | ✓ | ✓ |
| 4. Persuasive Writing | ✓ | ✓ | ✓ |
| 5. Argumentative Writing | ✓ | ✓ | ✓ |
| 6. Informative/Academic Writing | ✓ | ✓ | ✓ |
| 7. Literary Writing | ✓ | ✓ | ✓ |
| 8. Letter Writing | ✓ | ✓ | ✓ |

**5. Writing Conventions/Usage**

<p>| 1. Integrating Grammar in Written Language (Capitalisation) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |</p>
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<th></th>
<th><strong>2. Integrating Grammar in Written Language (Punctuation)</strong></th>
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<td><strong>6. Extensive Reading/Children’s Literature/ Library</strong></td>
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<td><strong>1. Building the Love and Culture of Reading in</strong></td>
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BASIC 1
## Basic 1

### Strand 1: Oral Language (Listening and Speaking)
#### Sub Strand 1: Songs

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<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| **B1.1.1.1:** Demonstrate knowledge of a song by saying the words heard in the song after listening attentively. | **B1.1.1.1.** Sing familiar songs of more than six lines and recognise place names heard in the song.  
- Use a recorder to play some popular songs in the community.  
- Ask learners to sing some of the popular songs in the community and dance to it with the gestures they can do  
- Let learners sing and dance to the song.  
- Learners should listen to a song which has names of animals, things and places.  
- Let learners sing and enjoy the song.  
- Let learners mention names of people and animals in the song they have heard. | Communication and collaboration  
Cultural identity and global citizenship |

### SUB STRAND 2: Rhymes

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</thead>
</table>
| **B1.1.2.1:** Demonstrate an understanding of words in a rhyme by listening attentively. | **B1.1.2.1.** Explore rhymes of about seven or more lines and recognise names of places and people heard in the rhyme.  
- Using actions and gestures, teacher explores rhymes for pupils to imitate.  
- Learners explore rhymes accompanied by tapping, clapping and other sound making actions.  
- Ask learner to explore some rhymes they know.  
- Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc.  
- Write the names of things mentioned on the board and say them aloud  
- Discuss some of the words with the learners. | Communication and collaboration  
Personal development and leadership |
## SUB-STRAND 4: Listening and Story Telling

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</thead>
</table>
| B1.1.4.1: Exhibit knowledge of listening and retelling simple stories. | **B1.1.4.1.1 Discuss the characters of the story**  
- Show a clip or tell a story to learners.  
- Use questions to elicit names of characters in stories watched or told in class from learners.  
**B1.1.4.1.2 Discuss the events in the story.**  
- Show a movie/play to learners.  
- Tell or read an interesting story to learners.  
- Discuss the story with the learners by talking about key issues.  
- Encourage learners to retell the actions in the story.  
**B1.1.4.1.3 Role play the story.**  
- Let learners watch the clip again.  
- Read the story line to the learners and direct them to role play the story. | Communication and collaboration  
Creativity and innovation |

## SUB-STRAND 5: Dramatisation and Role Play

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<th>ONTENT STANDARD</th>
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</table>
| B1.1.5.1: Demonstrate knowledge of oral skills through dramatisation of a story. | **B1.1.5.1.1 Role play a character in a story.**  
- Ask a learner to tell a story.  
- Let learners discuss issues in the story told.  
- Direct learners to role play the story. | Creativity and innovation |
## SUB-STRAND 6: Conversation

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</table>
| B1.1.6.1: Demonstrate knowledge and understanding of greetings using the appropriate address terms to greet people. | **B1.1.6.1.1 Recognise the various categories of people to greet.**  
- Revise the lesson on greetings.  
- Ask learners to mention the people they greet.  
- Discuss the categories of people in the community and how they are greeted.  
- Demonstrate greetings of people of various categories in class.  
- Assist learners to recognise the various categories of people to greet. E.g. Friends, parents, elders, etc. | Communication and collaboration |
|                  | **B1.1.6.1.2 Discuss the correct terms for the various categories of people.**  
- Discuss with learners, various terms for greeting.  
- Demonstrate greetings of various categories of people using the correct terms.  
- Assist learners to recognise the correct terms of greeting the various categories of people. | Cultural identity and global citizenship |
# SUB-STRAND 7: Talking about Oneself, Family, People and Places

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</table>
| B1.1.7.1 Talk about themselves, their family and friends. | **B1.1.7.1.1 Describe themselves**  
  - Put learners into groups and let learners talk about themselves.  
  - Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc.  
  **B1.1.7.1.2 Describe their family.**  
  - Call learners out one by one to stand in front of the class to talk about their mothers, fathers and siblings.  
  - Write a few of the said sentences on the board for learners to copy into their books after reading them aloud. E.g. their names, where they live, and where they come from.  
  **B1.1.7.1.3 Describe their classmates.**  
  - Describe a friend or colleague to learners.  
  - Ask learners to tell you what they heard.  
  - Call learners out one by one to stand in front of the class to talk about their classmates. E.g. their names, where they live, and where they come from. | Communication and collaboration |
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<tbody>
<tr>
<td>B1.1.8.1: Show an understanding of answering questions from a passage.</td>
<td>B1.1.8.1.1 Produce what the story is about and answer simple questions on the story</td>
<td>Communication and collaboration</td>
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<td></td>
<td>• Show a movie to learners.</td>
<td>Critical thinking and problem solving</td>
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<td>• Lead learners through discussion to tell them what the story is about.</td>
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<td>• Tell learners an interesting story.</td>
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<td>• Ask learners questions about the story and let them answer.</td>
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<td>• Write some of the key words in the story on the board and some of the answers also on the board.</td>
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<td>• Read them aloud for learners.</td>
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<td>E.g. What is the story about? Mention a character in a story.</td>
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## Sub-Strand 9: Asking and Answering Questions

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</table>
| B1.1.9.1: Demonstrate knowledge on understanding and answering of questions correctly by the use of question words. | **B1.1.9.1.1 Recognise and use the question words “what” and “who”**  
- Engage a learner in a conversation using the question words “who” and “what.”  
- Let learners also converse in pairs using the question tags “who” and “what.”  
- Ask learners questions to find out if they can recognise when to use question word. E.g. “What?” and “who?”.

**B1.1.9.1.2 Recognise and use the question words “where” and “when”**  
- Engage a learner in a conversation using the question word “who” and “what.”  
- Let learners also converse in pairs using the question words / tags “who” and “what.”  
- Ask learners questions to find out if they can recognise when to use question word. “What?” and “who?”.

**B1.1.9.1.3 Recognise how to answer questions on, ‘who’, ‘what’, ‘where’ and ‘when’**.  
- Arrange the class in a horse shoe formation and engage learners in a group conversation using the question tags. “who”, “what”, “where” and “when.”  
- Ask learners questions to find out if they can recognise when to use question tags. “what?”, “who?”, “where” and “when”.

