

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

OUR WORLD AND OUR PEOPLE CURRICULUM

FOR PRIMARY SCHOOLS

(BASIC 1 – 3)

Our World and Our People Curriculum

Enquiries and comments on this Curriculum should be addressed to:

The Executive Secretary
National Council for Curriculum and Assessment
Ministry of Education
P. O. Box CT PM 77
Cantonments
Accra

Telephone: 0302909071/0302909862

Email: info@nacca.gov.gh

nacca@yahoo.com

Website: www.nacca.gov.gh

September, 2019



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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RATIONALE

The subject, Our World and Our People (**OWOP**), equips learners with the desired attitudes, values and skills needed in the contemporary world for development of the nation. The subject is introduced into the curriculum at the primary level (B1 – B6) to make children appreciate basic concepts and values that underlie a democratic political community and constitutional order to enable them uphold and defend the Constitution of Ghana at all times. The subject focuses on the religious and moral training young people acquire from their homes and communities. It also aims at producing competent, reflective, concerned and participatory citizens who will contribute to the development of the communities and country in the spirit of patriotism and democracy. The study of Our World and Our People helps people and societies to relate to their environment and its features. It also helps the individual to be conscious of how to maintain and sustain the environment for posterity. Having these attitudes are essential elements for promoting nationalism and guaranteeing the survival of the environment in general. The subject is based on the need to produce citizens who are able to construct new knowledge and ideas, describe, analyse and evaluate environmental issues. It is necessary that every Ghanaian learner is given the basic exposure, motivation and freedom to practise agriculture to experience the social and economic benefits that agriculture provides humankind. All these will be done with computing, which provides the opportunity for learners to develop essential skills and competencies, and motivates learners to become flexible problem solvers and life-long learners.

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 produce 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 geography, 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

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 amongst 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 seven geographical concepts. The teacher should emphasise these important concepts in the day-to-day learning as they are aimed at promoting higher order thinking among learners. These concepts are:

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 **R**eading, **cR**eativity, **wR**iting and **aR**ithmetic through thematic and creative approaches to learning. Learning and learning progression are central to the OWOP curriculum;
- Work together as colleagues 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] through cross-curriculum strategies, 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 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)***

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 make use of digital media responsibly.

PROFILE OF EXPECTED LEARNING BEHAVIOURS

A central aspect of this curriculum is the concept of profile of learning behaviours that should be the basis for instruction and assessment. 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, 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” are referred to as dimensions of learning behaviours. “Knowledge” “application of knowledge” are dimensions. More than one dimension forms a profile of learning behaviour dimensions.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. 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 contexts. 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”, “application” etc. are dimensions 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, analysis etc.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the profile of learning behaviour dimension 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.

WEIGHTING OF LEARNING BEHAVIOUR DIMENSIONS

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment. The learning behaviour dimensions in Our World and Our People curriculum have been categorised in to three:

BASIC 1-6

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

Each of the dimensions has been given a percentage weight that should be considered in teaching, learning and assessment. The weights indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and assessment processes. Emphasising the three domains (cognitive, psychomotor and affective) in your teaching will ensure that Our World and Our People curriculum will not only be taught and studied at the cognitive level but will also lead learners to the acquisition of positive attitudes, values and skills that will enable them to deal effectively with life in general.

The explanation and key words involved in each of the profile dimensions 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. It 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.

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.
- (ix) Responsibility: the ability to act independently and make decisions; morally accountable for one's action; capable of rational conduct.
- (x) Environmental Awareness: the ability to be conscious of one's physical and socio-economic surroundings.

- (xi) 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.

FORMS OF ASSESSMENT

It must be emphasised that both instruction and assessment should be based on the profile dimensions of the subject. 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 the important 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.

ORGANISATION OF THE CURRICULUM

The curriculum is organised in five thematic areas as follows:

- First Theme: All About Us
- Second Theme: All Around Us
- Third Theme: Our Religions and Our Moral Values
- Fourth Theme: Our Nation Ghana
- Fifth Theme: Our Africa and the Global Community

The themes are integrated with five learning areas (five subjects). These are:

- Religious and Moral Education (RME)

- Civics (CIV)
- Geography (GEO)
- Agricultural Science (AGR)
- Computing (COM)

CURRICULUM REFERENCE NUMBERS

The curriculum has been structured into four columns which are Strands, Sub-strands, Content standards and Indicators and exemplifications. 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 2: Interpretation of Curriculum Reference Numbers
Example: OWOP: 1.2.3.4.1

ANNOTATION	MEANING / REPRESENTATION
B1.	Year or Class
2.	Strand Number
3.	Sub-Strand Number.
4.	Content Standard Number
1.	Learning / Performance Indicator Number

- **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.

- **Exemplification** 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.

SCOPE AND SEQUENCE

4TH THEME: OUR NATION GHANA						
17	RME: RELIGIOUS FESTIVALS AND COMMITMENT		Identifying religious festivals and commitment	√	√	√
18	CIV: POWER AND AUTHORITY		Respecting authority	√	√	√
19	GEO: WEATHER CONDITIONS		Describing weather conditions	√	√	
20	GEO: SETTLEMENTS		Urban and Rural Settlements			√
21	AGR: LIVESTOCK ENTERPRISES		Sale of agricultural products	√	√	√
22	COM: TECHNOLOGY TOOLS AND MS-WORD		Using technology tools	√	√	√
5TH THEME: OUR AFRICA AND THE GLOBAL COMMUNITY						
23	RME: RELIGIOUS LEADERS		Lessons from the birth of religious leaders	√	√	√
24	CIV: BASIC HUMAN NEEDS AND RIGHTS		Benefiting from basic human needs	√	√	√
25	GEO: BASIC SKILLS IN MAP MAKING		Sketching things	√	√	
26	THE PLANETS AND THE SUN		Knowing the Planets			√
27	AGR: SIMPLE AGRICULTURAL TOOLS		Taking good care of simple agricultural tools	√	√	√
28	COM: TECHNOLOGY IN COMMUNICATION		Using technology tools for communication	√	√	√

BASIC ONE

BASIC I

STRAND I: ALL ABOUT US
Sub-Strand I: God, His Creation and Attributes

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B1.1.1.1. Appreciate God as the Creator</p>	<p>B1.1.1.1. Examine our relationship with the Creator</p>	<p>Learners talk about God's creation using pictures and charts and real things from the environment.</p> <p>Learners listen to creation stories/watch videos from the internet about creation.</p> <p>Learners role-play to retell the creation story</p> <p>Learners draw, colour, make models, recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p> <p>Learners to talk about the attributes of God.</p> <p>Engage learners with pictures, charts, video clips, role-play and songs to demonstrate attributes of God: showing love to one another, being truthful, kind, patient, merciful, loving etc. (at home, school and community).</p> <p>Note: As learners use the internet to browse creation stories, teacher helps learners learn about parts of a computer e.g. mouse</p>	<p>Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy</p> <p>Appreciation, Truth Faith, Caring, Love</p>

Sub-Strand 2: My Unique identity

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.1.2.1. Appreciate oneself as a unique individual	BI.1.2.1.1 Demonstrate understanding of oneself and uniqueness as an individual	Learners in groups identify and talk about their individual characteristics, bringing out their similarities and differences. 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.	Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy Appreciation, Truth Faith, Caring, Love, Honesty

Sub-Strand 3: My Relationship with others

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.1.3.1. Demonstrate understanding of one's relationship with others and the need for good interpersonal relationships	BI.1.3.3.1. Identify persons closely related to learners and the need to relate well with others	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 inter-personal relationships and the need to accept everyone, irrespective of where the person comes from. Learners role play healthy relationship with family and friends.	Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy Appreciation, Truth Faith, Caring, Love, Honesty

Sub-Strand 3: Obeying rules in the Home and school

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.2.3.1. Appreciate the need to obey rules	BI.1.3.1.1. Explain the need for obeying rules in the home and school	Learners work in groups to talk about rules in the home, school and community. Learners role play scenarios on obeying rules in the home, school and community.	Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy Appreciation, Truth, Faith, caring, Love, Honesty

Sub-Strand 4: Relating with People in the Community

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.1.4.1. Recognise and appreciate people in the community</p>	<p>BI.4.1.1.1. Identify people in the community</p>	<p>Learners talk about various people in the community e.g. Parents, Teachers, Pastors, Imams, Chiefs, Queens, Police, Traders, Drivers</p> <p>Learners role play to bring out the characteristics of different people in the community, e.g. strangers, drug addicts, drunkards and people with questionable character and talk about people who are likely to help or harm people.</p> <p>Learners draw and colour different people in the community.</p>	<p>Personal Development and Leadership Critical thinking and problem solving</p> <p>Honesty Trustworthiness Critical thinking and problem solving</p>

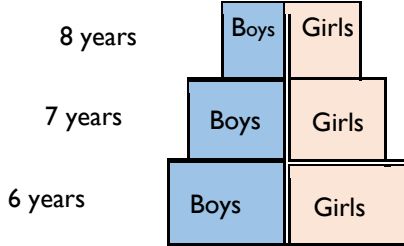
Sub-Strand 5: Responsible Citizenship

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.5.1.1. Understand the characteristics of a responsible citizen</p>	<p>BI.5.1.1.1. Mention the characteristics of a responsible citizen</p>	<p>Through questions and answers 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.</p> <p>Learners role-play on some of the characteristics of a responsible citizen.</p>	<p>Personal Development and Leadership</p> <p>Communication skills</p> <p>Collaboration Tolerance Compromise Teamwork Confidence Respect</p>

Strand 2: All Around Us
Sub-Strand 1: Exploring the Environment

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.2.1.1 Appreciate things in the environment</p>	<p>BI.2.1.1.1. Explore the uses of things in the environment</p>	<p>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, man made and natural</p> <p>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</p> <p>Note: 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</p>	<p>Observational Skills Creativity Communication Collaboration</p> <p>Critical Thinking and Problem-Solving</p>

Sub-Strand 2: Describing Population Structure

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.2.2.1. Demonstrate basic understanding of population structure (age and sex structure)</p>	<p>BI.2.2.1.1. Describe the population structure of their class and the need to respect one another</p>	<p>Learners in groups describe the structure of population in their class by sex and age</p> <p>Learners group the population in their class by age and by sex in their class</p> <p>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.</p> <p align="center"><u>Example of the Age Structure</u></p>  <p>6 years</p> <p>7 years</p> <p>8 years</p> <p>Boys</p> <p>Girls</p> <p>Boys</p> <p>Girls</p> <p>Boys</p> <p>Girls</p> <p>Guide learners to talk about the need to respect one another regardless of age and sex as responsible citizens.</p>	<p>Communication skills Cooperation Collaboration Tolerance Compromise Teamwork Leadership</p> <p>Critical thinking and problem solving Applying</p> <p>Respect for one another Teamwork Comportment</p>

Sub-Strand 3: Plants and Animals

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.1.3.1. Recognise different plants in the environment</p>	<p>BI.8.1.1.1. Identify different plants in different environments and their uses</p>	<p>Learners go on a nature walk to observe and talk about different plants in the environment.</p> <p>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.</p> <p>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.</p> <p>Learners take care of plants on the school compound by watering, picking of weeds, etc.</p> <p>Learners bring different types of plants to school for planting</p>	<p>Personal Development Problem Solving Cultural Identity</p> <p>Communication Observational Skills Critical Thinking</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.9.1.1. Recognise and appreciate different animals in the environment</p>	<p>BI.9.1.1.1. Identify different animals in different environments and their uses</p>	<p>Use school and community environments, pictures, films from the internet, etc. to show fish, birds and monkeys to enable learners to understand that different animals live in different environments.</p> <p>Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.</p> <p>Guide learners through questions and answers to talk about ways of taking care of pets in their homes and communities. Do not throw stones at birds and animals. Do not throw refuse into water bodies.</p> <p>Protect and care for animals in their environments, as responsible citizens</p> <p>Note Guide learners to collect and share information about animals from the internet, parents, books</p>	<p>Personal Development Cultural Identity Communication Observational Skills Digital literacy</p> <p>Critical Thinking and Problem-Solving Applying</p>

