

# GHANA EDUCATION SERVICE

(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

## **OUR WORLD AND OUR PEOPLE CURRICULUM FOR PRIMARY SCHOOLS (BASIC 4 - 6)**

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 **R**eading, **cR**eativity, **wR**iting and **aR**ithmetic through thematic and creative approaches of learning. Learning and learning progression are central to the OWOP curriculum. Therefore, OWOP is intentionally introduced to create space within the school curriculum for learners to build on their pre-school experience and by doing so, enhance the learners' curiosity, critical thinking and problem-solving skills and competences 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 learning centred classrooms 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 amongst themselves based on their knowledge of Ghana and the world. The class will be encouraged to explore topics through **enquiry-based questions**. The OWOP curriculum is underpinned by 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, **c**reativity, **w**riting and **a**rithmetic 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] through cross-curriculum strategies, learners will demonstrate the following universal and core competencies:

### ***Critical thinking and Problem solving (CP)***

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

### ***Creativity and Innovation (CI)***

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

### ***Communication and collaboration (CC)***

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

### ***Cultural identity and Global Citizenship (CG)***

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

### ***Personal Development and Leadership (PL)***

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

### ***Digital Literacy (DL)***

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

## 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

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

# **BASIC 4**

**BASIC 4**

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

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B4.1.1.1.</b> Demonstrate understanding of the Nature of God as the Creator of human beings</p>	<p><b>B4.1.1.1.1.</b> Explain how special each individual is</p>	<p>In groups, learners discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, black in complexion, etc. Learners demonstrate the uniqueness of each individual e.g. My name is Esi, I am black and beautiful, there is no one like me, I'm special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.</p> <p>Use pictures/video clips to demonstrate the effects of destroying our bodies.</p> <p>Put learners into groups according to: height, colour, mass, intelligence, etc.</p> <p>Learners write how different they are from one another.</p> <p>Learners in groups discuss how they can use their God-given unique qualities: Serve God and human beings, protect and preserve the environment, live together in harmony, contribute to development.</p> <p>Learners talk about their aspiration and how they want to achieve that.</p>	<p>Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Respect, Responsibility, stewardship, Love</p>

**Sub-strand 2: Myself**

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.1.2.1.</b> Demonstrate understanding of self-awareness and living peacefully with others</p>	<p><b>B4.1.2.1.1.</b> Identify one's strengths and weaknesses and how to promote interpersonal relations</p>	<p>Learners talk about their abilities and weaknesses, e.g. of strengths: friendliness, kindness, confidence: e.g. of weaknesses: selfishness, shyness, timidity, lack of confidence.</p> <p>Learners talk about ways of initiating good interpersonal relationships, e.g. greetings, respect, tolerance, caring, showing appreciation, etc.</p> <p>Learners talk about ways of improving their abilities and overcoming their weaknesses e.g. education, constant, practice, training, counseling.</p> <p>Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm.</p>	<p>Communication and Collaboration Critical Thinking, Cultural Identity Global Citizenship</p> <p>Responsibility, Love, Sharing Commitment, Obedience, Respect, Humility, Honesty Trust</p>
	<p><b>B4.1.2.1.2.</b> Mention reasons to live in harmony with one another as a responsible citizen</p>	<p>Learners mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc.</p> <p>In a think-pair-share session, learners talk about attitudes and behaviours that promote harmonious living at home, school, community, etc.</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship Critical thinking and Problem solving</p> <p>Trust, Commitment, Loyalty Respect, Obedience Humility, Unity Responsibility, Togetherness</p>

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

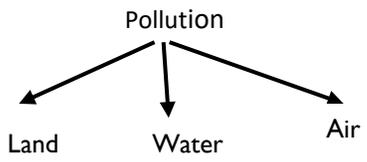
Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.1.3.1.</b> Demonstrate understanding of family relationships</p>	<p><b>B4.1.3.1.1.</b> Explain and appreciate the importance of being a committed member of the family</p>	<p>Learners talk about family members e.g. mother, father, siblings, uncles, aunts, grandparents.</p> <p>Learners talk about behaviours expected of committed members of the family e.g. obedience, respect, dedication e.g. taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives.</p> <p>Learners talk about the importance of being a committed family member e.g. to promote unity, to gain respect, to be considered a trustworthy person.</p> <p>Learners draw and colour a family member e.g. father, mother.</p>	<p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance</p>
<p><b>B4.1.3.2.</b> Recognise and appreciate people in the community</p>	<p><b>B4.1.3.2.1.</b> Identify people in the community</p>	<p>Learners talk about various people in the community e.g. Parents, Teachers, Pastors, Imams, Chiefs, Queens, Police, Traders, Drivers.</p> <p>Learners role play to bring out the characteristics of different people in the community, e.g. strangers, drug addicts, drunkards and people with questionable character and talk about people who are likely to help or harm people.</p> <p>Learners draw and colour different people in the community.</p> <p>Learners talk about how they can become good people in the community.</p>	<p>Personal Development and Leadership Critical thinking and problem solving</p> <p>Honesty Trustworthiness</p>

**Sub-Strand 4: Home and School**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B4.1.4.1.</b> Demonstrate understanding of work as a civic responsibility</p>	<p><b>B4.1.4.1. 1.</b> Explain importance of education and work as a responsible citizen</p>	<p>Learners in groups talk about the importance of work at home, school and the community</p> <p>Learners talk about how education is linked to work e.g. Education opens avenues to get work to do Education opens minds to set up work Education provides skills to manage work</p> <p>Learners compose a song on the importance of education Learners tell stories of individuals who have been able to create their own jobs</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance</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><b>B4.2.1.1</b> Demonstrate knowledge of environmental safety</p>	<p><b>B4.2.1.1 .1.</b> Explain ways of making the environment safe</p>	<p>Learners talk about ways of ensuring safety in the environment e.g. keeping the environment clean, planting trees, good sanitation, good roads, safe drinking water, reduce usage of chemicals, reduce burning of things.</p> <p>Show pictures and video clips on human activities that do not make the environment safe: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.</p> <p>Learners in groups play games or engage in activities/projects that teach ways of ensuring safety in the community e.g. preventing flooding, preventing drowning, preventing fire outbreaks by putting off electrical gadget after use, make fire extinguisher available in homes, preventing road accidents, keeping the home and classroom or school clean, planting trees, recycling waste paper and plastics.</p>	<p>Personal Development and Leadership            Communication and Collaboration            Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect            Obedience, Humility, Unity            Responsibility, Togetherness            Tolerance</p>

