

# **REPUBLIC OF GHANA**

## **MINISTRY OF EDUCATION SCIENCE AND SPORTS**



Republic of Ghana

### **TEACHING SYLLABUS FOR GHANAIAN LANGUAGES AND CULTURE**

**(PRIMARY 1 - 6)**

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# **TEACHING SYLLABUS FOR GHANAIAI LANGUAGES AND CULTURE (PRIMARY 1 – 6)**

## **RATIONALE FOR TEACHING GHANAIAI LANGUAGES AND CULTURE**

Language and Culture constitute the medium by which individuals can communicate, be identified and distinguished from people of other cultures. The subject strengthens children's mental capacity, making them competent in the use of their language, and hence building the foundation for studying other languages and cultures.

The use of language is the most efficient way of integrating children into their culture. Effective teaching of Ghanaian languages and culture motivates children to love and be proud of their own culture which is rich in cultural and moral values especially contained in proverbs, folktales, euphemisms, etc.

Ghanaian Languages and Culture if effectively taught, will contribute immensely to the realisation of the national objectives of making Ghanaians literate in their language and knowledgeable about their culture.

## **GENERAL AIMS**

The subject is designed to help pupils to:

1. develop cultural and linguistic awareness.
2. attain competency in speaking, reading and writing their language.
3. appreciate the historical and cultural heritage of their linguistic community.
4. acquire the socio-cultural values in the literature of their language.

## **SCOPE OF CONTENT**

This subject is aimed at integrating the receptive and productive skills in the teaching and learning of Language and Culture.

## **PRE-REQUISITE SKILLS**

The pre-requisite skills at the JHS level consist of competence and good foundation work in the subject at the primary school level.

## **ORGANISATION OF THE SYLLABUS**

Each year's work from Primary 1-6, consists of three sections with each section comprising a number of units. At JSS1-3, the work consists of four sections. The sections and their respective skills, including the fourth section at JSS, are as follows:

- Section 1: Oral Skills  
 Section 2: Reading Skills  
 Section 3: Writing Skills  
 Section 4: Language Structure

The syllabus is presented in the following pages.

### STRUCTURE AND ORGANISATION OF THE SYLLABUS

	PRIMARY 1	PRIMARY 2	PRIMARY 3
	SECTION 1- ORAL SKILLS	SECTION 1 - ORAL SKILLS	SECTION 1 - ORAL SKILLS
Unit 1	Greetings	Unit 1. Greetings and Responses- occasions and special people	Unit 1: Daily Greetings - Revision
Unit 2	Ourselves		2: Manners and Etiquette
Unit 3	Story-Telling - Folktales and Other Stories	2. Listening and talking about Real and Imaginary Incidents and Situations	3: Games - Traditional and Foreign
Unit 4	Songs	3. Manners and Etiquette	4: Listening and Talking About Experiences
Unit 5	Manners and Etiquette	4. Food	5: Drama and Folktales
Unit 6	Listening and Talking About Things of Interest	5. Games - Traditional and Foreign	6: Traditional Costumes
Unit 7	Games and Other Activities	6. Stories and Folktales	7: Things Used at Home
Unit 8	Command and Instructions	7. Listening and Talking about things of Interest	8: Things Used at School
Unit 9	Rhymes, Tongue Twisters etc.	8. Poems - Play and Work Songs	9: Visit to Places of Interest
Unit 10	Personal Cleanliness of the Body	9. Rhymes - Simple Rhymes and Tongue Twisters etc.	10: Means of Transport
		10. God - Creator of Man and the World	

	PRIMARY 4	PRIMARY 5	PRIMARY 6
	SECTION 1- ORAL SKILLS	SECTION 1 - ORAL SKILLS	SECTION 1 - ORAL SKILLS
Unit 1	Greetings	Unit 1. Greetings and Appreciation of a Kind Deed	Unit 1. Greetings and Responses - Revision
Unit 2	The House	2. Family Gathering	2. Talking and Listening
Unit 3	everyday Activities	3. Sickness/Recovery	3. Family System - Kinship Terms
Unit 4	Talking and Listening	4. Talking and Listening	4. Traditional Games
Unit 5	Common Tools and Implements	5. Courtesy and Etiquette	5. Proverbs
Unit 6	Traditional Occupations and Occupational Songs	6. Traditional Occupations and Occupational Songs	6. Clan Systems
Unit 7	Telling the Time	7. Artefacts	7. Poetry
Unit 8	Marketing and Shopping	8. Telling the Time/Seasons	8. Drum Language
Unit 9	Poetry, Songs and Rhymes	9. Marketing and Shopping	9. Safety Measures
Unit 10	Riddles and Puzzles	10. Our Environment	10. People in the Community
Unit 11	Folktales and Drama	11. People in the Community	
Unit 12	Historical Narratives	12. Traditional Costumes	
Unit 13	Proverbs		
Unit 14	Names and Appellations		
	a. Week Days		
	b. Bravery		
	c. Kindness		

	<b>PRIMARY 1</b>	<b>PRIMARY 2</b>	<b>PRIMARY 3</b>
Unit 1	<b>SECTION 2- READING SKILLS</b>	<b>SECTION 2 - READING SKILLS</b>	<b>SECTION 2 - READING SKILLS</b>
Unit 2	Picture Description	2. Word Matching with Pictures	2. Reading Comprehension
Unit 3	Identification of Colours	3. Poly-Syllabic Words	
Unit 4	Shapes of Objects, Jigsaw Puzzles	4. Digraphs	
Unit 5	Picture/Figure Discrimination	5. Upper Case - Capital Letters	
Unit 6	Picture Reading	6. Early Reading	
Unit 7	Monosyllabic Words	7. Reading	
Unit 8	Disyllabic Words	8. Further Reading	
Unit 9	Picture-Word Matching		

	<b>PRIMARY 4</b>	<b>PRIMARY 5</b>	<b>PRIMARY 6</b>
	<b>SECTION 2- READING SKILLS</b>	<b>SECTION 2 - READING SKILLS</b>	<b>SECTION 2 - READING SKILLS</b>
Unit 1	Reading of Simple Sentences	Unit 1. Reading of Short Passages	Unit 1. Reading Comprehension - Short Passages
Unit 2	Reading of Compound Sentences	2. Reading of Longer Passages	2. Reading Comprehension - Longer Passages
Unit 3	Reading of Complex Sentences	3. Reading Comprehension	3. Further Reading Comprehension
Unit 4	Reading of Short Passages	4. Extensive Reading	4. Extensive Reading
Unit 5	Reading of Longer Passages		
Unit 6	Reading Comprehension		
Unit 7	Extensive Reading		

	PRIMARY 1	PRIMARY 2	PRIMARY 3
	SECTION 3 - WRITING SKILLS	SECTION 3 - WRITING SKILLS	SECTION 3 - WRITING SKILLS
Unit 1	Scribbling	Unit 1. Writing of Letters of the Alphabet of the Language	Unit 1. Writing of Two-word Sentences
Unit 2	Pattern Writing	2. Copying and Tracing of Drawings from Cards	2. Writing Three to Four-word Sentences
Unit 3	Writing of Shapes	3. Writing of Words and Sentences Under Pictures	3. Writing of Longer Sentences
Unit 4	Writing of Letters	4. Forming and writing of Two-letter Words	4. Completion of Sentences with Given Words
Unit 5	The Alphabet of the Language	5. Forming and Writing of Three to Four Letter Words	5. Completion of Sentences with Children's own Words
Unit 6	Copying and Tracing of Drawings from Cards	6. Forming and Writing of Two-word sentences	6. Forming and writing of Sentences with Names of Objects in the Classroom/ School/Home, etc.
Unit 7	Writing of Words Under Pictures	7. Forming and Writing of Three-word Sentences	

	PRIMARY 4	PRIMARY 5	PRIMARY 6
	SECTION 3 - WRITING SKILLS	SECTION 3 - WRITING SKILLS	SECTION 3 - WRITING SKILLS
Unit 1	Completion of Sentences with Given Words (Word Classes)	Unit 1. Picture Description - Scene	Unit 1. Punctuation
Unit 2	Tenses	2. Other Forms of Description	2. Letter Writing - Friendly Letters
Unit 3	Forming and Writing of Sentences with Names of Objects in the Classroom/School/Home.	3. Punctuation Marks	3. Narrative Composition
Unit 4	Punctuation Marks	4. Friendly Letter Writing	4. Descriptive Composition
Unit 5	Picture Description	5. Narrative Composition	5. Imaginative Composition
Unit 6	Other Types of Description		

## TIME ALLOCATION

The subject is presently allocated six periods a week of 30 minutes per period for Primary 1-6.

Apart from the time allocation for the subject itself, schools are advised to provide the following recommended periods for the subjects/items listed below:

- Physical Education 4
- Library Work (Reading and Research) 3
- SBA Project 2
- Worship 2

At the Upper Primary level, the time allocation for Library Work is reduced to 2 periods a week.



## SUGGESTIONS FOR TEACHING THE SYLLABUS

### General Objectives

General Objectives have been listed at the beginning of each Section. The general objectives are a summary of the specific objectives of the various units contained in that Section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of the section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year's work is divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related and more homogeneous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 - Units: The units in Column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 - 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the pupil i.e., *what the pupil will be able to do after instruction and learning in the unit*. Each specific objective hence starts with the following, "The pupil will be able to.." This in effect, means that you have to address the learning problems of each individual pupil. It means individualising your instruction as much as possible such that the majority of pupils will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The "content" in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the content presented.

Column 4 - Teaching and Learning Activities (T/LA): T/L activities that will ensure maximum pupil participation in the lessons are presented in column 4. Try to avoid rote learning and drill-oriented methods and rather emphasise participatory teaching and learning, and also

emphasise the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum pupil learning. As we have implied already, the major purpose of teaching and learning is to make pupils able to apply their knowledge in dealing with issues both in and out of school. In the case of Ghanaian Languages and Culture, the emphasis is in the acquisition of effective communication skills and associated knowledge in the relevant culture. There may be a number of units where you need to re-order specific objectives to achieve such required effects.

**Column 5 - Evaluation:** Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work etc. Try to ask questions and set tasks and assignments that will challenge your pupils to develop excellent skills in Ghanaian Languages and Culture as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that pupils have mastered the instruction and behaviours implied in the specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

## **DEFINITION OF PROFILE DIMENSIONS**

The concept of profile dimensions was made central to the syllabuses developed from 1998 onwards. A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective may be stated with an action verb as follows: The pupil will be able to describe..... etc. Being able to "describe" something after the instruction has been completed means that the pupil has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the pupil has understood the lesson taught.

Similarly, being able to develop, plan, solve problems, construct, etc. means that the pupil can "apply" the knowledge acquired in some new context. Each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the pupil will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching and learning in schools. It has been realized unfortunately that schools still teach the low ability thinking skills of knowledge and understanding and ignore the higher ability thinking skills. Instruction in most cases has tended to stress knowledge acquisition to the detriment of the higher ability behaviours such as application, analysis, etc. The persistence of this situation in the school system means that pupils will only do well on recall items and questions and perform poorly on questions that require higher ability thinking skills as required in application of Language principles in producing good Ghanaian language material. For there to be any change in the quality of people who go through the school system, pupils should be encouraged to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to speak, write, and produce poems, drama and other forms of language material. Read each objective carefully to know the profile dimension toward which you have to teach.

Profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Ghanaian Language and Culture, two profile dimensions and four skills have been specified for teaching, learning and testing.

The profile dimensions are:

Knowledge and Understanding	40%
Use of Knowledge	60%

The four skills are as follows:

Listening Comprehension	10%
Reading Comprehension	30%
Speaking (i.e. Oral Skills)	30%
Writing	30%

The profile dimensions and the skills may be combined as follows:

Listening	- Knowledge and Understanding
Reading	- Knowledge and Understanding
Speaking	- Use of Knowledge
Writing	- Use of Knowledge

Learning language and culture implies the acquisition of two major abilities or behaviours. These are “Knowledge and Understanding”, and the “Use of Knowledge”. “Knowledge and Understanding” may be taught through “Listening” and “Reading”, while “Use of Knowledge” may be taught in “Speaking” and “Writing”. Listening and Reading are “receptive skills” while, Speaking and Writing are “productive skills”. In Ghanaian Language and Culture where the learner is born into the particular language and culture, the stress on “listening” is rather less, especially for pupils at the JSS level. It is expected that by the Junior Secondary School level, the pupil would have acquired proficiency in “listening” such that this skill would require only about 10% of instructional time. For this reason only the skills of “Speaking”, “Reading” and “Writing” are stressed in this syllabus. Every language and culture has a store of body language and certain intonations which give particular meaning to spoken words. These are referred to as the “kinesics” and “paralang” of the language. These are some of the sub-skills that must be taught in “Listening Comprehension”, especially for the very young classes.

Each of the dimensions and the skills has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions and skills on the previous page, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the dimensions and the four skills in the teaching and learning process will ensure that Ghanaian Languages and Culture is taught and studied competently in school.