STRAND 3: OUR BELIEFS, RELIGIOUS AND MORAL VALUES
Sub-Strand I: Religious Worship

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.12.1.1. Appreciate the importance of religious worship to self and others</p>	<p>BI.12.1.1.1. Describe the main types of worship in Ghana</p>	<p>Show pictures, video clips, etc. of people worshipping, among the three main religions in Ghana</p> <ul style="list-style-type: none"> - Christian worship - Islamic worship - Traditional worship <p>Learners role-play/dramatise the act of worship in the three main religions in Ghana.</p> <p>Show pictures, video clips, etc. of songs and recitations from the three main religions.</p> <p>Learners sing and recite texts from the three main religions.</p> <ul style="list-style-type: none"> - The Lord's Prayer, Psalm 23 (Christian) - Al-Fathiha (Islamic) - any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional) <p>Learners show respect for people with different religions e.g. they should not laugh or tease at people with different religious practices.</p>	<p>Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy</p> <p>Commitment, Dedication Cultural Identity, Sharing Reconciliation, Togetherness, Unity Respect, Love, Tolerance</p>

Sub-Strand 2: The Family

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.12.1.2. Show appreciation of the roles of members of the family in their daily lives</p>	<p>BI.12.1.2.1. Identify the role and responsibilities of the individual members of the family</p>	<p>Learners, in groups, talk about their roles and roles of their parents in the family:</p> <ul style="list-style-type: none"> - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc. <p>Learners role-play the functions of the various members in the family, e.g. learners play the role of a father, mother, etc.</p> <p>Teacher encourages learners to undertake their routine responsibilities without being commanded or prompt.</p>	<p>Personal Development and Leadership Creativity and Innovation Communication and Collaboration</p> <p>Responsibility, Togetherness Caring, Love, Sharing Cooperation, Commitment Respect, Obedience Honesty, Kindness Reliable, Discipline Cultural Identity</p>

Sub-Strand 3: Values and Responsibilities

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.13.1.1. Recognise individual values and responsibilities in the community</p>	<p>BI.13.1.1.1. Explain values cherished by individuals in society</p>	<p>Guide learners through questions and answers to explain/tell the meaning of values, e.g. values are behaviours which are cherished by individuals or a group of people.</p> <p>Learners work in groups/pairs to identify their individual values, e.g. respect, teamwork, honesty, hard work, obedience, tolerance</p> <p>Learners role-play/dramatise the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc.</p> <p>Learners role-play the following:</p> <ol style="list-style-type: none"> i. Patriotism ii. Tolerance iii. Volunteerism iv. Love 	<p>Personal Development and Leadership Creativity and Innovation Communication and Collaboration</p> <p>Responsibility, Togetherness Caring, Love, Sharing Cooperation, Commitment Respect, Obedience Honesty, Kindness Reliability, Discipline Cultural Identity</p>

Sub-Strand 4: Responsible use of Energy

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.14.1.1. Appreciate the importance of energy in our environment.</p>	<p>BI.14.1.1.1. Explore the importance of energy in the home, school and community</p>	<p>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).</p> <p>Guide learners to talk about uses of energy, e.g. cooking, smoking and drying of food items. Let learners indicate who is using these sources and where they are getting them from (Group work).</p> <p>Draw any one type of equipment/tool which uses the energy source available in their homes (Individual project).</p> <p>Share their drawings with peers in the class in order to appreciate the sources of energy in the home and community.</p> <p align="center">and/or</p> <p>Create a fan using A-4 sheets of paper and fix a broomstick in the middle with teacher’s facilitation Run with their fans on a school park to turn it under teacher’s supervision (Individual Project 2).</p> <p>Guide learners through question and answers/dramatisation to come out with proper ways of using energy e.g. put off fire after cooking, put off light after use, etc.</p>	<p>Communication and Collaboration Creativity Leadership</p> <p>Critical Thinking and Problem-Solving</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.15.1.1 Demonstrate understanding of types of animals</p>	<p>BI.15.1.1.1. Describe animals in their environments</p>	<p>Learners draw animals that are used for food and as pets in their environments. Pictures can be taken from books and the internet for learners to draw.</p> <p>Show films of animals grazing, birds perching on trees, domestic animals resting under shade to engage learners to talk about their uses.</p>	<p>Communication Problem solving Critical thinking Digital literacy Drawing skills</p> <p>Applying</p>
<p>BI.15.1.2. Investigate the uses of animals in the environment</p>	<p>BI.15.1.2.1. Identify the uses of animals</p>	<p>Learners, through small group, think-pair-share/talk about the uses of animals and share the information with the whole class. The uses of animals include food, clothing, leisure, pets and transportation.</p> <p>Note: Ask learners to collect different animal feed from their homes for use in the next lesson. Let learners ask their parents/guardians why we feed animals.</p>	<p>Communication Self-confidence Critical thinking</p>
<p>BI.15.1.3. Investigate how animals are fed</p>	<p>BI.15.1.3.1. Identify different types of animal feed</p> <p>BI.15.1.3.2. Describe how animals are fed</p>	<p>Group the feed according to the types of animals.</p> <p>Guide learners through questions and answers to talk about the importance of water and animal feed.</p> <p>Visit places where animals are reared and let learners observe what the animals are being fed with and ask questions.</p> <p>Learners observe pets being fed at home and ask</p>	<p>Critical Thinking Communication Cultural Identity and Global Citizenship</p> <p>Self-confidence</p>

	BI.15.1.3.3. Explain the need to protect animals as a responsible citizen	parents/guardians to tell them what feed is being given to their pets and share their information in class. Learners explain the need to protect animals e.g. animals serve as food, pets etc	
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STRAND 4: OUR NATION GHANA
Sub-Strand I: Festivals




Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.17.1.1. Appreciate festivals in Ghana	BI.17.1.1.1. Describe religious festivals in Ghana	<p>Guide learners through questions and answers to mention festivals celebrated in the three religions in Ghana.</p> <ul style="list-style-type: none"> i. Christian – Christmas, Easter, etc. ii. Islamic – Eid-ul-Fitr, Eid-ul-Adha, etc. iii. African Traditional Religion (ATR) – Odwira, Damba, Homowo, Hogbetsotso, Fetu AfahyE, etc. <p>Guide learners to 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)</p>	<p>Communication and Collaboration, Critical Thinking</p> <p>Cultural Identity, Sharing Reconciliation, Togetherness, Unity</p>

Sub-Strand 2: Power and Authority

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.18.1.1. Appreciate power and authority as a responsible citizen	BI.18.1.1.1. Explore sources of power and authority	<p>Learners identify the national symbols through questions and answers and appreciate them:</p> <ul style="list-style-type: none"> i. National Flag ii. National Anthem iii. National Pledge iv. Coat of Arms, etc. <p>Learners, in groups/pairs, tell how these national symbols can be preserved, e.g. pay attention to the National Anthem, do not destroy the national symbols, report people who destroy the national symbols.</p>	<p>Communication and Collaboration, Critical Thinking</p> <p>Cultural Identity, Sharing Reconciliation, Togetherness, Unity</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
	BI.18.1.2.1. Identify people who have power and authority and respect them, as a responsible citizen	<p>Learners talk about the people who have power and authority:</p> <ul style="list-style-type: none"> 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 member iv. in the nation- president, vice president, speaker of parliament <p>Learners give examples of persons occupying such positions.</p>	<p>Communication and Collaboration, Critical Thinking</p> <p>Cultural Identity, Sharing Reconciliation, Togetherness, Unity</p>

Sub-Strand 3: Weather

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.19.1.1 Demonstrate knowledge of different types of weather</p>	<p>BI.19.1.1.1. Identify and describe different weather conditions</p>	<p>Show pictures/films of different weather conditions.</p> <p>Guide learners, through the use of 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</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="869 565 1115 824"> <p>Sunny weather</p>  </div> <div data-bbox="1140 565 1394 824"> <p>Windy weather</p>  </div> <div data-bbox="1423 565 1692 824"> <p>Rainy weather</p>  </div> </div> <p>Learners in groups:</p> <p>Describe the weather type from their pictures to the class</p> <p>Mention the weather of the day from what they can observe outside their classroom with guiding questions.</p> <p>Match pictures of weather types with their descriptions, on Manila cards which teacher provides to each group; and</p> <p>Share their group findings with class in a presentation (Group leader).</p> <p>Guide learners through role-play/dramatisation to do their class/homework, regardless of the weather conditions.</p>	<p>Digital literacy skills Creativity Leadership</p> <p>Critical thinking and Problem Solving Applying</p>

Send to basic 2

Sub-Strand 4: Agricultural Enterprises (Livestock)

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.20.1.1. Investigate the livestock enterprises in Ghana	BI.20.1.1.1. Identify types of livestock	Teacher guides learners to observe/watch pictures/ films on types of livestock in Ghana, e.g. goats, sheep, pigs, cattle, etc. Learners observe/watch pictures /films on livestock production and marketing.	Problem Solving Personal Development Communication
	BI.20.1.1.2. Identify livestock enterprises that are found in their localities	Through field trips, learners visit some livestock production enterprises in their communities. Teacher engages learners in a discussion of their observations.	Personal development Communication

STRAND 5: MY GLOBAL COMMUNITY
Sub-Strand 1: Religious Leaders


SEND TO BASIC 2 UNDER RME

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.22.1.1. Appreciate the birth stories of the leaders of the three main religions	BI.22.1.1.1. Narrate the stories of the birth of religious leaders	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	Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship, Digital Literacy

		<p>religious leaders.</p> <p>Learners dramatise the birth of the religious leaders.</p> <p>Guide learners to record their dates of birth and other members of their family, e.g. father, mother, grandparents, etc.</p>	<p>Patience, Commitment Chastity, Caring Responsibility</p>
Sub-Strand I: Basic Human Rights			

<p>BI.23.I.I. Recognise the basic human needs and rights to self and others</p>	<p>BI.23.I.I.I. Explain basic human needs and rights of self and others</p>	<p>Guide learners, through games/story telling poem recitals, to talk about human needs and link them to the meaning of Human Rights. Human needs: food, shelter, clothing Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc.</p>	<p>Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship, Digital Literacy</p> <p>Patience, Commitment Chastity, Caring Responsibility</p>
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Sub-Strand 2: Location

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.24.1.1. Appreciate the need to map the environment</p>	<p>BI.24.1.1.1. Sketch and locate things in the classroom</p>	<p>Observe the shape of the classroom.</p> <p>Observe, sketch and colour the shape of the classroom.</p> <div style="text-align: center;">  </div> <p>e.g. Square, Rectangle, Round. (Whole-class discussion)</p> <p>Learners share their work for appreciation</p> <p>Learners observe things in and outside their classroom and describe them.</p> <p>Learners with pictures/videos to sketch houses, school buildings and other facilities in the community.</p> <p>Note Learners develop the skills of using technology tools in observing things around them as a responsible citizen e.g. using a video camera</p>	<p>Critical thinking and Problem Solving Communication and Collaboration</p> <p>Observation Creativity Motor skills</p>