Content Stand	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.2.1.2.</b> Demonstrate knowledge of reducing environmental pollution</p>	<p><b>B4.2.1.2.1.</b> Prevent pollution on the environment by performing simple activities,</p>	<p>Learners discuss human activities which pollute the land, water and air such as bush burning, smoke from vehicles and factories and dust from quarry and construction sites.</p> <p>Learners in groups talk about the effects of pollution on the environment e.g.</p> <ul style="list-style-type: none"> <li>i. Heat</li> <li>ii. Health hazards</li> <li>iii. Depletion of natural habitats for animals</li> <li>iv. Flooding</li> </ul> <div style="text-align: center;">  <pre> graph TD     A[Pollution] --&gt; B[Land]     A --&gt; C[Water]     A --&gt; D[Air] </pre> </div> <p>Learners play games or do activities that teach the importance of reducing air, water or land pollution.</p>	<p>Collaboration Critical Thinking and Problem Solving Analysing Applying</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.2.1.3.</b> Recognise the sun as an important body in our global environment.</p>	<p><b>B4.2.1.3 .1.</b> Describe the sun as the source of light and heat to the earth</p>	<p>Learners discuss the sun as the ultimate source of energy and life on earth and learn more facts about the sun: it is a star, it is at the centre of the solar system, the earth moves round the sun, the sun is 149.6 kilometers from the earth, it is over one million times bigger than the earth.</p> <div data-bbox="814 568 1375 820" data-label="Diagram"> <p>The diagram illustrates a simple experiment. On the left is a smiley face representing Earth, with the text 'Earth (Learner holds out)' above it. In the center is a shaded circle representing the Moon, with the text 'Moon (Round Object)' above it. On the right is a blue cylinder representing the Sun, with the text 'Sun (Torchlight)' above it. Two arrows labeled 'Reflec' show light reflecting from the Sun to the Moon and then from the Moon to the Earth.</p> </div> <p>Learners conduct the above experiment or engage in other activities to show how we get light and heat from the sun.</p> <p>Learners talk about some of the ways they can protect themselves against sun rays: use umbrella, do not wear heavy clothes, do not wear black and red cloths, wear white, cream, sea blue clothes on sunny days to reflect the heat.</p> <p>Learners reflect on human activities that can lead to increase in the sun's heat on the earth.</p>	<p>Critical Thinking and Problem-Solving Presentation Observation Collaboration Demonstration Applying</p>

**Sub-Strand 2: Plants and Animals**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competences and Subject Specific Practices</b>
<p><b>B4.2.2.1.</b> Demonstrate understanding of how living and non-living things in the environment are related.</p>	<p><b>B4.2.2.1.1.</b> Explore the relationship between living and non-living things in the environment</p> <p><b>B4.2.2.1.2.</b> Recognise the need to preserve living and non-living things in the environment as a responsible</p>	<p>Learners in groups, discuss the relationship between the following living and non-living things:</p> <ul style="list-style-type: none"> <li>i. Plants and soil</li> <li>ii. Plants and sunlight</li> <li>iii. Plants and water</li> <li>iv. Humans and air</li> <li>v. Humans and water</li> <li>vi. Humans and land</li> </ul> <p>Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g. Plants provide oxygen, food, medicine, fuel wood, clothes. Animals provide food, medicine, manure, clothes. Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods.</p>	<p>Communication</p> <p>Critical Thinking and Collaboration</p>

### Sub-Strand 3: Map Making and Land Marks

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<b>B4.2.3.1.</b> Demonstrate knowledge of the physical features of the school	<b>B4.2.3.1.1.</b> Map the school environment	Learners identify the key features of the school environment e.g. classroom blocks, canteen, library, playground, computer laboratory  Learners draw a sketch map of the school and indicate key features on it	Creativity and innovation Collaboration Critical thinking and problem solving Applying

### Sub-Strand 4: Population and Settlement

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<b>B4.2.4.1.</b> Demonstrate understanding settlements patterns in Ghana	<b>B4.2.4.1.1.</b> Describe the nature of settlements in Ghana.	Learners discuss the importance of settlements e.g. people live with other people, we do not live in vacuum, for protection, for pooling resources together etc.  Learners discuss and write about features that they will consider in choosing a good settlement that would make life easier and comfortable such areas free of floods, access to local raw materials, local water supply for drinking and washing and access to roads and transportation.  Learners engage in activities that teach them to help keep their settlements safe, peaceful and clean.	Creativity and innovation Collaboration Critical thinking and problem solving Applying

**STRAND 3: OUR BELIEFS AND VALUES**  
**Sub-Strand 1: Worship**

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.3.1.1.</b>            Recognise the importance of prayer, worship and other acts of worship</p>	<p><b>B4.3.1.1.1.</b>            Show obedience and respect to a supreme being, through prayer and worship</p>	<p>Learners talk about why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc.</p> <p>Learners talk about the forms of worship in the three main religious groups in Ghana: Christianity, Islam and Traditional: praying, singing, pouring libation, reading scriptures, etc.</p> <p>Learners engage in activities: role play, play games, recite prayers, read scriptures, watch videos, or look at pictures/videos – that teach ways of worship to show respect and obedience to God among the three major religious groups.</p> <p>Learners draw and model a worship scene.</p>	<p>Communication and Collaboration            Personal Development and Leadership            Creativity and Innovation and Global Citizenship            Digital Literacy</p> <p>Faithfulness, Obedience            Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude</p>

**Sub-Strand 2: Festivals**

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.3.2.1.</b> Explore the Significance of cultural practices, traditions and celebrations in Ghana</p>	<p><b>B4.3.2.1.1.</b> Identify celebrations, positive cultural practices and traditions of different cultures in Ghana</p>	<p>Learners talk about celebrations and traditions of different cultures in the community: Christmas, Easter, Eid-UI-Fitr, Eid-UI-Adha, Odwira, Aboakyir, etc.</p> <p>Learners use pictures, charts or video clips to demonstrate activities of celebrations and traditions of different cultures.</p> <p>Learners create stories, songs, poems, that teach them about the importance of celebrations and traditions different cultures of where they come from. e.g. Christmas teach us about the birth of Christ. Ohum festival teach us about the time for harvesting yam. Some celebrations remind us where our ancestors came from: Hogbetsotso.</p> <p>Learners prepare traditional foods such as kenkey and fried fish, banku and okro stew, fufu and palm soup, tuo-zafi or sew traditional clothing for celebration for display or reflect and write about traditions their parents have passed down to them.</p>	<p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation Global Citizenship Digital literacy</p> <p>Faithfulness, Obedience Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude</p>

**Sub-Strand 3: Basic Human Rights**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B4.3.3.1.</b> Demonstrate understanding of human rights a citizen</p>	<p><b>B4.3.3.1.1.</b> Explain fundamental human rights of a child</p>	<p>Learners explain human rights e.g. human rights are rights that acknowledge the dignity and worth of an individual and ensure that equal right and opportunities are available to all without discrimination.</p> <p>Learners discuss their rights under equality e.g. right to life, right to family, right to protection.</p> <p>Learners compose songs and rhymes on fundamental human rights in Ghana. Learners develop posters describing fundamental human rights of a child using pictures and internet.</p>	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Global Citizenship Digital literacy</p> <p>Faithfulness, Obedience Respect, Commitment, Humility Unity, Cultural Identity, Gratitude</p>