The following diagram shows the relationship between the profile dimensions and the four learning skills:

**Relationship Between Profile Dimensions and Learning Skills**

Profile Dimensions	Receptive Skills		Productive Skills		Total
	Listening	Reading	Writing	Speaking	
Knowledge and Understanding	10	30	-	-	40
Use of knowledge	-	-	30	30	60
Total	10	30	30	30	100

“Knowledge and Understanding” has a weight of 40%, and “Use of Knowledge” has a weight of 60% as shown in the last column of the table. The last row shows the weight or relative emphasis that should be given each of the four skills in the teaching and learning process. The productive skills are weighted 60% as against 40% for the receptive skills.

The explanation and key words involved in each of the profile dimensions are as follows:

### **Knowledge and Understanding (KU)**

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

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

### **Use of Knowledge (UK)**

This dimension is also referred to as “Application”. Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Use of Knowledge” is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

application	The ability to apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.
analysis	The ability to break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, recognise unstated assumptions and logical fallacies, recognise inferences from facts etc.
synthesis	The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organise, create, generate, etc.
evaluation	The ability to appraise, compare features of different things and make comments or judgement, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

You will note from the above that evaluation is the highest form of thinking and is therefore the most difficult behaviour. This accounts for the poor performance of learners and people generally on tasks that call for evaluative thinking. As we have said, start to develop this important skill early in your pupils by giving them lots of chances to do evaluative thinking while learning this subject.

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

Listening Comprehension:	This is the ability to listen to, understand and follow directions, instructions etc. given in a language.
Reading Comprehension:	The ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently, and must be able to answer questions arising from the passage read.
Speaking:	The ability to speak a language clearly, and in a way that will be understood by listeners. This is an oral communication skill that pupils should be encouraged to practise to perfection.
Writing:	The ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters.

## FORM OF ASSESSMENT

It is important that both instruction and assessment be based on both the profile dimensions and skills of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, home work, projects etc., must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

### End-of-Term Examination

The end-of-term examination is a summative assessment system and should consist of a sample of the knowledge and skills pupils have acquired in the term. The end-of-term test for Term 3 should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an end-of- Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of the objectives studied in Term 2, and 60% of the objectives studied in Term 3. An example for developing the end-of-term examination paper is as follows:

**Distribution of Examination Marks and Examination paper Weights**

<b>Dimensions</b>	<b>Section A (Objective Test)</b>	<b>Section B (Structured Questions)</b>	<b>SBA</b>	<b>Total Marks</b>	<b>%Weight of dimensions</b>
	Grammar, Writing and Composition	Reading, Writing and Composition	All Five Sections		
Knowledge and Understanding	10	10	40	60	40
Use of knowledge	10	10	60	80	60
Total Marks	20	20	100	140	
<b>% Contribution of Test Papers</b>	10	40	50		100

The assessment model above consists of one paper with two sections. Section A, the objective test paper will consist of 10 items. Section B, is the structured questions section made up of 20 questions, each carrying 2 marks and totalling 20 marks. The total marks of 20 marks

under Section B should be multiplied by 2 to obtain 40 as the percentage contribution of Section B. SBA will cover all five sections of the syllabus and will be marked out of 100 and scaled down to 50% as indicated in the last row. Each of the marks in the last but one row will be scaled to the percentage contribution marks indicated in the last row. While the actual marks will be 140, the total scaled marks will be 100. The ranking of pupils on examination performance will hence be based on 100 marks.

It is important that both instruction and assessment be based on the profile dimensions and the skills of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use i.e. class tests, homework, projects, etc., must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

## **GUIDELINES FOR CONTINUOUS ASSESSMENT**

A new School Based Assessment system (SBA), formally referred to as Continuous Assessment, will be introduced into the school system from September 2008. SBA is a very effective system for teaching and learning if carried out properly. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all schools in the country
- Provide reduced assessment tasks for each of the primary school subjects
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each class of the school system
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve pupil performance

The new SBA system will consist of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This will mean a reduction by 64% of the work load compared to the previous continuous assessment system. The 12 assessments are labelled as Task 1, Task 2, Task 3 and Task 4. Task 1-4 will be administered in Term 1; Tasks 5-8 will be administered in Term 2, and Tasks 9-12 administered in Term 3. Task 1 will be administered as an individual test coming at the end of the first month of the term. The equivalent of Task 1 will be Task 5 and Task 9 to be administered in Term 2 and Term 3 respectively. Task 2 will be administered as a Group Exercise and will consist of two or three instructional objectives that the teacher considers difficult to teach and learn. The selected objectives could also be those objectives considered very important and which therefore need pupils to put in more practice. Task 2 will be administered at the end of the second month in the term. Task 3 will also be administered as individual test under the supervision of the class teacher at the end of the 11<sup>th</sup> or 12 week of the term.

Task 4 (and also Task 8 and Task 12) will be a project to be undertaken throughout the term and submitted at the end of the term. Schools will be supplied with 9 project topics divided into three topics for each term. A pupil is expected to select one project topic for each term. Projects for the second term will be undertaken by teams of pupils as Group Projects. Projects are intended to encourage pupils to apply

knowledge and skills acquired in the term to write an analytic or investigative paper, write a poem 9 (as may be required in English and Ghanaian Languages), use science

and mathematics to solve a problem or produce a physical three-dimensional product as may be required in Creative Arts and in Natural Science. Apart from the SBA, teachers are expected to use class exercises and home work as processes for continually evaluating pupils' class performance, and as a means for encouraging improvements in learning performance.

### **Marking SBA Tasks**

At both lower and upper primary levels, pupils are expected to undertake assignments that may involve investigations and extended writing etc in English. The following guidelines are provided for marking assignments of such nature.

1.	Introduction	20%
2.	Main Text -Descriptions, use of charts etc.	60%
3.	Conclusion	20%

Pupils have to be taught how to use charts and other forms of diagrams in their writing pieces. They have to be taught to start with an introduction and conclude their writing appropriately.

The marks derived from projects, the end of month tests and home work specifically designed for the SBA should together constitute the School Based Assessment component marked out of 60 per cent. The emphasis is to improve pupils' learning by encouraging them to produce essays, poems, and other pieces of writing and drama. The SBA will hence consist of:

- End-of-month tests
- Home work assignments (specially designed for SBA)
- Project

Other regulations for the conduct of SBA will reach schools from GES.

### **Combining SBA marks and End-of-Term Examination Marks**

The new SBA system is important for raising pupils' school performance. For this reason, the 60 marks for the SBA will be scaled to 50. The total marks for the end of term test will also be scaled to 50 before adding the SBA marks and end-of-term examination marks to determine pupils' end of term results. The SBA and the end-of-term test marks will hence be combined in equal proportions of 50:50. The equal proportions will affect only assessment in the school system. It will not affect the SBA mark proportion of 30% used by WAEC for determining examination results at the BECE.



## GRADING PROCEDURE

In marking your class examination scripts, it is very important you develop a marking scheme. A marking scheme, as you may be aware, consists of the points for the best answer you expect for each essay question or structured question, and the mark allocated for each point raised by the pupil as well as the total marks for the question. For instance, if a question carries 10 marks and you expect 4 points in the best answer, you could allocate 2 marks (or part of it, depending upon the quality of the point raised by the pupil) to each point raised, totalling 8 marks, and then give the remaining 2 marks, or part of it, for organisation of answer. For objective test papers, you may develop an answer key to speed up the marking.

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades.

Grade A:	80 - 100%	-	Excellent
Grade B:	70 - 79%	-	Very Good
Grade C:	60 - 69%	-	Good
Grade D:	45 - 59%	-	Credit (Satisfactory)
Grade E:	35 - 44%	-	Pass
Grade F:	≤ 34%	-	Fail

The grading system presented above shows the letter grade system and equivalent grade boundaries. In assigning grades to pupils' test results, or any form of evaluation, you may apply the above grade boundaries and the descriptors. The descriptors (Excellent, Very Good etc) indicate the meaning of each grade. For instance, the grade boundary for "Excellent" consists of scores between 80 - 89. Writing "80%" for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. "Excellent", does not provide the pupil with enough information to evaluate his/her performance in the assessment. You therefore have to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, it will be important also to write a short diagnosis of the points the pupil should consider in order to do better in future tests etc. Comments such as the following may also be added to the grades:

- Keep it up
- Has improved
- Could do better
- Hardworking
- Not serious in class
- More room for improvement, etc.

Note that the grade boundaries above are also referred to as grade cut-off scores. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a pupil must make a specified score to earn the appropriate grade. This system of grading challenges pupils to study harder to earn better grades. It is hence very useful for achievement testing and grading

# PRIMARY 1

## SECTION 1 ORAL SKILLS

General Objectives: The pupil will:

1. acquire skills for speaking fluently.
2. develop manners and etiquette to enable him/her live with others

