

GHANA EDUCATION SERVICE

(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

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

SEPTEMBER 2019



Our World and Our People Curriculum for Primary Schools

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Ministry of Education
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Foreword

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

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

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

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

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

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

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RATIONALE

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

PHILOSOPHY

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

PHILOSOPHY OF LEARNING OUR WORLD AND OUR PEOPLE

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

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

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

PHILOSOPHY OF TEACHING OUR WORLD AND OUR PEOPLE

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

GENERAL AIM

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

SUBJECT SPECIFIC AIMS

The aims of the Our World and Our People curriculum are to enable learners to:

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

INSTRUCTIONAL EXPECTATIONS

Our World and Our People provides opportunity for teachers to:

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learner-centred classrooms;
- nurture and develop learners into creative, honest and responsible citizens;
- provide opportunity for learners to develop their skills in the **4Rs** of **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;
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of OWOP learners;
- use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of OWOP;
- put necessary arrangements in place to provide feedback to both learners and parents.

CORE COMPETENCIES

Through the pedagogy and learning areas envisaged for our OWOP as a body of knowledge in the school curriculum, it is expected that as is the case for other subjects in the school curriculum learners will demonstrate the following universal and core competencies:

Critical thinking and problem solving (CP)

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

Creativity and Innovation (CI)

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

Communication and collaboration (CC)

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

Cultural identity and global citizenship (CG)

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

Personal development and leadership (PL)

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

Digital literacy (DL)

It involves developing learners to discover, acquire skills in, and communicate through ICT to support their learning and using digital media responsibly.

KNOWLEDGE UNDERSTANDING AND APPLICATION

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

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

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

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

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

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

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

- Applying:** This dimension is also referred to as “Use of Knowledge”. The ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover among
- Analysing:** This is the ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc.; ability to recognise unstated assumptions and logical fallacies; the ability to recognize inferences from facts etc.
- Synthesising:** It is the ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organize, create, generate new ideas and solutions.
- Evaluating:** It is the ability to appraise, compare features of different things and make comments or judgment, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.
- Creating:** It is the ability to use information or materials to plan, compose, produce, manufacture or construct other products.

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

ATTITUDES

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

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

- (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.

ASSESSMENT AND FORMS OF ASSESSMENT

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

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

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

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

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

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

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

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

PEDAGOGICAL APPROACHES

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

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

7. questioning techniques that promote deep learning.

LEARNING-CENTRED PEDAGOGY

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

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

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

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

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

INCLUSION

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

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

DIFFERENTIATION AND SCAFFOLDING

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

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

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

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

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

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

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

ORGANISATION OF THE CURRICULUM

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

- Citizenship Education
- Geography
- Agricultural Science
- Computing

The thematic areas are organised under five strands:

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

CURRICULUM REFERENCE NUMBERS

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

Table 1: Interpretation of Curriculum Reference Numbers

Example: OWOP: B1.2.3.4.1

ANNOTATION	MEANING / REPRESENTATION
B1.	Basic Year I / Class I/ Primary I
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.
- **Exemplars** refer to support and guidance, which clearly explain the expected outcomes of an indicator and suggest what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

SCOPE AND SEQUENCE

STRAND	SUB-STRAND	B1	B2	B3	B4	B5	B6
ALL ABOUT US	Nature of God	✓	✓	✓	✓	✓	✓
	Myself	✓	✓	✓	✓	✓	✓
	My Family and the Community	✓	✓	✓	✓	✓	✓
	Home and School	✓	✓	✓	✓	✓	✓
ALL AROUND US	The Environment and the Weather	✓	✓	✓	✓	✓	✓
	Plants and Animals	✓	✓	✓	✓	✓	✓
	Map Making and Land Marks	✓	✓	✓	✓	✓	✓
	Population and Settlement	✓	✓	✓	✓	✓	✓
OUR BELIEFS AND VALUES	Worship	✓	✓	✓	✓	✓	✓
	Festivals	✓	✓	✓	✓	✓	✓
	Basic Human Rights	✓	✓	✓	✓	✓	✓
	Being a Leader	✓	✓	✓	✓	✓	✓
OUR NATION GHANA	Being a Citizen	✓	✓	✓	✓	✓	✓
	Authority and Power	✓	✓	✓	✓	✓	✓
	Responsible use of Resources	✓	✓	✓	✓	✓	✓
	Farming in Ghana	✓	✓	✓	✓	✓	✓
MY GLOBAL COMMUNITY	Our Neighbouring Countries	✓	✓	✓	✓	✓	✓
	Introduction to Computing	✓	✓	✓			
	Sources of Information	✓	✓	✓			
	Technology in Communication	✓	✓	✓			

BASIC I

BASIC I

STRAND I: ALL ABOUT US
Sub-Strand I: Nature of God

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.1.1.1. Demonstrate understanding of God as the Creator</p>	<p>BI.1.1.1.1. 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 discuss and role play the attributes of God.</p> <p>Note: Learners research the creation story. Use the internet or any available resources e.g. books. If using internet, guide learners to explore parts of the computer (mouse, Central Processing Unit–CPU) etc</p>	<p>Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy</p> <p>Appreciation, Truth Faith, Caring, Love</p>