Sub-Strand 3: Agricultural Tools

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.25.I.I.I. Recognise simple agricultural tools used in Ghana and other countries in Africa	BI.25.I.I.I. Identify simple agricultural tools, their uses and how to care for them	<p>Collect simple agricultural tools used in the school garden, school farm and farms in the community for learners to observe the use of simple agricultural tools and talk about them. Tools such as cutlass, hoe, watering cans, hand trowels, spade can be used.</p> <p>Watch pictures/films of simple agricultural tools.</p> <p>Learners observe real objects, pictures and watch films on agricultural tools in Ghana e.g. cutlass, hoe, mattock, rake, hand fork, axe Let learners talk about their observations.</p> <p>Draw some of the agricultural tools used in Ghana, e.g. cutlass, hoe, mattock, rake, hand fork, axe, watering can, etc.</p> <p>Guide learners to clean simple agricultural tools after use to avoid unnecessary spending</p>	<p>Personal Development Communication Observation Creativity Motor skills</p> <p>Critical thinking and Problem-Solving</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.26.I.I.I. Demonstrate understanding of using technology in communication	BI.26.I.I.I. Identify technology tools for responsible communication	<p>Learners in groups talk about technology tools used for communication e.g. <i>gong gong</i>, drums, bells, mobile vans, and community information centres.</p> <p>Learners use drums, bells, <i>gong gong</i> to assemble people.</p> <p>Learners draw and colour types of technology tools used in communication</p>	<p>Critical Thinking Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership</p>

			Digital literacy Applying
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BASIC TWO

BASIC 2

STRAND I: ALL ABOUT US

Sub-Strand I: **God, His Creation and Attributes**

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.1.1.1. Appreciate the attributes of God</p>	<p>B2.1.1.1.1. Mention the attributes of God that reveal His nature as Sustainer of life</p>	<p>In groups, guide learners to tell the attributes of God as:</p> <ul style="list-style-type: none"> i. the Sustainer of life: ii. Giver of rain and sunshine iii. The one who makes plants grow iv. The Giver of air <p>Learners mention these attributes of God's in their local languages. Learners talk about the attributes of God relevant to their daily lives, e.g. God gives life, rain and air.</p>	<p>Communication and Collaboration, Critical Thinking and Problem Solving</p> <p>Appreciation, Truth Faith, Caring, Love</p>
<p>B2.1.1.2. Appreciate things created by God</p>	<p>B2.1.1.2.1. Explain the usefulness of plants and animals to human beings</p>	<p>Group learners to talk about the usefulness of plants to human beings. With pictures, guide learners to identify uses of plants. Learners draw and colour plants.</p> <p>Group learners to talk about the usefulness of animals to humankind. With pictures, guide learners to identify uses of animals.</p> <p>Learners draw and colour animals.</p>	<p>Communication and Collaboration, Critical Thinking and Problem Solving</p> <p>Appreciation, Truth Caring, Love</p>

Sub-Strand 2: Understanding One's Self

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.2.1.1. Demonstrate knowledge of promoting personal hygiene and safety</p>	<p>B2.2.1.1.1. Explain ways of promoting personal hygiene and safety as a responsible citizen</p>	<p>Learners identify ways of caring for the body</p> <p>Learners talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail cutter, etc.</p> <p>Learners talk about things they do to show personal hygiene, through think-pair-share, e.g. bathing twice a day, brushing of the teeth, at least, twice daily, washing of clothes regularly, washing of hands regularly, etc.</p> <p>Learners demonstrate personal hygiene practices, e.g. washing of hands under running water.</p> <p>Learners draw items used in keeping our bodies clean.</p> <p>Learners sing and tell stories about the importance of keeping personal hygiene</p>	<p>Communication and Collaboration Critical Thinking Cultural Identity Global Citizenship</p> <p>Demonstration Critical thinking and problem-solving Applying</p> <p>Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust</p>
<p>B2.2.1.2. Appreciate the need to live with others peacefully</p>	<p>B2.2.1.2.1. Identify one's strengths and weaknesses and how to promote interpersonal relations</p>	<p>Learners reflect, write down and talk about their abilities and weaknesses, e.g. of strengths: friendliness, kindness, confidence e.g. of weaknesses: selfishness, shyness, timidity, lack of confidence.</p> <p>Learners, through think-pair-share, talk about ways of initiating good interpersonal relationships, e.g. greetings, respect, tolerance, caring, showing appreciation, etc.</p>	<p>Communication and Collaboration, Critical Thinking, Cultural Identity Global Citizenship</p> <p>Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.2.1.3. Demonstrate understanding of rules</p>	<p>B2.2.1.3.1. Mention the rules in the community that are to be obeyed</p> <p>B2.2.1.3.2. Explain one's role in sustaining rules</p> <p>B2.2.1.3.3. Identify the right ways of correcting wrong doing</p> <p>B2.2.1.3.4. Appreciate the need to obey rules and regulations, as a responsible Ghanaian</p>	<p>Guide learners, through questions and answers, to talk about rules used in governing their communities, e.g. do not steal, do not fight, do not disturb others, do not tell lies, etc.</p> <p>Through role-play/demonstration, learners talk about the roles they should play for rules to work, e.g. obeying of rules, appreciate one another, protect property and report wrong doings.</p> <p>Through role play/dramatisation, learners talk about ways of correcting wrong doing e.g. picking litter, sweep the class rooms, exercise, fetching water to water plants</p> <p>Through questions and answers, learners talk about the importance of obeying rules and regulations. It brings orderliness, gets respect from people, peaceful, co-existence.</p>	<p>Communication and Collaboration, Critical Thinking, Cultural Identity Global Citizenship</p> <p>Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust</p>

Strand 3: Introduction to Computing
Sub-Strand 1: Parts of a Computer and other Technology Tools

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.3.1.1. Demonstrate understanding of the parts of a computer and technology tools)</p>	<p>B2.3.1.1.1. Identify the parts of a computer</p> <p>B2.3.1.1.2. Identify the left, right mouse buttons, holding of mouse, performing single, and double clicking</p> <p>B2.3.1.1.3. Identify the ways of protecting the computer as a responsible citizen</p>	<p>Bring real objects or pictures of the mouse, keyboard, monitor, system unit, speakers and accessories to class and mix them up. Learners are guided through questions and answers to list some activities related to the use of a computer. Guide learner, through questions and answers, to match which tool will be used for what activity.</p> <p>Bring real mouse or pictures to class and guide learners to use the left mouse button, right mouse button, performing single, and double clicks. Guide learners through demonstration to type a, b, c.... z and 1, 2, 3.... 30, type five and six letter words.</p> <p>Guide learners to type the English alphabet and numbers using hunt-and-peck method and encourage the learners to type (5) five and (6) six letter words that have been written on the board.</p> <p>Note: Learners can be grouped where there are few computers.</p> <p>Let learners use computer to type their names</p> <p>Through demonstration, guide learners to clean the various parts of the computer before and after use, cover computers when they are not in use, do not eat and litter computer rooms, use the computer with care.</p>	<p>Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership Digital Literacy</p> <p>Mouse and Keyboarding Skills Phonics (Identifying and Pronouncing Words such as Mouse, Keyboard, etc.) Counting Skills</p>

SECOND THEME: ALL AROUND US
Strand 4: Human Activities and the Environment
Sub-Strand I: Activities that destroy the Environment

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.4.1.1. Demonstrate appreciation of the environment as God's creation</p>	<p>B2.4.1.1.1. Explain the importance of the environment</p> <p>B2.4.1.1.2. Identify human activities that destroy God's creation</p>	<p>Take a nature walk of the school environment with learners to observe:</p> <ul style="list-style-type: none"> • things of natural existence (objects God created): trees, stones, animals • things created by humankind: buildings, cars, tables, chairs, etc. <p>In groups, let learners examine things made by humankind and identify the materials used in making the things. Guide learners to talk about the importance of the environment. (Survival of God's creation depends on the environment): air, food, water, shelter, etc.</p> <p>Through think-pair-share, guide learners to talk about activities in the community that destroy the environment e.g. indiscriminate cutting down of trees, bush fires, burning of rubbish, illegal mining activities (galamsey), throwing rubbish into water bodies, washing and bathing in water bodies, defecating in water bodies, etc.</p> <p>Note: All these activities lead to climate change - heat, floods, rainstorms, less rainfall pattern, drought, famine, etc. Project work. Group learners to gather and record data on human activities that destroy the environment and present to class for discussion. Use pictures and video clips on environmental degradation.</p> <p>Learners draw and colour various aspects of the environment:</p> <ul style="list-style-type: none"> • safe environment • unsafe environment <p>Guide learners through questions and answers to talk about the desired environment.</p>	<p>Communication and Collaboration, Critical Thinking and Problem Solving</p> <p>Appreciation Truth Caring Protection Love Cleanliness Responsibility</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.4.1.1. Demonstrate appreciation of the environment as God's creation</p>	<p>B2.4.1.1.3. Mention ways of protecting the environment as a responsible citizen</p>	<p>Guide learners, through role-play/dramatisation, to show ways of protecting the environment, e.g. do not cut trees, do not set bushes on fire, do not burn rubbish, do not engage in illegal mining activities (galamsey), do not throw rubbish into water bodies, do not wash or bath in water bodies, do not defecate in the open and in water bodies, etc.</p>	<p>Communication and Collaboration, Critical Thinking and Problem Solving</p> <p>Appreciation Truth Caring Protection Love Cleanliness Responsibility</p>
<p>B2.4.1.2. Investigate ways of promoting safety in the community</p>	<p>B2.4.1.2.1. Identify ways of promoting safety in the community</p>	<p>Guide learners through roleplay to talk about ways of promoting safety in the community.</p> <p>Safety in the Community</p> <ol style="list-style-type: none"> i. Through questions and answers, learners mention things they need to promote safety in the community: brooms, scrubbing brushes, rakes, cutlasses, street lights, etc. ii. Through role play/dramatization, learners talk about things that must be done to ensure safety in the community: clearing of surroundings, de-silting choked gutters, creating watchdog groups and reporting crimes or criminals (bad people or bad behaviours), etc. iii. Learners draw items used in keeping our communities clean. iv. Learners draw people who keep our communities safe e.g. the police, fire service personnel. <p>Guide learners to demonstrate safe practices in the community, e.g. sweeping school compound, picking litter</p>	<p>Communication and Collaboration, Critical Thinking and Problem Solving</p> <p>Appreciation Truth Caring Protection Love Cleanliness Responsibility</p>

Strand 5: Responsible Citizens
Sub-Strand I: Exhibiting the Character of a Responsible Citizen