### Sub-Strand 4: Being a Leader

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4 3.4.1.</b> Recognise leadership as an important value and civic duty</p>	<p><b>B4 3.4.1.1.</b> Describe leadership as a valuable skill</p>	<p>Learners recall leaders in the community and others they know of (Jesus Christ, Mohammed, - Okomfo Anokye, Togbui Tsali, President Mahama, Kwame Nkrumah, Edward Akuffo-Addo, Jerry John Rawlings, John Kofi Agyekum Kufour, John Evan Atta-Mills Yaa Asanteman etc.) and talk about their good leadership qualities: Setting good examples, inspiring people to be better, having clear vision, ability to communicate and understand, maintain positive attitude, take risks responsibly, make good decisions, encourage team activities.</p> <p>Learners role play or engage in other leaders' activities that teach good leadership skills in the home, school and community such as developing self- confidence to needed to lead class members, making decisions about food to eat, as telling stories about Jesus and Mohammed.</p> <p>Learners discuss stories about religious personalities and other community leaders who show examples of good leadership.</p>	<p>Communication and Collaboration, Critical thinking Creativity 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><b>B4.4.1.1.</b>            Demonstrate good manners at appropriate places</p>	<p><b>B4.4.1.1.1.</b>            Show good manners in the home, school and community</p>	<p>Learners talk about the importance of observing good manners or etiquette in the home such as observing good table manners, greetings, helping others, showing respect and obedience to parents, teachers, school authorities, elders and rulers, respect for the elderly, obedience to authority, respect the Constitution of Ghana.</p> <p>Learners play games, role play or engage in other activities that teach good manners and etiquette in the home, school and the community.</p> <p>Learners talk about the importance of good manners:            It ensures law and order in society.            It helps everyone develop good moral life.            It encourages hardworking.            It encourages people to be patriotic etc.</p> <p>Learners think-pair-share to write essays on good deeds:</p> <ul style="list-style-type: none"> <li>• Why should I be courteous?</li> </ul>	<p>Personal Development and Leadership            Communication and Collaboration            Cultural Identity and Global Citizenship</p> <p>Trust, Commitment, Loyalty            Respect, Obedience, Humility, Unity            Responsibility, Togetherness</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.4.1.2.</b> Demonstrate understanding of who a citizen is</p>	<p><b>B4.4.1.2.1.</b> Identify the characteristics of a responsible citizen</p>	<p>Discuss with learners the types of citizens e.g.</p> <ul style="list-style-type: none"> <li>i. Active citizen An active citizen is an individual who contributes to the well-being of his or her community.</li> <li>ii. Passive citizen A passive citizen is an individual who does not contribute to the well-being of his or her community.</li> </ul> <p>Learners through think-pair-share to talk about the characteristics of a responsible citizen, e.g.</p> <ul style="list-style-type: none"> <li>i. obey rules and regulations</li> <li>ii. diligence</li> <li>iii. patriotism</li> <li>iv. honesty</li> <li>v. respect</li> <li>vi. hard work</li> <li>vii. commitment</li> <li>viii. listening/tolerance to other view points</li> </ul> <p>Learners, in groups, identify the characteristics of a good citizen.</p> <p><u>Case study</u> Teacher uses case study approach to raise a variety of issues, e.g. A pupil finds money in the classroom and keeps it instead of finding the owner. Pupils to react and state their views on this issue.</p>	<p>Communication and Collaboration,  Critical Thinking and Problem Solving    Appreciation, Truth Caring, Protection Love, Cleanliness, Responsibility</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.4.1.3.</b> Demonstrate understanding of <i>commitment</i> as a civic value and responsibility</p>	<p><b>B4.4.1.3.1.</b> Become committed to duties and responsibilities</p>	<ul style="list-style-type: none"> <li>• Learners explain commitment: A promise, agreement, or understanding you make to/with someone or something.</li> <li>• Learners mention the ways by which they are expected to show commitment.</li> <li>• For example:</li> <li>• Show commitment to God such as praying everyday and reading scriptures, helping others showing charity.</li> <li>• Show commitment to the family duties such as keeping room clean and taking care of pets.</li> <li>• Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school everyday.</li> <li>• Learners role play scenarios or engage in other activities that show the benefits for showing commitment.</li> <li>• We show respect to God, teachers, parents and leaders.</li> <li>• We develop positive self-identity.</li> <li>• We develop good relationships etc.</li> </ul>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Trust, Commitment, Loyalty Respect, Obedience, Humility Unity, Responsibility Togetherness</p>

**Sub-strand 2: Authority and Power**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B4.4.2.1.</b> Demonstrate respect for people with authority and power</p>	<p><b>B4.4.2.1.1.</b> Show respect and obedience to those in authority</p>	<p>Learners identify people (can use films and pictures) with authority and power in the community: parents, e.g. Home: parents, grandparents uncles, aunts School: headteacher, teachers, prefects Community: chiefs, pastors, Imams, Assembly members, police State: President, Speaker of Parliament, Members of Parliament.</p> <p>Learners talk about why they should respect and obey people in authority: e.g. to promote unity, peace and harmony, to avoid punishment.</p> <p>In groups, learners talk and write about why they should obey authority.</p> <p>Learners present their work for class discussion.</p>	<p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness</p>

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

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B4.4.3.1.</b> Demonstrate understanding of responsible use of water</p>	<p><b>B4.4.3.1.1.</b> Identify ways to use water responsibly</p>	<p>Using pictures/videos, learners discuss ways to use water responsibly e.g. close the tap after fetching water, do not use treated water for watering plants</p> <p>Learners compose songs and play games on how to use water responsibly</p> <p>Learners draw people using water responsibly</p> <p>Learners form clubs to serve as ambassadors for responsible use of water</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Trust, Commitment, Loyalty Respect, Obedience, Humility, Unity Responsibility, Togetherness</p>

### Sub-Strand 4: Farming in Ghana

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B4.4.4.1.</b> Know about gardening basics such as preparing healthy soil and nursing activities for crop production (seed bed preparation)</p>	<p><b>B4.4.4.1.1.</b> Prepare nursery beds nurse seeds, transplant seedlings and maintain small gardens</p>	<p>Learners talk about the importance of gardening.</p> <p>Learners undertake visits to vegetable gardens of farms or look at pictures of vegetable and fruit farms and talk about different vegetables farmers in Ghana grow.</p> <p>Learners undertake practical activities in the home or school that will teach them how to prepare healthy soil for nursing seeds and prepare seedbeds, how to nurse and transplant seedlings, and how to care for small gardens of eggs, pepper, onion, cabbage, lettuce, okro, etc.</p> <p>Note: learners use the opportunity to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.</p> <p>Filling nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.</p> <p>Nursing the seeds in the soil at the required depth and water them.</p>	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving</p>

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

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B4.5.1.1.</b>            Demonstrate knowledge of the cultural exchanges between Ghana and her neighbours</p>	<p><b>B4.5.1.1.1.</b>            Describe cultural exchanges between Ghana and her neighbours</p>	<p>Learners mention common cultural practices between Ghana and her neighbours e.g. language, food, farming</p> <p>Learners in groups describe common festivals and other cultural activities between Ghana and her neighbours e.g. Christmas, Eid-ul-Adha</p> <p>Food: gari, cassava, yam</p> <p>Dressing: kaba and slit, smock</p>	<p>Communication            Personal Development            Cultural identity</p>
<p><b>B4.5.1.2.</b>            Demonstrate knowledge of rocks</p>	<p><b>B4.5.1.2.1.</b>            Explain the uses of rocks</p>	<p>Learners discuss the importance of rocks e.g. building houses and constructing roads</p> <p>Learners role play some of the uses of rocks</p>	<p>Observation            Critical Thinking and Problem Solving</p> <p>Research</p>