Sub-Strand 2: Myself

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

Sub-Strand 3: My Family and the Community




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.1.3.1.1. Identify persons closely related us 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 interpersonal 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 4: Home and School

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.1.4.1. Demonstrate understanding of the place you call home</p>	<p>BI.1.4.1. 1. Describe and show direction to their home</p>	<p>Learners take turns to talk about their home e.g. my home is in a good and beautiful neighbourhood.</p> <p>Learners sketch the direction to their home on paper. Learners talk about what they want to add to their home. Learners draw their home.</p>	<p>Communication and Collaboration Critical Thinking Creativity and Innovation</p> <p>Appreciation, Caring, Love, Honesty</p>

Strand 2: ALL AROUND US
Sub-Strand I: The Environment and the Weather

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.2.1.1 Demonstrate knowledge of 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, manmade 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>Communication and Collaboration Critical Thinking and Problem Solving</p> <p>Observational Skills Creativity</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.2.1.2 Demonstrate knowledge of different types of weather conditions</p>	<p>BI.2.1.2.1 Identify and describe different weather conditions</p>	<p>Show pictures/films of different weather conditions.</p> <p>Learners use rhymes, e.g. “rain, rain go away”, to tell the types of weather e.g. i) Sunny weather, ii) Windy weather, iii) Rainy weather, iv) Cloudy weather</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="772 578 1016 833"> <p>Sunny weather</p>  </div> <div data-bbox="1045 578 1297 833"> <p>Windy weather</p>  </div> <div data-bbox="1327 578 1598 833"> <p>Rainy weather</p>  </div> </div> <p>Learners in groups: describe the weather type from their pictures to the class; mention the weather of the day from what they can observe outside their classroom</p>	<p>Digital literacy Creativity and Innovation Personal Development and Leadership</p> <p>Applying</p>

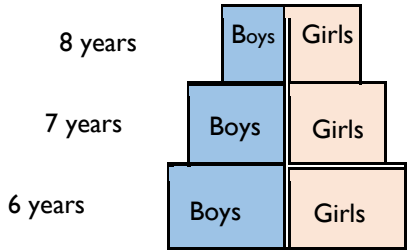
Sub-Strand 2: Plants and Animals

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.2.2.1. Recognise different plants in the environment</p>	<p>BI.2.2.1.1. Identify different plants in the 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>Personal Development and Development Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Communication and Collaboration</p> <p>Observational Skills</p>
<p>BI.2.2.2. Recognise and appreciate different animals in the environment</p>	<p>BI.2.2.2.1. Identify different animals in the environments and their uses</p>	<p>Use school and community environments, pictures, films from the internet, to show different animals such as fish, birds, monkeys, butterflies, ants to enable learners to understand that different animals live in different environments.</p> <p>Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.</p> <p>Note Learners collect and share information about animals from the internet, parents, books</p>	<p>Personal Development and Development Cultural Identity and Global Citizenship Communication and Collaboration Digital literacy</p> <p>Observational Skills Applying</p>

Sub-Strand 3: Map Making and Land Marks

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.2.3.1. Demonstrate understanding of the cardinal points</p>	<p>BI.2.3.1. 1. Identify the cardinal points</p>	<p>Learners talk about the cardinal points e.g. North, South, East and West.</p> <p>Learners sketch the cardinal points and label them.</p> <p>Learners stretch their arms sideways to demonstrate the cardinal points e.g. in front of me is North, to the right is East, to the left is West and to my back is South.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p> <p>Observational Skills Applying</p>

Sub-Strand 4: Population and Settlement

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.2.4.1. Demonstrate basic understanding of population structure (age and sex structure)</p>	<p>BI.2.4.1.1. 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 style="text-align: center;"><i>Example of the Age Structure</i></p> <div style="text-align: center;">  <p>The diagram shows a population pyramid with three age groups: 6 years, 7 years, and 8 years. For each age group, there are two boxes: one for Boys (blue) and one for Girls (orange). The boxes are arranged in a pyramid shape, with the 6-year group at the bottom and the 8-year group at the top. The 'Boys' side is blue and the 'Girls' side is orange.</p> </div> <p>Learners talk about the need to respect one another regardless of age and sex as responsible citizens.</p>	<p>Communication and Collaboration Critical thinking and problem solving</p> <p>Applying Respect for one another Comportment, Co-operation, Tolerance Compromise Teamwork Leadership</p>

STRAND 3: OUR BELIEFS AND VALUES
Sub-Strand I: Worship

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B1.3.1.1. Appreciate the importance of religious worship</p>	<p>B1.3.1.1.1. Explore 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 the act of worship in the three main religions in Ghana.</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>Communication and Collaboration, Critical Thinking and Problem Solving Creativity and Innovation Digital Literacy</p> <p>Commitment, Dedication Sharing, Reconciliation, Togetherness, Unity Respect, Love, Tolerance</p>

Sub-Strand 2: Festivals

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.3.2.1. Demonstrate knowledge of festivals in Ghana	BI.3.2.1.1. Describe religious festivals in Ghana	Learners mention festivals celebrated in the three religions in Ghana: i. Christian – Christmas, Easter, etc. ii. Islamic – Eid-ul-Fitr, Eid-ul-Adha, etc. iii. African Traditional Religion (ATR) – Odwira, Damba, Homowo, Hogbetsotso, Fetu Afahyɛ, etc. Learners role play religious tolerance e.g. prayers at the Independence Day celebrations, celebrations of major religious festivals (Christmas, Eid-ul-Adha, ban on drumming preceding the Homowo Festival)	Communication and Collaboration Critical Thinking and Problem Solving Sharing Reconciliation Togetherness, Unity