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>The individual</b>	The pupil will be able to:  1.1.1 name the parts of the body.	The parts of the body e.g. head, hand, leg, etc.	Through dialogue, lead the pupils to point to the various parts of the body and name them.  Dialogue e.g. A: Where is your ...? B: This is my ...  Drill: Teacher – Pupil Pupil – Teacher Pupil – Pupil  Play song: Let individual pupils point to the various parts of the body as they sing play-songs connected with parts of the body.	Pupils to name parts of the body in a picture/drawing.
	1.1.2 state at least one reason why Every part of the body is important.	Functions of the parts of the body, e.g. ear – for listening, eye – for seeing, nose – for smelling, legs – for walking etc.	Teacher to assist pupils to discuss functions of any three parts of the body.  Guide pupils to relate the importance of the parts of the body to the roles they play at home and in school.	What will happen if one part of the body doesn't function well? - What happens if one refuses to perform his/her duties at home/school?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (contd.)</b>  <b>The individual</b>	<p>The pupil will be able to:</p> <p>1.1.3 use appropriate terms for members of the family.</p>	<p>Kinship terms, e.g. mother, father, brother, sister, etc.</p>	<p>Through dialogue, let pupils state the terms used for members of the family</p> <p>Questions: What is your:</p> <ul style="list-style-type: none"> <li>- father's brother to you?</li> <li>- mother's brother to you?</li> </ul> <p>Answer:</p> <p>My father's brother is my .....</p> <p>My mother's brother is my .....</p>	<p>Use question to help pupils identify some members of the family using the appropriate terms.</p>
	<p>1.1.4 discuss the home environment.</p>	<p>Home, bathroom, kitchen, bedroom, living room, etc.</p>	<p>Through dialogue assist pupils to mention the names of places in the home: bathroom, kitchen, bedroom, etc.</p> <p>Drill: Teacher – Pupil Pupil – Teacher Pupil – pupil</p>	<p>Use questions to help pupils mention some places at home e.g. kitchen, etc. (Use pictures)</p>
	<p>1.1.5 discuss the school environment.</p>	<p>School: buildings, table, chair, headteacher, teacher, pupils, etc.</p>	<p>Let pupils state the names of places in the school environment e.g. headteacher's office, the classroom, play ground,, etc.</p>	<p>Let pupils draw anything in the school.</p>
	<p>1.1.6 state one reason why a school should have buildings, furniture, etc.</p>	<p>Classroom, school office, canteen, staff common-room, parade grounds, etc.</p>	<p>Assist pupils to discuss the importance of items mentioned under the content.</p>	<p>Pupils to mention what some rooms in the school are used for.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>Personal cleanliness</b>	The pupil will be able to:			
	1.2.1 state some parts of the body that must be kept clean	Personal cleanliness of the body e.g. hair, hands, finger nails, teeth, etc.	Teacher to bring equipment for these activities and give a practical demonstration on how to clean the teeth, hair, hand, finger nails, etc.	Observe pupils constantly and give advice for maintaining personal hygiene.
	1.2.2 acquire the habit of keeping their clothes clean	Taking care of clothes e.g. pants, socks, handkerchiefs, body e.g: hair, finger nails, teeth, etc.	Teacher to lead a discussion on why the body must be kept clean.  Use play songs, if any, associated with personal cleanliness e.g. this is the way I wash my face. Add another play song.	Use questions to lead pupils to say what will happen if one fails to: 1. treat your sore. 2. wear dirty clothes. 3. eat with dirty hands.
	1.2.3 explain the values of cleanliness	Earn respect, keep fit and healthy etc.	- Teacher to call some neatly dressed pupils to stand before the class - Talk about them briefly	Teacher to discuss the importance of neatness with the class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>Greetings/ Responses</b>	<p>The pupil will be able to:</p> <p>1.3.1 use appropriate expressions to greet and give appropriate responses according to time of day.</p>	<p>Greetings: friends, adults unfamiliar people etc. Greetings and responses in relation to time of day .e.g. morning, afternoon, Evening/night etc. using appropriate expressions.</p>	<p>Use dialogue to discuss greetings and responses e.g.  Qs: What do your parents say to friends when they meet?  ANS: They greet and converse.  Qs: What is the greeting for morning, afternoon Evening and night?  ANS: ( pupils responses)</p>	<p>Role-play:  Pupils demonstrate how to greet at different times of the day.</p>
	<p>1.3.2 use appropriate address terms to introduce their greetings and responses according to time of day.</p>	<p>People of different age groups, status and relationships</p>	<p>Teacher and pupil to demonstrate greetings and their responses to class.  Pupils role play to illustrate greetings and responses after the teacher has demonstrated to class.  Play songs/rhymes involving greeting, if any, may be used.</p>	<p>Pupils to role play using appropriate address terms in greetings and responses.</p>
	<p>1.3.3 Give one reason why people greet.</p>	<p>Communication starter; to show respect, politeness, courtesy, etc.</p>	<p>Pupils role play to demonstrate the relevance of greetings.</p>	<p>Pupils answer these questions</p> <ol style="list-style-type: none"> <li>1. What do people say if you don't greet them?</li> <li>2. What do people feel when they are greeted?</li> </ol>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4 Songs, Rhymes, Tongue twisters, etc.</b>	The pupil will be able to: 1.4.1 give one reason why we sing cradle / maiden songs.	Cradle songs: maiden, play / game songs. Enjoyment, unity, skills development, etc.	Teacher to sing some cradle, maiden and play/ game songs. Pupils to sing cradle, maiden play/game song they are familiar with. - pupils to sing after teacher. - teacher and pupil to perform gestures associated with a song. Guide pupils to say the importance of some of the songs mentioned.	Teacher organizes pupils to sing: as a class; in small groups: and individually  State one significance of the types of songs discussed.
	1.4.2 recite rhymes and tongue twisters.	Rhymes and tongue twisters  With the following sounds /s,t,d,p, etc/	Use drills to help pupils practise some problematic sounds like /l/ spelt with <b>sh</b> as in English <b>shoe</b> . The same sound is spelt with <b>hy</b> as in Akan – “hyɛ” (wear).	Pupils to recite rhymes and tongue-twisters.
	1.4.3 produce some problematic sounds correctly.	/l/, /r/	Use drills to help pupils distinguish between the articulation of such sounds as /l/ and /r/ as in <b>load</b> and <b>road</b> in (English)  Teacher to recite words with difficult sounds Use play songs if any, to teach some of the sounds and rhymes paying attention to sounds, specific words and sentence patterns used in them.	Listen and ensure that pupils articulate the sounds correctly.
<b>UNIT 5 God: Creation</b>	1.5.1 state who created man, the world and Everything in it.	God is the creator	Help pupils to mention some things God created. Pupils sing any song related to creation. Teacher tells pupils a creation story.	Pupils draw a human being or any created object or thing.
	1.5.2 acknowledge that God has power over Everything.	How God reveals his power	Discuss how God reveals his power with pupils. e.g. through healing, feeding birds of the air and animals in the bush.	Ask pupils to say what God does for them and their families.
	1.5.3 say how God cares for his creation.	God cares for: you, your parents, your friends and Even animals	Discuss some ways in which God cares for us.	Draw a pet.
	1.5.4 state what we must do to take care of God’s Creation.	Respect Every body, keeping the environment clean, helping friends in need, etc.	Teacher to lead pupils to discuss how to maintain what God has created.	Every pupil to say what he/she will do to take care of God’s creation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 6 Manners and Etiquette</b>	The pupil will be able to:			
	1.6.1 make polite requests	Polite requests: Excuse me ... Please, may I ...	Use dialogue to discuss the topic e.g. Q1: Please, can I have ...? Please, may I ...? ANS: Yes, you can. Resp: Thank you.	Use role play/dialogue to test application of knowledge acquired in the use of appropriate register for making polite requests.
	1.6.2 show appreciation by saying "Thank you" etc.	Thank you, I'm glad, etc. (Examples in the Ghanaian Language to be provided) e.g. Akan – Meda wo ase  Dangme – Mo tsu mi  Eve – Akpe, Mawu ne yra wò  Ga – oyi wala dɔŋɔ  Dagaare – bareka  Dagbani - mpaxiya	Q2: Please, is Mr. Abaka in the house? ANS: Yes, he is.  Resp: Thank you.	
	1.6.3 make polite enquiries	Enquiries Please, can I help you? Thank you, etc "Please, is the chief's house far from here?"	Use role-plays, chain drills and poems as learning and teaching strategies.	
	1.6.4. explain the importance of good manners and etiquette.	Politeness, enlightenment, courtesy, draws people closer, etc.	Discuss acceptable behaviours with pupils e.g. humility, politeness, patience, etc.	Tell a story to show the reward for humility, politeness, patience, etc.

# PRIMARY 1

## SECTION 2

### READING

General Objectives: The pupil will:

1. engage in activities that will prepare him/her for formal reading
2. develop skills for formal reading.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>				
<b>Pre-reading activities</b>	The pupil will be able to: 2.1.1 identify and talk about objects at home.	Names of items in the home: broom, mat, pillow, stool, etc.	Talk about items found in the home with pupils. Let pupils mention the names of specific items.	Pupils should mention names of given items/objects found at home and their uses.
<b>Items at Home and School</b>	2.1.2 identify and talk about objects at school.	Names of items in the school: chair, table, books, ball, chalk, etc.	Let pupils mention the names of specific items found in the school.  Use concrete objects and pictures to illustrate objects found at home and in school. Let pupils demonstrate the uses of some of the objects under discussion and talk to the class about what they see in pictures. e.g. I am sweeping, etc.	Pupils to mention names of objects/items found at school and their uses.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>Picture/Object/Colour Description</b>	The pupil will be able to:			
	2.2.1 talk about different objects in a picture.	Picture description. sizes shapes colours	Provide a composite picture. Pupils to identify objects in the picture.  Use dialogue to discuss the objects identified in the picture.  Dialogue: Ques: What do you see in the picture? Ans: I see a woman. Ques: What's the colour of her dress? Ques: What is she doing? Ans: She is pounding fufu.	Point at objects in the picture for pupils to name, describe and demonstrate their uses.  Pupils to mention the names of items/objects found at home and school and give their uses.
	2.2.2 identify and differentiate shapes of objects.	Identification of shapes of objects e.g. - round - square - rectangle - triangle	Provide relevant shapes for identification and discussion using dialogue.  Ques: Are the shapes the same? Ans: Yes/No Ques: Are the shapes different? Ans: Yes/No Ques: Pick two shapes that are the same/different Ans: (Pupils pick shapes)	Show real shapes to pupils and let them point to similar ones in a picture.
	2.2.3 solve jigsaw puzzles involving shapes/pictures.	Jigsaw Puzzles re-arrangement of cut-out shapes / pictures.	Drill pupils on shape identification, using different types of shapes and various objects depicting the shapes.  Pupils look at different shapes/pictures. Let pupils re-arrange cut-outs of similar shapes/pictures individually, in groups.	Pupils re-arrange cut-outs of various shapes/pictures.
	2.2.4 identify primary colours.	Identification of primary colours: - red - blue - yellow	Provide relevant colours for identification and discussion  Use dialogue to discuss the topic e.g.  Ques: What is the colour of your hair? Ans: Black/The colour of .....	Pupils identify different colours of objects or materials in and around the classroom or environment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (contd.)</b>  <b>Picture/Object/Colour Discrimination: Distinguishing between pictures, objects and colours</b>	The pupil will be able to:			
	2.2.5 identify other colours.	Other colours: pink, violet, brown, etc.	Drill pupils on colour identification using flash/picture cards and various objects depicting the colours.	Pupils to come and pick or point at objects having the colour mentioned.
	2.2.6 distinguish one letter from another	Distinguishing letters: b and d b and p c and o n and ŋ d and p	Distinguish between the tail up and tail down letters, e.g. h and y b and p f and t p and b	Test pupils on distinguishing between letters.
	2.2.7 distinguish between names and shapes of real objects or pictures of objects.	Distinguishing pictures and letters e.g.  dog and cat  goat and sheep  chicken and guinea fowl	Provide sufficient teaching aids of pictures of various objects and letters of different shapes.  Use dialogue to drill pupils on discrimination of various objects by shapes or colour.  Use games and play songs associated with the characteristics of some animals where available e.g.  Dua oo dua (Akan) Kabel, Kabel, Kabel, (Gonja) Lã wo to dzo ... To dzo (Eve) Gigenε - (Gurenε) Ehono - (Nzema) Buu-wui - (Kasem)	Test pupils on picture/letter distinguishing ,e.g. exercises on different pictures, shapes and tail of letters - exercises on shapes and tails of letters.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (contd.)</b>  <b>Picture/Object/Colour Description</b>	<p>The pupil will be able to:</p> <p>2.2.8 match action words with pictures.</p>	<p>Action words:</p> <p>da (Fante)  kb (Ga)  di (Gonja)  chan (Dagbani)  zo (Dagaare)  zoi (Gurenɛ)</p>	<p>Use word cards and simple reading games to reinforce word recognition.</p> <p>Use drills e.g. sorting out words and pictures.</p>	<p>Teacher to use:  Pick and Say game.  Look and Say game.</p>
	<p>2.2.9 match names of objects with corresponding pictures</p>	<p>Names of objects:</p> <p>abɛ (Akan)  koklo (Eve)  baka (Nzema)  kabɛ (Gonja)  diga (Kasem)  Tia (Gurunɛ)</p>	<p>Match words with pictures, and pictures with words</p>	
<b>UNIT 3</b>  <b>Monosyllabic Words</b>	<p>2.3.1 read monosyllabic words.</p>	<p>Monosyllabic words e.g.</p> <p>la (Ga)  te (Dangme)  tu (Twi)  ba (Dagbani)  do (Dagaare)</p>	<p>Provide activities for pupils to practise left - to -right eye movement</p> <p>Use the Look and Say Method with cards bearing monosyllabic words.</p> <p>Drills e.g. pair, chain, etc.</p> <p>Word games: pick and read, etc.</p> <p>Teacher should vary his/her approach by using various types of word games</p> <p><b>NOTE:</b> Teacher should avoid monosyllabic words containing digraphs. E.g. kp, gb, ny, etc.</p>	<p>Test pupils ability to read by using flash cards.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Disyllabic Words</b>	The pupil will be able to:  2.4.1 read disyllabic words.	Disyllabic words e.g.  kabe (Gonja), abe (Akan), ano (Dangme) ayi (Dagaare) kane (Ga) ame (Eve) kusu (Nzema) kole (Gurune) paare (Kasem)	Use the Look and Say Method with cards bearing disyllabic words.  Use drill as well.  Use word games e.g. Pick and Read .  Use various types of word games in the lesson.  <b>NOTE:</b> Avoid disyllabic words containing digraphs. E.g. kp, gb, ɲm, etc.	Pupils read disyllabic words from flash cards.

# PRIMARY 1

## SECTION 3

### WRITING SKILLS

General Objectives: The pupil will:

1. perform activities that will prepare him/her for writing.
2. develop the skills for writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b> <b>Shapes</b>	The pupil will be able to:  3.1.1 combine strokes to form shapes of some letters of the alphabet.	Combination of strokes to form shapes. e.g. W, M, L, T, N, Z	Assist pupils to do hand/wrist exercises through imaginary writing in space.  With a particular shape in mind, use appropriate strokes to demonstrate the writing of those shapes.  Give pupils the opportunity to practise the writing of shapes with strokes.	Pupils form some shapes by combining strokes.
<b>UNIT 2</b> <b>Letters</b>	3.2.1 write lower case letters.         3.2.2 write upper case letters.	Lower case e.g.  a, b, c, d, e, f, g, h, ɔ, ε, η, etc.   upper case e.g.  A, B, C, D, E, F, G, H.  ɔ, ε, η, etc.	Give pupils further practice in hand movement exercises.  Demonstrate how to write some lower case letters.   Let pupils practise writing the letters in space, then on sand trays / slates/armboards etc.	Observe pupils as they form some selected lower and upper case letters.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>Copying and Tracing</b>	<p>The pupil will be to:</p> <p>3.3.1 copy from writing cards and the writing board.</p> <p>3.3.2 trace drawings from cards.</p>	<p>Copying and tracing from given cards and the writing board.</p>	<p>Assist pupils to do exercises of the hand and wrist.</p> <p>Assist pupils to discuss the sketches and drawings on the writing board/cards.</p> <p>Demonstrate and ensure the correct way of:</p> <ul style="list-style-type: none"> <li>- holding writing materials</li> <li>- sitting (posture)</li> </ul> <p>Let pupil trace drawings from cards</p>	<p>Observe pupils as they:</p> <ul style="list-style-type: none"> <li>- trace from given drawing cards.</li> <li>- write from the writing board.</li> </ul>
<b>UNIT 4</b>  <b>Writing of Words Under Pictures</b>	<p>3.4.1 write words under pictures.</p>	<p>Writing of words under pictures e.g. a goat, a sheep, a leaf, an egg, etc.</p>	<p>Provide pictures and guide pupils to label them.</p> <p>Provide labelled pictures and guide pupils to draw and write the names under them.</p> <p>NB: Words not to exceed six letters.</p>	<p>Examine the drawing and labels and display them on the walls or book corner.</p>