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.5.1.1. Demonstrate understanding of types of citizens</p>	<p>B2.5.1.1.1. Describe the types of citizens</p> <p>B2.5.1.1.2. Identify the characteristics of a responsible citizen</p>	<p>Discuss with learners the types of citizens e.g.</p> <ul style="list-style-type: none"> i. active citizen An active citizen is an individual who contributes to the well-being of his or her community ii. passive citizen A passive citizen is an individual who does not contribute to the well-being of his or her community <p>Guide learners through think-pair-share to talk about the characteristics of a responsible citizen, e.g.</p> <ul style="list-style-type: none"> i. obey rules and regulations ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other view points <p>Learners, in groups, identify the characteristics of a good citizen. <u>Case study</u> Teacher uses case study approach to raise a variety of issues, e.g. A pupil finds money in the classroom and keeps it instead of finding the owner. Pupils to react and state their views on this issue.</p>	<p>Communication and Collaboration, Critical Thinking and Problem Solving</p> <p>Appreciation, Truth Caring, Protection Love, Cleanliness, Responsibility</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.5.1.2. Show understanding of the basic skills needed for effective citizenship</p>	<p>B2.5.1.2.1. Describe the skills needed for effective citizenship</p> <p>B2.5.1.2.2. Dramatise / roleplay the importance of living in harmony with others as a responsible citizen</p>	<p>Guide learners through questions and answers to identify skills needed to for effective citizenship, e.g. compromise, tolerance, collaboration, dialogue, teamwork, etc.</p> <p>Through role play/dramatisation, guide learners to talk about the importance of living in harmony with others, e.g. peaceful coexistence, unity, love, respect.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving</p> <p>Values Appreciation, Truth Caring, Protection Love, Responsibility</p>

Strand 6: Exploring the Environment
Sub-Strand I: Uses of things in the Environment

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.6.1.1. Exhibit knowledge of the uses of land</p>	<p>B2.6.1.1.1. Describe the uses of land</p> <p>B2.6.1.1.2. Recognise the importance of protecting land, as a responsible citizen</p>	<p>Guide learners to explain the uses of land Shows pictures, films and/or charts to learners about uses of land</p> <p>Learners describe how land is used in their community Land is used for (e.g. farming, building, and road construction).</p> <p>Guide learners, through questions and answers, to identify the importance of protecting land, e.g. do not throw polythene bags, water sachet, empty cans on the land, etc. Plant trees to protect the land. Remove polythene bags, water sachet, and empty cans from the land.</p>	<p>Cultural identity Digital literacy Communication Critical thinking and problem</p> <p>Application Generating new ideas solving Applying</p>
<p>B2.6.1.2. Exhibit knowledge of the uses of water</p>	<p>B2.6.1.2.1. Describe the uses of water</p> <p>B2.6.1.2.2. Explain the importance of protecting water</p>	<p>Guide learners to explain the uses of water</p> <p>Learners watch pictures, films and/or charts on a use of water in the community.</p> <p>i. Learners mention how water is used in their homes Water is used for i) Domestic (drinking, washing, bathing, cooking</p> <p>ii. Learners mention how water is used (water is used for industrial and agricultural purpose.</p> <p>Suggest any other way they think water should be used.</p> <p>Guide learners, through questions and answers, to</p>	<p>Cultural identity Digital literacy Communication Critical thinking and problem</p> <p>Application Generating new ideas solving Applying</p> <p>Responsible Patriotism</p>

	bodies, as a responsible citizen	identify the importance of protecting water bodies, e.g. Do not throw refuse into water bodies, do not defecate in or around water bodies, do not bath, wash in and around water bodies.	
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Strand 7: Population Structure
Sub-Strand I: Describing Population Structure

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.7.1.1. Demonstrate basic understanding of population changes	<p>B2.7.1.1.1. Explain what constitutes population growth</p> <p>B2.7.1.1.2. Recognise the need to develop acceptance and adjustment skills, adapt to a change in the total number of people, as a responsible citizen</p>	<p>Guide learners through role play/ dramatisation to explain what happens to the total number of people in a family when parents give birth.</p> <p>Represent the number of family members in your house with a bar chart.</p> <p>Explain what happens to the class size when a new learner joins or leaves your class.</p> <p>Guide learners, through questions and answers, to talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance, sharing.</p>	<p>Observation</p> <p>Cultural Identity</p> <p>Critical Thinking and problem Solving</p> <p>Application</p>

Strand 8: Plants

Sub-Strand I: Using and protecting Plants

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.8.1.1. Show understanding of parts of a plant</p>	<p>B2.8.1.1.1. Describe parts of plants</p> <p>B2.8.1.1.2. Describe the uses of plant parts and differentiate among the plants</p>	<p>Guide learners to uproot different plants from the school compound and use such plants to show parts of a plant, e.g. roots, stem, leaves, flowers and fruits.</p> <p>Guide learners through questions and answers to talk about the uses of these plant parts, e.g. Root: food, medicine, chewing stick Stem: medicine, dye, food, housing, fuel wood Flowers: beautification, food, medicine, perfume Leaves: food, medicine, wrapper, animal feed, manure.</p> <p>Use pictures/films paintings that show the uses of plant parts for housing, food, beddings for livestock and engage learners to talk about the importance of plant parts to human beings and animals.</p>	<p>Creativity Critical thinking Problem solving Communication and Leadership Tolerance Commitment Digital Literacy Observation</p> <p>Critical thinking and problem-solving Applying</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
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<p>B2.8.1.1. Show understanding of how plants produce new ones</p>	<p>B2.8.1.1.1 Describe the differences between young and old plants</p> <p>B2.8.1.1.2. Investigate how plants produce new ones</p> <p>B2.8.1.1.3. Explain how to protect and care for plants as a responsible citizen</p>	<p>Use seedlings in the nursery in school garden, plantain suckers, orange, mango, cocoa seedlings, cocoa trees, mango trees, maize plants in the garden or films of the above to show learners the differences between young and old plants. Talk about the differences in the care of young plants to be able to grow to maturity.</p> <p>Guide learners to collect different seeds, suckers, stem cuttings, leaves to show how different plants produce new plants.</p> <p>Through experiment, learners are guided to conduct germination test for different seeds to show the need of water, air and sun light for germination.</p> <p>Through questions and answers, learners identify ways of protecting plants, e.g. watering young plants, pick weeds around plants, hedging of plants.</p> <p>Project work Through group work, learners plant trees on the school compound and take care of them</p>	<p>Creativity Critical Thinking Problem-Solving Communication and Leadership Tolerance Commitment</p>
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Strand 9: Plants and Soils
Sub-Strand I: Knowing Plants, Animals, Agricultural Tools and Using them

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.9.1.1. Demonstrate understanding of getting new plants</p>	<p>B2.9.1.1.1. Describe the process of getting new plants</p>	<p>Use relevant pictures/ films to show seeds, seedlings, suckers and leaves used for propagation. Guide learners through demonstration to sketch the parts of plants used for propagation e.g. seeds, seedlings, suckers, stem, fruits and leaves</p> <p>Let learners sketch old and young plants to show the differences in height, sizes and parts (fruits, flowers)</p>	<p>Critical thinking Creativity Digital literacy Observation</p> <p>Critical thinking and Problem solving</p>
<p>B2.9.1.2. Demonstrating knowledge of preparing feed for domestic animal</p>	<p>B2.9.1.2.1. Identify domestic animals in the community</p> <p>B2.9.1.2.2. Describe how feed is prepared for some domestic animals</p>	<p>Guide learners through questions and answers to mention some domestic animals in the community e.g. sheep, goats, cats, poultry, and cattle. Let learners talk about what such animals eat.</p> <p>Guide learners through demonstration to prepare feed for some domestic animals</p> <p>Home work Collect samples of animal feed and give them to some domestic animals and observe how the animals behave.</p> <p>Learners mention the various foods that different domestic animals eat.</p> <p>Protect work Learners ask parents and people in their communities for the importance of feed to animals and share their information in class. The teacher should enrich the discussion with information from the internet and his/her own experience.</p>	<p>Communication Critical Thinking Problem solving Personal development Leadership</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.9.1.3. Demonstrate understanding of the types of simple agricultural tools</p>	<p>B2.9.1.3.1. Describe the shapes and sizes of basic agricultural tools.</p> <p>B2.9.1.3.2. Identify the types of basic agricultural tools and what they are used for</p> <p>B2.9.1.3.3. Describe caring for agricultural tools as a responsible citizen</p>	<p>Gather simple agricultural tools and observe differences in shape, sizes.</p> <p>Visit the school garden/ farms or gardens close to the school and let learners observe and talk about tools used for digging, pruning, harvesting, weeding, watering</p> <p>Show pictures/ videos of different types of agricultural tools from books, and let learners talk about their differences and draw. Guide learners to sketch different agricultural tools.</p> <p>Guide learners through group work / think- pair-share to talk about ways of caring for agricultural tools e.g. clean the tools after use, oil metallic agricultural tools, keep the tools in appropriate place, use the tool for the appropriate work</p>	<p>Creativity and innovation Digital literacy Collaboration Cooperation Communication Leadership</p> <p>Problem Solving, Critical Thinking</p> <p>Responsibility Cleanliness Patriotism</p>

Sub-strand 1: Making use of Information

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.10.1.1. Show understanding of information, sources, how it is gathered, used and stored</p>	<p>B2.10.1.1.1. Explain the sources of information</p> <p>B2.10.1.1.2. Describe how information is gathered and used</p> <p>B2.10.1.1.3. Recognise the need to record and keep data, as a responsible citizen</p>	<p>Through questions and answers, learners mention various ways of getting information in the community e.g. Internet, conversation, television, radio, newspaper, community, gong gong information centre, mobile phones.</p> <p>Learners list numbers of some items in the community/school and record them in a book and talk about them e.g. number of trees, houses, teachers</p> <p>In small groups, learners talk about the need for recording and keeping information, e.g. for future use, accurate information, easy access</p>	<p>Critical Thinking Creativity and Innovation Communication and Collaboration Personal Development and Leadership Digital Literacy</p>

STRAND 3: OUR BELIEFS, RELIGIOUS AND MORAL VALUES
Sub-Strand Religious Worship

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.11.1.1. Demonstrate understanding of the importance of religious worship</p>	<p>B2.11.1.1.1. Explain the importance of worship</p> <p>B2.11.1.1.2. Sing and recite simple texts from the three main religions in Ghana.</p> <p>B2.11.1.1.3. Describe ways of promoting religious tolerance, as a responsible citizen</p>	<p>Take learners to a place of worship such the church, mosque or the shrine to observe the mode of worship or show pictures videos of the various modes of worship</p> <p>Learners role play/ demonstrate/talk about the importance of worship at home, school, church/mosque/shrine</p> <p>Learners sing/recite popular religious songs/creed in the three main religions in Ghana. Learners to sing or recite some simple verses from the Bible or Quran and some sayings from oral tradition. e.g. (i) The Lord’s Prayer (Christian) (ii) Al-Fathila (Islam) (iii) Traditional prayer (ATR)</p> <p>Learners write simple texts from the religious songs and recitations.</p> <p>Learners role play/dramatisation, to talk about the importance of religious tolerance, e.g. peaceful coexistence, love, humility, sharing, caring, respect, unity.</p>	<p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude</p>

Strand 12: Values and Responsibilities
Sub-Strand 1: Cherishing Values and Responsibilities

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.12.1.1. Demonstrate understanding of acceptable values in society</p>	<p>B2.12.1.1.1. Identify acceptable values cherished in our communities</p> <p>B2.12.1.1.2. Demonstrate ways by which societal values guide his/her decisions and actions</p> <p>B2.12.1.1.3. Recognise the need to live the acceptable values, as a responsible Ghanaian</p>	<p>Learners work in groups to identify acceptable values in the home, school and community e.g. Obedience, Love, Peace, Honesty, Tolerance, Respect for others, High achievement, Patriotism and Hard work.</p> <p>NOTE: Teacher to observe the various values pupils portray and discuss with class.</p> <p>Our values guide whatever we do, e.g. If you value hard work, you will always do your best to every task assigned to you.</p> <ul style="list-style-type: none"> • If you value peace, you will always do things that will promote peace <p>Guide learners to role play/dramatise some of the acceptable values:</p> <ol style="list-style-type: none"> i. Patriotism/nationalism ii. Tolerance iii. Volunteerism iv. Love 	<p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Integrity</p>