Sub-Strand 3: Basic Human Rights

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.3.3.1. Demonstrate understanding of human rights as a citizen	BI.3.3.1.1. Explain basic human needs and rights of self and others	Engage learners with games/story telling, rhymes to talk about human needs and rights. Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc.	Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship, Digital Literacy Patience, Commitment Chastity, Caring Responsibility

Sub-Strand 4: Being a Leader

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.3.4.1. Demonstrate knowledge of the birth stories of religious leaders</p>	<p>BI.3.4.1. 1. Narrate the stories of the birth of religious leaders</p>	<p>Show pictures and video clips depicting the birth of the religious leaders: Christian, Islam and African Traditional Religion (ATR).</p> <p>Learners tell stories about the birth of the religious leaders.</p> <p>Learners role play the birth of the religious leaders.</p> <p>Project Work Learners to consult their parents and record:</p> <ul style="list-style-type: none"> i. their dates of birth ii. town of birth 	<p>Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship, Digital Literacy</p> <p>Patience, Commitment Chastity, Caring Responsibility</p>

STRAND 4: OUR NATION GHANA
Sub-Strand 1: Being a Citizen

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.4.1.1. Demonstrate Understanding of the characteristics of a responsible citizen	BI.4.1.1.1. Mention the characteristics of a responsible citizen	Learners talk about who a responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc. Learners role play on some of the characteristics of a responsible citizen.	Personal Development and Leadership Communication skills Collaboration Tolerance Compromise Teamwork Confidence Respect

Sub-Strand 2: Authority and Power

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.4.2.1. Demonstrate understanding of obeying power and authority as a responsible citizen	BI.4.2.1.1. Explore sources of power and authority	Learners identify the national symbols and appreciate them: i. National Flag ii. National Anthem iii. National Pledge iv. Coat of Arms, etc. Learners, in groups/pairs, tell how these national symbols can be preserved, e.g. pay attention to the National Anthem, protect the national symbols, report people who destroy the national symbols.	Communication and Collaboration, Critical Thinking and Problem Solving Cultural Identity, Sharing Reconciliation, Togetherness, Unity

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
	BI.4.2.1.2. Identify people who have power and authority and respect them, as a responsible citizen	Learners talk about the people who have power and authority: <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 members iv. in the nation: president, vice president, speaker of parliament Learners give examples of persons occupying such positions.	Communication and Collaboration, Critical Thinking and Problem Solving Cultural Identity, Sharing Reconciliation, Togetherness, Unity

Sub-Strand 3: Responsible Use of Resources

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.4.3.1. Demonstrate understanding of the importance of energy in our environment.	BI.4.3.1.1. Explore the importance of energy in the home, school and community	Through questions and answers, learners mention the types of energy sources available in their homes and communities, e.g. sun, wind, firewood, charcoal, kerosene and gas (LPG) (Whole class /small group discussion). Learners talk about uses of energy, e.g. cooking, smoking and drying of food items. Learners draw a bulb, flashlight coal pot, etc Share their drawings with peers in the class in order to appreciate the sources of energy in the home and community.	Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving

Sub-Strand 4: Farming in Ghana

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>BI.4.4.1. Demonstrate understanding of farming as an important activity</p>	<p>BI.4.4.1.1. Describe farming activities in the community</p>	<p>Learners look around the school or community and talk about different farm activities the people do/watch pictures/ films on different types of farm activities e.g. growing of vegetable, fruits, corn, goats, sheep, pigs, cattle, etc.</p> <p>Learners draw some farming activities e.g. weeding the farm or garden, feeding animals</p>	<p>Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p>
<p>BI.4.4.2. Show understanding of simple agricultural tools use in Ghana</p>	<p>BI.4.4.2.1 Identify simple agricultural tools</p>	<p>Learners look at pictures of simple agricultural tools or the real tools people use in the community to farm. Tools such as cutlass, hoe, watering cans, hand trowels, spade can be used.</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>Personal Development Communication Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Observation Motor skills</p>

STRAND 5: MY GLOBAL COMMUNITY
Sub-strand 1: Our Neighbouring Countries

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.5.1.1. Demonstrate knowledge of Ghana's Neighbouring Countries	BI.5.1.1.1. Mention Ghana's Neighbours	Learners identify their unique country, Ghana and her neighbours Learners demonstrate the positions of Ghana's neighbouring countries by using the body e.g. to my right is Togo, to my left is La Cote d'Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean) Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana's neighbours	Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving

Sub-Strand 2: Introduction to Computing

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.5.2.1. Demonstrate understanding of the parts of a computer	BI.5.2.1.1. Identify parts of a computer and how they connect to each other	Learners talk about the parts of a computer e.g. mouse. Learners work in small groups to explore how the gadgets connect to each other. Each group is given one item at a time, i.e. a mouse, keyboard, monitor or system unit. Guide learners to connect the gadgets. Guide learners to tell how the gadgets are connected (i.e. the connection of mouse, keyboard, monitor, system unit, etc.).	Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership Digital Literacy Keyboarding Skills