# PRIMARY 2

## SECTION 1

### ORAL SKILLS

General Objectives: The pupil will:

1. acquire and appreciate the importance of greetings, manners and etiquette.
2. appreciate their community's way of life through the food they eat, the games they play and their oral literature.
3. acquire the knowledge of God as the creator of man and the universe.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Greetings and Responses</b>	The pupil will be able to:			
	1.1.1 demonstrate how to greet and respond to Everyday greetings.	Greetings in relation to time e.g. morning, afternoon, Evening, age etc.	Use some of the methods below to practise the various kinds of greeting:  -Dialogue -Drills -Dramatization -Field trips : Adult – Child : Child – Adult : Child – Child	Evaluate pupils understanding through oral questions.  Create a situation for pupils to dramatize, while you listen and assess the use of appropriate registers.
	1.1.2 pupils to be encouraged to greet their peers and others as well .	Greetings using the appropriate verbal and non-verbal forms of communication.	Question: How do we greet peers, adults? etc. How do we respond to peers and adults greetings?	
	1.1.3 values of greetings.	Respect, politeness, concern, friendliness, enlightenment, etc.	Teacher to create a scenario for pupils to demonstrate. e.g. 1 Two friends meet again after seeing each other for a long time. What happens?  2. Kofi goes to visit a friend and meets an adult in the house; what should Kofi do?	Use questions for pupils to discuss what they have learnt.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>Manners and Etiquette</b>	The pupil will be able to:			
	1.2.1 demonstrate some acceptable manners e.g. eating, greeting, etc.	Eating manners e.g. washing hands before and after eating, bad manners e.g. talking or shouting while eating, sucking of fingers, etc.	Use: Discussion, Dialogue, Dramatization  Use songs/rhymes where applicable.  Discuss the importance of washing hands with soap before and after eating with pupils.	Pupils to identify some bad eating and greeting manners.  Pupils cite examples of situations of bad behaviour; the offender's reaction and what must be done.
	1.2.2 develop acceptable behavioural characteristics.	Apologising e.g. stepping on others toes and saying "sorry".  Involuntary actions e.g. sneezing, yawning, etc. using politeness markers e.g. Excuse me, sorry, etc.	Dialogue and discussion on good manners and etiquette e.g.  Question: What do you say when you step on somebody's toes?  Ans: I am sorry.	Pupils dramatize offending and apologising.
	1.2.3 explain the importance of good manners and etiquette.	decent, reasonable, civilized, courteous, polite, etc.	Teacher to lead a discussion on the importance of good manners and etiquette.	Pupils to state two advantages of good manners and etiquette.
	1.3.1 play some traditional games (e.g. ampe, ɔware, egs from other cultures.	Games and other familiar activities e.g. singing, dancing, ampe, Antoakyire; Pempenaa; Dua-oo-dua etc.	Invite pupils to identify some traditional games and songs and demonstrate how to play some of the games.	Organize pupils to perform some songs and games - as a class - in groups - individually.
<b>UNIT 3</b>  <b>Games and other Activities</b>	1.3.2 sing and dance to some traditional songs and tunes	Performance: Sing and dance.	Help pupils to learn songs associated with some games. Lead/Help/organize pupils to perform the activities in groups. <u>NB:</u> As they perform, pay attention to the use of correct words and expressions. Correct intolerant behaviour and commend good manners.	
	1.3.3 follow the rules in games	Rules (values): e.g. protection, conformity honesty, co-operation etc.	Assist pupils to discuss the importance of rules in games and other activities.	Pupils mention two games and two rules associated with them.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Commands and instructions</b>	The pupil will be able to:			
	1.4.1 carry out simple commands and instructions.	Simple commands and instructions e.g. Come here. Stand up. Sit down.	Use the following activities for the lesson: Dialogue: - Go to the door (Commands) - where are you going? (question) - I am going to the door (answer)  Drills Teacher – pupils Pupil – Teacher Pupil – Pupil	Give varied commands and observe pupils carry them out. Pupils give commands to their colleagues as teacher observes how well pupils perform the commands.
	1.4.2 explain the importance of commands and instructions	What commands and instructions hope to achieve e.g. safety, peace, success, etc.	Teacher to tell a story about what happened to someone who flouted commands and instructions.	Present pictures of lorry accident, bush fires etc. for discussion.
<b>UNIT 5</b>  <b>Play and Work Songs</b>	1.5.1 identify types of play and work songs.	Relate types of play and work songs to Everyday activities of the pupils environment e.g. farming, fishing, carving etc.	Provide short play and work songs related to Every day activities	Pupils sing songs: - as a class - in groups - individually.
	1.5.2 learn some new play and work songs.	Work and play songs of pupils' community.	Pupils to be encouraged to sing some new play and work songs they have learnt. While they recite, they should perform activities related to the song.	Pupils to dramatise a play and work song activities in their community.
	1.5.3 explain the importance of work and play songs in your community.	- Work songs: – reduces fatigue, boredom, provides enjoiment, allows systematic work, inspires, etc. - Play songs – unity - develops ones creativity provides enjoyment and pleasure, depicts and projects naiveties and inspiration etc.	Teacher to lead a discussion on the importance of play and work songs	Put pupils in groups to perform work / play songs.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 6</b>  <b>Stories / Folktales</b>	The pupil will be able to:			
	1.6.1 explain stories they are told.	Narration of selected stories	Discussion of selected stories	Dramatize some scenes in the story told.
	1.6.2 Use specific expressions.	Transition markers, adverbs of manner, ideophones, literary devices-similes, personification, gestures and sounds/sound imitation.	Use gestures, demonstrations, miming, etc. to bring out the meaning of unfamiliar words/ expressions.	Use questions to test pupils' understanding of, vocabulary/expressions
	1.6.3 retell the stories to others.	Pupils retell parts of the stories.	Ask pupils to retell / dramatize some parts of the story to enable them build self confidence and linguistic competence.  - Dramatize a particular story.	Ask individual pupils to retell parts of the story.
	1.6.4 distinguish the morals values in folktales	<u>Morals / Values</u> Honesty, sincerity, patronising, unity perseverance etc.	- Teacher to lead a discussion on moral and values in the story dramatized.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 7</b>  <b>God and Creation</b>	<p>The pupil will be able to:</p> <p>1.7.1 identify and list some of the things created by God.</p> <p>1.7.2 describe how to care for and protect things created by God.</p>	<p>Things created by God e.g. man, earth, stars, sun, moon, animals, water bodies, etc.</p> <p>Care and protection of things created by God, e.g.</p> <ul style="list-style-type: none"> <li>- plants</li> <li>- animals</li> <li>- man</li> <li>- water bodies</li> </ul>	<p>With the use of concrete objects, pictures , drawings, etc. help pupils to identify and name some things created by God.</p> <p>Discuss the importance of some of the things created by God and state how to protect them from destruction e.g.</p> <ul style="list-style-type: none"> <li>- plants</li> <li>- animals</li> <li>- water bodies</li> <li>- man (human life)</li> </ul> <p><b>NOTE:</b> Emphasise the importance of protecting the environment, the individual or other person' life.</p>	<p>From a collection of items pupils should select and name things made by God.</p> <p>Draw anything made by God and write one way of caring for or protecting it.</p>

# PRIMARY 2

## SECTION 2 READING SKILLS

- General Objectives: The pupil will:
1. revise and consolidate basic reading skills.
  2. develop other reading skills.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Revision:</b>  <b>Disyllabic Words</b>	The pupil will be able to:			
	2.1.1 read monosyllabic words fluently.  2.1.2 read disyllabic words.	Two/three letter monosyllabic words.  papa/hata/nsa (Akan) kuya (Dagbani) kabe (Gonja) tade ati (Dangme) lare ata (Dagaare) kane (Ga) ati (Eve)	Use the Look and Say Method and cards bearing disyllabic words to teach the lesson.  Use drill e.g. chain drill like 1st child: Papa 2nd child: Papa, kɛtɛ 3rd child : Papa, kɛtɛ, kusi  Put pupils into small groups for the chain drill to stimulate interest.	Pupils to read disyllabic words from flash cards  Pupils to do word to word matching.
<b>UNIT 2</b>  <b>Revision</b>  <b>Word Picture Matching</b>	2.2.1 match action words and names of objects with corresponding pictures.	Action words eg. bo to kick (Akan) duri (Kasem) di, eat (Dagaare) ye eat (Ga) fia kick (Dangme) no drink (Eve)	Use word game in the lesson.  Use word cards and simple reading games to reinforce word recognition.	Pupils read from word cards/primer.  Word-object matching

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (Cont'd)</b>  <b>Revision</b> <b>Word Matching with Pictures</b>	<p>The pupil will be able to:</p> <p>Match words with pictures.</p>	<p>Objects:</p> <p>sɛi chair (Ga)</p> <p>sekan - knife (Akan)</p> <p>asi - hand (Eve)</p> <p>dade - iron (Dangme)</p> <p>pane - door (Dagaare)</p>	<p>Use dialogue to introduce pupils to reading from the Primer, etc.</p> <p>Pupils read aloud in groups. Attend to each group to correct pupils' pronunciation.</p>	<p>Listen and correct pronunciation and tone in pupils' reading.</p>
<b>UNIT 3</b>  <b>Revision</b>  <b>Poly-syllabic words</b>	<p>2.3.1 identify and read poly-syllabic words with understanding.</p>	<p>Polysyllabic words e.g. fanfane (Dagaare)</p> <p>Kɛɛyɛɛ (Nzema)</p> <p>Jibala (Gonja)</p> <p>jibiga (Dagbani)</p> <p>amefoti (Eve)</p> <p>tokota (Dangme)</p> <p>kɔkɔdene (Ga)</p>	<p>Build on pupils previous knowledge by combining mono-syllabic and disyllabic words to form poly-syllabic words through blackboard demonstration, and cards containing mono-syllabic/disyllabic words e.g.</p> <p>kena + lu kenalu (Gonja)</p> <p>kasa + anoma akasanoma (Akan)</p> <p>bogi + lee bogilee (Dagaare)</p> <p>tari + ma tarima (Dagbani)</p> <p>Word games: Introduce more varied word games to reinforce the understanding of the lesson.</p> <p><b>NOTE:</b> Avoid poly-syllabic words containing digraphs. E.g. <u>onyame</u>.</p>	<p>Pupils to identify poly-syllabic words from flash cards.</p> <p>Pupils to combine mono and disyllabic words to form polysyllabic</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Digraphs</b>	<p>The pupil will be able to:</p> <p>2.4.1 identify the digraphs in their Language.</p> <p>2.4.2 pronounce each digraph as one sound.</p>	<p>Digraphs e.g. ky, gy, nw, kp, gb etc.</p>	<p>Provide cards:</p> <ul style="list-style-type: none"> <li>- bearing digraphs</li> <li>- bearing words that contain digraphs.</li> <li>- pictures of objects with names with sounds written with digraphs.</li> </ul> <p>Drill pupils on the pronunciation of the digraphs in the language.</p> <p>Match digraphs with objects whose names contain them.</p>	<p>Pupils identify and pronounce various digraphs in the language correctly.</p>
<b>UNIT 5</b>  <b>Upper and Lower Case Letters</b>	<p>2.5.1 differentiate capital letters from corresponding small letters.</p>	<p>All letters of the alphabet e.g. Aa, Bb, Mm, Rr, etc.</p>	<p>Upper case/capital letters should be taught systematically.</p> <p>Each upper case / capital letter should be matched with the corresponding lower case/small letters.</p> <p>Discuss instances when upper case letters are used with pupils e.g. names and beginning of sentences.</p> <p>Use suitable reading/command cards to teach the lesson.</p> <p>Encourage both group and individual reading.</p>	<p>Pupils to match upper case/capital letters with the corresponding lower case/small letters.</p>



# PRIMARY 2

## SECTION 3

### WRITING SKILLS

General Objectives: The pupil will be able to:

1. improve upon his/her writing skills.
2. acquire skills for the formation of simple words and sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Revision:</b> <b>Letters of the Alphabet</b>	<p>The pupil will be able to:</p> <p>3.1.1 identify and write all the lower and upper case letters of the alphabet.</p>	<p>Lower case letters</p> <p>- a, b, d, e, e, e</p> <p>Upper case letters</p> <p>- A, B, D, E, E, O,</p>	<p>Begin the lesson with hand/ wrist exercises for flexibility.</p> <p>Demonstrate how to write some selected letters of the alphabet which some pupils have problems with.</p> <p>Pupils practise writing the letters of the alphabet after the demonstration.</p>	<p>Pupils write some selected letters of the alphabet.</p>
<b>UNIT 2</b>  <b>Copying and Tracing</b>	<p>3.2.1 identify and copy materials with precision.</p>	<p>Further copying from:</p> <p>- cards</p> <p>- writing boards</p> <p>- other sources.</p>	<p>Pupils do exercises of the hand and wrist.</p> <p>Discuss sketches and drawings on the writing board.</p> <p>Demonstrate and ensure: the correct:</p> <p>- way of holding writing materials</p> <p>- sitting posture.</p>	<p>Pupils:</p> <p>- trace from given drawing cards.</p> <p>- write from the writing board.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b> <b>Two-letter Words</b>	The pupil will be able to: 3.3.1 write two-letter words.	Two-letter word formation and writing e.g. ba di fa, tɔ, etc.	Pupils practise formation and writing of two-letter words. Teacher provides a list of consonants and vowels. Pupils to choose a letter from each group to form a two-letter word e.g. k, b, t ... a, u, etc.	Pupils form and write two-letter words.
<b>UNIT 4</b> <b>Three and Four-letter Words</b>	3.4.1 form and write three-letter words.  3.4.2 form and write four-letter words.	Three-letter words e.g.  dam, (Dagbani) dua, (Akan) for, (Gonja) lua (Dangme) ati, (Eve)  Four-letter words e.g.  kabe (Gonja) sɔli (Dagbani) sane (Dagaare) poma (Akan) devi (Eve) kane (Dangme)	Examine pupils work and take note of malformed letters for remedial exercises.  Encourage pupils to form meaningful three-to four-letter words through writing board demonstration.  Assist pupils to write the words they have formed on the blackboard and in their exercise books.  Go round and assist pupils to write the words correctly.  Take note of mal-formed letters and words for remedial exercises.	Pupils write three and four-letter words.
<b>UNIT 5</b> <b>Two Word Sentences</b>	3.5. 1 form two-word sentences.  3.5.2 write two-word sentences.	Forming two-word sentences:  Ti chama (Dagbani)  Ba sɔ (Gonja)  E ba (Dangme/Gonja)  No anyi (Eve)  Asɔ ni (Akan)  Wa kye (Dagaare)	Guide pupils to form two-word sentences  Assist pupils to write the sentences they have formed on the <u>blackboard</u> and later in their exercise books.  Ensure correct spacing of words while pupils are writing.	Pupils form and write two-word sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 6</b>  <b>Three-word Sentences</b>	<p>The pupil will be able to:</p> <p>3.6.1 form three-word sentences.</p> <p>3.6.2 write the three-word sentences formed.</p>	<p>Three-word sentences:</p> <p>Tɔ̃ nla aze (Nzema)</p> <p>ɔkra we nam (Akan)</p> <p>Ba s kuj (Gonja)</p> <p>A nya o? (Dagbani)</p> <p>Va ɖu nu (Ewe)</p> <p>Baa ye nii (Ga)</p> <p>Ozoe (Dagaare)</p>	<p>Pupils form three-word sentences.</p> <p>Teacher guides pupils to generate 3-word sentences Encourage full participation of pupils in the formation of the sentences.</p> <p>Assist them to write the sentences in their exercise books.</p> <p>Ensure correct sitting position and correct handling of the pencil, etc.</p>	<p>Pupils form and write three-word sentences.</p>
<b>UNIT 7</b>  <b>Sentences under Pictures</b>	<p>3.7.1 write words/short sentences under pictures.</p>	<p>Writing of words and sentences under pictures e.g. a goat, a sheep, a bird, etc.</p> <p>Writing of sentences:</p> <p>This is a girl.</p> <p>This is a cat. etc.</p>	<p>Provide suitable pictures and guide pupils to label them.</p> <p>Pupils should be given the opportunity to practise further how to draw and label pictures on their own.</p>	<p>Pupils draw and label objects of their choice.</p>

# PRIMARY 3

## SECTION 1 ORAL SKILLS

- General Objectives: The pupil will:
1. develop further knowledge gained in the use of various greetings and more acceptable manners and etiquette.
  2. acquire further knowledge about the way of life of the community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b> <b>Daily Greetings-Revision</b>	The pupil will able to: 1.1.1 use appropriate register or expression to show sympathy to: - the bereaved, - the sick, - the wounded - the convalescent, etc.	Greetings: What to say to the bereaved, sick, wounded, convalescent,	Use dialogue to get pupils acquainted with the various greetings of the locality in relation to: - showing sympathy	Pupils visit and greet a sick person.
	1.1.2 greet an elder with the appropriate register/ expression.	How to greet an elderly person	Discuss correct ways to respond to greetings and instructions from elders.  Through role-play let pupils practise how to greet and respond to an elderly persons greeting.	Greeting an elderly person.
	1.2.1 respond appropriately to calls and requests from the elderly.	Responding appropriately to calls and requests from the elderly person e.g. grandfather,	Use drills to get pupils to practise the appropriate responses.	Use questions to assess pupils' understanding of the lesson.
<b>UNIT 2</b> <b>Manners and Etiquette</b>	1.2.2 address the elderly properly.	father/mother/ uncle, etc. using appropriate register and gestures. Child addressing an elderly person, appropriately. Proper ways of addressing the elderly. eg. Preface your utterance with an appropriate politeness marker and body language.	Let pupils demonstrate in pairs (role-play) how to address elders using some of the address forms learnt	Pupils role play a child addressing an elderly person.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2(Cont'd) Manners and Etiquette</b>	The pupil will be able to: 1.2.3 use appropriate register in relation to commands and requests.	Use of please, pardon, I'm sorry, thank you etc. Cite Ghana Language egs.	Provide scenario for pupils to dramatize a scene involving the expressions under content	Pupils answer questions on the importance of using appropriate register and address terms when addressing and responding to commands and requests.
<b>UNIT 3 Games - Traditional and Foreign</b>	1.3.1 use the appropriate registers associated with - traditional games - foreign games	Traditional games:- ampe; tumatu (Akan) tumatu (Ga/Dangme) tamaminyabo (Dangme) kadembue (Gonja) bombom (Dagbani) bebee (Eve) gollaa (Dagaare)  Foreign games:- basketball, netball, snakes and ladders, football, cards, ludo, computer, etc.	Through dialogue, discuss the various activities using appropriate expressions associated with each game.  Help pupils to learn songs associated with some games.  Take pupils out to perform the activities in groups.	Pupils perform play some of the games/activities - as a class - in groups - individually.  Pupils retell the experiences of others and their own.
<b>UNIT 4 Listening to and Talking about Experiences</b>	1.4.1 talk about his/her experiences and that of others.  1.4.2 name the basic things used at home.  1.4.3 describe some basic items used at home.  1.4.4 demonstrate how some basic items used at home are maintained .	Pupils' own dreams, interesting or frightening encounters, etc. Other peoples' dreams Experiences, films watched etc.  Things we use at home - broom, bucket, sponge, towel, comb, pillow, etc.  How they are used e.g. brooms for sweeping pillow for sleeping, etc.  Maintenance : e.g. washing drying, ironing of broom, towel, bucket, clothes, etc	Question pupils to find out those who have had some interesting dreams, watched interesting Events, etc. Individual pupils narrate their experiences vividly while the others listen attentively.  Pupils mention the basic things used at home e.g. bucket, broom, clothes, mat, spoon, pan, etc.  Discuss with pupils the use of some of the items.  Create situations for pupils to demonstrate practically the use of some of the items.	Pupils/ model some objects used at home  Pupils to clean and maintain some items e.g., bucket, napkin, etc.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4 Cont'd) Listening to and Talking about Experiences</b>	The pupil will be able to:		Through dialogue discuss how to maintain the items e.g.  - washing of bowls - scrubbing of bucket - polishing of shoes, etc.	
	1.4.5 state things used at school.	Things we use at school:  - chalk, pencils, tables, bean bags, register, textbooks, etc.	Use questions to cause pupils to mention the names of some things used at school e.g. chalkboard, chalk, pen, duster, chair/table, etc.	Pupils model some structures, objects, etc. on the school compound.
	1.4.6 describe the uses of things at school.	Uses e.g. Textbooks - for reading Chalk-for writing	Discuss with pupils the use of the items mentioned.  Individual pupils demonstrate practically the use of some of the items.	Pupils demonstrate the use and maintenance of some selected items in the school.
	1.4.7 develop the habit of maintenance.	How to maintain things at home and school e.g. books in cupboards/book boxes.	Discuss how to maintain the items with pupils e.g. scrubbing of tables, renovating the blackboard, mending textbooks, etc.	Pupils to demonstrate the use and maintenance of some selected items used at home.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5</b> <b>Names of Days of the Week</b>	The pupil will be able to:			
	<p>1.5.1 state the names of the days of the week in the right order if the language has:</p> <p>1.5.2 state some special activities associated with some days of the week.</p>	<p>Names of the days of the week Eg: Sunday Monday Tuesday etc.</p> <p>market days, communal labour days, traditional Sabbath days, festive occasions,</p>	<p>1. lead children with question to number of days in a week. Lead pupils with question to say the number of days in a week.</p> <p>2. mention the names of the days.</p> <p>3. sing songs associated with the names of the days of the week.</p> <p>4. say the names of the days of the week in a chain.</p> <p>Discuss activities associated with some or all the days of the week, market days, religious worship (Christian, Islamic, Traditional) marriage, puberty, funeral, rites, etc.</p>	<p>Jumble up the names of the days of the week and ask pupils to write them in the right order or sequence.</p> <p>Write the names of some special ceremonies/festivals or rites performed on these days. 1. Fridays 2. Saturdays 3. Sundays</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 6</b>  <b>Religion</b> <b>(Types of Religion)</b>	<p>The pupil will be able to:</p> <p>1.6.1 mention the different types of religions practised in the locality.</p> <p>1.6.2 identify the different religious sects or groups within the community e.g. Christian, Islamic, Traditional.</p>	<p>Christian religion, Islamic religion, Traditional religion etc.</p> <p>The Christian religion</p> <ul style="list-style-type: none"> <li>- Catholics</li> <li>- Methodist</li> <li>- Zion</li> <li>- Pentecostals, etc.</li> </ul> <p>The Islamic Religion</p> <ul style="list-style-type: none"> <li>- Ahmadiyya, Sunis, etc.</li> </ul> <p>The Traditional Religion</p> <ul style="list-style-type: none"> <li>- Tigare</li> <li>- Akonedi</li> <li>- Denteh</li> <li>- Afrikania etc.</li> <li>- Add some more from other language groups Nadu</li> </ul>	<p>Discuss the dominant religion practised in the locality; (don't concentrate on only one).</p> <p>Discuss other religions in or outside the locality.</p> <p>Use questions to elicit the correct answer from pupils.</p> <p>Sing songs associated with some religions.</p>	<p>Pupils to mention the names of the major religions practised in the locality</p> <p>Write the names of two or three religious sects that belong to:</p> <ul style="list-style-type: none"> <li>a) the Christian religion</li> <li>b) the Islamic religion</li> <li>c) the traditional religion.</li> </ul>

# PRIMARY 3

## SECTION 2

### READING SKILLS

General Objectives: The pupil will:

1. develop further the skills for reading with understanding.
2. develop the habit of reading for pleasure.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Reading of Simple Sentences</b>	The pupil will be able to:  2.1.1 read simple sentences fluently.	A Unit/Lesson in the Class Reader.  Features of a simple sentence.	Use word cards to treat the pronunciation of new words selected from the Class Reader.  Join word cards to form simple sentences for pupils to read.  Show pupils the sentence cards to read.  Pupils read sentences from Class Reader.  Show pupils cards with simple sentences to read.	Individual reading of simple sentences from the Class Reader.
<b>UNIT 2</b>  <b>Reading of Compound Sentences</b>	2.2.1 read compound sentences with fluency.	A Unit/Lesson in the Class Reader.	Show a card with a conjunction and help pupils to read it, e.g.: and, but, or, etc.  Show two cards with two simple sentences to pupils and ask them to read.  Assist pupils to join the two sentences into one by using the conjunction.	Pupils form and write compound sentences.  Let pupils to identify and read compound sentences from the Class Reader.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>Reading of Complex Sentences</b>	<p>The pupil will be able to:</p> <p>2.3.1 read complex sentences meaningfully.</p>	<p>A Unit/Lesson in the Class Reader.</p> <p>Features of a complex sentence.</p>	<p>Work through many more such examples with the pupils.</p> <p>Show two cards with two simple sentences written on them and assist pupils to read, e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Kofi likes Rice</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Adjoa likes fufu</div> </div> <p>Show another card with a linker written e.g.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 60px;">but</div> <p>- Guide the pupils to join the two sentences making use of the linker.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 200px;">Kofi likes rice but Adjoa likes fufu</div> <p>Work through many more examples with pupils.</p>	<p>Pupils read complex sentences from the Class Reader.</p> <p>Pupils form and write complex sentences of their own.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Reading of Short Passages</b>	<p>The pupil will be able to:</p> <p>2.4.1 read short passages aloud correctly.</p>	<p>A Unit/Lesson in the Class Reader.</p>	<p>Bring to class a few copies of short passages.</p> <p>List unfamiliar words from the passage on the writing board and have a pronunciation drill on them.</p> <p>Distribute the written copies to pupils in groups.</p> <p>A model reading by teacher.</p> <p>Pupils read over the passages aloud.</p> <p>Individuals read to others in their groups and discuss the passage.</p>	<p>Individual reading of short passages from the class/ supplementary reader.</p> <p>Groups to summarise the passages they read.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5</b>  <b>Extensive Reading</b>	<p>The pupil will be able to:</p> <p>2.5.1. read simple stories.</p>	<p>Read materials other than the class reader.  Supplementary Readers, Library Books, Class Magazine, etc.</p>	<p>Ensure availability of materials to be read.</p> <ul style="list-style-type: none"> <li>- Pupils own stories.</li> <li>- Library Books</li> <li>- Supplementary Readers</li> <li>- Class Magazines, etc.</li> </ul> <p>Pupils read stories in groups.  Teacher to draw pupils' attention to:</p> <ol style="list-style-type: none"> <li>1. Title of book/passage</li> <li>2. Writer of book/passage</li> </ol> <p>Groups exchange their books.</p> <p>Pupils go to the school library to read or teacher distributes library books to be read in the classroom.</p> <p>Teacher provides Supplementary Readers to be read in class.</p> <p>Supervise pupils' reading.</p>	<p>Pupils retell parts of some of the stories they have read.</p>

# PRIMARY 3

## SECTION 3 WRITING SKILLS

General Objectives: The pupil will:

1. develop skills of composing and writing sentences correctly.