# **BASIC 5**

**BASIC 5**

**STRAND I: ALL ABOUT US**

**Strand I: Nature of God**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B5.1.1.1.</b> Demonstrate understanding of the uniqueness of human beings among God's creation</p>	<p><b>B5.1.1.1.1.</b> Explain that human beings are unique compared to other creatures</p>	<p>Learners recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things.</p> <p>Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.</p> <p>Learners in groups reflect and make a poster on the characteristics of human beings that make them different from other creatures e.g. having a unique personality, ability to be creative and think rationally, ability to communicate and collaborate, ability to exercise judgement and make choices between right and wrong, ability to learn.</p> <p>Learners display their posters for class discussion and peer-review.</p> <p>Learners reflect on why God created human beings and why God made man different from other creatures. Learners debate on the topic 'animals do not reason'.</p>	<p>Critical Thinking Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Respect Caring Responsibility Stewardship Love Leadership</p>

**Sub-Strand 2: Myself**

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.1.2.1.</b> Demonstrate understanding of positive attitudes towards the changes that occur during adolescence</p>	<p><b>B5.1.2.1.1.</b> Describe changes that occur during adolescence</p>	<p>Learners brainstorm on the term, Adolescence e.g. Young people are people within the ages 10 -24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).</p> <p>Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class e.g.</p> <p><b>Physical changes in boys</b> e.g. breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight,</p> <p><b>Some physical changes in girls</b> e.g. development of breast, broadening of hips, growth of armpit and pubic hair, onset of ovulation and menstruation, acquisition of excess energy, growth in height and weight, acne (pimples) on the face.</p> <p>Some emotional and psychological changes in both boys and girls e.g. easily irritated (anger), worry/fear, love (strong attachment to the opposite sex), shyness, excitement, happiness/sadness, adventurous</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Respect, Trust, Obedience Commitment, Responsibility</p>

**Sub-strand 3: My Family and the Community**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B5.1.3.1.</b> Demonstrate understanding of how to be committed to one's Family</p>	<p><b>B5.1.3.1.1.</b> Explain the need to be a committed member of the family</p>	<p>Learners mention behaviours and attitudes needed to be a committed family member e.g. taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives, be present at family meetings, respond to family needs, etc.</p> <p>Learners talk about the need to be a committed family member e.g. to promote unity, to gain respect, to bring unity and peace in the family, to strengthen the family support system, to be considered a trustworthy person, etc.</p> <p>Learners role play commitment to the family. The role play should have as a climax reward for being committed.</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Trust, Commitment, Loyalty Respect, Obedience, Humility, Unity Responsibility, Togetherness</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.1.3.2.</b> Show understanding of staying safe on the road</p>	<p><b>B5.1.3.2.1.</b> Identify things to do to stay safe on roads</p>	<p>Learners talk about the things they need to know to stay safe on the road e.g. traffic light, road signs, stick to the pavement, do not walk on the road, crossing road only at the pedestrian crossing</p> <p>Learners visit the nearest traffic light/ lollipop or watch pictures/video clips of the use of traffic lights/lollipop</p> <p>Learners in groups discuss and present their findings on the use of the traffic lights/lollipop</p> <p>Learners demonstrate the use of traffic lights/lollipop e.g. yellow means get ready to stop, red means stop, and green means go</p> <p>Learners draw and colour the traffic light</p>	<p>Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Respect, Responsibility Stewardship, Love</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.1.3.3.</b> Demonstrate understanding of gender related issues in the environment</p>	<p><b>B5.1.3.3.1.</b> Explain how gender equity can be promoted</p>	<p>In groups learners work to elicit gender stereotypes in their community.</p> <p>Learners, in groups identify roles that are to be performed by the sexes. Learners discuss and cross out responses the class considers as stereotypes.</p> <p>Learners discuss some gender issues in the community and how they affect the:</p> <ul style="list-style-type: none"> <li>i. Individual</li> <li>ii. Community</li> <li>iii. Nation building e.g. widowhood rites, trokosi, witch camps etc.</li> </ul> <p>Learners find out from parents and other people in the community some of the customs they consider discriminatory. In groups, learners discuss and present their findings in class.</p> <p>Learners in groups discuss how they will promote gender equity in their community. e.g. women empowerment</p>	<p>Cultural Identity and Global Citizenship</p> <p>Respect, Responsibility Stewardship, Love Communication and Collaboration</p>

**Sub-Strand 4: Home and School**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B5.1.4.1.</b> Demonstrate understanding of skills for using peer groups for the benefit of the community</p>	<p><b>B5.1.4.1.1.</b> Describe skills for dealing with peer pressure</p>	<p>Learners talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous</p> <p>Learners discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre marital sex</p> <p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following:</p> <ul style="list-style-type: none"> <li>i. drink alcohol</li> <li>ii. take drugs</li> <li>iii. have pre marital sex</li> </ul>	<p>Personal Development and Leadership Communication and Collaboration</p> <p>Trust, Commitment, Loyalty Respect, Obedience, Humility Unity, Responsibility, Togetherness</p>

**STRAND 2: ALL AROUND US**  
**Sub-Strand 1: The Environment and the Weather**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B5.2.1.1.</b>            Demonstrate understanding of human activities that contribute to abundant greenhouse gases in the atmosphere</p>	<p><b>B5.2.1.1.1.</b>            Record human activities that cause over concentration of greenhouse gases and climate change</p>	<p>Learners explain climate change and human adaptations.</p> <p>Learner list human activities in their community that contribute to the emission of greenhouse gases e.g. deforestation, application of fertilizers, smoke from vehicles, bush burning, burning of refuse and charcoal, smoke from industries.</p> <p>Learners talk about how the atmosphere can be preserved for the provision of quality air, e.g. tree planting, do not cut trees, do not burn refuse etc.</p>	<p>Critical Thinking and Problem Solving</p> <p>Communication            Cultural Identity</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.2.1.2.</b> Demonstrate understanding of how to care for the environment</p>	<p><b>B5.2.1.2.1.</b> Explain ways to care for the environment</p>	<p>Learners talk about the human activities in the environment.</p> <p>Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</p> <p>Learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, draught, etc.</p> <p>Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Learners in groups do a project on any of the following: clearing a rubbish dump in the school, planting trees, checking erosion, clearing choked gutters, etc.</p> <p>Learners discuss the importance of caring for the environment: It helps to improve climatic conditions such as oxygen, balanced temperature on earth, etc.</p> <p>Let learners present their work in class for discussion.</p> <p>Learners design posters and flyers in groups to create awareness on cleanliness in their school.</p>	<p>Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Respect, Caring, Responsibility, stewardship, Love</p>

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B5.2.1.3.</b> Demonstrate knowledge of the shape of the earth	<b>B5.2.1.3.1.</b> Describe the shape of the earth	Learners use the globe to study the shape of the earth  Learners watch pictures/videos illustrating the shape of the earth—picture and video of an approaching ship  Learners sketch the globe to illustrate the shape and angle of the earth on its axis	Collaboration Cultural Identity Presentation Applying Critical Thinking and Problem Solving

### **Sub-Strand 2: Plants and Animals**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B5.2.2.1.</b> Demonstrate knowledge of animal housing and how to care for pets	<b>B5.2.2.1.1.</b> Design and make a simple animal house and keep a pet	Learners watch pictures/films on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals e.g. sheep, goats, rabbits, poultry and pigs.  Learners engage in practical activities to design and make simple animal houses such as: pens for goats and sheep coop for hen cage for dog  Learners sketch domestic animals and their housing Learners talk about values of keeping animals such as learning to become responsible and committed to hardwork, etc.	Creativity and Problem Solving Communication Creativity and Problem Solving Personal Development Problem Solving Innovation