Sub-Strand 3: Sources of Information

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.5.3.1. Demonstrate understanding of data and sources of information	BI.5.3.1.1. Collect types of data	Guide learners to collect various items from the environment, count and record them in a book, e.g. count the number of tables, chairs, exercise books, textbooks and record them. Talk about the various types of data gathered.	Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving

Sub-Strand 4: Technology in Communication

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
BI.5.4.1. Recognise technology tools in communication	BI.5.4.1.1. Identify technology tools in communication	Learners in groups talk about technology tools used for communication e.g. <i>gong gong</i> , drums, bells, mobile vans, and community information centres. Learners draw and colour drums, bells, <i>gong gong</i> to assemble people.	Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership Digital literacy Applying

BASIC 2

BASIC 2

STRAND I: ALL ABOUT US**Sub-Strand I: Nature of God**

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.1.1.1. Demonstrate knowledge of the attributes of God	B2.1.1.1.1. Mention the attributes of God that reveal His nature as Sustainer of life	In groups, learners mention the attributes of God as sustainer of life: i. Giver of rain and sunshine ii. The One who makes plants grow iii. The Giver of air Learners mention these attributes of God in their local languages. Learners talk about the attributes of God relevant to their daily lives, e.g. God gives life, rain and air.	Communication and Collaboration Critical Thinking and Problem Solving Appreciation, Truth Faith, Caring, Love

Sub-Strand 2: Myself

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.1.2.1. Demonstrate understanding of self as unique individual</p>	<p>B2.1.2.1.1. Identify things to do to develop a sense of self identity and self-worth</p>	<p>Learners talk about themselves individually and appreciate the way God created them e.g. “I am black and beautiful, I like the way God created me. I have great qualities”.</p> <p>Learners role play scenarios and engage in activities that teach them the importance of developing a strong self-identity</p> <p>The need to feel special, more worthy and valued, more confident, more optimistic in order to do well in school and in life in general.</p> <p>Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community.</p> <p>Learners are assigned projects to dialogue with parents on how they can be supported and encouraged to build strong sense of identity e.g. encourage good behaviour and performance at home.</p>	<p>Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Respect, Responsibility Stewardship, Love, (Responsible Dominion)</p>

Sub-Strand 3: My Family and the Community

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.1.3.1. Show appreciation of the roles of members of the family in their daily lives</p>	<p>B2.1.3.1.1. 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 prompted.</p>	<p>Personal Development and Leadership Creativity and Innovation Communication and Collaboration</p> <p>Responsibility, Togetherness Caring, Love, Sharing Co-operation, Commitment Respect, Obedience, Honesty, Kindness, Reliable, Discipline Cultural Identity</p>

Sub-Strand 4: Home and School

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.1.4.1. Demonstrate understanding of the need to obey rules</p>	<p>B2.1.4.1.1. Explain the need for obeying rules in the home and school</p>	<p>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.</p> <p>Learners compose rhymes on obeying rules in the home and school</p>	<p>Communication and Collaboration, Creativity and Innovation Digital Literacy</p> <p>Appreciation, Truth, Faith, caring, Love, Honesty</p>

STRAND 2: ALL AROUND US

Sub-Strand 1: The Environment and the Weather


Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.2.1.1. Demonstrate knowledge of keeping the environment clean and safe</p>	<p>B2.2.1.1.1. Describe ways of making the environment clean and safe</p>	<p>Take a nature walk of the school environment and observe things in the environment– man made and natural: water, trees, stones, animals, buildings, cars, tables, chairs, etc.</p> <p>Learners talk about things they can do to make the environment clean and safe e.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining.</p> <p>Learners identify ways of protecting land, e.g. do not throw polythene bags, water sachet, empty cans on the land.</p> <p>Learners draw and colour a clean environment.</p> <p>Learners draw people who keep our communities safe e.g. the police, fire service personnel.</p> <p>Learners 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>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.2.1.2. Demonstrate understanding of elements of the weather</p>	<p>B2.2.1.2.1. Explain the elements of weather</p>	<p>Learners explain the elements of weather, e.g. temperature, rainfall/precipitation, humidity, wind and cloud cover.</p> <p>Learners draw weather chart using symbols.</p> <p>Learners watch videos or pictures of different weather conditions.</p>	<p>Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Experimenting Classifying Demonstration Observation Patriotism Responsibility</p>

Sub-Strand 2: Plants and Animals

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.2.2.1. Recognise important plants and animals in the community	B2.2.2.1.1. Explore the important plants in the community	<p>Learners identify and talk about crops like cocoa, yam, maize, shea butter, etc, and talk about why they are important to the community. e.g. they give us money and food</p> <p>Learners see the real crops, watch pictures/videos of these important crops</p> <p>Learners draw and colour the important crops in their community</p> <p>Learners talk about caring for crop plants</p> <p>Protect work Learners talk to parents about taking good care of important crops</p>	Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving
	B2.2.2.1.2. Explore the important animals in the community	<p>Learners mention some domestic animals in the community and talk about why they are important</p> <p>Learners observe some of the animals in the community and how people take care of them</p> <p>Protect work Learners talk to parents on the importance of being kind to animals by taking good care of them, e.g. feeding, and bathing them</p>	