Strand 13: Conserving Energy
Sub-Strand I: Using Energy Properly

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.13.1.1. Develop strategies for energy conservation</p>	<p>B2.13.1.1.1. Describe strategies for energy conservation</p> <p>B2.13.1.1.2. ways of conserving energy</p> <p>B2.13.1.1.3. Describe ways of energy conservation</p> <p>B2.13.1.1.4. Develop positive attitudes towards energy conservation, as a responsible citizen</p>	<p>Guide learners, through questions and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy.</p> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g.</p> <ul style="list-style-type: none"> • using solar or wind energy instead of petroleum, • making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and • recycling plastics or paper, using more natural light from the sun). <p>Guide learners, through questions and answers, to talk about energy conservation.</p> <p>Describe conserving energy in their homes or in the community, using small group drama.</p> <p>Guide learners, through think-pair-share, to talk about ways of conserving energy, e.g. turning off the light, television, iron and fan after use.</p> <p>Guide learners to compose a song on how energy can be conserved in the community.</p>	<p>Digital Literacy Creativity Cultural identity</p> <p>Critical Thinking and Problem-Solving</p>

Strand 14: Soils and Animal Keeping
Sub-Strand 1: Importance of Soil Water and Feeding Animals

Content Standard	Indicators	Exemplars	Core Competencies and Subject Specific Practices
B2.14.1.1. Investigate the importance of soil water	B2.14.1.1.1. Describe how water supports the movement of roots in soil	Guide learners, through experiments/visits to the school garden and them push sticks through wet soils and dry soils and let them talk about their experiences. The discussion should focus on which soil will allow roots to move through easily. Materials needed for the experiment: Milo can, milk can, car tyres, flower pot, types of soils, water	Critical Thinking Problem Solving
	B2.14.1.1.2. Identify ways of protecting sources of water, as a responsible citizen	Guide learners, through think-pair-share, to talk about ways of protecting sources of water for plant use e.g. do not throw refuse into water bodies, do not waste tap water, do not cut trees along water bodies,	Communication Creativity Leadership

Strand 15: Use of Technology
Sub-Strand 1: Effective use of Technology

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.15.1.1. Demonstrate understanding of the use of technology in the community (communication)	B2.15.1.1.1. Describe ways of communicating with others	Guide learners through group work to talk about ways of communicating with others e.g. storytelling, conversations, gesturing etc.	Critical thinking Creativity and innovation Communication and collaboration Cultural identity and global citizenship
	B2.15.1.1.2. Identify the importance of technology in communication	Guide learners, through questions and answers, to talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.	Personal development and leadership Digital literacy
	B2.15.1.1.2. Describe ways of protecting technology tools, as a responsible citizen	Guide learners, through role play/dramatisation, to talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly	Communication skills

FOURTH THEME: OUR NATION GHANA
Strand 16: Religious Festivals
Sub-Strand 1: Identifying Religious Festivals and Commitment

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.16.1.1. Demonstrate understanding of religious festivals</p>	<p>B2.16.1.1.1. Describe activities which take place during the celebration of festivals</p>	<p>Guide learners, through questions and answers, to talk about religious festivals they have witnessed.</p> <p>i. Islam - Eid-ul-Fitr, Eid-ul-Adha ii. Christianity - Easter, Christmas iii. Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival</p> <p>Guide learners, through group work, to about how the various festivals are celebrated.</p> <p>Learners role-play activities that take place during the festivals: merry-making, sharing, family re-union, worship, etc.</p> <p>Learners draw scenes from festivals.</p>	<p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude, Sharing, Reconciliation Sacrifice Patriotism</p>
<p>B2.16.1.2. Investigate the roles of the family and community in their daily lives</p>	<p>B2.16.1.2.1. Identify things that families do to show their commitment to God</p>	<p>Guide learners, through questions and answers to mention the religious activities their families perform to show commitment to God: morning devotion, going to church, mosque or the shrine.</p> <p>Learners, in groups, identify the number of times religious activities are performed during the day, week and occasionally.</p> <p>Guide learners to role-play what their families do to show commitment to God, e.g. worship, offertory, Sadaqah, Zakat, prayer and fasting.</p>	<p>Communication and Collaboration, Critical Thinking, Cultural Identity Global Citizenship</p> <p>Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust</p>

Strand 17: Power and Authority
Sub-Strand I: Respecting authority

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.17.1.1. Demonstrate understanding and appreciation of national symbols</p>	<p>B2.17.1.1.1. Sing/recite the National Anthem and National Pledge</p> <p>B2.17.1.1.2. Analyse critically issues in given situations.</p> <p>B2.17.1.1.3. Describe how the community is organised</p> <p>B2.17.1.1.4. Identify ways to help protect and appreciate national symbols, as a responsible citizen</p>	<p>Through group work, guide learners to correctly sing/recite the National Anthem and Pledge, which will help develop in them the spirit of patriotism</p> <p>In groups, guide learners to analyse announcements at assembly and news items on radio and TV on filth in the community to tell their understanding of the issues involved.</p> <p>Each group should make a presentation to the class.</p> <p>Guide learners, through questions and answers, to describe how their Community is organised (structure). e.g. the school, village, town, country, etc.</p> <p>Guide learners, through role play/dramatisation, to talk about ways they can help to protect national symbols, e.g. obedience, reporting people who destroy the national symbols, respect for the symbols.</p>	<p>Communication and Collaboration, Critical Thinking, Cultural Identity Global Citizenship</p> <p>Values Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust</p>

Strand 18: Weather Conditions
Sub-Strand 1: Describing Weather Conditions

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.18.1.1. Demonstrate understanding of elements of the weather</p>	<p>B2.18.1.1.1. Explain the elements of weather</p> <p>B2.18.1.1.2. Develop some awareness of weather patterns and their relationships with plants, animals and humans</p> <p>B2.18.1.1.3. Identify reasons why the environment should be protected, as a responsible citizen</p>	<p>Guide learners, through questions and answers, to explain the elements of weather, e.g. temperature, rainfall / precipitation, humidity, wind and cloud cover.</p> <p>Guide learners in groups to perform the following experiment:</p> <ol style="list-style-type: none"> i. experiment the evidence of humidity (water vapour) in the atmosphere ii. experiment in class to demonstrate that rainfall comes from water vapour that cools in the atmosphere. <p>Through demonstration and using sources of heat such as coal pot, candle, etc., guide learners to explain how they feel when they are closer and farther from the source of heat. Through demonstration and using sources of coldness such as fridge or ice, explain how they feel when they are closer and farther from the source.</p> <p>Guide learners through a whole-class discussion to explain what they observe with:</p> <ol style="list-style-type: none"> i) animals like goats, dogs and chickens do when the weather is very hot, or cold or rainy ii) what they observe with plants, when the weather is very hot, dry, rainy or cold. iii) themselves and others, when the weather is very hot, dry, rainy or cold. <p>Guide learners, through questions and answers, to talk about reasons for protecting the environment, e.g. we get food, air and water from the environment</p>	<p>Observation Collaboration Cooperation Leadership</p> <p>Critical thinking and Problem-solving Experimenting Classifying Demonstration</p> <p>Values Patriotism Responsibility</p>

Strand 19: Livestock Enterprises
Sub-Strand 1: Sale of Agricultural Products

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.19.1.1. Investigate agricultural input distribution in Ghana	B2.19.1.1.1. Talk about agricultural input distribution	Guide learners to watch pictures/films or videos on agricultural input distribution enterprises in Ghana and engage them in a group discussion on their observations.	Personal Development; Communication
	B2.19.1.1.2. Talk about agricultural input distribution found in Ghana and the people involved in such activities	Through a field trip, visit some input distribution enterprises in the community and encourage learners to ask the entrepreneurs what they sell and who their main customers are, e.g. chemical fertilizer distributor has vegetable farmer as his/her main customer.	Personal Development Communication Problem Solving
	B2.19.1.1.3. Identify the reasons why the work of agricultural input distributors should be appreciated, as a responsible citizen	Through a group work guide learner to talk about the reasons why the work of agricultural input distributors in Ghana should be appreciated e.g. they help us to get food	

Strand 20: Technology Tools
Sub-Strand 1: Using Technology Tools

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.20.1.1. Demonstrate understanding of the parts of a computer and technology tools	B2.20.1.1.1. Identify more technology tools	Bring real items or pictures of telephone, mobile phone, radio etc. to class. Through questions and answers, encourage learners to discuss the use of these technological tools.	Creativity and Innovation Communication and Collaboration. Cultural Identity and Global Citizenship Personal Development and Leadership Digital Literacy
	B2.20.1.1.1. Identify ways of protecting technology tools, as a responsible citizen	Guide learners, through role play/dramatisation, to talk about how to protect technology tools in communication e.g. handling with care, not leaving them in the Sun, cleaning them regularly.	Mouse and keyboarding Skills Phonics (identifying and pronouncing such as mouse, keyboard, etc.) Counting skills

Strand 22: Basic Human Needs and Rights
Sub-Strand I: Benefiting from Basic Human Needs

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2. 22.1.1. Develop the right attitude in dealing with other people</p>	<p>B2. 22.1.1.1. Demonstrate the need to respect the rights of others</p>	<p>Through questions and answers, guide learners to talk about the need to allow others enjoy their rights, e.g. the right to education.</p>	<p>Communication and Collaboration, Critical Thinking, Personal development, Decision making</p> <p>Respect, Obedience, Perseverance, Endurance, Honesty, Cooperation, Commitment, Dedication, Humility</p>

Strand 24: Simple Agricultural Tools
Sub-Strand I: Taking good care of simple agricultural tools

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.24.1.1. Investigate agricultural input distribution outside Ghana	B2.24.1.1.1. Talk about agricultural input distribution outside Ghana	Guide learners to watch pictures/films or videos on agricultural input distribution enterprises outside Ghana and engage them in a group discussion on their observations.	Personal development; Communication Digital literacy Collaboration Cooperation Leadership Critical thinking and Problem-solving
	B2.24.1.1.2. Identify the reasons why the work of agricultural input distributors should be appreciated as a responsible global citizen	Through a group work, guide learners to talk about the reasons why the work of agricultural input distributors outside Ghana should be appreciated e.g. they help us to get inputs, food, meat, clothes in Ghana,	

Strand 25: Technology in Communication
Sub-Strand I: Using technology tools for communication

B2.25.1.1. Demonstrate understanding of data collection skills	B2.25.1.1.1. Demonstrate sending and receiving information from other gadgets	Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Digital Literacy Critical Thinking and Problem-solving Demonstration
	B2.25.1.1.2. Demonstrate how to collect data	Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.	
	B2.25.1.1.3. Identify at least two types of information a responsible citizen should pay attention to	Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.	