### Sub-Strand 3: Map Making and Land Marks

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.2.3.1.</b> Demonstrate knowledge of major landmarks in the community</p>	<p><b>B5.2.3.1.1.</b> Locate major land marks on a sketch map of the community</p>	<p>Learners identify major land marks in the community e.g. the school, post office, police station church, mosque</p> <p>Using landmarks, learners take turns in showing directions to places in the community</p> <p>Learners sketch a map of the community indicating major landmarks</p>	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship</p>

### Sub-Strand 4: Population and Settlement

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.2.4.1.</b> Demonstrate knowledge of the features of rural settlements</p>	<p><b>B5.2.4.1.1.</b> Explain the features of rural settlements</p>	<p>Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the population is large, there is large market.</p> <p>Learners in groups talk about the main activities in the rural and urban settlements of Ghana. What can do to get food and money e.g. rural settlement: crop farming, animal rearing, hunting</p> <p>Learners draw a rural and urban settlements, showing some features.</p>	<p>Creativity and Innovation Critical thinking and problem-solving Application</p> <p>Team work, Tolerance, Responsibility, Observation and Application</p>

**STRAND 3: OUR BELIEFS AND VALUES**

**Sub-Strand 1: Worship**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B5. 3.1.1.</b> Appreciate the importance of prayer, worship and other acts of worship</p>	<p><b>B5. 3.1.1. 1.</b> Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions</p>	<p>Learners recall the modes of worship (charity, prayer, song ministrations, evangelism,) and give reasons why we worship: human beings are under the authority of the Creator, we demonstrate that we depend on God for survival, etc.</p> <p>Learners listen to and sing religious songs of the three major religions in Ghana.</p> <p>Learners recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20), Al-Fatiha', Folktales, etc., and show how they can apply them in their daily lives.</p> <p>Learners relate the moral values they have learned to their lives e.g. honesty, sacrifice, dedication, commitment, forgiveness, etc.</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, Unity Cultural Identity, Gratitude</p>

**Sub-Strand 2: Festivals**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B5.3.2.1.</b> Demonstrate knowledge of Celebrations in Ghana	<b>B5.3.2.1.1.</b> Describe various celebrations in Ghana	<p>Learners talk about types of celebrations in Ghana e.g. Birthday, Indolence Day, Naming babies, festivals</p> <p>Learners talk about importance of celebrations in Ghana: teaches about love and sacrifice, unity, brotherliness, appreciation, generosity, kindness, forgiveness, bravery, reconciliation</p> <p>Learners role play various celebrations, showing important activities like sharing, reconciliation, unity and brotherliness, etc.</p> <p>Learners write essay on any of the celebrations</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation and Global Citizenship</p>

**Sub-Strand 3: Basic Human Rights**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B5.3.3.1.</b> Demonstrate understanding of how to respect human rights as a citizen	<b>B5.3.3.1.1.</b> Describe fundamental human rights in the family	<p>Learners describe fundamental human rights as a family member e.g. right to live with family, right to guardianship, right to education, right to health</p> <p>Learners compose songs and rhymes on the right to belong to a family</p> <p>Learners develop posters describing the right to education using pictures or the internet</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Global Citizenship</p> <p>Obedience</p> <p>Respect, Commitment, Humility</p> <p>Unity</p>

**Sub-Strand 4: Being a Leader**

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.3.4.1.</b> Show Understanding of the Ministry of the major religious leaders</p>	<p><b>B5.3.4.1.1.</b> Describe the key events in the Ministry of the leaders of the three religions</p>	<p>Learners describe the key events associated with the ministry of the leaders of the three main religions:</p> <ul style="list-style-type: none"> <li>i. The Lord Jesus Christ–Baptism, temptation, call of the disciples, teaching, etc.</li> <li>ii. The Holy Prophet Muhammad (S.A.W.) –call, triumphant entry to Makkah etc.</li> <li>iii. Traditional Leader–training, teaching, etc.</li> </ul> <p>In groups, learners role-play some aspects of the Ministry of:</p> <ul style="list-style-type: none"> <li>a. The Lord Jesus Christ</li> <li>b. The Holy Prophet Muhammad</li> <li>c. A Traditional Religious Leader</li> </ul> <p>Learners in groups to identify the significant roles by the religious leaders their ministries: obedience; commitment; patience, leadership, sacrifice etc.</p> <p>In groups, learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc., and how they can emulate such values as individuals.</p>	<p>Personal Development and Leadership Communication and Collaboration, Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship</p> <p>Respect, Trust, Obedience, Commitment, Responsibility,</p>

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

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.4.1.1.</b> Show understanding of attitudes needed for effective citizenship</p>	<p><b>B5.4.1.1.1.</b> Describe the attitudes needed for effective citizenship</p>	<p>Learners identify attitudes necessary for effective citizenship, e.g. compromise, tolerance, collaboration, dialogue, teamwork, etc.</p> <p>Learners role play the importance of living in harmony with others, e.g. peaceful coexistence, unity, love, respect.</p>	<p>Communication and Collaboration Critical Thinking and Problem Solving</p> <p>Appreciation, Truth Caring, Protection Love, Responsibility</p>
<p><b>B5.4.1.2.</b> Demonstrate an understanding of how responsible citizens, can contribute to national development</p>	<p><b>B5.4.1.2.1.</b> Discuss the importance of being a responsible citizen in the nation</p>	<p>Learners describe attitudes and behaviours that show that a person is responsible e.g. obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people.</p> <p>Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.</p> <p>Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop.</p>	<p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance.</p>

**STRAND 4: OUR NATION GHANA**

**Sub-Strand 1: Being a Citizen**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B5.4.1.3.</b> Demonstrate understanding of unity in diversity	<b>B5.4.1.3. 1.</b> Demonstrate how diversity can promote national development	Learners describe how ethnic diversity can promote national development e.g. promotion of tourism, sale of artefacts, inter-ethnic marriage  Learners role play a scenario depicting cultural diversity e.g. display of various cultural activities at national gatherings	Communication and Collaboration Personal Development and Leadership Creativity and Innovation and Global Citizenship  Faithfulness, Obedience Respect, Commitment, Humility Togetherness, Unity Cultural Identity, Gratitude

**Sub-Strand 2: Authority and Power**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B5.4.2.1.</b> Demonstrate knowledge of the need to obey and submit to authority</p>	<p><b>B5.4.2.1.1.</b> Recognise parents as source of discipline and character formation</p>	<p>Learners talk about rules and regulations they are expected to follow at home</p> <p>Learners discuss why it is important to obey rules and regulations at home</p> <p>Learners identify ways by which they can be responsible:</p> <ul style="list-style-type: none"> <li>• be a good child to avoid punishment</li> <li>• emulate parents and other family members, etc.</li> </ul> <p>Learners role play responsible behaviours as parents and children at home.</p> <p>Learners write essays on how to become responsible adults.</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance</p>

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B5.4.2.2.</b> Demonstrate understanding of the need for good governance	<b>B5.4.2.2 .1.</b> Explain and appreciate the importance of democratic governance	<p>Learners identify various persons and bodies who are responsible in governing their school e.g. headteacher, teachers, school prefects.</p> <p>Learners discuss the importance of good governance in their school.</p> <p>Learners in groups suggest ways in which school governance could be improved.</p> <p>Groups present their report in class.</p> <p><b>Class mock election</b> Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance</p>