Sub-Strand 3: Map Making and Land Marks

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.2.3.1. Demonstrate understanding of the skills needed to map the environment</p>	<p>B2.2.3.1. 1. Sketch and locate things in the classroom</p>	<p>Observe the shape of the classroom. Sketch and colour the shape of the classroom, e.g.</p> <div style="text-align: center;">  </div> <p>Square, Rectangle, Round. (Whole-class discussion) : Learners share their work for appreciation.</p> <p>Observe and 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, mobile phone</p>	<p>Critical thinking and Problem Solving Communication and Collaboration</p> <p>Observation Creativity Motor skills</p>

Sub-Strand 4: Population and Settlement

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.2.4.1. Demonstrate basic understanding of population changes</p>	<p>B2.2.4.1. 1. Explain the need to accept and adapt to a change in the total number of people, as a responsible citizen</p>	<p>Learners role play problems of a large family size. Represent the number of family members in your house with a bar chart. Explain what happens to the class size when a new learner joins or leaves your class. Learners 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>Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and problem Solving</p> <p>Observation Application</p>

STRAND 3: OUR BELIEFS AND VALUES
Sub-Strand I: Worship

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.3.1.1. Demonstrate understanding of the importance of religious worship</p>	<p>B2.3.1.1.1. Explain the importance of worship</p>	<p>Take learners to a place of worship such as 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 or 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 Cultural Identity and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Gratitude</p>

Sub-Strand 2: Festivals

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.3.2.1. Show understanding of festivals celebrated in Ghana</p>	<p>B2.3.2.1. 1. Describe activities which take place during the celebration of festivals</p>	<p>Learners talk about festivals they have witnessed: i. Islam - Eid-ul-Fitr, Eid-ul-Adha ii. Christianity - Easter, Christmas iii. Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival.</p> <p>Learners talk 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 Cultural Identity and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Gratitude, Sharing, Reconciliation Sacrifice Patriotism</p>
<p>B2.3.2.2. Investigate the roles of the family and community in their daily lives</p>	<p>B2.3.2.2. 1. Identify things that families do to show their commitment to God</p>	<p>Learners talk about 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>Learners 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 Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust</p>

Sub-Strand 3: Basic Human Rights

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.3.3.1. Demonstrate understanding of human rights as a citizen</p>	<p>B2.3.3.1. 1. Explain the importance of respecting the rights of others</p>	<p>Learners talk about the importance of allowing others to enjoy their rights, e.g. peace, cooperation, teamwork</p> <p>Learners role-play ways of allowing others to enjoy their rights e.g. tolerance, love, respect, etc</p>	<p>Communication and Collaboration Critical Thinking, Personal Development and Leadership, Decision making</p> <p>Respect, Obedience, Perseverance, Endurance Honesty, Co-operation, Commitment, Dedication Humility</p>

Sub-Strand 4: Being a Leader

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.3.4.1. Narrate the early life stories of the leaders of the three main religions in Ghana</p>	<p>B2.3.4.1. 1. Narrate the story of the early life of the religious leaders in the three religions in Ghana</p>	<p>Learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (Sallahu Alaihi Wasallam- S.A.W. (Peace be upon him), Okomfo Anokye, Toha Zie, Egya Ahor, etc.</p> <p>Learners talk about the early lives of these religious leaders.</p> <ul style="list-style-type: none"> • The Lord Jesus Christ; • The Holy Prophet Muhammad S.A.W. • A Traditional Leader <p>Let learners role play some important aspects of the early life of a religious leader.</p> <p>Learners, through questions and answers, to talk about the moral lessons they have learnt from early lives of the religious leaders of the three main religions in Ghana.</p> <p>Learners explain how they will apply the moral lessons from the religious leaders in their daily lives.</p> <p>Learners role-play the moral lives of the religious leaders.</p> <p>Learners to talk about the need to emulate the good moral values of these religious leaders, so that they can be good citizens.</p>	<p>Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Decision making Respect, Obedience, Perseverance, Endurance, Honesty, Co-operation Commitment, Dedication Humility</p>

STRAND 4: OUR NATION GHANA
Sub-Strand I: Being a Citizen

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.4.1.1. Recognise individual values and responsibilities in the community</p>	<p>B2.4.1.1.1. Explain values cherished by individuals in society</p>	<p>Learners in groups list values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance</p> <p>Learners role play 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> <ul 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 2: Power and Authority

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.4.2.1. Demonstrate understanding of national symbols</p>	<p>B2.4.2.1.1. Explain ways to appreciate national symbols, as a responsible citizen</p>	<p>Learners demonstrate various ways of showing respect to the national symbols e.g. standing while the National Anthem is being played</p> <p>Learners sing/recite the National Anthem and Pledge</p> <p>Learners, through role play, 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>NOTE Let learners write the words of the National Anthem and the Pledge and learn to sing/recite</p>	<p>Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Responsibility, Love, Sharing, Commitment, Obedience Respect, Humility, Honesty Trust</p>

Sub- Strand 3: Responsible use of Resources

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.4.3.1. Exhibit knowledge of conserving energy</p>	<p>B2.4.3.1. 1. Describe ways of conserving energy in the home, school and community</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>Describe conserving energy in their homes or in the community, using small group drama.</p> <p>Learners talk about ways of conserving energy, e.g. turning off the light, television, iron and fan after use.</p> <p>Learners sing and recite rhymes on how energy can be conserved in the community.</p>	<p>Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p>