BASIC THREE

BASIC 3

FIRST THEME: ALL ABOUT US
Strand I: God, His Creation and Attributes
Sub-Strand I: God the Creator and His Creation

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.1.1.1. Investigate the purpose of God's creation</p>	<p>B3.1.1.1.1. Explain the purpose of God's creation of humankind</p> <p>B3.1.1.1.2. Mention reasons for protecting God's creation</p>	<p>Through questions and answers guide learners to talk about the creation of humankind.</p> <ul style="list-style-type: none"> i. Who were the first people God created? ii. Who was created first? <p>Learners tell creation stories.</p> <ul style="list-style-type: none"> iii. <u>Explain why God created human beings e.g. to take care of other creatures, to worship and serve Him, etc.</u> <p>Guide learners through think-pair-share to talk about why we should protect God's creation:</p> <ul style="list-style-type: none"> i. to maintain creation for generations ii. it is a command from God iii. our survival depends on other creation: food, medicine, shelter, air, etc. iv. it is service to God and humankind 	<p>Communication and Collaboration, Critical Thinking and Problem Solving Personal Development and Leadership</p> <p>Stewardship, Loyalty, Caring, Protection, Obedience, Respect</p>
<p>B3.1.1.2. Investigate ways of ensuring environmental safety</p>	<p>B3.1.1.2.1. Mention ways to care for the environment</p>	<p>Use questions and answers for learners to explain the environment. Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Learners draw and colour ways of caring for the environment. Learners organise and do clean-up exercises in the school environment. Guide learners, in groups, to do a project on clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc. Let learners present their work in class for discussion.</p>	<p>Communication and Collaboration, Personal Development and Leadership Creativity</p> <p>Critical Thinking and Problem Solving</p> <p>Values Cleanliness, Sustainability, Responsibility, Maintenance, Caring, Obedience, Respect for right to life</p>

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Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.1.1.4. Appreciate the role of the family and the community and their relationship with God</p>	<p>B3.1.1.4.1. Identify moral lessons learnt from responding to God's call, as a responsible citizen</p>	<p>Guide learners through questions and answers to mention the moral lessons they learnt from responding to God's call:</p> <ol style="list-style-type: none"> i. obedience ii. respect iii. sacrifice iv. commitment v. reverence for God vi. humility etc. <p>Guide learners, through questions and answers, to talk about moral lessons derived from responding to God's call.</p> <p>Using the sacred scriptures, learners dramatise moral activities such as humility, obedience, reverence, commitment, respect, honouring promises, etc.</p>	<p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship Creativity</p> <p>Critical thinking and problem-solving</p> <p>Values Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness</p>

Strand 2 Understanding One's Self
Sub-Strand 1: One's individuality

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.2.1.1. Demonstrate awareness of his/her capabilities and how to enhance them	B3.2.1.1.1. Explain how individuals can improve on their strengths and talents	Through questions and answers guide learners to talk about ways of improving their abilities and overcoming their weaknesses e.g. i. education ii. constant practice iii. training iv. counselling	Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship Critical thinking and Problem-solving

Sub-Strand 2: Close Relations and Interpersonal Relationship

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.2.2.1. Demonstrate understanding of sustaining good inter-personal relationships	B3.2.2.1.1. Express his/her feelings on issues that disturb him/her	Learners role-play a scenario depicting good inter-personal relationships. Through questions and answers guide learners on how to use their assertive skills to express their feelings about what disturbs / hurts them. i. being polite to people. ii. being respectful iii. being firm	Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship Creativity Values Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness

**Strand 3: Basic Skills in Map Making
 Sub-Strand I: Sketching My Classroom**

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2. 3.1.1. Demonstrate further skills in map making</p>	<p>B2. 3.1.1.1. Sketch the shape of the classroom and indicate the position of the teacher's desk</p> <p>B2. 3.1.1.2. Mention reasons why records should be taken regularly, as a responsible citizen</p>	<p>Guide learners through a demonstration to sketch the shape of the classroom.</p> <p>Through questions and answers, guide learners to indicate where they sit in the classroom, on their sketches with a small round shape.</p> <p>Learners show on their sketches the location of the following:</p> <ul style="list-style-type: none"> i) Chalk/White board (Bb/Wb) ii) Cupboard (C) iii) Teacher's table (Tt) <p>Guide learners to label their objects with abbreviations as in the list of objects.</p> <div data-bbox="1041 769 1318 1110" data-label="Image"> </div> <p>Learners describe the shape of the cupboard.</p> <p>Through think-pair-share, learners talk about the need to take records regularly, e.g. for future use, for accuracy</p>	<p>Observation Creativity Map making</p> <p>Analysing Critical thinking and problem solving Record keeping</p>

Strand 4: Introduction to Computing
Sub-Strand 1: Parts of a computer and other technology tools

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.4.1.1. Demonstrate an understanding of the parts of a computer and technology tools</p>	<p>B3.4.1.1.1. Recognise and identify the hard disk, processor, power supply unit and memory as parts of the system unit</p> <p>B3.4.1.1.2. Identify the bottom row key, Caps Lock and Tab keys</p> <p>B3.4.1.1.3. Demonstrate the insertion and removal of DVD/CD-ROM into and out of the DVD/CD-ROM drive as well as insertion and removal of a pen drive</p> <p>B3.4.1.1.4. Type four letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard</p> <p>B3.4.1.1.5. Mention at least two ways to play computer games responsibly</p>	<p>Bring items (i.e. hard disk, power supply and memory cards) or pictures of the computer parts to class, ask learners to pick one item in turns and differentiate selected items.</p> <p>Guide learners to identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures.</p> <p>Guide learners to explore the insertion and ejection of DVD/CD-ROM as well as connecting of a pen drive.</p> <p>Guide learners to type alphabets such as (a, s, d, f, j, k, l; using Word Processor or typing tutorial on the computer of any electronic device with keypad.</p> <p>NB: Learners can practice with the keyboard only in the absence of the applications.</p> <p>Learners should be guided to play computer games to re-enforce keyboard and mouse skills.</p> <p>Through demonstration guide learners to play computer games to re-enforce keyboard and mouse skills.</p>	<p>Creativity and innovation Communication and collaboration Personal development and leadership Digital literacy</p> <p>Critical thinking Phonics; pronouncing correctly, names of parts of the system unit e.g. CD Rom Drive Hardware Manipulation Skills Keyboarding Skill development</p>

SECOND THEME: ALL AROUND US
Strand 4: Character Formation
Sub-Strand 1: Relating well with people

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.4.1.1. Investigate the role of family members in living safely with one another</p>	<p>B3.4.1.1.1. Mention at least two reasons to live in harmony with one another</p> <p>B3.4.1.1.2. Demonstrate good citizenship behaviours, as a responsible Ghanaian</p>	<p>Through questions and answers, guide learners to mention ways of living in harmony with one another, e.g. to promote peace and unity, law and order, growth and development, etc.</p> <p>In a think-pair-share session, learners talk about attitudes and behaviours that promote harmonious living at home, school, community, etc.</p> <p>Learners role-play good citizen behaviours, e.g. picking litter and dropping it at the appropriate place.</p> <p>NOTE: Teacher observes to see if characteristics of good citizenship are depicted in the activities.</p>	<p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Truthfulness, Responsibility, Togetherness</p>

Strand 5: RESPONSIBLE CITIZENS
Sub-Strand I: Exhibiting Character of a Responsible Citizen

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.5.1.1. Demonstrate understanding of sustaining good inter-personal relationships</p>	<p>B3.5.1.1.1. Demonstrate skills for sustaining good inter-personal relationships</p>	<p>Guide learners through think-pair-share to talk about skills which help to sustain good inter-personal relationships e.g.</p> <ul style="list-style-type: none"> i. good communication. i.e. exchanging greetings ii. making new friends iii. helping people iv. being respectful v. respecting the views of other people <p>Learners role-play a scenario depicting good inter-personal relationships.</p>	<p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness</p>

Strand 6: Exploring things found in the Environment
Sub-Strand 1: Uses of Living and Non-Living things found in the Environment

Content Standard	Indicators	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.6.1.1.1. Appreciate the problems associated with the use of land and water</p>	<p>B3.6.1.1.1. Mention problems with the use of land</p> <p>B3.6.1.1.2. Mention problems associated with the use of water</p> <p>B3.6.1.1.3. Identify ways of protecting land and water as a responsible citizen</p>	<p>Through pictures/films of illegal mining sites e.g. Galamsey sites, indiscriminate dumping of refuse, choked gutters, roads with potholes etc</p> <p>Through questions and answers guide learners to mention problems with the use of land</p> <ol style="list-style-type: none"> i. Describe activities taking place on land in your community. (Slash and bush burning, sand winning, quarrying). ii. Compare situations in the pictures with what pertains in their area iii. Suggest ways in which these practices can be mitigated <p>Teacher shows pictures of water bodies or conduct a study tour to observe water bodies within their communities</p> <p>Guide learners to talk about activities taking place around water bodies in their community e.g. fishing, swimming irrigation, farming, throwing waste in water bodies, defecating in streams.</p> <p>Suggest ways in which these practices can be mitigated e.g. do not cut down trees anyhow, do not win sand along water bodies, do not defecate in water bodies.</p>	<p>Observation Research skills Digital literacy</p> <p>Critical thinking and problem-solving Analysing Applying</p>

Strand 7: Landmarks
Sub-Strand 1: Describing Land Marks

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.7.1.1. Demonstrate understanding of landmarks on the school compound and identify features</p>	<p>B3.7.1.1.1. Make a sketch of the school compound and show locations of some landmarks</p>	<p>Guide learners to explore the school compound through a study tour and do the following:</p> <ul style="list-style-type: none"> i. Identify the position of buildings in relation to one another. ii. Draw the outline of the classroom on the chalk/white board. <p>Call learners to come up to mark out their sitting positions on the outline.</p>	<p>Creativity Observation</p> <p>Planning, Critical thinking and problem-solving Application</p>

Strand 8: Plants
Sub-Strand 1: Using and Protecting Plants

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.8.1.1. Investigate the uses of non-living things by plants and animals</p>	<p>B3.8.1.1.1. Mention at least two uses of non-living things</p> <p>B3.8.1.1.2. Describe how plants use water, soil nutrients, sunshine and air to make their food</p>	<p>Use school gardens, pictures / and films of streams, forest, and farms to show types of non-living things that are used by living things as a medium and or habitat. Guide learners through questions and answers to talk about the uses of non-living things by plants and animals e.g. plants use soil as rooting medium, fish use water as habitat, rats and mice use holes in soil as habitat.</p> <p>Collect samples of different soils, different rocks, water, stones and engage learners to talk about the differences in their uses to animals and plants</p> <p>Cover a potted plant with dark plastic sheet for some days and engage learners in a discussion on how the plant look like. Do not apply water to a potted plant for one week and engage learners in a discussion on how the plant look like. Use the two experiments to encourage learners to understand the importance of water and sunshine to plants. Talk about how plants are also affected by excess water and sunshine</p>	<p>Communication Critical thinking Problem solving</p> <p>Communication Critical thinking</p> <p>Critical thinking and Problem solving</p>
<p>B3.8.1.2. Investigate the uses of non-living things by human beings</p>	<p>B3.8.1.2.1. Mention how human beings use non-living things</p> <p>B3.8.1.2.2. Mention how human beings use non-living things as a responsible citizen</p>	<p>Guide learners through pictures/films of buildings, storage structures, flower pots in the community and the school to talk about how human beings use non-living things such as rocks, soils, clay and water to build housing, storage structures, flower pots and school buildings. Use the school gardens to illustrate the use of soil to make nursery beds, flower pots to grow crops.</p> <p>Guide learners through think-pair-share to talk about how human beings use non-living things responsibly e.g. minimal use of agro-chemicals</p>	<p>Creativity Communication Cultural identity</p> <p>Problem solving Critical thinking</p>

Strand 9: Plants, Animals, Soils and Agricultural Tools
Sub-Strand 1: Knowing Plants, Animals, Soils, Agricultural Tools and Using Them