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

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B5.4.3.1.</b> Demonstrate understanding of responsible use of water	<b>B5.4.3.1.1.</b> Identify ways of keeping water bodies safe	<p>Learners discuss ways of keeping water bodies safe e.g. Do not throw rubbish into water bodies, do not wash in water bodies, do not defecate in water bodies</p> <p>Learners compose slogans and create poster on how to keep water bodies safe.</p> <p>Learners compose songs and rhymes on ways to keep water bodies safe.</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness, Tolerance</p>

**Sub-strand 4: Farming in Ghana**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B5.4.4.1.</b> Demonstrate understanding of basic farming practices (transplanting)</p>	<p><b>B5.4.4.1.1.</b> Participate in transplanting seedlings</p>	<p>Learners prepare plant house or garden boxes/pots/trays, containers or garden beds for transplanting. Fill with fertile soil or plant medium; make holes at correct spacing and water ready for seedlings. Ensure that seedlings are ready for transplanting. Water seedlings before transplanting.</p> <p>Use the right tools e.g. hand trowel to lift seedlings from seedbed, use dibber to make holes at the right depth. Transplant seedlings in boxes/pots/trays, containers or garden beds.</p> <p>Visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write weekly report</p>	<p>Critical Thinking and Problem Solving Communication and Collaboration</p>

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

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.5.1.1.</b>            Demonstrate knowledge of the economic exchanges between Ghana and her neighbours</p>	<p><b>B5.5.1.1.1.</b>            Describe the economic exchanges between Ghana and her neighbours</p>	<p>Learners watch picture/videos of economic exchanges between Ghana and her neighbours e.g. trade, work</p> <p>Learners describe the types of goods exchanged between Ghana and her neighbours e.g. tomatoes, onions, clothes</p> <p>Learners write essays on the importance of the exchange of goods e.g. for food, clothes</p>	<p>Communication and Collaboration            Creativity and Innovation            Digital Literacy            Critical thinking and Problem Solving</p> <p>Analysing</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B5.5.1.2.</b> Demonstrate knowledge of the Rotation and Revolution of the Earth</p>	<p><b>B5.5.1.2.1.</b> Describe the rotation and revolution of the Earth</p>	<p>Learners explain rotation and revolution of the Earth</p> <p>Learners undertake activities describing the rotation of the earth on its axis and revolution of the earth round the sun.</p> <p>Learners demonstrate the solar and lunar eclipses.</p> <ol style="list-style-type: none"> <li>i. Use learners to represent the sun, moon and earth.</li> <li>ii. Have the moon (learner 1) walk in circles around the earth (learner 2).</li> <li>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</li> <li>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</li> </ol> <p>Discuss their findings on the experiment in groups.</p> <p>Present group findings to the class.</p>	<p>Communication and Collaboration Personal Development and Leadership</p> <p>Observations Organisation</p>

# **BASIC 6**

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**BASIC 6**

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**STRAND I: ALL ABOUT US**

**Sub-Strand I: Nature of God**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B6.1.1.1.</b> Demonstrate understanding of the Nature of God as the Creator	<b>B6.1.1.1 .1</b> Describe the attributes of God	Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient- All-knowing.  Learners role play scenarios to reflect the attributes of God in their lives.  Learners write essays on the attributes of God in relations to themselves.	Communication and Collaboration Cultural Identity and Global Citizenship  Respect, Responsibility Stewardship, Love

**Sub-strand 2: Myself**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B6.1.2.1.</b> Demonstrate understanding of challenges that occur during adolescence</p>	<p><b>B6.1.2.1.1.</b> Explain problems associated with adolescence</p> <p><b>B6.1.2.1.2.</b> Explain how to manage the problems that occur during adolescence.</p>	<p>Learners talk about and list changes that occur during adolescence</p> <p>Learners think-pair-share on challenges associated with adolescence</p> <p>Learners illustrate challenges facing adolescence using the Future's Wheel e.g.</p> <ul style="list-style-type: none"> <li>i. engaging in sexual activity can result in</li> <li>ii. acquiring sexually transmitted infections (STIs) including HIV</li> <li>iii. teenage pregnancy and parenthood</li> <li>iv. streetism and poverty</li> <li>v. drug use and abuse</li> <li>vi. negative peer pressure leading to criminal activities</li> </ul> <p>Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g.</p> <ul style="list-style-type: none"> <li>i. counselling from a responsible adult</li> <li>ii. discussing problems with peers and siblings</li> <li>iii. dressing in a modest way to avoid enticing the</li> <li>iv. opposite sex</li> <li>v. being assertive (self-confidence to say 'NO' to premarital</li> <li>vi. sex and other actions which may destroy</li> <li>vii. your future plans)</li> <li>viii. respecting the sexual rights of others</li> <li>ix. not forcing to have sex with pupils, etc.</li> </ul> <p>Groups to present reports for class discussion</p>	<p>Personal Development and Leadership</p> <p>Communication and Collaboration</p> <p>Cultural Identity and Global Citizenship</p> <p>Respect, Trust, Obedience</p> <p>Commitment, Responsibility</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.1.2.2.</b> Demonstrate understanding of personal hygiene during adolescence</p>	<p><b>B6.1.2.2 .1.</b> Explain how to maintain personal hygiene during adolescence</p>	<p>Learners think-pair-share on how to maintain personal hygiene during adolescence e.g.</p> <ul style="list-style-type: none"> <li>i. keeping their teeth clean</li> <li>ii. bathing regularly and using lime/deodorant</li> <li>iii. keeping their clothes clean</li> <li>iv. keeping their rooms and environment clean</li> <li>v. taking good health care of their genital organs</li> <li>vi. changing their pads regularly during menstruation</li> <li>vii. Keeping healthy and happy</li> </ul> <p>Learners discuss how adolescent problems affect national development e.g.</p> <ul style="list-style-type: none"> <li>i. The most active segment of the population (between 15-45 years) can be affected by STIs</li> <li>ii. Productivity decreases</li> <li>iii. Increase in cost of health care</li> <li>iv. Increases the number of people in the poverty bracket</li> <li>v. Increase in crime wave due to drug abuse resulting in insecurity in community</li> <li>vi. Educate the young people to be responsible</li> </ul>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Respect, Trust, Obedience Commitment, Responsibility</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.1.2.3.</b> Demonstrate how adolescents can harness their potentials to achieve their goals in life</p>	<p><b>B6.1.2.3.1.</b> Explain how to prepare and accomplish aspirations in life</p>	<p>Learners identify what they want to become in life and discuss why they chose particular vocations.</p> <p>Learners share their views about how they intend to prepare themselves towards achieving their aspirations.</p> <p>Learners in groups discuss things that could prevent them from achieving their goal e.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc.</p> <p>Learners role play scenarios on how to overcome challenges that could prevent them from accomplishing their aspirations.</p> <p>Learners write essay on skills necessary for achieving aspirations</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance</p>

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

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.1.3.1.</b> Demonstrate understanding of attitudes and behaviours of a responsible family member</p>	<p><b>B6.1.3.1.1.</b> Explain the need for cordial relationships among family members</p>	<p>Learners in groups, discuss attitudes and behaviours of a responsible family member:</p> <ul style="list-style-type: none"> <li>i. taking part in family activities responsibly</li> <li>ii. obedience to elders of the family</li> <li>iii. respect for family members</li> <li>iv. accepting responsibility (performing assigned duties)</li> <li>v. taking initiatives</li> <li>vi. helping needy relatives</li> </ul> <p>Learners discuss the importance of being committed to the family:</p> <ul style="list-style-type: none"> <li>i. to promote unity</li> <li>ii. to gain respect</li> <li>iii. to be considered a trustworthy person</li> <li>iv. to uplift family image etc.</li> </ul> <p>Learners engage in role-play and other activities that will teach them to become family members who are committed e.g. mock family meetings, naming ceremonies</p>	<p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance</p>