[illegible]

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b> <b>Longer Sentences</b>	<p>The pupil will be able to:</p> <p>3.3.1 write simple sentences containing more than four words.</p>	<p>Longer simple sentences e.g.</p> <p>ɔbaa tuntum no som Nyame papaapa. (Akan)</p> <p>Mba pa a maa yuri ma. pam (Dagbani)</p> <p>Ntuto ɔ ɔ Ina sa ma (Gonja)</p> <p>O ni peepee maa tsɔ ɔ o subai. (Dangme)</p>	<p>Provide sentences for the exercise.</p> <p>Take pupils through essentials of good writing. e.g: Good sitting posture</p> <p>Pupils form and copy longer sentences into their books.</p>	<p>Pupils write longer sentences.</p> <p>Examine pupils' work along the following lines:</p> <ul style="list-style-type: none"> <li>- correct formation of letters.</li> <li>- legibility.</li> <li>- spacing.</li> </ul>
	<p>3.4.1 complete sentences with given words.</p>	<p>Completion of sentences with given words.</p>	<p>I am eating... (fufu/banku, water, tea)</p> <p>The correct word here is <u>food</u>. Pupils should do similar exercises in their books.</p> <p>Discuss how to complete sentences with given words e.g. write incomplete sentences and supply alternative words that can best complete them.</p>	<p>Pupils choose correct words from the group of given words to complete sentences.</p>
<b>UNIT 4</b> <b>Sentence Completion</b>				

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5</b>  <b>Sentence Completion</b>	<p>The pupil will be able to:</p> <p>3.5.1 complete sentences with his/her own words.</p>	<p>Completion of sentences with pupils' own words.</p>	<p>Discuss how to complete sentences with pupils by giving some examples on the writing board, e.g.</p> <p>The teacher is writing on the ... (writing board)</p> <p>Ama is writing in her ... (book)</p>	<p>Pupils use their own words to complete sentences given by the teacher.</p>
<b>UNIT 6</b>  <b>Writing Sentences using Names of Objects in the Classroom, School, Home, etc.</b>	<p>3.6.1 form and write sentences with names of objects in:</p> <ul style="list-style-type: none"> <li>- the classroom</li> <li>- the school</li> <li>- the home</li> </ul>	<p>Formation of sentences with names of objects in the:</p> <ul style="list-style-type: none"> <li>- classroom e.g. chair, table</li> <li>- school e.g. teacher, flowers</li> <li>- home e.g. bucket, stool, bed, etc.</li> </ul>	<p>Use dialogue to derive vocabulary associated with:</p> <ul style="list-style-type: none"> <li>- the classroom</li> <li>- the school</li> <li>- the home</li> </ul> <p>Assist pupils to form simple sentences with the words.</p> <p>Assist pupils in the spelling of difficult words</p>	<p>Pupils to read their sentences to the class.</p>

# PRIMARY 4

## SECTION 1

### ORAL SKILLS

General Objectives: The pupil will:

appreciate the socio-cultural life of his/her community

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>The Environment</b>	<p>The pupil will be able to:</p> <p>1.1. 1. explain the meaning of environment.</p> <p>1.1.2 explain the causes and effects of environmental degradation.</p>	<p>What is meant by the environment? Things found in the environment.</p> <p>Causes of environmental degradation e.g.: bushfires : deforestation : careless defecation : sand-winning : lumbering, etc.</p> <p>Effects: erosion flooding, ripped-off roofs etc.</p>	<p>Identify the elements of the environment e.g. trees, rivers, animals, etc. Discuss the importance of the things of the environment.</p> <p>Take pupils out to observe the environment. Back in the classroom, discuss pupils' observations e.g. trees, animals, grass, flowers, choked gutters burnt lorry tyres, rubbish, faeces, etc.</p> <p>Discuss the causes and effects of some human activities on the physical environment.</p>	<p>Pupils to explain what is meant by environmental degradation.</p> <p>List some effects of environmental degradation</p>
	<p>1.2.1. identify the benefits one can derive from the values of sports and games.</p>	<p>Values: - determination - perseverance - tolerance - punctuality - discipline etc.</p>	<p>Mention some agents of environmental degradation.</p> <p>Discuss the current news about sports and games in the locality, e.g. sports festivals, school athletic competitions, league matches and the FIFA World Cup, etc. highlighting the items mentioned in the content.</p>	<p>Mention some rules of the football game.</p> <p>Pupils to say how they feel when their school loses in a competition. Pupil to say how they overcome their disappointments. Pupils to mention what is required of players to make a game successful.</p>





UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5</b> <b>Traditional Occupations / Occupational Songs</b>	<p>The pupil will be able to:</p> <p>1.5. 1 describe how some traditional occupations are carried on in their localities and sing songs that go with them.</p>	<p>Traditional occupations and their songs e.g. farming, fishing hunting etc.</p>	<p>Pupils mention the traditional occupations in their area.</p> <p>Discuss how these traditional occupations are carried on with pupils.</p>	<p>Role play a traditional occupation</p> <p>Pupils sing some of the songs associated with the traditional occupations discussed.</p>
	<p>1.5.2 state the importance of some major traditional occupations in their locality.</p>	<p>Importance of major traditional occupations. e.g. - income generating - accords respect</p>	<p>Discuss the importance of these occupations with pupils.</p> <p>Supplement with the contributions/help of a resource person.</p>	<p>Pupils to state at least two benefits of traditional occupations in the locality.</p>
<b>UNIT 6</b> <b>Traditional Costumes</b>	<p>1.6.1 identify traditional costumes.</p>	<p>Some traditional costumes are: The Kente The Smock The Agbada etc.</p>	<p>Through questions and answers, pupils should mention the various traditional costumes that are used in their locality.</p>	
	<p>1.6.2 State the occasions when they are used.</p>	<p>Costumes worn during festivals like Odwira, Damba, Aboakyer, Kundum, Dipo, etc.</p>	<p>Discuss occasions during which the various costumes are used with pupils.</p>	<p>Pupils demonstrate how to put on some of the costumes and discuss the occasions on which they are worn.</p>
	<p>1.6.3 demonstrate how to put on some of the costumes.</p>	<p>Costumes worn during festivals like Odwira, Damba, Aboakyer, Kundum, Dipo, etc.</p>	<p>Pupils to demonstrate putting on and wearing some of the costumes.</p> <p>NB: Make provision for the necessary highlighted costumes for the lessons.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 7 Folktales and Drama</b>	The pupil will be able to:			
	1.7.1 retell folktales (Forms and Nature).	Forms: e.g. beginning, middle and the end. Folktales and Drama  e.g. Anansesem (Akan) Gli (Eve) Nwowa (Nzema) Nyazia (Dangme) Adesa (Ga) Nabaara (Kasem) Sokena (Gurene)	Discuss the form of a folktale.	Pupils tell stories.
	1.7.2 explain the nature of Folktales.	Nature of a folktale: Has a format – - opening formula - body - conclusion formula requires an audience.	Discuss the nature of folktales: The characters are fictional human beings, animals, spirits; - others are trees, rivers, mountains, etc. - It has a moral lesson. - It is very entertaining. - It is usually a comedy, or a tragedy,  Call a few pupils to give examples of folktales.	Call a few pupils to identify some characters of a folktale.
	1.7.3 state two moral lesson we learn from folktales.	<u>Values</u> Honesty, obedience, loyalty, humility, unity etc.	Teacher to assist pupils to discuss the moral lesson from the story.  Teacher tells a model story.	Pupils to tells one moral lesson learnt from the story.

# PRIMARY 4

## SECTION 2

### READING SKILLS

General Objectives: The pupil will

read with understanding.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b> <b>Reading</b>	The pupil will be able to:  2.1.1 read aloud with correct pronunciation.	Reading from  - Reading Cards. (cards with short stories)  - The Class Reader  - Any other suitable materials.	Provide model reading: pupils read aloud under their group leaders.  Provide suitable reading materials on: - short passages; - long passages.  Attend to each group and listen as they read.	Pupils read passages aloud paying attention to correct pronunciation and pauses.
<b>UNIT 2</b> <b>Reading Comprehension</b>	2.2.1 read and answer questions based on passages read.	Reading and answering questions on passages read from  - course books  - supplementary readers  - other suitable materials	<u>Preliminary Stage</u> - Discuss picture, titles, new words, etc. - Provide model reading.  <u>Reading Stage</u> - Pupils read silently to find answers to questions while reading.  <u>Post-reading Stage</u> Pupils answer comprehension questions.	Comprehension exercises - oral.  Comprehension exercises - written.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Extensive Reading</b>	<p>The pupil will be able to:</p> <p>2.4.1 read simple stories.</p>	<p>1. read materials other than the class reader.</p> <p>supplementary readers, library books, class magazine, newspapers, etc.</p>	<p>Ensure the availability of materials to be read.</p> <ul style="list-style-type: none"> <li>- Pupils own stories.</li> <li>- Library Books</li> <li>- Supplementary Readers</li> <li>- Class Magazines, etc.</li> </ul> <p>Pupils read stories in groups.</p> <p>Teacher draws pupils' attention to:</p> <ol style="list-style-type: none"> <li>3. Title of book/passage</li> <li>4. Writer of book/passage</li> </ol> <p>Groups exchange their books.</p> <p>Pupils go to the school library to read or teacher distributes library books to be read in the classroom.</p> <p>Teacher provides Supplementary Readers to be read in class.</p> <p>Supervise pupils' reading.</p>	<p>Pupils retell parts of some of the stories they have read.</p>

# PRIMARY 4

## SECTION 3

### WRITING SKILLS

General Objective(s): The pupil will:

acquire the ability to construct sentences correctly.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Constructing of Sentences with Given Words (Word Classes)</b>	The pupil will be able to:  3.1.1 complete sentences correctly using appropriate nouns/ verbs/adjectives/adverbs.	Relevant Units/Lessons in the Class Reader.  - Nouns (singular)  - Nouns (Plural)	Ask pupils to mention names of people, places, objects.  Write the words on the writing board.  Select the singular nouns among the words.  Ask pupils to use the nouns to form sentences of their own.  List on the writing board other nouns selected from the relevant units/lessons in the Class Reader.  Pupils form sentences with these other nouns.  Treat the plural nouns in the same way as the singular.	Pupils form sentences with singular and plural nouns.  Pupils use Verbs, Adjectives, Adverbs, Linkers (Coordinators) in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2  Tenses	The pupil will be able to:	Verbs  Adjectives  Adverbs	Follow the same steps in teaching the following: (I) Verbs (ii) Adjectives (iii) Adverbs (iv) Linkers (Coordinator).  1st Week : Singular and plural nouns 2nd “ : Verbs 3rd “ : Adjectives 4th “ : Adverbs  Revise lesson on verbs.	Pupils to use selected verbs, adjective etc to form sentences on their own.
	3.2.1 identify present and past tenses.	Tenses - present  - past	- Pupils give as many verbs as possible.  - List the verbs on the writing board.	Pupils form sentences with given verbs in the:  - Present Tense  - Past Tense
	3.2.2 Use present and past tenses in his/her own sentences.	Completion of sentences by pupils with their own words.	Guide pupils to form sentences with the verbs in the <u>Present Tense</u> .  Write a few of pupils' sentences on the writing board, and underline the <u>tense element</u> in each sentence.  e.g. Akan : Kofi <u>ko</u> sukuu. Dangme : Kofi <u>yaa</u> sukuu Eve : Kofi <u>dea</u> suku Ga : Kofi <u>yaa</u> skul Gonja: Kofi <u>be</u> <u>yo</u> sukuu Nzema: Kofi ko sukulu.	Pupils construct sentences with verbs in the simple present and the simple past tense.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (Cont'd )</b>  <b>Tenses</b>	<p>The pupil will be able to:</p> <p>3.2.3 use present and past tenses in his/her own sentences.</p>		<p>Follow the same steps as above for teaching:</p> <p>Simple Present Tense (1 week)</p> <p>Simple Past Tense (1 week)</p> <p>Pupils give a few sentences each showing the simple present and the simple past</p> <p>Pupils to complete sentences replacing the infinitive verbs with the correct tense form of the infinitive verb</p>	
<b>UNIT 3</b>  <b>Writing Sentences with Names of Objects in the Classroom/School / Home</b>	<p>3.3.1 use the names of the objects identified in the home and school to form sentences.</p>	<p>List of items in the classroom: table, chair, chalk.</p> <p>School: bell, drums, flag</p> <p>Home: coal pot, stool, bed.</p>	<p>Pupils name objects in the classroom, school and home in that order.</p> <p>List these names on the chalkboard.</p> <p>Pupils form sentences orally with the words.</p> <p>Pupils write the sentences in their jotters.</p>	<p>Pupils write the sentences in their exercise books.</p>
<b>UNIT 4</b> <b>Linkers (And, OR)</b>	<p>3.4.1 pupil will be able to use "and" and "or".</p>	<p>Use "and" and "or" to join nouns to join verbs to verbs Adjective to adjectives adverbs to adverbs.</p>	<p>Teacher to invite pupils to give some nouns which teacher writes on writing board. Guide pupils to join any two nouns using "and" or "or" verbs to verbs Adjective to adjectives adverbs to adverbs.</p>	<p>Teacher to jumble up nouns, verbs, adjectives on writing board. Pupils to use "and" and "or" to join words of the class.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5</b>  <b>Upper Case Letters and Punctuation Marks</b>	<p>The pupil will be able to:</p> <p>3.5.1 use upper case letters correctly.</p>	<p>Upper case letters: A B D . . . Z</p> <p>Relevant Units/Lessons in the Class Reader and Teacher's own selected passages.</p> <p>Upper case letters</p>	<p>Pupils call out their names.</p> <p>Write down the names on the writing board beginning with small letters and observe pupils' reaction. Ask for their comments.</p> <p>Write the correct forms of the names above.</p> <p>Bring in other words that begin with capital letters. e.g. names of:  Towns: Kumasi, Ho , Ajumako  Rivers: Volta, Ankobra, Densu  Mountains: Afadjato, Ejuanema, Gemi.</p> <p>Days of the Week: Monday, Tuesday.  Months of Year: January, February.  Important Places: Osu Castle,  Aburi Gardens</p> <p>Institutions/Schools: Nifa,  Mfantshipim, Achimota, Ghana  Commercial Bank.</p> <p><b>NOTE:</b> Upper case letters are also used to begin sentences  e.g. Mangos are good fruits.</p>	<p>Write a series of sentences and let pupils insert the capital letters where necessary. (Ensure that all the examples in the Teaching and Learning Activities are covered).</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5 (Cont'd)</b>  <b>Capital Letters and Punctuation Marks</b>	<p>The pupil will be able to:</p> <p>3.5.2 recognise the full stop, question marks, comma.</p>	<p>Full stop (.)</p> <p>Question Mark (?)</p> <p>Comma (,)</p> <p>Apostrophe (') (Elision) possession</p> <p>Quotation Marks (" ")</p>	<p>Teacher to provide a short passage that has the punctuation marks mentioned in the content.</p> <p>Invite pupils to identify and name the punctuation marks.</p>	<p>Write a series of sentences without full stop and let pupils insert the full stop where necessary.</p>
	<p>3.5.3 use punctuation marks appropriately.</p>	<p>Full-stop, Question Mark, (comma)</p>	<p>Write a short paragraph without punctuation marks. Lead pupils to punctuate the paragraph correctly.</p>	<p>Write various kinds of sentences and let pupils punctuate them correctly.</p> <p>Ref: Relevant Units/Lessons in the Class Reader.</p>
	<p>3.6.1 identify details of a picture;</p> <p>3.6.2 write about a picture.</p>	<p>Selected pictures from the Class Reader and other sources. (Scenes) the market the hospital the standpipe communal labour</p> <p>Describing a scene (as in 3.6.1)</p>	<p>Display the picture on the writing board (or pupils should turn to the appropriate picture in the Class Reader)</p> <p>Pupils study the picture for a few minutes. Discuss the picture with the pupils by pointing at each detail; one after the other.</p> <p>Teacher to lead pupils to compose a story from the picture orally.</p>	<p>Pupils write their own composition about the picture.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 7</b>  <b>Other Forms of Description</b>	<p>The pupil will be able to:</p> <p>3.7.1 describe him/herself, other people and things around him /her</p>	<p>Description of people</p> <p>Specific individuals e.g. myself, father/mother/teacher, etc.</p> <p>Objects:</p> <p>Buildings, cars, etc.</p>	<p>Description of people:</p> <p>Call a pupil to stand in front of the class.</p> <p>Let the class observe closely the physical features of the pupil.</p> <p>Let pupils describe the one in front of the class.</p> <p>Let two or three pupils stand in front of the class.</p> <p>Let a pupil describe any of the pupils without naming the person being described.</p> <p>Assist the rest of the class to identify which of the pupils was described.</p> <p><b>NB:</b> Discourage hurtful descriptions but emphasise good points.</p> <p>Objects e.g. Buildings:</p> <p>Take pupils out to observe types of buildings in town e.g. bungalows, thatched houses, pan roofed houses etc.</p> <p>Guide pupils to observe the various features of the building: roof, window types, walls, immediate surroundings.</p> <p>Back in the classroom, let pupils describe the building.</p> <p>Repeat the steps above for other descriptions - for cars, buses, etc.</p>	<p>Pupils to write on one of the following topics.</p> <p>My best friend</p> <p>My mother/father</p> <p>Myself</p> <p>Pupils to write on one of the following topics:</p> <ol style="list-style-type: none"> <li>1. Our house</li> <li>2. The Post Office</li> <li>3. A Telephone Booth</li> </ol>

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# PRIMARY 5

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## SECTION 1

### ORAL SKILLS

General Objective: The pupil will:

1. acquire some moral values and the socio-cultural life-style of his/her community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Manners and Etiquette</b>	The pupil will be able to:  1.1.1 identify and explain the elements of comportment.        1.1.2 identify behaviours that indicate courtesy	Comportment: Control of temper, patience, paying attention in class, tolerance, ignoring provocations, etc.        Respect for self, peers, parents, teachers and other people, giving a helping hand to the elderly and needy, apologizing for mistakes, showing gratitude and appreciation, etc.	Discuss the meaning of comportment e.g. cite situations when someone must show patience, tolerance, etc.        Discuss the meaning of courtesy.  Pupils to give examples of situations where they need to show courtesy.   Discuss verbal and non-verbal behaviours used to indicate courtesy.	Pupils to list behaviours that show good manners and comportment.        Organize a role-play depicting courtesy.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 Authority and Obedience at Home.</b>	The pupil will be able to: 1.2.1 identify the various levels of authority at home and obey them.	Levels of authority  Parents, uncles and aunties, elder brothers and sisters and other adults in the house	Pupils to identify the power structure at home i.e. identifying the highest to the lowest in authority (Father, mother, elder, children, son, daughter.	List five members of your family whom you must always obey.
	1.2.2 state two reasons why we should obey people in authority.	Obligation, peace, unity, progress, happiness, harmony, etc.	Discuss the importance of authority at home. Discuss the situation at home if there were no authority.	Pupils to write some situations that are likely to occur if there were no authority at home.
	1.2.3 identify and explain the qualities of an obedient person.	Humility, tolerance, respect, honesty, loyalty, commitment, loving, caring, etc.	Discuss what the qualities listed in the content entail. (i.e. what people with these qualities do)	List five qualities of an obedient person.
	1.3.1 list some artefacts produced or found in his/her locality.	Artefacts in the home e.g. kitchen stool, 'tapoli,' wooden ladles, Akuaba dolls, etc.  Kinds of artefacts e.g. chiefs regalia: swords, drums, staff of authority etc.	With pupils, make a list of the artefacts which the artisans make.  Pupils visit/mention some artisans in the community e.g. blacksmiths, potters, goldsmiths, woodcarvers, carpenters, etc.	Pupils list some artefacts that we can find at:  - the home  - a blacksmith's shop  - their weavers shop etc., etc.
<b>UNIT 3 Artefacts</b>	1.3.2 State some uses of artefacts	Uses: 1. drums for communication/entertainment 2. stools for seating/authority 3. "tapoli" for grinding 4. "akuaba dolls for decoration 5. pestle and mortar for pounding 6. pots, for cooking/storing water/oil, etc.	Discuss the uses of the various artefacts with pupils.	Name some artefacts and state their uses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Riddles and Puzzles</b>	<p>The pupil will be able to :</p> <p>1.4.1 say and give answers to some riddles and puzzles.</p>	<p>Riddles e.g.</p> <p>Aborome (Akan)</p> <p>Adzo (Eve)</p> <p>Agyebe (Nzema)</p> <p>Amɔnɔsa (Dangme)</p> <p>Sɔlinɔha (Dagbani)</p> <p>Lɔb-maa (Dagaare)</p> <p>Puzzles e.g. (Akan)</p> <p>Nyansapɔ</p> <p>Alobalo (Eve, Dangme, Ga)</p>	<p>Give a few simple riddles to introduce the lesson.</p> <p>Call a few pupils to give some riddles. Discuss with the class what riddles are.</p> <p>Note the features of riddles in the language of your locality and emphasise them to your pupils.</p> <p><u>NB</u> Follow the same teaching process as done for riddles to teach the puzzles</p>	<p>Riddle competition in groups.</p> <p>Puzzles competition in groups.</p> <p>Teacher to state the difference between riddles and puzzles</p>
	<p>1.4.2 state two benefits of riddles and puzzles.</p>	<p><u>Benefits: Riddles and Puzzles</u></p> <ol style="list-style-type: none"> <li>1. sharpens the mind</li> <li>2. improves intelligence</li> <li>3. provides entertainment</li> <li>4. provides humour, etc.</li> </ol>	<p>Discuss the benefits of riddles and puzzles with pupils.</p>	<p>Pupils to write two benefits each of riddles and puzzles.</p>
<b>UNIT 5</b> <b>Marketing and Shopping</b>	<p>1.5.1 use appropriate register for selling and buying.</p>	<p>Bargaining and haggling</p> <ul style="list-style-type: none"> <li>- Change</li> <li>- Buying on credit</li> </ul>	<p>Pupils gather food items e.g., plantain, vegetables, cereals, gari, salt etc.</p> <p>Set up a market scene.</p> <p>Dramatize a buying/selling scene.</p> <p>Encourage pupils to haggle.</p>	<p>Discuss terms/expressions used for buying and selling. e.g. Seller: Brother, come "I'll do you good"</p> <p>Buyer: How much is it?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 6</b> <b>Talking and Listening</b>	<p>The pupil will be able to:</p> <p>1.6.1 describe the process of cleaning the home.</p>	<p>Cleaning the home:  Kitchen, bathroom, toilet, etc.  <u>Items</u>  Soap, water, detergent  brushes, broom, dusting,  sweeping, scrubbing, etc.</p>	<p>1. Help pupils discuss the importance of cleaning our surroundings.  2. Teacher to guide pupils in the a discussion on how the bathroom, toilet and other places in the home are cleaned.</p>	<p>Pupils mention three materials required for cleaning the:</p> <ol style="list-style-type: none"> <li>bathroom</li> <li>toilet</li> <li>living room</li> </ol>
	<p>1.6.2 state two reasons for cleaning the:</p> <ol style="list-style-type: none"> <li>bathroom</li> <li>toilet</li> <li>room, etc.</li> </ol>	<p>Reasons</p> <ul style="list-style-type: none"> <li>- good health</li> <li>- tidiness/neatness</li> <li>- prevents accidents</li> <li>- prevents infection</li> </ul>	<p>Discuss the importance of keeping our surroundings neat and tidy.</p>	<p>Pupils to state two reasons for keeping our environment clean.</p>
	<p>1.7.1 identify the founders of the major religious groups in Ghana.</p>	<ul style="list-style-type: none"> <li>- Christianity – Jesus Christ</li> <li>- Islam- Mohammed</li> <li>- ATR - no recognized founder</li> </ul>	<p>Discuss the birth stories of:</p> <ul style="list-style-type: none"> <li>- Jesus Christ</li> <li>- Prophet Mohammed</li> <li>- Explain leadership position in ATR.</li> </ul>	<p>Pupils to draw, model or paint a picture of Jesus Christ or the Prophet Mohammed or a traditional priest/priestess.</p>
<b>UNIT 7</b> <b>Religious Leaders</b>	<p>1.7.2 explain the uniqueness of each of the three religions.</p>	<p>1. Uniqueness:</p> <ul style="list-style-type: none"> <li>- <u>Christianity</u>:</li> <li>- Believes in only one Supreme Being.</li> <li>- Christ is the Son of God</li> <li>- Use the Holy Bible</li> <li>- The ten Commandments</li> <li>- Sunday/Saturday as Sabbath</li> <li>- believes in death and resurrection of Jesus Christ</li> <li>- considers Heaven as a eternal Home.</li> </ul>	<p>Discuss what makes each leader unique.  Pupils to tell the key issues in the ministry of the religious leaders.</p>	<p>Pupils to write five qualities of any of the founders of the Christianity or Islam.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 7 (cont'd)</b>  <b>Religious Leaders</b>	The pupil will be able to:	2. <u>Islam</u> : - Believe in only one Supreme being (Allah) Mohamed is a Prophet - use Holy Quran - pillars of Islam - worship on Fridays  3. <u>ATR</u> - no recognized founder - principles of faith - Every action has a reward - believe in only one Supreme Being and lesser spirits. etc.		Pupils to identify some three major x ferities of Islam x ATR
	1.7.3 state two reasons why members from different religions or churches should live together in peace.	One people, one destiny created in the image of God. - - peace and harmony - interdependence etc.	Discussion of the importance of religious tolerance  NB: invite a resource person as and when necessary.	State some reasons why members from different religions or churches should live together in peace.