Sub-Strand 4: Farming in Ghana

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.4.4.1. Demonstrate knowledge of the importance of farming in Ghana</p>	<p>B2.4.4.1.1. Explain the importance of farming in Ghana</p>	<p>Learners talk about various farming activities in Ghana</p> <p>Learners visit and observe different farm activities: poultry farm, crop farm, flower garden, etc.</p> <p>Learners in groups talk about importance of farming in their community</p> <p>Learners draw the main farm activity in their community</p>	<p>Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.4.4.2. Recognise types of simple agricultural tools</p>	<p>B2.4.4.2.1. Identify the types of simple agricultural tools and their uses</p>	<p>Learners observe simple agricultural tools and talk about their uses</p> <p>Learners 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.</p> <p>Learners sketch different agricultural tools.</p> <p>Learners in groups 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 Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Responsibility Cleanliness Patriotism</p>

STRAND 5: MY GLOBAL COMMUNITY

Sub-Strand 1: Our Neighbouring Countries

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.5.1.1.</p> <p>Demonstrate knowledge of Ghana’s neighbouring countries</p>	<p>B2.5.1.1. 1.</p> <p>Mention Ghana’s neighbours and locate them on a map</p>	<p>Learners locate Ghana’s neighbours on a map of West Africa using the idea of the cardinal points</p> <p>Learners compose a song/rhyme on Ghana and her neighbours</p>	<p>Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership Digital Literacy</p> <p>Demonstration</p>

Sub-strand 2: Introduction to Computing

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B2.5.2.1.</p> <p>Demonstrate understanding of the parts of a computer</p>	<p>B2.5.2.1.1.</p> <p>Identify the left, right mouse buttons, use the mouse to perform single and double clicking</p>	<p>Guide learners to identify the parts of a mouse.</p> <p>Learners point out parts of the mouse and call out the name of the parts pointed.</p> <p>Learners demonstrate how to use the mouse e.g. the left button and perform single and double clicks in a game exercise.</p>	<p>Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership Digital Literacy</p> <p>Keyboarding Skills</p>

Sub-strand 3: Sources of Information

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.5.3.1. Demonstrate understanding of sources of information	B2.5.3.1.1. Identify sources of information	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools. Learners draw the items used for receiving and sending information e.g. mobile phone.	Creativity and Innovation Communication and Collaboration Cultural Identity and Global Citizenship Personal Development and Leadership Digital Literacy Mouse and keyboarding Skills) Counting skills

Sub-Strand 4: Technology in Communication

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B2.5.4.1. Demonstrate understanding of data collection skills	B2.5.4.1.1. 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. 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. Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Digital Literacy Critical Thinking and Problem Solving Demonstration

BASIC 3

BASIC 3

STRAND I: ALL ABOUT US
Sub-strand I: Nature of God

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.1.1.1. Demonstrate understanding of the purpose of God's creation</p>	<p>B3.1.1.1.1. Examine the purpose of God's creation of human beings</p>	<p>Learners talk about the creation of humankind.</p> <ol style="list-style-type: none"> i. Who were the first people God created? ii. Who was created first? <p>Learners tell creation stories.</p> <ol style="list-style-type: none"> iii. Explain why God created human beings e.g. to take care of other creatures, to worship and serve Him, etc. <p>Learners think-pair-share on why we should protect and care for God's creation:</p> <ol 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>Group learners to discuss the usefulness of plants and animals to human beings using pictures, models (use videos where available). With pictures, learners identify uses of plants and animals.</p> <p>Guide learners to perform series of activities to consolidate learning e.g. draw and colour food plants and domestic animals</p> <p>Learners talk about ways of caring for the environment: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Learners draw and colour some of the creations of God in the environment. Learners organise and do clean-up exercises in the school environment. Learners, in groups, to do a project on clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership</p> <p>Stewardship, Loyalty, Protection, Cleanliness, Sustainability, Responsibility Maintenance, Caring, Obedience, Respect for right to life</p>

Sub-Strand 2: Myself

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.1.2.1. Demonstrate knowledge of promoting personal hygiene and safety	B3.1.2.1.1. Explain ways of promoting personal hygiene and safety as a responsible citizen	<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 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 and Problem Solving Cultural Identity and Global Citizenship</p> <p>Responsibility, Love, Sharing Commitment, Obedience, Respect Humility, Honesty, Trust</p>

Sub-strand 3: My Family and the Community

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.1.3.1. Show understanding of roles in the family and community	B3.1.3.1.1. Explain factors that promote good relationships at home, school and community	<p>Learners talk about good relationship.</p> <p>In groups, guide learners to talk about things that promote good relationship, e.g. comporment, respect, love, obedience, humility, friendliness, honesty.</p> <p>Learners role play behaviours that show good relationship</p> <p>In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Responsibility, Love, Sharing Commitment, Obedience, Respect Humility, Honesty, Trust, Unity</p>