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.9.1.1. Demonstrate understanding of animals that harm human beings</p>	<p>B3.9.1.1.1. Mention at least two different types of animals that destroy crops</p>	<p>Guide learners to visit the school garden, watch pictures/films and observe insects on vegetables and talk about their effects.</p> <p>Use weevil-infested grains and vegetables infested with insects to show the harmful effects of insects on food items.</p> <p>Show pictures of domestic animals destroying crops and the reasons why gardens are usually fenced. Locate lice, ticks, intestinal worms, mosquitoes, etc. on the farm to facilitate the discussion.</p> <p>Show films from the internet on how insects destroy grains in storage. Let learners understand and experience the benefits and the harmful effects of animals to human beings. Observe weevil infestation on grains. Use pictures from the internet.</p>	<p>Communication Problem solving Critical thinking</p>
<p>B3.9.1.2.: Investigate and describe Soil formation</p>	<p>B3.9.1.2.1. Describe how soil is formed, observe different rocks and talk about how compact or loose the particles are</p>	<p>Collect different rocks in groups from the community, construction sites, school garden, and school farms and let learners touch them and comment on how compact they are.</p> <p>Guide learners, through demonstration, to crush some of the loose rocks and compare the particles with soils in the garden. Let learners experience that some components of soils are formed from rocks.</p>	<p>Personal development Communication Collaboration Observation</p> <p>Critical thinking and Problem solving</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.9.1.3. Demonstrate understanding of classification of agricultural tools	<p>B3.9.1.3.1. Classify basic agricultural tools according to their uses, sizes, etc</p> <p>B3.9.1.3.2. Mention at least two importance of storing simple agricultural tools, as a responsible citizen</p>	<p>Gather as many simple agricultural tools as possible, show pictures of basic agricultural tools and let learners group the tools into their uses; examples digging tools, pruning tools, harvesting tools, weeding tools, and watering tools.</p> <p>Guide learners through pictures/films and samples of tools in storage to talk about the importance of good storage of simple agricultural tools, e.g. the tools are used for a long time, we can easily pick them and use</p>	<p>Problem solving</p> <p>Communication</p>

Strand 10: Sources of Information
Sub-Strand I: Making use of information

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.10.1.1. Demonstrate understanding of data and sources of data	<p>B3.10.1.1.1. Identify data in conversation and newspapers</p> <p>B3.10.1.1.2. Identify more sources of information</p> <p>B3.10.1.1.3. Demonstrate sending and sharing information</p>	<p>Guide learners to collect and list various items in the environment, as well as count and record them from the newspapers by working in groups.</p> <p>Guide learners, through questions and answers, to talk about where one can get data within the community. Put the class into small groups. Ask the groups to go around the school compound and list where they can gather data from, e.g. conversations, radios, newspapers, etc.</p> <p>Guide learners, through questions and answers, to talk about where one can receive or send information, e.g. letter writing or text messaging, posters, newspapers, telephones calls, SMS etc. Ask learners to role-play a telephone conversation.</p> <p>NB: recall content in B2 and add to it.</p>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal development and Leadership</p> <p>Digital literacy</p> <p>Data identification and collection Skills</p> <p>Verbal and written critical Thinking</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.10.1.2. Demonstrate understanding of data collection tools and usage</p>	<p>B3.10.1.2.1. Demonstrate more data collection methods</p> <p>B3.10.1.2.2. Identify more tools for collecting data</p>	<p>Bring sources of data to class and guide learners to identify data from these sources of data by recording, for example, the number of days some boys and girls were present, absent or punctual and discuss in class, e.g. newspapers or class registers, pencil and paper used to collect data through interviews, listening to radio, newspaper, talking to people, questionnaire).</p> <p>Bring tools or pictures of the tools for collecting data, e.g. pen, pencil and paper or books and ask learners to use these tools to collect sample data, e.g. collecting data of number of bulbs in the school.</p> <p>Guide learners, through demonstration, to use the tools stated above to store data in a list format according to their similarities on an electronic device (i.e. Tablets, computers, phones etc.) or in a book.</p>	<p>Critical thinking. Creativity and innovation. Communication and collaboration. Personal development and leadership. Digital literacy.</p> <p>Data Storage Skill development</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.10.1.3. Demonstrate understanding of the concept of the desktop background, as well as their purposes (image, icons, start menu, and taskbar).</p>	<p>B3.10.1.3.1. Identify the features of desktop background (e.g. image, icons and taskbar)</p> <p>B3.10.1.3.2. Demonstrate the use of the background area of the desktop (changing wallpaper with different pictures and themes)</p> <p>B3.10.1.3.3. Explain the basic use of the taskbar and its features (start button, pinned programmes and notification area)</p> <p>B3.10.1.3.4. Demonstrate how to personalise the desktop background; this includes the proficient use of change colours, set lock screen, and change themes of the desktop</p>	<p>Guide learners to explore features on the desktop by clicking on the features and demonstrated what they can be used for.</p> <p>Guide learners to change the background of their desktop, with different pictures.</p> <p>Guide learners to demonstrate the various use of the task bar.</p> <p>Guide learners to demonstrate how to change colours, change themes of the desktop, etc.</p>	<p>Critical Thinking Creativity and Innovation Communication and Collaboration Personal Development and Leadership Digital Literacy</p> <p>New words pronunciation. e.g. Wallpaper Operating System Manipulation Skills</p>
<p>B3.10.1.4. Demonstrate a basic understanding of MS-PowerPoint</p>	<p>B3.10.1.4.1. Identify presentation software and its use</p> <p>B3.10.1.4.2. Outline the importance of MS-PowerPoint.</p> <p>B3.10.1.4.3. Demonstrate how to launch MS-PowerPoint</p>	<p>Guide learners to list presentation software they know and discuss their uses.</p> <p>Guide learners to investigate the importance of presentation software.</p> <p>Bring pictures of a step by step procedure to display text in MS-PowerPoint and walk the learners through, e.g. Learners should demonstrate how to access MS-PowerPoint on any computer or gadget and display text in MS-PowerPoint.)</p>	<p>Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership Digital Literacy</p> <p>Presentation Skill Communication Skills</p>

THIRD THEME: OUR RELIGIOUS AND OUR MORAL VALUES
Strand II: RELIGIOUS WORSHIP
Sub-Strand I: Tolerating Religious Worship and Family Involvement

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.II.I.I. investigate and appreciate the importance of religious worship</p>	<p>B3.II.I.I.1. Name the sacred scriptures of the three major religions</p> <p>B3.II.I.I.2. Identify the reasons for studying the sacred scriptures of the three major religions among their followers</p>	<p>Guide learners through questions and answers to mention the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc.</p> <p>Guide learners to recite simple texts from the scriptures: Al-fatihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion).</p> <p>Learners write simple texts from the Sacred Scriptures.</p> <p>Let learners mention the scriptures they use.</p> <p>Through questions and answers, guide learners to talk about the reasons for studying the Sacred Scriptures e.g. they lead us to God, they help us to know the truth about God and the world, they help us to lead good moral lives, they give us messages from God, etc.</p> <p>Let learners recite texts from the scriptures.</p> <p>Guide learners to talk about the moral lessons from the scriptures.</p>	<p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude</p>

Strand 12: Values and Responsibilities
Sub-Strand I: Cherishing Values and Responsibilities

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.12.1.1.: Demonstrate acceptable values and responsibilities in society	B3.12.1.1.1. Identify at least three values cherished in the community	Guide learners to work in groups to identify their individual values in the Community e.g. Obedience <ul style="list-style-type: none"> i. Love ii. Peace iii. Honesty iv. Tolerance v. Respect for others vi. High achievement vii. Patriotism viii. Hard work 	Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship Cultural Identity,
	B3.12.1.1.2. Mention the reasons why it is the responsibility of citizens to uphold their values	Through questions and answers, guide learners to talk about the importance of upholding societal values e.g. <ul style="list-style-type: none"> i. Preserves the society ii. Finds us together as one people iii. Gives us a sense of identity iv. Promotes law and order v. Prevents child delinquency vi. Makes people responsible 	Faithfulness, Obedience, Respect, Commitment, Humility, Togetherness, Gratitude, Tolerance, Respect for other people's views.

Strand 13: Conserving Energy
Sub-Strand 1: Using energy properly

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.13.1.1. Investigate wastage of energy resources	B3.13.1.1.1. Explain energy conservation	Through questions and answers learners explain energy conservation using pictures, videos and drama, e.g. it is prevention of the wasteful use of energy.	Communication Digital literacy Cultural identity Creativity Critical thinking and problem solving Values Obedience Patriotism Commitment
	B3.13.1.1.2. Identify ways of conserving energy	Identify positive attitudes towards energy conservation e.g. switch off light when not in use, use energy saving bulbs, put all gadgets off when leaving home. Guide learners to dramatise how energy can be conserved in the community.	
	B3.13.1.1.3. Mention the reasons why it is the responsibility of a citizen to conserve energy	Discuss the importance of energy conservation (whole class discussion/ smaller) working groups and presentation, e.g. Energy conservation helps to reduce the emission of greenhouse gases such as carbon dioxide. It also prevents climate-related diseases such as skin diseases.	

Strand 14: Soils and Animal Keeping
Sub-Strand 1: Importance of Soil Water and Animal Keeping

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.14.1.1. Demonstrate an understanding of protecting soil	B3.14.1.1.1. Mention ways of protecting soils as a responsible citizen	Guide learners, through demonstration to talk about how soil is protected e.g. do not throw polythene rubbers in the surrounding, do not leave plastic waste in the soil, add manure to the soil	Critical thinking Problem solving Personal development

Strand 15: Use of Technology
Sub-Strand 1: Effective use of Technology

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.15.1.1. Demonstrate the use of technology in the community (communication)</p>	<p>B3.15.1.1.1. Demonstrate what is communication</p> <p>B3.15.1.1.2. Identify the technological tools for communication in the community and how they are used</p> <p>B3.15.1.1.3. Identify the impacts of technology in communication</p> <p>B3.15.1.1.4. Use technology in communication responsibly, as a good citizen</p>	<p>Give activities such as storytelling, conversations, gesturing and events depicting choice of colours for events, etc. to enable learners communicate to the class, e.g. (e.g. Communication through types of dressing.</p> <p>Guide learners to mention more technological tools used in communication in the community.</p> <p>Guide learners to describe the impacts of technology in communication.</p> <p>Guide learners, through think-pair-share, to talk about how to use technology responsibly.</p>	<p>Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership Digital Literacy Communication Skills</p>