- Ask some learners to write some questions consisting of the question words on the board.
- Ask another learner to read and identify the question words. | Communication and collaboration  
Critical thinking and problem solving |
**Sub-Strand 10: Giving and Following Commands/Instructions**

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</table>
| B1.1.10.1: Exhibit knowledge of giving and responding to commands. | **B1.1.10.1.1. Explain what a command is.**  
- Write some commands on a flashcard.  
- Lead learners to read the commands on the flashcard.  
- Direct learners to demonstrate the commands they have read.  
- Assist learners to recognise commands. E.g: Stand up! Sit down! etc.  
**B1.1.10.1.2 Respond to four or five commands**  
- Revise the commands with learners.  
- Call learners in pairs and let one issue a command while the other does what the command says.  
- Ask learners to tell you the reaction of the other learner when the command was issued.  
- Let learners know why they should obey commands. | Communication and collaboration |
### Sub-Strand 11: Presentation

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</table>
| **B1.1.11.1**: Demonstrate knowledge of the days of the week and say the time by the hour. | **B1.1.11.1.1. Discuss the times of the day**  
- Write the different times of the day on a flashcard.  
- Lead learners to read the different times of the day.  
- Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening.  

**B1.1.11.1.2 Say the names of the days of the week.**  
- Write the names of the days of the week on the board.  
- Lead learners to read the names of the days of the week.  
- Assist learners to recognise and mention the names of the days of the week. E.g. Monday, Tuesday, Wednesday, etc.  

**B1.1.11.1.3 Say the time by the hour.**  
- Ask a learner to tell the time for assembly and for recreation time in the school.  
- Discuss time with the learners using a model clock.  
- Assist learners through discussion to tell time by the hour. E.g.: The time is 1 o’clock. The time is 12 o’clock, etc. | Communication and collaboration  
Cultural identity and global citizenship |
## STRAND 2: Reading
### SUB-STRAND 1: Pre-Reading Activities

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</table>
| B1.2.1.1: Recognise and talk about objects at home and school. | **B1.2.1.1.1**. Say the names of items in the home and the school.  
- Show some concrete items to learners and ask learners to mention the names.  
- Write the names of some items in the home and school on a manila card.  
- Lead learners to mention the items on the manila card.  

**B1.1.1.1.2** Recognise and discuss the items in the home and school.  
- Draw some items in the home and school on a manila card.  
- Show some concrete items that can be found in home and school.  
- Lead learners to recognise the items by mentioning the names of the items and group them under the following: “School Items” and “Home Items”.  
- Lead learners to apply their knowledge on colours, shapes and sizes to discuss the items. For example:  
  School: chairs, tables, arm board, pencils, chalk, books, cupboards, chalkboard, etc.  
  Home: cups, plates, bed, mat, shoes, dress, television, radio, spoons etc.  

**B1.1.1.1.3** Demonstrate the uses of the items.  
- Learners should mention names of items in the home and school.  
- Display some of the items in the class and call learners one by one to demonstrate how the item is used for.  
- Lead learners through questions and answers to tell what each of the items are used for. | Communication and collaboration  
Personal development and leadership |
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| B1.2.2.1: Demonstrate knowledge on handling print    | B1.2.2.1.1 Turn over the pages of a book gently from right to left (handle a book appropriately).  
  materials.                                                                                      | Personal development and leadership                                      |
|                                                      | • Tell learners not to fold a book; that will break the spine.  
  • Discuss with learners how to keep the print material neat. For instance, by not writing/ drawing in the book                                                                                              |                                                                         |
|                                                      | B1.2.2.1.2 Move fingers across tables and books from left to right (do picture walk) and top to bottom (Handle a book appropriately).  
  • Demonstrate how reading is done holding the book appropriately for learners to observe.  
  • Learners demonstrate how reading is done holding the book correctly.                                                                                                                                  |                                                                         |
### SUB-STRAND 3: Phonological and Phonemic Awareness

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| B1.2.3.1: Demonstrate knowledge on hearing, recognising and differentiating sounds in spoken words. | **B1.2.3.1.1.** Recognise the location of individual sounds in one and two-syllable words (beginning or end).  
   - Write the letters of the alphabet on the board.  
   - Teach learners the corresponding sounds.  
   - Assist learners to recognise the individual sounds in one-syllable and two syllable words. E.g. Go, come, eat, etc. E.g. Paddle, cradle, parrot, carrot, bucket, corner etc.  

**B1.2.3.1.2 Recognise and create rhyming words.**  
- Write rhyming words on the board.  
- Say them aloud for learners to repeat.  
- Lead learners to create rhyming words with one and two syllable words.  
- Let learners write the rhyming words on the board.  
- Put learners in groups and do creating rhyming words game among the groups. | Critical thinking and problem solving  
Communication and collaboration |
## Sub-Strand 4: Phonics: Letter and Sound Knowledge

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</table>
| **B1.2.4.1**: Show an understanding of connecting sounds to letters and blending letters into syllables in order to read. | **B1.2.4.1.1.** Blend sounds to produce syllables.  
- Write the letters of the alphabet on the board.  
- Say the sounds aloud to learners.  
- Let learners say the sounds of the letters.  
- Lead learners to use the sounds of the letters on the board to produce syllables. Eg: /b/ + /a/ = ba; /t/ + /o/ = to etc. | Communication and collaboration |
| **B1.2.4.1.2** Blend syllables to produce simple words.  
- Write letters on the board and create some syllables from them.  
- Write the syllables on the board.  
- Lead learners to use the syllables on the board to produce simple words.  
- Say the simple words aloud to learners. E.g: /ba/ + /se/ = base /cry/ + /ing/ = crying. | Critical thinking and problem solving |
| **B1.2.4.1.3** Segment syllables and words into sounds and words.  
- Revise sounds and syllables with learners.  
- Write some words on the board and lead learners to segment the words into syllables and sounds.  
- Ask learners to write a word and divide it into syllables and then into the sounds. E.g. Pencil = /pen/ + /sil/, Pen = /p/ + /e/ + /n/, cil = /s/ + /i/ + /l/ | |
## Sub-Strand 4: Phonics: Letter and Sound Knowledge