Sub-Strand 4: Home and School

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.1.4.1. Demonstrate understanding of the home and other important locations in the neighbourhood</p>	<p>B3.1.4.1. 1. Sketch a map of the neighbourhood showing major home, major routes and other important locations</p>	<p>Learners discuss location of their homes and other important places in their neighbourhood. Learners draw/sketch a map of their neighbourhood showing their home and other important places in the community e.g. the chief's palace, post office, the market, police station Learners write simple sentences giving direction to their home and important places in the community</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Responsibility, Love, Sharing Honesty, Trust</p>

STRAND 2: ALL AROUND US
Sub-Strand I: The Environment and the Weather

Content Standard	Indicators	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.2.1.1. Appreciate the problems associated with the use of land and water</p>	<p>B3.2.1.1. 1. Explain problems with the use of land and water</p> <p>B3.2.1.1. 2. 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>Compare situations in the pictures with what pertains in their area:</p> <p>Learners talk about the problems with the use of land:</p> <ul style="list-style-type: none"> i. Describe activities taking place on land in your community. (Slash and bush burning, sand winning, quarrying). <p>Teacher shows pictures of water bodies or conduct a study tour to observe water bodies within their communities.</p> <p>Learners 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>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Applying</p>

Sub-Strand 2: Plants and Animals

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.2.2.1. Demonstrate understanding of the importance of gardening</p>	<p>B3.2.2.1.1. Explain how to make and maintain a garden</p>	<p>Learners talk about the importance of gardens in the home, school and community</p> <p>Learners visit various gardens e.g. school garden, flower garden</p> <p>Learners make a simple garden in the school and care for them e.g. flower pots, flower beds, vegetable beds</p> <p>Learners watch picture/films of gardens</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p>

Sub-Strand 3: Map Making and Land Marks

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.2.3.1. Demonstrate understanding of skills in map making</p>	<p>B3.2.3.1. 1. Sketch the shape of the classroom and indicate the position of the teacher’s desk</p> <p>B3.2.3.1. 2. Mention reasons why records should be taken regularly, as a responsible citizen</p>	<p>Learners sketch the shape of the classroom. 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>Learners label their objects with abbreviations as in the list of objects.</p> <div data-bbox="1041 768 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>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Analysing Record keeping</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.2.3.2. Demonstrate understanding of landmarks on the school compound	B3.2.3.2.1. Make a sketch of the school compound and show locations of some landmarks	Learners to explore the school compound through a study tour and do the following: <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. Call learners to come up to mark out their sitting positions on the outline.	Creativity Observation Planning, Critical thinking and problem solving Application

Sub-Strand 4: Population and Settlement

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
B3.2.4.1. Demonstrate knowledge of settlements	B3.2.4.1.1. Recognise the need to be proud of their communities	Learners talk about the need to be proud of their communities e.g. that is where they live, peace Through role play/dramatisation/fieldtrip guide learners to talk about how they will protect their environment and the facilities in their community. e.g. do not litter the environment, do not engage in open defecation, report people who destroy public utilities, switch off light in public place if not in use, shut open tap if not in use, etc.,	Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Responsibility

STRAND 3: OUR BELIEFS AND VALUES
Sub-Strand I: Worship

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.3.1.1. Demonstrate understanding of the importance of religious worship</p>	<p>B3.3.1.1.1. Explain the reasons for studying the sacred scriptures of the three major religions among their followers</p>	<p>Learners mention and talk about why they study the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc.</p> <p>Learners recite simple texts from the scriptures: Al-fatihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion).</p> <p>Let learners recite texts from the scriptures.</p> <p>Learners to talk about the moral lessons from the scriptures.</p>	<p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude</p>

Sub-Strand 2: Festivals

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.3.2.1. Demonstrate understanding of the importance of religious festivals</p>	<p>B3.3.2.1. 1. Describe how various festivals are celebrated</p>	<p>Learners mention religious festivals they have witnessed:</p> <ul style="list-style-type: none"> i. Islam-Eid-ul-Fitr, Eid-ul-Adha ii. Christianity-Easter, Christmas, Ash Wednesday, Pentecost Day iii. Traditional- Aboakyer, Hogbetsotso, Adaye, Fetu Afahye, Feok, etc. <p>Show pictures and videos of religious festivals.</p> <p>Learners role play activities that take place during the festivals and talk about them.</p> <p>Learners narrate the events in the festivals they have participated in and their importance.</p> <p>Learners draw scenes they saw during the festival they witnessed.</p>	<p>Critical Thinking and Problem Solving Communication and Collaboration</p> <p>Faithfulness, Obedience Respect, Commitment Humility, Togetherness Cultural Identity, Gratitude Sharing, Reconciliation Sacrifice, Patriotism</p>

Sub-Strand 3: Basic Human Rights

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.3.3.1. Demonstrate understanding of the importance of human rights</p>	<p>B3.3.3.1. 1. Describe ways of claiming one's rights</p>	<p>In small groups, learners talk about how to claim their rights. The individual can claim his/her rights through: joining civic clubs, reporting to Social Welfare, reporting to the law courts, reporting to CHRAJ, reporting to the police, embarking on lawful public demonstrations, using negotiation, reporting to relevant institutions, e.g. FIDA.</p> <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>

Sub-Strand 4: Being a Leader

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.3.4.1. Demonstrate knowledge of the life stories of leaders of the major religions in Ghana</p>	<p>B3.3.4.1. 1. Describe the youthful lives of the leaders of the three major religions in Ghana</p> <p>B3.3.4.1. 2. Identify moral lessons of the lives of the religious leaders</p>	<p>Learners 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>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>Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives.</p> <p>Learners role play 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>