Strand 17: Power and Authority
Sub-Strand 1: Respecting Authority

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.17.1.1. Demonstrate the sense of belonging</p>	<p>B3.17.1.1.1. Explain the significance of belonging to a group and nation symbols</p> <p>B3.17.1.1.2. Demonstrate his/her commitment to the national symbols</p>	<p>Guide learners to discuss how the national symbols can be used to promote sense of belonging among individuals and to the nation:</p> <ul style="list-style-type: none"> i. Coat of Arms ii. Pledge iii. National Anthem iv. Flag <p>Through questions and answers, guide learners to talk about the various ways of showing commitment to the national symbols, e.g.</p> <ul style="list-style-type: none"> i. singing the National Anthem ii. reciting the National Pledge 	<p>Communication and Collaboration</p> <p>Critical Thinking Problem Solving</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude, Sharing, Reconciliation Sacrifice, Patriotism</p>
<p>B3.17.1.2. Demonstrate understanding of the skills for effective citizenship</p>	<p>B3.17.1.2.1. Analyse critically issues in given situations</p> <p>B3.17.1.2.2. Make reasonable decisions in given situations</p>	<p>In groups learners analyse news items on radio, TV, newspaper, e.g.</p> <ul style="list-style-type: none"> i. filth in the nation ii. disaster in the community <p>Through questions and answers, guide learners to talk about the decision-making process.</p> <p>Guide learners to talk about the steps involved in critical thinking</p> <ul style="list-style-type: none"> i. Identify the subject (issue) to be examined ii. Ask questions about the subject iii. Gather information to get answers to your questions iv. Review the information e.g. consider the consequences of each choice v. Determine how you will react (decide) <p>Teacher poses a problem for which learners react by taking a decision.</p> <p>Each group should make a presentation to class.</p> <p>Learners tell why they took that</p>	<p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude, Sharing, Reconciliation Sacrifice, Patriotism Communication and Collaboration,</p>

		decision and what factors influenced this decision.	
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Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.17.1.2. Demonstrate understanding of the skills for effective citizenship	<p>B3.17.1.2.3. Explain how law and order is maintained in the community</p> <p>B3.17.1.2.4. Demonstrate the role of the individual in the community</p>	<p>Learners discuss how law and order is maintained in the community.</p> <p>Pupils role-play the role of the individual in the Community.</p>	<p>Communication and Collaboration Creativity</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude, Sharing, Reconciliation Sacrifice, Patriotism</p>

Strand 18: Weather Conditions
Sub-Strand 1: Describing weather conditions

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.18.1.1. Investigate the types of settlements	<p>B3.18.1.1.1. Describe the differences between rural and urban settlements</p> <p>B3.18.1.1.2. Identify at least two ways of keeping their surroundings clean, as a responsible citizen</p>	<p>Use pictures and videos for learners to differentiate between rural & urban settlements.</p> <p>Group work Identify the features of rural and urban settlements found in their community. Compose a song using some of the features identified in their community.</p> <p>Guide learners, through questions and answers, to talk about ways of keeping their surrounding clean, e.g. sweeping regularly, do not litter, etc.</p>	<p>Critical Thinking and Problem-solving Applying</p> <p>Communication Observation Digital literacy Collaboration Cultural identity</p>

Strand 19: Livestock Enterprises
Sub-Strand 1: Sale of agricultural products

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.19.1.1. Recognise successful Ghanaians engaged in agricultural activities	<p>B3.19.1.1.1. Identify the products of Ghanaians engaged in agricultural activities in the community</p> <p>B3.19.1.1.2. Identify reasons why we should appreciate and use Ghanaian products agricultural</p>	<p>Watch videos and listen to recorded speeches of some agricultural entrepreneurs in Ghana. Visit some agricultural entrepreneurs and interact with them.</p> <p>Through questions and answers, guide learners to talk about reasons why they should appreciate and use Ghanaian agricultural products, e.g. to create employment, revenue for government.</p>	<p>Communication Self confidence</p> <p>Personal development Creativity Problem solving</p>

Strand 20: Technology Tools and MS- Word
Sub-Strand 1: Using Technology Tools

B3.20.1.1. Demonstrate a basic understanding of MS-Word	<p>B3.20.1.1.1. Describe the MS-Word interface</p> <p>B3.20.1.1.2. Outline the importance of MS-Word. (State the important MS-PowerPoint)</p> <p>B3.20.1.1.3. Demonstrate how to launch MS- Word</p> <p>B3.20.1.1.4. Demonstrate how to use a computer responsibly</p>	<p>Guide learners to list examples of word processors and their interfaces.</p> <p>Guide learners to discuss the importance of word processors in a class debate.</p> <p>Guide learners to navigate and locate the icon for MS-Word on the computer or bring pictures of the step by step approach on how to access MS-Word on any computer, e.g. Learners should demonstrate how to access MS-Word on any computer or gadget and display text in MS-Word.)</p> <p>Guide learners, through demonstration, to use computer responsibly, e.g. use computer to do exercise, homework or project work.</p>	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Digital Literacy</p> <p>Critical Thinking Word Processing skills Communication Skills</p>
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FIFTH THEME: OUR AFRICA AND THE GLOBAL COMMUNITY

Strand 21: Religious Leaders Sub-Strand 1: Lessons from the Birth of Religious Leaders

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.21.1.1. Narrate the youthful life stories of the leaders of the major religions</p>	<p>B3.21.1.1.1. Describe the youthful lives of the leaders of the three major religions in Ghana</p>	<p>Guide learners to talk about the youthful lives of the religious leaders:</p> <ul style="list-style-type: none"> (i). The Lord Jesus Christ (ii). The Holy Prophet Muhammad (S.A.W) (iii). A Traditional Religious Leader <p>In groups, learners talk about the occupations of the religious leaders.</p> <ul style="list-style-type: none"> (i). The Lord Jesus Christ as a Carpenter, (ii). The Holy Prophet Muhammad (S.A.W) as a Businessman (iii). A Traditional Religious Leader, eg. Egya Ahor as a farmer. <p>In groups, learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion.</p>	<p>Communication and Collaboration, Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship</p> <p>Respect, Trust, Obedience, Commitment, Responsibility, Personal Development and Leadership</p>
<p>RME: B3.21.1.1. Narrate the youthful life stories of the leaders of the major religions</p>	<p>B3.21.1.1.2. Identify at least three moral lessons of the youthful life of the religious leaders</p>	<p>Discuss with learners, the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work, courage, perseverance, etc.</p> <p>Guide learners to talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives. Let learners dramatise the moral lives of the religious leaders.</p>	<p>Communication and Collaboration, Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship</p> <p>Respect, Trust, Obedience, Commitment, Responsibility, Personal Development and Leadership</p>

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Strand 22: Basic Human Needs and Rights
Sub-Strand I: Benefiting from Basic Human Needs

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.22.1.1. Demonstrate understanding of the importance of human rights and their effects on the quality of life</p>	<p>B3.22.1.1.1. Describe at least three ways of claiming his/her rights</p>	<p>In small groups, guide learners through groups, to talk about how to claim their rights. The individual can claim his/her rights through:</p> <ul style="list-style-type: none"> i. joining civic clubs ii. reporting to Social Welfare iii. reporting to the law courts iv. reporting to CHRAJ v. reporting to the police vi. embarking on lawful public demonstrations vii. using negotiation viii. reporting to relevant institutions, e.g. FIDA, <p>learners share experiences of cases they have experienced or seen being handled by any of these institutions or agencies.</p>	<p>Communication and Collaboration, Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship Personal Development and Leadership</p> <p>Respect, Trust, Obedience, Commitment, Responsibility,</p>

Strand 23: The Planets and The Sun
Sub-Strand I: Knowing the Planets

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.23.1.1. Identify and indicate the position of the various planets in relation to the sun</p>	<p>B3.23.1.1.1. Mention the position of the earth in relation to the sun</p> <p>B3.23.1.1.2. Mention at least three planets in the solar system</p>	<p>Guide learners to demonstrate the position of the sun in relation to the earth.</p> <p>Ask the learner representing the earth to go around the one representing the sun.</p> <p>Use pictures and videos to identify the position of the earth in relation to the sun</p> <p>Using pictures and videos of the planetary system, show the location of the earth in relation to the position of the sun</p> <p>Use charts of the solar system and let learners show the relative positions of the other planets to the sun.</p> <p>Compose songs/rhymes/mnemonic to help learner to identify the position of the earth in the solar system e.g. “My Very Eyes May Just See Under Nine Planets”</p> <p>NB: Pluto, which is the ninth planet, is now considered as a dwarf planet.</p>	<p>Creativity and innovation</p> <p>Observation Digital literacy</p> <p>Application Analysing</p>

Strand 24: Simple Agricultural Tools
Sub-Strand I: Taking good care of Simple Agricultural Tools

<p>B3.24.1.1. Recognise successful people engaged in agricultural activities</p>	<p>B3.24.1.1.1. Identify the products of successful people engaged in agricultural activities</p> <p>B3.24.1.1.2. Identify reasons why we should appreciate the products of successful people in agriculture</p>	<p>Watch videos and listen to recorded speeches of some agricultural entrepreneurs.</p> <p>Through questions and answers, guide learners to talk about reasons why they should appreciate successful people in agriculture.</p>	<p>Personal development Creativity Problem solving</p> <p>Communication Self confidence</p>
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Strand 25: Technology in Communication
Sub-Strand I: Using Technology Tools for Communication

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.25.1.1. Demonstrate basic understanding of MS-Word</p>	<p>.25.1.1.1. Describe the MS-Word interface</p> <p>B3.25.1.1.2. Outline the importance of MS-Word. (State the important MS-PowerPoint)</p> <p>B3.25.1.1.3. Demonstrate how to launch MS- Word</p> <p>B3.25.1.1.3. Demonstrate how to use computers responsibly</p>	<p>Guide learners to list examples of word processors and their interfaces.</p> <p>Guide learners to discuss the importance of word processors in a class debate.</p> <p>Guide learners to navigate and locate the icon for MS-Word on the computer or bring pictures of the step by step approach on how to access MS-Word on any computer, e.g. learners should demonstrate how to access MS-Word on any computer or gadget and display text in MS-Word).</p> <p>Guide learners, through demonstration, to use computer responsibly, e.g. use computer</p>	<p>Critical Thinking Creativity and Innovation Communication and Collaboration Personal Development and Leadership Digital Literacy</p> <p>Word Processing Skills Communication Skills</p>

	to do exercise, homework or project work.	
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S/N	NAME	ADDRESS/INSTITUTION
OWOP (RELIGIOUS AND MORAL EDUCATION)		

S/N	NAME	ADDRESS/INSTITUTION
1	Mrs. Felicia Boakye-Yiadom	Executive Secretary, NaCCA
2	Professor Kankam Boadu	University of Cape Coast
3	Dr. Lucy Effeh Attom	University of Education, Winneba
4	Mrs. Joana Vanderpuije	NaCCA
5	Mr. William Asamoah	Tema Metro Education Office
6	Dr. Dzigbodi Ama Banini	Educationist (Rtd.)
1	Apostle Prof. Samuel Asuming-Brempong (Lead)	Dept of Agricultural Econs and Business, UG
2	Dr. Osei Owusu	Rel. & Human Values, UCC
3	Dr. Charles Annobil	Basic Edu Dept, UEW
4	Owusu Afriyie	Offinso College of Education
5	Dr Braimah Imurana Awaisu	Dept of Political Science, UEW
6	Mrs. Geogina Afer	Okwapiman Secondary School
OWOP (GEOGRAPHY)		
1	Prof Quashigah	Social Science Faculty, UEW
2	Dr. Dzigbodi Ama Banini	Educationist (Rtd.)
3	Mr. Frederick Wisly Armah	St John's Grammar
4	George Amponsah Tabi	St John's Grammar
5	Jacob Kwame Bernasco	Achimota School

6	William Ghansah	GES, Tema Metro
OWOP (AGRICULTURE)		
1	Dr. Obeng Mensah (Lead)	PHD Agric Ed
2	Mr. Isaac Asiegbor	Retired, NaCCA
3	Dr Seth Boateng	Dept. of Agric Ext, UG
OWOP (COMPUTING)		
1	Dr. Kofi Ayebi-Arthur (Lead)	College of Education, UCC
2	Frank Appoh	NaCCA
3	Callistus Nakpih	St. John Bosco's, College of Education
4	Mark Anibrika	Wesley Grammar School
5	Samuel Kwame Arthur	Achimota School