**Sub-Strand 4: Home and School**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B6.1.4.1.</b> Demonstrate knowledge of food safety practices</p>	<p><b>B6.1.4.1.1.</b> Identify ways of promoting food safely</p>	<p>Learners discuss ways of ensuring food safely e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot</p> <p>Learners demonstrate how to cook and serve hot food safely</p> <p><u>Note</u> Teacher uses the lesson as an opportunity to engage learners in food safety practices and table manners</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Trust, Commitment, Loyalty Respect, Obedience, Humility Unity, Responsibility Togetherness</p>

**STRAND 2: ALL AROUND US**  
**Sub-Strand 1: The Environment and the Weather**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B6.2.1.1.</b> Demonstrate understanding of the importance of trees in our environment	<b>B6.2.1.1.1.</b> Plant trees in their communities as a civic duty	Learners discuss the importance of trees in their communities e.g. clean air, shade  <b>Project</b> Learners undertake a tree planting project in the school to check erosion or provide shade  Project activities include: a visit to the forestry commission for seedlings  Planting the seedlings and take care of them in the school  Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of leaves	Communication and Collaboration, Cultural Identity and Global Citizenship  Respect, Responsibility, Stewardship, Love

**Sub-Strand 2: Plants and Animals**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<b>B6.2.2.1.</b> Demonstrate understanding of the importance of animals to plants in the environment	<b>B6.2.2.1.1</b> Explain the importance of animal waste to plants	Learners watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility  Obtain different plant and animal waste from the community and use such materials to prepare manure.	Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation Personal Development and Leadership

**Sub-Strand 3: Map Making and Land Marks**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B6.2.3.1.</b></p> <p>Demonstrate understanding of the map of Ghana</p>	<p><b>B6.2.3.1.1.</b></p> <p>Identify the political regions on a sketch map of Ghana</p>	<p>Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals.</p> <p>Learners show the locations of the political regions on a sketch map of Ghana.</p> <p>Observe a map of Africa and write out the countries, which border Ghana to the North, East and West.</p> <p>Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. "From Senegal to Gambia...Benin to Nigeria".</p>	<p>Creativity and Innovation Critical Thinking and Problem Solving</p> <p>Observation Planning, Applying</p>

### Sub-Strand 4: Population and Settlement

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.2.4.1.</b> Show understanding of internal migration in Ghana</p>	<p><b>B6.2.4.1.1.</b> Describe internal migration in Ghana</p>	<p>Learners explain migration as the movement of people from one place to another with the intention of settling there. Migration may be individual, family units or large groups.</p> <p>Learners in groups discuss the patterns of internal migration in Ghana e. g. movement from the north to the south, movement from the south to the north, movement to commercial and industrial towns, movement to cash crop farming areas.</p> <p>Learners brainstorm the reasons for migration Ghana e.g. better living conditions, to find work, for marriage, Inadequate road networks, lack or inadequate social amenities (hospital, portable drinking water, schools and electricity).</p> <p>Learners show the migration pattern on a sketch map of Ghana.</p> <p>Learners brainstorm and come out with challenges associated with urban settlements:</p> <ul style="list-style-type: none"> <li>a) poor sanitation</li> <li>b) environmental pollution</li> <li>c) traffic congestion</li> </ul> <p>In groups discuss measures that can be taken to solve challenges associated with rural and urban settlements. E.g. provision of social amenities in the rural areas, creation of job opportunities for both rural and urban areas.</p>	<p>Critical Thinking and Problem solving Communication and Collaboration Digital literacy Cultural identity and Global Citizenship</p> <p>Observation Applying</p>

**STRAND 3: OUR BELIEFS AND VALUES**

**Sub-Strand I: Worship**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B6.3.1.1.</b> Demonstrate understanding of the importance of prayer, worship and other acts of worship</p>	<p><b>B6.3.1.1.1.</b> Describe the importance of prayer in our lives</p>	<p>Learners discuss the meaning of prayer: a communication between the worshipper and the object of worship.</p> <p>Learners talk about the types of prayer:  <b>Christianity</b>– thanksgiving, intercession, supplication, confession, etc.  <b>Islam</b>– Salat (five daily compulsory prayers), congregational (Ju`mah), etc.  <b>Traditional</b>– thanksgiving, intercession, supplication, confession, etc.</p> <p>Learners discuss the importance of prayer:</p> <ul style="list-style-type: none"> <li>• brings us closer to God</li> <li>• It shows our dependence on God, etc.</li> </ul> <p>Learners demonstrate how prayer is done in the three major religions.</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><b>B6.3.2.1.</b> Demonstrate knowledge of the significance of celebrations in Ghana</p>	<p><b>B6.3.2.1.1.</b> Identify two ways of making festivals beneficial to the communities</p>	<p>Learners talk about ways of making celebrations of festivals beneficial to the communities e.g. use festival occasions to plan for development, encourage youth participation, gender and inclusivity, settle disputes, honour hardworking people, showcasing the culture of the people</p> <p>Learners draw a durbar of chiefs during festival celebrations</p>	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship</p>

### Sub-Strand 3: Basic Human Rights

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.3.3.1.</b> Demonstrate understanding of fundamental human rights</p>	<p><b>B6.3.3.1.1.</b> Identify sources of help</p>	<p>Learners discuss human rights abuses against children e.g. neglect, emotional abuse, physical and sexual abuse, child labour</p> <p>Learners discuss how to get help in case of abuse e.g. responsible adults, police (DOVVSU), Social Welfare, CHRAJ</p> <p>Learners discuss how to speak e.g. speak out and not keep quiet over an abuse</p> <p>Learners create posters speaking against child abuse and also show where to go for help in case of abuse</p>	<p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship</p>