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<tbody>
<tr>
<td><strong>B1.2.4.2: Demonstrate knowledge of listening and pronouncing sounds correctly.</strong></td>
<td><strong>B1.2.4.2.1. Listen and say and read words with identical sounds from list of words.</strong></td>
<td>Communication and collaboration</td>
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<td>• Write words with identical sounds on a flashcard.</td>
<td>Critical thinking and problem solving</td>
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<td>• Mention the words for learners to listen.</td>
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<td>• Lead learners to say words with identical sounds from the list of words one by one.</td>
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<td>• Allow learners to write two words with identical sounds and read to the class.</td>
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<td>• Play an audio with identical words in them and talk about the words in the audio.</td>
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<td></td>
<td>• Write words with identical sounds on a flashcard/board.</td>
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<tr>
<td></td>
<td>• Read the words for learners to listen.</td>
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<td>• Lead learners to read words with identical sounds from the list of words one by one.</td>
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<td><strong>B1.2.4.2.2 Listen, say and recognise rhyming words in poems.</strong></td>
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<td></td>
<td>• Explore a poem.</td>
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<td>• Invite a resource person explore a poem to learners.</td>
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<td></td>
<td>• Learners to listen and say rhyming words in the poems.</td>
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<td></td>
<td>• Write the identified rhyming words on the board.</td>
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<td>• Explain some of the rhyming words.</td>
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<td></td>
<td><strong>B1.2.4.2.3 Listen and say diagraphs correctly.</strong></td>
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<td>• Write list of words that consist of both diagraphs and non-diagraphs on the board.</td>
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<td></td>
<td>• Discuss the words and explain diagraphs to learners.</td>
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<td></td>
<td>• Write some of the diagraphs on a manila card. Example...</td>
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<td></td>
<td>• Read the diagraphs aloud for learners to listen.</td>
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<td>• Call learners one by one to pronounce the diagraphs correctly in words.</td>
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</table>
| B1.2.4.2: Demonstrate knowledge of listening and pronouncing sounds correctly. CONT’D | B1.2.4.2.4 Read two-syllable words.  
- Write some two-syllable words on a manila card and display the card on the board.  
- Lead learners to read the words.  
- Call learners one by one to read the two syllable words.  
- Use some of the words to form sentences and ask learners also to form sentences with some of the words. | |
### Sub-Strand 5: Vocabulary (Sight and Content Vocabulary)

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</thead>
</table>
| B1.2.5.1: Show an understanding of recognising and reading about things in their environment. | **B1.2.5.1.1.** Match pictures or objects with words.  
- Draw some objects on the board and write their names beside them.  
- Lead learners to match pictures or objects with their names.  
- Draw more objects on the board and provide their names.  
- Call learners one by one to match the pictures with the names written.  

**B1.2.5.1.2** Read labelled objects and pictures.  
- Draw some objects on the board and write their names under them.  
- Lead learners to read the names written under the pictures.  
- Draw more objects on the board and provide their names.  
- Call learners one by one to read what is written under the pictures.  

**B1.2.5.1.3** Recognise and read simple words on cards.  
- Write some simple words on cards and display it on the board.  
- Lead learners to read the words on the card.  
- Call learners one by one to read the words as you point them (the words).  

**B1.2.5.1.4** Group cards bearing the same words together.  
- Use flash cards with words on them.  
- Put learners into groups and charge them to group cards bearing the same words together.  
  NB: Teacher supervises the groups. | Communication and collaboration  
| | | Personal development and leadership |
### Sub-Strand 6: Comprehension

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</table>
| **B1.2.6.1: Exhibit knowledge of answering questions based on pictures presented.** | **B1.2.6.1.1. Answer questions based on pictures.**<br>  
• Display a large picture on the board.<br>  
• Ask learners questions based on the picture displayed for learners to answer. E.g. What is the colour of the mango? What shape is the watermelon? How many human beings did you see in the picture? etc. Write some of the answers on the board.  
**B1.2.6.1.2 Answer questions based on simple sentences.**<br>  
• Read short sentences aloud.<br>  
• Lead learners to read the short sentences.<br>  
• Ask questions based on the sentences read for learners to answer.  
**B1.2.6.1.3 Answer questions based on text read by teacher.**<br>  
• Read a short text aloud.<br>  
• Encourage learners to ask questions based on the text read for their friends to answer.<br>  
• Ask learners questions based on the text you have read for learners to answer. | **Communication and collaboration**<br>  
**Personal development and leadership**<br>  
**Critical thinking and problem solving** |
### Sub-Strand 7: Silent Reading

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| **B1.2.7.1:** Demonstrate knowledge on reading for comprehension. | **B1.2.7.1.1.** Do picture reading.  
  - Put learners into groups and provide them with a picture book.  
  - Encourage learners to discuss the pictures among themselves while you go around to monitor.  
  - Call leaders of the various groups to read their pictures to the whole class. | Communication and collaboration  
  Personal development and leadership |
| **B1.2.7.1.2** Read simple sentences of about four to five words. |  
  - Write simple sentences made up of four or five words on a card and display it on the board for learners to see.  
  - Lead learners to read the sentences as a group.  
  - Call learners to read and point to the sentences one by one. | |
### Sub-Strand 8: Fluency

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| B1.2.8.1: Exhibit knowledge by reading with minimal mistakes. | B1.2.8.1.1. Blend syllables to form words.  
- Revise syllables with learners.  
- Write some syllables on the board and lead learners to read them.  
- Lead learners through discussion to blend the syllables to form words. E.g.: /ba/ + /se/ = base  
/cry/ + /ing/ = crying | Communication and collaboration |
|                  | B1.2.8.1.2 Read aloud words and simple sentences using correct pronunciation.  
- Read aloud a text or simple sentences with correct pronunciation.  
- Let learners say the simple sentences after you.  
- Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. | Personal development and leadership |
### Strand 3: WRITING
Sub-Strand 1: Penmanship/Handwriting

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| **B1.3.1.1:** Make given patterns, trace and draw various objects; model various objects that interest them. | **B1.3.1.1.1** Control wrist in letter writing and pattern drawing.  
- Using a sand tray, demonstrate to learners the correct way of moving the wrist when writing letters and drawing patterns.  
- Call learners one by one to write the letters and draw patterns in the sand tray while you control them.  
- Make sure they move their wrist correctly.  
**B1.3.1.1.2** Trace given shapes.  
- Draw broken lines on papers.  
- Give the papers to learners and lead them to trace the broken lines to form shapes.  
- Let each learner show his/her work to the class and discuss it.  
**B1.3.1.1.3** Write patterns of letters in continuous form.  
- Write the letters of the alphabet on a manila card and show it to learners.  
- Lead learners to practice how to write letter patterns in continuous form.  
**B1.3.1.1.4** Model various objects that interest them  
- Provide learners with different objects.  
- Let learners recognise the objects and talk about them.  
- Talk about their uses and where the objects can be found.  
- Lead learners to model various objects that interest them individually. | Personal development and leadership  
Communication and collaboration |
## Sub-Strand 2: Writing Letters-Small and Capital