STRAND 4: OUR NATION GHANA

Sub-Strand I: Being a Citizen

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.4.1.1. Demonstrate knowledge of good manners in the society</p>	<p>B3.4.1.1. 1. Identify good manners in the community</p>	<p>Learners work in groups to identify good manners in the Community e.g. Greeting, Courtesy, Commitment, Love, Peace, Honesty, Tolerance, Respect for others, High achievement, Patriotism, Hard work and observing good manners</p> <p>Learners talk about good manners and the importance of upholding societal values e.g. preserves the society, promotes unity, gives us a sense of identity, promotes law and order, makes people responsible</p> <p>Learners talk about things they can do to uphold values in the community</p> <p>Note Learners read <i>Courtesy for Boys and Girls</i> for more examples of observing good manners</p>	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship</p>

Sub-Strand 2: Power and Authority

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.4.2.1. Demonstrate how law and order is maintained in the community</p>	<p>B3.4.2.1.1. Explain how law and order is maintained in the community</p>	<p>Learners discuss how law and order is maintained in the community.</p> <p>Learners mention agencies responsible for maintaining law and order in the community e.g. the police, lawyers</p> <p>Learners role play how law and order is maintained in the community</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment Humility, Togetherness Cultural Identity, Gratitude Sharing, Reconciliation Sacrifice, Patriotism</p>
<p>B3.4.2.2. Demonstrate respect for symbols of authority</p>	<p>B3.4.2.2. 1. Show respect to national symbols</p>	<p>Learners talk about why national symbols (Coat of Arms, Pledge, National Anthem, Flag, adinkra) should be respected e.g. promote sense of belonging among individuals and to the nation</p> <p>Learners talk about the various ways of showing respect national symbols e.g. singing the National Anthem, reciting the National Pledge</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Faithfulness, Obedience Respect, Commitment Humility, Togetherness Cultural Identity, Gratitude Sharing, Reconciliation Sacrifice, Patriotism</p>

Sub-Strand 3: Responsible use of Resources

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.4.3.1. Demonstrate knowledge of responsible use of energy</p>	<p>B3.4.3.1. 1. Explain ways of conserving energy</p>	<p>Learners talk about the importance of conserving energy in the home.</p> <p>Learners 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.</p> <p>Learners role play how energy can be conserved in the community.</p> <p>Learners reflect on what they can do to serve as ambassadors for energy efficiency and energy conservation in their homes and communities.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Obedience Patriotism Commitment</p>

Sub-Strand 4: Farming in Ghana

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.4.4.1. Show understanding of Ghana's agricultural products</p>	<p>B3.4.4.1. 1. Identify Ghanaian agricultural products</p>	<p>Learners talk about agricultural products in Ghana and the need to eat our local foods e.g. Ghana chocolate, yam, cocoyam, poultry, rice</p> <p>Learners watch videos and pictures of Ghanaian agricultural products</p> <p>Learners talk about reasons why they should appreciate and use Ghanaian agricultural products, e.g. to create employment, revenue for government.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Self confidence</p>

STRAND 5: MY GLOBAL COMMUNITY
Sub-strand 1: Our Neighbouring Countries

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.5.1.1. Demonstrate knowledge of Ghana's neighbours</p>	<p>B3.5.1.1. 1. Describe the location of Ghana and her neighbouring countries</p>	<p>Learners watch Ghana's neighbouring countries on a map or the globe.</p> <p>Learners describe Ghana's neighbouring countries e.g. Togo stretches from the North to the South on the eastern part, La Cote d'Ivoire stretches from the North to the South on the western part, Burkina Faso joins the northern part of Ghana.</p> <p>Note: Ghana shares boundaries with the three countries. In the south is the Atlantic Ocean.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Observation skills</p>

Sub-strand 2: Introduction to Computing

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.5.2.1. Demonstrate an understanding of the parts of a computer</p>	<p>B3.5.2.1.1. Identify the parts of the computer and how they work</p>	<p>Learner identify parts of the computer and how they work (i.e. hard disk, power supply) or pictures of the computer parts to class, ask learners to pick one item in turns and differentiate selected items.</p> <p>Learners identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures.</p> <p>Learners practise typing e.g. four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard. Learners explore the insertion and ejection of DVD/CD-ROM as well as connecting of a pen drive.</p> <p>Through demonstration guide learners to play computer games to re-enforce keyboard and mouse skills.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Keyboarding Skill Development</p>

Sub-strand 3: Sources of Information

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.5.3.1. Demonstrate understanding of sources of information</p>	<p>B3.5.3.1.1. Demonstrate sending and sharing information</p>	<p>Learners 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>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Data identification and collection Skills Verbal and written</p>

Sub-strand 4: Technology in Communication

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p>B3.5.4.1. Demonstrate understanding of the use of technology in the community (communication)</p>	<p>B3.5.4.1.1. Identify the importance of technology in communication</p>	<p>Learners talk about ways of communicating with others e.g. Story telling, conversations, gesturing etc.</p> <p>Learners talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.</p> <p>Learners talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly.</p> <p>Learners practise how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call. Learners talk about how to speak on phone politely.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizens</p>

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