#### Sub-Strand 4: Being a Leader

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.3.4.1.</b> Demonstrate understanding of the latter lives of the leaders of the three major religions in Ghana</p>	<p><b>B6.3.4.1.1.</b> Narrate the story of the latter lives of the leaders of the major religions</p>	<p>Learners discuss the latter lives of the religious leaders:</p> <ol style="list-style-type: none"> <li>i. Jesus Christ– triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection</li> <li>ii. The Holy Prophet Muhammad (S.A.W.) – triumphant entry into Makkah, farewell message, sickness and death</li> <li>iii. Traditional leader (e.g. Okomfo Anokye)–priesthood, miracles and other activities and death</li> </ol> <p>Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners</p> <p>Learners in groups explore moral lessons in the latter lives of the religious leaders which they can relate to their lives in nation building e.g. humility, forgiveness, faithfulness, obedience, perseverance, patriotism</p> <p>Learners role play the moral lessons they have learnt in the latter 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><b>B6.4.1.1.</b> Demonstrate understanding of behaviours and attitudes for peaceful living</p>	<p><b>B6.4.1.1.1.</b> Describe activities for peaceful living</p> <p><b>B6.4.1.1.2.</b> Describe skills for resolving conflict in the</p>	<p>Learners discuss ways of living peacefully with each other e.g. love, tolerance, forgiveness, self-control</p> <p>Learners discuss the importance of peaceful living e.g. togetherness, security, development</p> <p>Learners engage in a role -play and other activities to demonstrate peaceful living people of different ethnic groups celebrating together</p> <p>Learners explain domestic violence and conflict</p> <p>Learners discuss the causes of domestic violence and conflict in the family</p> <p>Learners share experiences of domestic violence and conflict in the community</p> <p>Discuss the effects of domestic violence on the family</p> <p>Learners role play peaceful resolution of conflict in the school, family and community</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.4.1.2 .</b> Demonstrate understanding of the importance of social accountability</p>	<p><b>B6.4.1.2.1.</b> Explain the importance of public accountability</p>	<p>Learners explain public accountability e.g. Public Accountability is a process by which people are held responsible for their actions and activities in the society</p> <p>Learners discuss the importance of public accountability in promoting social justice e.g.</p> <ul style="list-style-type: none"> <li>i. Peace building avoids conflicts.</li> <li>ii. When there are no conflicts people work together.</li> <li>iii. People see themselves as one people.</li> <li>iv. Everybody contributes to development.</li> </ul> <p>In groups learners identify ways by which people can be held accountable for their stewardship e.g.</p> <ul style="list-style-type: none"> <li>i. development of self-consciousness about accountability</li> <li>ii. ensuring compliance to rules and regulations</li> <li>iii. awareness that there are societal institutions to ensure your compliance e.g. court action, report to the police, etc.</li> </ul>	<p>Personal Development and Leadership Communication and Collaboration Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship</p> <p>Respect, Trust, Obedience, Commitment, Responsibility</p>

**Sub-Strand 2: Authority and Power**

<b>Content Standard</b>	<b>Indicator</b>	<b>Exemplars</b>	<b>Core Competencies and Subject Specific Practices</b>
<p><b>B6.4.2.1.</b> Demonstrate understanding of the need to obey and submit to authority</p>	<p><b>B6.4.2.1.1.</b> Identify the role of children in promoting harmony with other family members</p>	<p>Learners discuss what it takes to live in harmony.</p> <p>Learners in pairs, list roles they can play to promote harmony in the family: e.g. Children must be respectful, obedient, humble, etc.</p> <p>Let learners in pairs, list roles other family members can play to ensure harmony in the family. e.g. Relatives must be respectful, obedient, caring, protective, defensive, humble, etc.</p> <p>Ask learners to role-play the duties of their grandparents, uncles, cousins, aunts, etc., in moulding their character.</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global</p> <p>Commitment, Loyalty, Respect, Obedience, Humility, Unity Responsibility and Togetherness Tolerance.</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.4.2.2.</b> Demonstrate understanding of the need for good governance</p>	<p><b>B6.4.2.2. 1.</b> Explain and appreciate the importance of democratic governance</p>	<p>Learners identify various persons and bodies who are responsible in governing their school e.g. headteacher, teachers, school prefects.</p> <p>Learners discuss the importance of good governance in their school.</p> <p>Learners in groups suggest ways in which school governance could be improved.</p> <p>Groups present their report in class.</p> <p><b>Class mock election</b> Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p> <p>Learners discuss the features of democratic governance in Ghana e.g. tolerance, election of leaders, transparency.</p> <p>Learners discuss how individuals can promote democratic governance.</p>	<p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness, Tolerance</p>

### Sub-Strand 3: Responsible use of Resources

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.4.3.1.</b> Demonstrate understanding of individual responsibilities in protecting water bodies</p>	<p><b>B6.4.3.1.1.</b> Identify individual responsibilities in protecting water bodies</p>	<p>Learners watch pictures/videos on strategies to protect water bodies. Learners discuss the pictures/videos and suggest individual responsibilities for protecting water bodies.</p> <p><b>Project</b> Learners form protecting water bodies clubs to demonstrate their responsibilities in protecting water bodies. Learners undertake tree planting exercise along water bodies.</p>	<p>Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship</p> <p>Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance</p>

### Sub-Strand 4: Farming in Ghana

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.4.6.1.</b> Demonstrate knowledge of job opportunities in the agricultural value chain</p>	<p><b>B6.4.4.1.1.</b> Describe the agricultural value chain and the job opportunities</p>	<p>Learners discuss the meaning of agricultural value chain</p> <p>Learners talk about job opportunities in the agricultural value chain e.g. crop farming, livestock, fisheries Agro-chemicals industry, meat processing</p> <p>Learners write essays on their choice of job opportunities in the agricultural value chain.</p>	<p>Critical Thinking and Problem Solving Personal Development and Leadership</p>

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

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.5.1.1.</b>            Demonstrate understanding of how Ghana cooperates with other nations</p>	<p><b>B6.5.1.1.1.</b>            Explain how Ghana co-operates with other nations</p>	<p>Learners recall countries that surround Ghana e.g. Togo, La Cote D'Ivoire, Burkina Faso.</p> <p>Learners identify countries surrounding Ghana on a map of West Africa.</p> <p>Learners discuss how Ghana co-operates with her neighbours e.g. trade, sports, political</p> <p>Learners talk about the reasons why Ghana should continue to co-operate with other nations e.g.</p> <ul style="list-style-type: none"> <li>i. Some ethnic groups cut across political boundaries. E.g. Ewes in Ghana, Togo and Benin; Sissalas in Ghana and Burkina Faso.</li> <li>ii. She cannot supply all her needs. As a developing nation, Ghana gets many goods and services from other nations e.g. petroleum from Nigeria, tomato from Burkina Faso, eggs from La Cote D'Ivoire.</li> <li>iii. Ghana also trades with some of her neighbours. e.g. Ghana used to sell electricity to Togo and Cote D'Ivoire.</li> </ul> <p>Learners dramatise the processes to follow in accepting help from other nations e.g.</p> <ul style="list-style-type: none"> <li>i. Be wise so that the help will not be used as way to control your country.</li> <li>ii. Find out whether the help will not lead to negative effects on individuals or the country.</li> <li>iii. Find out if there is a hidden motive.</li> <li>iv. Decide on whether your nation is willing to be a friend to the nation giving the help or not. Accept the help if it will not have negative effects on the nation.</li> </ul>	<p>Communication and Collaboration            Creativity and Innovation            Digital Literacy            Cultural Identity and Global Citizenship</p> <p>Respect, Trust, Obedience, Commitment, Responsibility</p>

Content Standard	Indicator	Exemplars	Core Competencies and Subject Specific Practices
<p><b>B6.5.1.2.</b> Demonstrate understanding of climate change</p>	<p><b>B6.5.1.2.1.</b> Investigate the effects climate change on the environment</p>	<p>Use video clips, field trips and pictures to help learners identify the effects of over concentration of greenhouse gases and climate change on the environment e.g. change in rainfall pattern, change in temperature, agriculture, health.</p> <p>Discuss human activities (e.g. bush burning, fumes from vehicles) in their community that contribute to the emission of greenhouse gases (e.g. carbon dioxide, methane, water vapour and nitrous oxide) (Whole-class discussion).</p> <p>Learners in groups suggest ways by which human beings can adapt to climate change</p>	<p>Digital Literacy Communication and Collaboration Cultural Identity and Global Citizenship Critical thinking and problem Solving</p>

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