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| B1.3.2.1: Show an understanding of combining strokes to form shapes of some letters of the alphabet, write lower and upper-case letters; copy from writing cards and writing board. Trace drawings from cards. | **B1.3.2.1.1 Combine strokes to form shapes.**  
- Draw strokes of lines on papers.  
- Give the papers to learners and lead them to trace the strokes of lines to form shapes.  
- Let each learner show his/her work to the class and discuss it. | Communication and collaboration |
| | **B1.3.2.1.2 Write lower and upper-case letters.**  
- Write the lower and upper case letters on the board.  
- Talk about the letters written on the board.  
- Say the sounds of the letters aloud to the learners.  
- Lead learners to write the lower- and upper-case letters correctly. | Personal development and leadership |
| | **B1.3.2.1.3 Copy and trace letters and words from given letter cards on the board.**  
- Provide learners with letter cards.  
- Lead learners to trace the letters on the cards.  
- Charge learners to write the letters without tracing.  
NB: Teacher to go around to monitor this activity. | Creativity and innovation |
| | **B1.3.2.1.4 Trace from a given templates.**  
- Provide learners with templates with objects drawn on them.  
- Put learners into groups and lead them to trace the objects on the templates. | |
Sub-Strand 3: Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom

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| B1.3.3.1: Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places. | **B1.3.3.1.1 Combine strokes to form shapes of the letters of the alphabets correctly.**  
- Draw strokes on papers and give them to learners.  
- Ask learners to combine the strokes on the papers.  
- Let learners show their work to the class and discuss it with them.  
- Draw the strokes on the board and call learners to combine them to form letters of the alphabet.  

**B1.3.3.1.2 Combine strokes to form shapes of the lower-case letters.**  
- Draw strokes on papers and give them to learners.  
- Ask learners to combine the strokes on the papers.  
- Let learners show their work to the class and discuss it with them.  
- Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters.  

**B1.3.3.1.3 Combine strokes to form shapes of the upper-case letters.**  
- Draw strokes on papers and give them to learners. Ask learners to combine the strokes on the papers.  
- Let learners show their work to the class and discuss it with them.  
- Draw the strokes on the board and call learners to combine them to form shapes of the upper-case letters.  

**B1.3.3.1.4 Copy and trace letters and words from a given letter cards on the board.**  
- Provide learners with letter cards.  
- Lead learners to trace the letters on the cards.  
- Guide learners to write the letters without tracing.  
  
  NB: Teacher to go round to monitor this activity. | Personal development and leadership  
Communication and collaboration  
Critical thinking and problem solving  
Creativity and innovation |
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| B1.3.3.2: Show an understanding of items in the environment/classroom. | B1.3.3.2.1 Label and mention items in the classroom/environment.  
- Draw some of the items in the classroom and the environment on the board.  
- Ask learners to label the items and tell their uses.  
- Guide learners to mention the items one by one. | Communication and collaboration |

Sub-Strand 4: Copying/Writing Simple Sentences with Correct Spacing

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| B1.3.4.1: Exhibit knowledge of copying simple sentences with correct word spacing. | B1.3.4.1.1 Copy short meaningful sentences with correct spacing.  
- Ask a learner to give a simple sentence and write it on the board.  
- Say the sentence aloud.  
- Explore and write a short meaningful sentence on the board with the correct spacing.  
- Let learners copy the short meaningful sentences with correct spacing. | Communication and collaboration |
## Strand 5: Writing Conventions/Usage
### Sub-Strand 1: Integrating Grammar in Written Language (Capitalization)

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</table>
| **B1.5.1.1: Exhibit knowledge of writing capital letters.** | **B1.5.1.1.1. Learn to write capital letters correctly.**  
- Write the letters of the alphabet in upper case on cards and show it to learners.  
- Guide learners through modelling to say them.  
- Ask learners to write the capital letters correctly.  
**B1.5.1.1.2 Use capital letters to write names.**  
- Write names of some objects using capital letters on flashcards.  
- Lead learners to read the words.  
- Let learners use capital letters to write names of the objects correctly.  
**B1.5.1.1.3 Use capital letters to write proper nouns.**  
- Ask learners to mention their names; write them on the board and discuss with them.  
- Ask them to say what they see about the letters in the names.  
- Write names of persons and places on manila card in capital letters.  
- Guide learners to read the names and discuss the names with them.  
- Let learners use capital letters to write the proper nouns. | Creativity and innovation  
Communication and collaboration |
### Sub-Strand 3: Integrating Grammar in Written Language (Use of Action Words)

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| B1.5.3.1: Show an understanding of writing action words. | **B1.5.3.1.1. Write two letter action words.**  
  - Ask learners to mention some action words on the board.  
  - List the words on the board and say them loudly for learners.  
  - Write two-letter action words on a manila card and show it to learners.  
  - Lead learners to read the words.  
  - Let learners write some two-letter action words correctly. | Personal development and leadership |
|                  | **B1.5.3.1.2 Write three letter action words**  
  - Write three-letter action words on a manila card and show it to learners.  
  - Lead learners to read the words.  
  - Let learners write some three-letter action words correctly. | Communication and collaboration |
|                  | **B1.5.3.1.3 Write a sentence with an action word correctly.**  
  - Write a simple sentence on the board. The sentence must have an action word already treated.  
  - Discuss the action word with learners.  
  - Let learners write the sentences with an action word in their exercise books. | |
### Sub-Strand 4: Integrating Grammar in Written Language (Use of Qualifying Words)

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</table>
| B1.5.4.1: Demonstrate knowledge on recognition of qualifying words (adjectives). | **B1.5.4.1.1 Recognise adjectives in sentences.**  
- Show some concrete objects to learners with different colours and size.  
- Discuss the objects with them and ask them to describe the objects.  
- Write down the qualifying words that learners mention on the board.  
- Write group of words on flashcards and show it to learners.  
- Lead learners to read the words and recognise the adjectives in the group of words.  
- Help learners to recognise adjectives.  
E.g. Colours: red, yellow, blue, etc.  
Sizes: small, big, etc. | Communication and collaboration |
| | **B1.5.4.1.2 Recognise comparative words/adjectives in short sentences.**  
- Write simple sentences on flashcards and show it to learners.  
- Lead learners to read the sentences.  
- Lead learners to recognise the adjectives in the sentences. | Personal development and leadership |
| | **B1.5.4.1.3 Use comparative words/adjectives in sentences**  
- Write the adjectives on a flashcard and show it to learners.  
- Lead them to read the words aloud.  
- Form simple sentences with the adjectives.  
- Ask learners to also use the adjectives to form short sentences. | |

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## Sub-Strand 5: Integrating Grammar in Written Language (Use of Postpositions)

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| **B1.5.5.1:** Exhibit knowledge of usage of postpositions. | **B1.5.5.1.1** Use postposition such as *in, on, into* in context.  
- Place some objects at locations in the class and discuss with the learners these locations.  
- Write the postpositions mentioned during the discussion on the board.  
- Write the postpositions on a flashcard/board.  
- Lead learners to read them.  
- Form simple sentences with the postpositions.  
- Let learners form their own sentences with the postpositions. | Communication and collaboration |
| **B1.5.5.1.2** Recognise postpositions in short sentences. |  
- Write the postpositions on a flashcard.  
- Lead learners to read them.  
- Lead learners to recognise postpositions such as *in, on, into* in short sentences. | Personal development and leadership |
| **B1.5.5.1.3** Use other forms of postpositions to form short sentences. |  
- Write the postpositions on a flashcard.  
- Lead learners to read them.  
- Lead learners to recognise postpositions in short sentences.  
- Let learners form their own sentences with the postpositions. | |
## Sub-Strand 7: Integrating Grammar in Written Language (Spelling)

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| **B1.5.7.1:** Exhibit knowledge of recognising and spelling simple words correctly. | **B1.5.7.1.1. Write two letter words correctly.**  
- Write two letter words on flashcards and show it to learners.  
- Lead learners to mention the words.  
- Put learners in groups and do spelling game or competition among the groups.  
- Let learners write the two letter words correctly.  
  **B1.5.7.1.2 Write three letter words correctly.**  
- Ask learners to say some words they know.  
- List the words on the board.  
- Write the three-letter words at one side and say them aloud to learners.  
- Write some of the three-letter words on flashcards and show it to learners.  
- Lead learners to mention the words.  
- Let learners write the three-letter words correctly.  
  **B1.5.7.1.3 Fill in blank spaces with simple words.**  
- Write some words on the board.  
- Lead learners to read the words.  
- Delete some of the letters of the alphabet from the words and let learners fill in the blank spaces created with the correct letter(s). | Communication and collaboration  
Personal development and leadership  
Creativity  
Problem solving |
Strand 6: Extensive Reading  
Sub-Strand 1: Building the Love and Culture of Reading

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| B1.6.1.1: Demonstrate knowledge by reading short and simple sentences made up of three to four words. | B1.6.1.1.1 Read simple sentences of about three to four words.  
- Write sentences made up of three or four words on the board.  
- Lead learners to read the sentences.  
- Call learners to read the sentences one by one.  
- Allow other learners to point to the word /sentence as another learner reads. | Personal development and leadership |

Sub-Strand 2: Read Aloud With Children

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| B1.6.2.1: Demonstrate knowledge by reading short simple sentences made of words they have learnt. | B1.6.2.1.1 Read simple sentences of about three to four words.  
- Write sentences made up of three or four words on the board.  
- Lead learner to read the sentences.  
- Call learners to read the sentences one by one. | Communication  
Personal development |
GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

PHYSICAL EDUCATION
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC 1 - 6)

SEPTEMBER 2019
Physical Education Curriculum for Primary Schools

Enquiries and comments on this Curriculum should be addressed to:
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Foreword

The new curriculum for Ghana’s primary schools, dubbed — curriculum for change and sustainable development — is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender-responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of information communication technologies (ICTs) for teaching and learning — ICTs as teaching and learning material (TLM).

The curriculum for change and sustainable development has at its heart the acquisition of skills in the 4Rs of Reading, Writing, Arithmetic and Creativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with high a sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum for change and sustainable development has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for change and sustainable development for the primary schools of Ghana.

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

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RATIONALE FOR PHYSICAL EDUCATION
The teaching and learning of Physical Education is based on principles from Science, Psychology, Sociology and Movement education. Physical Education programme is an integral part of the total education of every child for holistic development and well-being, from kindergarten to senior high school. Quality Physical Education programmes are needed to increase the physical competence, health-related fitness, self-responsibility, stress management, recreation and enjoyment of physical activities for all learners including those with learning or physical disabilities are environmentally or culturally deprived and the gifted so that they can be physically active for life. They are also needed for an increase in productivity, reduction of national revenue on health, absenteeism, corruption, etc. However, Physical Education programmes can only be beneficial to learners and society if they are well planned, implemented and managed.

PHILOSOPHY
The teaching and learning of Physical Education is based on constructivist and fitness models.

Teaching Philosophy
Physical Education guides learners discover and develop knowledge, skills, attitude, values, fitness, health and social responsibility through interaction with the environment. Through the study of and the experience that learners are exposed to in Physical Education and Health, they will become honest, creative, critical thinkers and responsible citizens.

Learning Philosophy
Physical Education Curriculum focuses on building the character of the learners, guiding them using social constructivist approach so that they are able to create knowledge themselves, use such knowledge for the betterment of self and the society in which they live. The Physical Education graduate must demonstrate values such as respect, appreciation of diversity of Ghana’s societies, equity and fairness, commitment to excellence, teamwork and collaboration and truth and integrity.

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

Subject Aims
The national standard-based Physical Education curriculum aims to ensure that all learners:

1. lead healthy and active life-styles;
2. develop competence to excel in a broad range of physical activities, athletics, games, and sports (career opportunities);
3. engage in competitive athletics, games, sports and physical activities;
4. become confident and responsible persons in all walks of life;
5. develop mental, moral, social and spiritual capabilities;
6. appreciate healthy competition in athletics, games and sports;
7. acquire knowledge of the value of physical activity; and
8. develop an appreciation for diversity.
CORE COMPETENCIES
The core competences describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competences presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

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

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

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

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

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

DIGITAL LITERACY (DL)
Digital Literacy develops learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

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

- Knowledge, Understanding and Application
KNOWLEDGE, UNDERSTANDING AND APPLICATION

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

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

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

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

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

**Knowing:**

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

**Understanding:**

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

**Applying:**

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

**Analysis:**

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

**Synthesising:**

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

**Evaluating:**

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

**Creating:**

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

**SKILLS AND PROCESSES**

Skills are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning. Processes are various ways we think about or and interact with objects or materials in order to understand new scientific ideas and concepts. By using these skills students are able to come out with information, test their and construct their own scientific explanation of the world.

**Catching:**

Refers to stopping or controlling a moving object using the hands.

**Galloping:**

A step together in a forward direction with the same foot always leading.

**Hopping:**

Propelling the body up and down on the same foot.

**Interpreting:**

Ability to explain and communicate the process and outcome of their performance.

**Jumping:**

Taking off with both feet and landing on both feet.

**Kicking:**

Striking an object with the foot to a target.

**Measuring/recording:**

Assessing individuals performance and keeping records to track the progress of learning.
Running: Rapid movement which involves both feet off the ground at a time before contacting the ground in alternation from one place to another.
Skipping: A series of step-hop on one foot and then the other.
Throwing: Propelling an object into space through the movement of the arm and the total coordination of the body.
Travelling: Movement of the body from one point to another.
Volleying: Strike a ball upward with the foot or hand whiles in air.
Predicting: Estimate the outcome of their actions or performance.

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

Attitudes
i. Curiosity:
   The inclination or feeling toward seeking information about how things work in a variety of fields.

ii. Perseverance:
   The ability to pursue a problem until a satisfying solution is found.

iii. Flexibility in ideas:
   Willingness to change opinion in the face of more plausible evidence

iv. Respect for Evidence:
   Willingness to collect and use data in one’s investigation, and also have respect for data collected by others.

v. Reflection:
   The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above attitudes and process skills as a prelude to effective academic work.

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

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

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

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

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

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

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

The action verbs provided under the various profile dimensions should help you to structure your teaching to achieve desired learning outcomes. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction.

ASSESSMENT
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner’s response to instruction.

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

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

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

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

SUGGESTED TIME ALLOCATION
A total of two periods a week, each period consisting of thirty minutes, is allocated to the teaching of Physical Education at the Primary level. It is recommended that the two teaching periods should be practical.

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

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

• use questioning techniques that promote deeper learning

LEARNING-CENTRED PEDAGOGY
The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana’s young people with a focus on the 4Rs – Reading, Writing, Arithmetic and Creativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KG1 – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place. The teacher should create a learning atmosphere that ensures:

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

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

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

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

**DIFFERENTIATION AND SCAFFOLDING**

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

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

- Task
- One-on-one support
- Outcome

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

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

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

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

It involves breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:
• giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time.
• describing or illustrating a concept, problem, or process in multiple ways to ensure understanding.
• giving learners an exemplar or model of an assignment, they will be asked to complete.
• giving learners a vocabulary lesson before they read a difficult text.
• clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve.
• explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

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

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

Learners need to be exposed to the various ICT tools around them including calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages – Word, PowerPoints and Excel as teaching and learning tools. The exposure that learners are given at the Primary School level to use ICT in exploring learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.
Curriculum Reference numbers
A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:

**Strand 1:** Motor Skills and Movement Pattern  
**Sub-strand 2:** Manipulative Skills

<table>
<thead>
<tr>
<th>B1.1.1.1: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</th>
<th>B2.1.1.1: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</th>
<th>B3.1.1.1: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.1.3.1.3: Roll a ball from stationary position using hands.</td>
<td>B2.1.2.1.2: Forward and backward skip without a rope.</td>
<td>B3.1.13.1.17: Roll forward from standing position many times to a distance in a round form.</td>
</tr>
</tbody>
</table>
ANNOTATION

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in figure 1:

![Curriculum Reference Numbers](image)

**Figure 1: Curriculum Reference Numbers**

ORGANISATION OF THE CURRICULUM

The curriculum is organised under key headings and class as below:

**Strands** are the broad areas/sections of the history curriculum to be studied.

**Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.

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

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

**Exemplar** refers to support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could taken, to support the facilitators/teachers in the delivery of the curriculum.
The table below shows the scope and sequence of the strands addressed at the B1 – B6 phase. The remaining part of the document presents the details of the standards and indicators for each grade level,

**CURRICULUM REFERENCE NUMBERS**
*Example: B1.2.3.4.1*

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<td>YEAR OR CLASS</td>
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<td>SUB-STRAND NUMBER</td>
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<td>CONTENT STANDARD NUMBER</td>
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<td>4</td>
<td>LEARNING/ PERFORMANCE INDICATOR NUMBER</td>
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## SCOPE AND SEQUENCE
Scope and Sequence Showing Strands and the Sub Strands for Physical Education

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BASIC I
### B1.1.1.1
Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)

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<th>SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>B1.1.1.1:</strong> Travel (move) over, under, in front of, behind, and through objects using locomotor skills (walk, jump, crawl etc.).</td>
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<td>i. Demonstrate to learners how to move over objects and allow them to practice at their own pace. Learners who master the skill should move on to the next activity.</td>
<td>Personal Development, Leadership Skills: Learners develop these competencies and skills such as agility, flexibility, patience, teamwork etc. as they move over, under, in front of, behind, and through objects individually or in groups.</td>
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<td>ii. Demonstrate how to move under objects and allow learners to practice at their own pace.</td>
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<td>iii. Learners in pairs, practice moving in front and behind while teacher or partners give the instruction.</td>
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<td>iv. Learners walk, jog or run through the objects as individuals and as a group.</td>
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<td>v. Travel over, rearrange, objects (e.g. skittles, cones, etc.) and guide learners to make other movements such as under, in front of, behind, and through objects.</td>
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<td>vi. Observe learners during practice as individuals and provide them with feedback for correct mastery of the skill. Allow them to progress at their own pace toward mastery. Take them through cool down/warm down activities to end the lesson.</td>
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<td><strong>B1.1.1.2:</strong> Jump individually taking off on one foot and on both feet.</td>
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<td><strong>Exemplar:</strong> Learners go through general and specific warm ups. Demonstrate to learners how to jump taking off on one foot and on both feet (show video or pictures of the activities). Guide learners to practice the activity as individuals and in a group at their own pace based on individual differences for mastery.</td>
<td>Personal Development, Leadership, Critical Thinking and Collaboration Skills: Learners develop these competencies as they move their body, balance, power to take-off and land and leadership skills like supporting and guiding one another as they go through the activities.</td>
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<td>Demonstrates the movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</td>
<td>Organise mini long jump and high jump activities by arranging obstacles for learners to jump over for height or distance taking off on one foot or on two feet. Take them through cool down/warm down activities to end your lesson.</td>
<td>Personal Development Leadership Skills: Learners develop these competencies and skills such as strength, balance, courage, patience, etc. as they learn how to walk with their arms stretched sideways independently</td>
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<td>CONT’D</td>
<td><strong>B1.1.1.3: Walking with the arms or hands stretched by sides.</strong> Learners jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up. Demonstrate to learners how to walk with arms stretched sideways from one point to the other. Guide learners to walk with their hands stretched sideways as individuals and in a group but let them progress at their own pace. Observe them practice and give them feedback for motivation and correct mastery of skill. Mark lines on the ground and let learners walk on them make the activity challenging and to prevent boredom. Guide learners to cool down to end the lesson.</td>
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<td>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</td>
<td><strong>B1.1.2.1.1:</strong> Roll a ball from stationary position using hands.</td>
<td>Personal Development and Leadership Skills: Learners develop these competencies and skills such as flexibility, muscular strength, agility, etc. as well as leadership, creativity and innovation as they practice how to roll a ball with hands from stationary whiles walking, jogging and running.</td>
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<td>After taking learners through the general and specific warm ups, demonstrate to learners how to roll a ball from stationary position using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward whiles moving from one point to another (from walking to jogging and to running. Guide learners to practice individually and in groups. Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners can further use bats or sticks to roll the ball to challenge the fast learners. Organise mini games for learners for fun and enjoyment to prevent boredom. Take learners through cool down activities to end the lesson.</td>
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<td><strong>B1.1.2.1.2:</strong> Strike a light ball upward continuously, using arms, hands, and feet.</td>
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<td>After general and specific warm ups, demonstrate to learners how to strike a ball continuously with their hands and feet:</td>
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<td>1. Hang light balls on a crossbar 2. Stand in front and strike the ball upwards continuously as it moves back within your reach with your hands and later with your feet. 3. Guide learners to practice as individuals and in groups at their own pace. 4. Let the quick learners toss balls after mastering the skill with the hang balls and strike them with their hands and later with their feet continuously. 5. Organise mini football or volleyball matches for learners to apply the skills for fun and enjoyment. End the lesson with cool down activities.</td>
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| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | **B1.1.2.1.3:** Strike a light ball upward continuously, using a large, short-handled paddle.  
After general and specific warm ups, demonstrate to learners how to strike a ball upward continuously using a large, short-handled paddle:  
1. Stand with shoulders straight holding a ball and short-handled paddle. Toss a ball up and strike it upwards continuously as it drops within your reach with a short-handled paddle or bat.  
2. Guide learners to practice as individuals and in groups at their own pace.  
3. Organise games for learners in pairs to serve and play a rally for fun and enjoyment. End the lesson with cool down. | **Personal Development, Leadership and Critical Thinking Skills:** Learners develop competencies and skills such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair play, etc. as they practice how to strike light balls upward with their arms, hands and feet. |
| | **B1.1.2.1.4:** Demonstrate the underhand throw pattern.  
After learners have warmed up, demonstrate the underarm throw pattern by standing with shoulders straight and holding a ball. Swing the hand with the ball backward as you simultaneously step forward with the foot. Swing the hand forward and throw the ball with the palm facing forward. Guide learners to practice as individuals and in groups. Observe them practice and give feedback for correction and motivation.  
Organise underarm throws for distance or target. Let learners cool down to end the lesson. | **Personal Development Skills:** Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair play, etc. as they practice how to strike light balls upward continuously using a large, short-handled paddle. |
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<td>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</td>
<td><strong>B1.1.2.1.5:</strong> Throw and catch a self-tossed ball. Take learners through warm ups (general and specific). Demonstrate how to throw and catch a self-tossed ball by throwing a ball with two hands up and catch the ball as it drops. Guide learners to practice throw and catch a self-tossed ball as individuals. Let them throw for others to catch. Organise a mini handball/basketball or netball game for learners to apply the skills for fun and enjoyment. End lesson with cool/warm down activities. <strong>B1.1.2.1.6:</strong> Catch a flying ball above the head. Lead learners through warm ups activities. Demonstrate how to catch a flying ball by stretching the arms forward, fingers opened with thumbs and index fingers close to each other. Let learners throw a ball and step forward to catch it. Guide learners in pairs to throw and catch flying balls in turns while you observe and give feedback. Organise a handball, basketball or netball mini game for learners to apply the skills in a real-life situation with fun and enjoyment. End the lesson with cool down activities.</td>
<td>Personal Development and leadership and Skills: Learners develop personal skills and competencies such as throwing and catching, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice throwing and catching as individuals and in a game situation eg. netball, handball and basketball. Personal Development and Leadership, Skills: Learners develop personal skills and core competencies such as concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. through throwing and catching of self-tossed balls as they practice skill.</td>
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| Demonstrated competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics, and dance) | **B1.1.2.1.7: Kick a stationary ball.**  
After warm ups, demonstrate to learners how to kick a ball from stationary. Place a ball at stationary, stand with shoulders straight with the non-kicking leg slightly forward supporting the body's weight. Swing the leg behind forward to kick the ball from stationary. Learners step forward with non-kicking leg to kick a stationary ball to partners based on their capabilities.  
Organise a mini football game for learners to apply the skills in real life for fun and enjoyment. | **Personal Development and Leadership Skill:** Through throwing and catching of flying balls above the head, learners will develop personal skills and competencies such as concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice throwing and catching as individuals and in a game situation eg. Netball, handball and basketball. **Personal Development and Leadership Skills:** Through kicking of a stationary ball, learners will develop personal skills and core competencies such as accuracy, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fairplay, communication, creativity etc. as they practice the activity as individuals and in a game situation eg. Football game. |
| CONT’D | **B1.1.2.1.8: Bouncing and dribbling a ball (continuously) with one hand.**  
Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback.  
Organise a mini handball game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson. |  |
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| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) CONT’D | **B1.1.2.1.9:** Move the ball forward while dribbling with the hand and with the foot by varying the amount of force (push).  
Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and later with the feet by making a slow and continuous push in a serpentine movement. Guide learners to practice the skill as individuals and in a group with varying force while you supervise and give feedback. Vary the arrangements of the cone for practice to cater for slow and fast pushes.  
Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson. | **Personal Development and Leadership Skills:** Learners will develop personal skills and core competencies such as agility, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fairplay, communication, creativity etc. as they bouncing and dribbling a ball (continuously) with one hand. |
| | **B1.1.2.1.10:** Dribble a ball in a forward direction, using the inside of the foot.  
Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making slow and continuous push in a serpentine movement. Emphasis of forward direction. Guide learners to practice the skill as individuals and in a group while you supervise and give feedback.  
Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson. | |
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| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | **B1.1.3.1.1: Marching to a beat (rhythm)**  
After warm ups, demonstrate marching to a beat such as clapping, music (one-one, one-one, etc.). Emphasis on left foot forward and right arm forward alternated movement. Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback.  
Organise marching and take a salute for fun and enjoyment. End the lesson with cool down activities. | Personal Development, Leadership, Critical Thiking Skills: Learners develop skills such as pushing, coordination, agility, precision, etc. through moving (pushing) the ball forward whiles dribbling with hands and feet using varying amount of force as individual and as in a game situation. |
| | **B1.1.3.1.2: Demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat.**  
After warm ups, demonstrate walking to an even beat such as clapping, music (one-two, one-two.,etc.) and smooth transition to running when the beat changes to an uneven beat (one, two, three.,etc.).  
Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback.  
Organise walking to jogging or walking to running games for learners to create fun and enjoyment. End the lesson with cool down activities. | Personal Development, Leadership Skills: Learners develop these skills such as coordination, reaction time, confidence, etc. through the practice of matching to a beat as individual and as in a game situation. |

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B1-PHYSICAL EDUCATION
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<td>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</td>
<td>B1.1.3.1.3: Roll in log form from stationary to a distance and back (from lying position). Take learners through general and specific warm ups by jogging whiles flexing and twisting the parts of the body. Learners spread mats or mattresses in line. Lie on the mat/mattress at the start with legs closed and straight. Arms should be at the side while facing up. Maintain body posture while rolling from the start to the finish. Roll back to the start. Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback. Organise log roll game for learners to create fun and enjoyment. End the lesson with cool down activities.</td>
<td>Personal Development, Leadership Skills: Learners develop these skills such as flexibility, muscular strength, muscular endurance, coordination, creativity, leadership skills, confidence etc., through the performance of rolling in log form from stationary to a distance and back as individual and as in a game situation.</td>
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### Strand 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES
#### Sub-Strand: SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES

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<td>B1.2.1.2</td>
<td>B1.2.1.2.1: Identify personal space</td>
<td>Communication and Collaboration Skills: Learners develop personal and communication skills such as speaking, listening, etc., as the teacher demonstrates and explains the concepts to them.</td>
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<td>Give learners a photocopy of a field with a marked space to colour. Give the work to them as a project.</td>
<td>Communication, Collaboration and Critical Thinking Skills: Learners develop communication skills such as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains the concepts to them during practice.</td>
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<td><strong>B1.2.2.2.1:</strong> Distinguish between a jog and a run; a hop and a jump; and a gallop and a slide.</td>
<td>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains the concepts to them during practice.</td>
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<td>Demonstrate the pair of movements and ask learners to distinguish them by their names. For example, a jog and a run. Let them do this at the end of a related practical lesson.</td>
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<td><strong>B1.2.3.2.1:</strong> Explain the key differences and similarities in jog and a run, a hop and a jump, and a gallop and a slide.</td>
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<td>Demonstrate the movements (eg. hop and jump) and guide learners to identify their similarities during practical lessons as both involve take-off, landing, gaining height and distance.</td>
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| Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. | **B1.2.4.2.1: Identify body parts**  
Guide learners to identify parts of the body. Point at the body parts such as the head and let them mention the parts they use in performing physical activities.  
Project. Label the body parts with the following names (head, hand, leg, neck and chest). | **Communication and Collaboration Skills:** Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains them to identify parts of the body used in performing physical activities during practice. |
| **CONT’D** | **B1.2.5.2.1: Identify the base of support of balanced objects.**  
Guide learners to identify the base of support by;  
1. Standing up – the legs being the base of support;  
2. Sitting on the chair – chair as the base of support;  
3. Assume other potures and lead learners to identify the base of support. | **Communication and Collaboration Skills:** Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains them to identify parts of the body used in performing physical activities during practice. |
| | **B1.2.5.2.2: Identify different opportunities to use striking skills.**  
Lead learners to identify different opportunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities. | **Communication, Collaboration and Critical Skills:** Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher guides them to identify different opportunities to use striking skills. |
Strand 3: PHYSICAL FITNESS
Sub-Strands: AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION

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<td>B1.3.1.3.</td>
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| Assess and maintain a level of physical fitness to improve health and performance. | B1.3.1.3.1: Dance for five minutes with music.  
Organise a local dance with music and let learners dance for five minutes. Emphasis coordination, timing, flexibility etc. Choose any music that is common in the locality. Record it and play or sing for learners to dance.  
B1.3.2.3.1: Perform four continuous push ups (biceps and triceps).  
After warm ups, lie on the ground face down with hands supporting chest. Extend the arms to move the upper body weight up and flex the arms to move the body back to the lying position. Guide learners to practice to establish their base line. Encourage them to practice at home for improvement.  
B1.3.3.4.1: Perform sit and reach.  
Learners sit with legs opened at shoulder width apart. Guide them to the toes of one leg with their hand and flex the trunk to touch the knee with their forehead. Learners flex and end at their limit.  
Learners perform sit and reach regularly to improve their flexibility.  
B1.3.4.5.1: Identify human body parts.  
Use pictures and videos to help learners identify parts of the body. Mention a body part and ask learners to point at it on the wall chart. | Personal Development and Leadership Skills: Learners develop personal skills and leadership by dancing 5 minute continuously as warm up activity or fitness test.  
Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing four continuous push ups as specific activities.  
Personal Development and Problem-solving: Learners develop personal skills and problem solving by performing sit and reach flexibility test.  
Personal Skills, Communication and Creativity Skills: As learners observe the pictures and draw the pictures, they develop personal skills, communication and creativity skills. |
### Strand 4: Physical Fitness Concepts, Principles and Strategies

Sub-Strands: Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs

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| B1.4.1.4         |  **B1.4.1.4.1:** Participate in enjoyable physical activities for increasing periods of time.  
Observe and record the activities learners enjoy doing. Find out why they enjoy doing them through interviews.  
**B1.4.2.4.1:** Recognise the need to drink water during and after physical activity.  
Through discussions, learners identify the need to drink water during physical activity to prevent heat stroke, dehydration, and to control body temperature, etc.  
**B1.4.3.4.1:** Explain the purpose of warming up before physical activity and cooling down after physical activity.  
Learners discuss that warm ups when done well, will minimise injuries and cooling down helps the body to relax quickly or recover fast as well as reduce fatigue after physical activity. This should be treated during the warm up and cool down phase of practical physical education lessons. |  **Personal Development and Leadership Skills:** Learners develop personal skills such as physical fitness by participation in enjoyable physical activities for increasing periods of time.  
**Personal Development and Communication Skills:** Through discussion on the need to drink water during practical lessons, learners develop personal and communication skills such as speaking, tolerance, value for health etc.  
**Personal Development and Communication Skills:** As learners listen to the teacher and answer questions on warm up and cool down, learners develop personal and communication skills such as speaking, listening, etc. |
## Strand 5: Values and Psycho-social Concepts, Principles and Strategies

**Sub-Strands:** Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking

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| B1.5.1.5         | **B1.5.1.5.1:** Participate willingly in physical activities.  
Through observation, find out whether learners participate willingly in physical activities.  
Learners participate in physical activities of their interest. | **Cultural Identity and Global Citizenship:** As learners participate willingly in physical activities they develop personal and social skills such as tolerance, empathy, teamwork, fair play when practising in a team. |
|                  | **B1.5.2.5.1:** Demonstrate the characteristics of sharing and cooperation in physical activity.  
Learners share their equipment with others during physical education lessons,  
Learners cooperate with others when working in groups.  
Learners understand that sharing items during physical activities brings about cooperation and success. | **Cultural Identity and Global Citizenship:** As learners demonstrate the characteristics of sharing and cooperation in physical activity, they develop personal and social skills such as tolerance, empathy, teamwork, fair play as they perform activities in groups. |
|                  | **B1.5.3.5.1:** Demonstrate non-verbal appreciation.  
Learners demonstrate non-verbal appreciate to their peers after performing physical activity by clapping. | **Cultural Identity and Global Citizenship:** Learners develop skills such as tolerance, empathy, sympathy, teamwork, fair play during practical physical education lesson as they are encouraged by the teacher to solve their disagreement by saying I am sorry, forgive me etc. |
|                  | **B1.5.4.5.1:** Demonstrate how to solve a problem with another person during physical activity.  
Learners to solve their disagreements during physical activity by saying sorry, and helping a teammate when brought down, etc. during practical physical education lesson. | **Cultural Identity and Global Citizenship:** Learners develop social skills such as tolerance, sympathy, teamwork, fair play during practical physical education lesson as they are encouraged by the teacher to solve their disagreement by saying I am sorry, forgive me etc. |