# PRIMARY 5

## SECTION 2

### READING SKILLS

General Objectives: The pupil will

1. further develop the skills for reading with understanding.
2. develop the habit of reading for pleasure.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Short Passages</b>	The pupil will be able to:  2.1.1 read aloud short passages with correct pronunciation.	Units/lessons in the class reader.	<p>Treat unfamiliar words, phrases and expressions in the passages to be read.</p> <p>Teacher/good readers give model reading.</p> <p>Individual pupils read sections of the passage aloud.</p> <p>Check correct pronunciation. Remedial work for "poor readers"</p>	Pupils read passages aloud in pairs/groups.
<b>UNIT 2</b>  <b>Long Passages</b>	2.2.1 acquire correct pronunciation, speech, rhythm/tone.	Units/lessons in the class reader.	<p>Copy out unfamiliar words and phrases from the passage on the writing board and discuss them.</p> <p>- Have pronunciation drill on unfamiliar words. Correct wrong pronunciation. - Teacher/good readers give model reading. Individual pupils read sections of the passage aloud. (Remedial work for 'poor' readers).</p>	In groups, pupils read aloud. Correct wrong pronunciation, speech, rhythm/tone.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>Reading Comprehension</b>	The pupil will be able to:  2.3.1 read and answer questions based on what he/she has read.	Units/lessons in the class reader	<u>Preliminary reading stage</u>  Treat unfamiliar words, phrases and expressions, title, pictures, etc.  Put pre-reading questions on writing board for pupils.  Model reading by teacher.  <u>Reading stage</u>  Pupils read silently and find answers to pre-reading questions.  <u>Post-reading Stage</u>  Follow up with written questions based on the passage read.	Pupils do oral/written comprehension exercises.  Pupils to use new words, phrases to construct sentences on their own.
<b>UNIT 4</b> <b>Extensive Reading</b>	2.4.1 read and appreciate any given reading material.	Library books, supplementary readers and other sources.	Ensure availability of materials to be read.  Encourage pupils to read on their own.  Teacher to draw pupils' attention 1. Title of book/passage 2. Writer of book/passage  Pupils go to the library to read or teacher distributes library books to be read in the classroom.  Provide supplementary readers to be read in the class under supervision.	Pupils to write summaries of some of the stories read.  Pupils to identify redundant expressions, sentences in passages.    Pupils retell or summarise the stories read.

# PRIMARY 5

## SECTION 3

### WRITING SKILLS

General Objective: The pupil will:

further develop the skills for extended writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Picture Description- Scenes</b>	<p>The pupil will be able to:</p> <p>3.1.1 describe scenes accurately.</p>	<p>Relevant Units/lessons in the class reader or relevant comprehension passages.</p> <p>market</p> <p>street</p> <p>hospital</p> <p>lorry park</p> <p>post office</p> <p>durbar</p>	<p>Teacher to ask pupils to bring relevant pictures of scenes to class.</p> <p>Display the picture of any of the following scenes; market, street, hospital, lorry park, post office, durbar.</p> <p>Pupils study/observe the picture.</p> <p>Guide pupils to talk about what they see in the picture.</p> <p>Pupils write descriptions based on the picture.</p> <p><b>NOTE:</b> Vary the pictures in subsequent weeks.</p>	
<b>UNIT 2</b> <b>Other forms of Description - Structures/building</b>	<p>3.2.1 describe the forms and uses of some buildings/structures.</p>	<p>Different types of structures/buildings.</p> <p>My house</p> <p>My school</p> <p>My classroom</p> <p>The dispensary</p> <p>The Palace, etc.</p>	<p>Through questions and answers pupils name different buildings/structures in the locality and describe them.</p>	<p>Pupils to write their own compositions about the scenes.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (Cont'd)</b>  <b>Other Forms of Descriptions- Structures/buildings</b>	The pupil will be able to:	The library  The church/mosque  The kitchen	Select one of the buildings/ structures and discuss its uses with the class.  <b>NOTE:</b> Let pupils describe any of the following:  My house, My school building, My classroom, The library, The church/mosque, The kitchen, etc.	
<b>UNIT 3</b> <b>Punctuation Marks</b>	3.3.1 recognise and use the comma, and the quotation marks.	The punctuation marks:  Comma ( , )  Quotation marks ( “ ” )  Colon ( : )  Relevant Units/Lessons in the class reader and supplementary reader.	Revise lessons on question mark, full stop.  Introduce these punctuation marks.  <b>NOTE:</b> Work through many more examples with the pupils.  Introduce these punctuation marks using a passage in which they have been used.  Lead pupils to identify and name them.  Discuss their functions as used in the passage.  Discuss more examples of their uses.	Pupils to write compositions on some of the structures discussed.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (Cont'd)</b>	The pupil will be able to:  3.3.2 Identify the colon (:) and the semi-colon(;) and use them correctly.		<u>Semi colon:</u> Introduce the semi colon (;) and the colon(:)  Draw attention to their shapes. e.g. Colon(:) ; semi-colon (;)  Illustrate their use in a few sentences.	A short passage without punctuation marks for pupils to insert the appropriate marks
<b>UNIT 4 Friendly/ Informal Letters</b>	3.3.1 write letters to friends/ Colleagues.	<u>Features:</u> address, date, salutation, main body, valediction/subscription.  Development of a friendly letter. -Teacher's model letter. - Valediction/subscription.	Introduce the lesson by asking pupils to name different ways of communicating with people afar e.g. telephone, letters, telegram, through people, etc.  Teacher to lead pupils to discuss the features and register of a friendly letter e.g. Address, date, salutation, main body, valediction/ subscription.  Work with pupils to write a model friendly letter.	In groups pupils write friendly letters on given topics e.g.  Write a letter to your friend telling him/her about the sports competition held in your locality.
<b>UNIT 5 Narrative Composition</b>	3.5.1 narrate a past event.	Writing narrative compositions e.g.  - A day I will never forget.  - How I spent my last holidays.  - A book I have read.	Choose a topic and discuss it orally. Teach parts of the narrative composition: - Introduction - Body - Conclusion Body: Internal development - paragraphing - linkages, etc. Pupils do narration using parts of the composition taught. Pupils write the introduction/conclusion of a topic discussed.	In groups pupils discuss a composition on a given topic e.g. A day I shall nEver forget.  The happiest day in my life. etc.  Pupils to write a composition on the topic discussed by the group.

# PRIMARY 6

## SECTION 1 ORAL SKILLS

General Objective: The pupils will:

1. appreciate the importance of some socio-moral values of his community

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Courtesy and Etiquette</b>	The pupil will be able to:  1.1.1 explain commitment and state its importance.	Commitment: Devoting oneself to something worthwhile.  Sacrifice, devotion, selflessness, hard work and punctuality.	Discuss the various ways in which someone might be considered as committed.  Discuss the future of someone who has some or all the qualities mentioned in the content	List four qualities of a committed man or woman.  Write four negative behaviours that may lead to the collapse of a business enterprise.
	1.1.2. identify someone who is not Committed.	Indifference, laziness, carelessness, inconsistency, etc.		
<b>UNIT 2</b> <b>The Environment: Degradation Maintenance</b>	1.2.1 identify factors that destroy the environment.	Erosion, bushfires, sand-winning, lumbering, building in waterways, storms, etc.	Take pupils out to observe some degraded parts of the environment. Back in the classroom, pupils should mention and discuss factors responsible for environmental degradation.	Pupils to list four or five factors that negatively affect the environment.
	1.2.2 describe four ways of checking environmental degradation.	Tree planting, terracing, education through seminars, film shows, T.V. programmes, talks, etc.	Discuss various measures that may be used to prevent environmental degradation. Invite an environmentalist to talk on 'The importance of maintaining the environment'.	Write a composition on four ways of maintaining the environment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>People in the Community</b>	<p>The pupil will be able to:</p> <p>1.3.1 identify some role models in the community, district, region nation, etc.</p>	<p><u>Politics</u>: e.g. Dr. Kwame Nkrumah, J.J. Rawlings, J. A. Kuffuor, Dr. K.A. Busia, Dr. J.B. Danquah, Ofori Attah, etc.</p> <p><u>Education</u>: e.g. Kwesi Yankah, Abena Dolphyne, Akosua Anyidoho, Efua Sutherland, Ama Atta Aidoo, Anamuah Mensah, J. H. Nketiah, Dr. Kwegyir Aggrey, etc.</p> <p><u>Entertainment</u> David Dontoh, Grace Omaboe, (Maame Dokono), Pascaline Edwards, Nana Kwame Ampadu, Bob Cole, etc.</p> <p><u>Industry</u> Joyce Aryee Esther Ocloo Onua Ammoah (Lt) Apostle Kwadjo Safo etc.</p> <p>Sports: Abedi Pele, Stephen Appiah, Michael Essien, Azumah Nelson, etc.</p> <p><u>Music</u>: Ephraim Amu Kwadwo Antwi Nana Ampadu Mary Ghansah Christiana Love Grace Ashey Osei Boateng etc.</p> <p>Focus must be on role-models within and around the community</p>	<p>Discuss the qualities of these role models and their contribution to the development of their communities and the nation as a whole e.g.: determination : ambition : discipline : commitment : perseverance : humility</p> <p>Use questions and answers to elicit some good qualities that lead to success.</p>	<p>Pupils to research into some popular sayings of a politician.</p> <p>Education - Write three works of any three writers.</p> <p>Industry – mention products of the industry of some of the personalities identified.</p> <p>Mention teams they played for or their field of sports.</p> <p>Pupils sing some of the songs of some of the musicians mentioned.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Traditional Costumes</b>	<p>The pupil will be able to:</p> <p>1.4.1 identify the traditional wears in Ghana</p> <p>1.4.2 be guided by the principles of decency and modesty in their choice of dresses.</p>	<p>Kaba, Batakari (smock) Agbada, Kente etc.</p> <p>Decent dress, modest dress, “apuskelenkey” “Am aware”. etc.</p>	<p>Discuss the value of traditional attire as used by the various ethnic groups. Discuss their uses as means of national identification</p> <p>With the aid of pictures, discuss the decent and or modest dresses. Discuss society’s attitude to such dresses, as mini-skirts, the “ armless” “apuskelenkey”, “pusher,” “buda” “am aware”, “otto pfister”, etc.</p> <p>Discuss what indecent dressing/dresses does to the image of:</p> <ol style="list-style-type: none"> <li>the person wearing it</li> <li>the wearer’s family</li> <li>the wearer’s tribe etc.</li> </ol>	<p>List some ethnic groups and the traditional costume associated with them.</p> <p>Write three reasons why we should be modest and decent in our dressing.</p>
<b>UNIT 5</b> <b>Family System- Kinship Terms</b>	<p>1.5.1 mention his/her close and distant relatives e.g. mother, father, brother, uncle, aunt; using the appropriate kinship term. etc.</p> <p>1.5.2 use the correct terms to describe his/her relations.</p>	<p>Family types:</p> <p>nuclear,</p> <p>extended;</p> <p>Kinship terms: Mother’s brother - uncle Father’s father – grandfather, father’s sister – aunt.</p>	<p>Pupils mention the people they live with in their homes: e.g. mother, father, brother, etc.</p> <p>Pupils mention and discuss other blood relations: e.g. uncle, grandparent, cousins, nephews, nieces, etc.</p> <p>Discuss the kinship terms used for the relationships above.</p>	<p>Pupils to identify two differences between nuclear and extended families.</p> <p>List four kinsmen from each side.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 6</b>  <b>Safety Measures</b>	<p>The pupil will be able to:</p> <p>1.6.1 mention accidents that occur At:</p> <ul style="list-style-type: none"> <li>- home</li> <li>- school</li> <li>- on the roads</li> </ul>	<p>Safety measures:</p> <ul style="list-style-type: none"> <li>- at home - e.g. burns, etc.</li> <li>- in school - e.g. cuts, bruises, etc.</li> <li>- on the roads. e.g. cuts, bruises, broken limbs/bones</li> </ul>	<p>Ask pupils to mention some accidents they know of.</p> <p>Classify them according to where they occur e.g. motor accident, home accident and school accident.</p> <p>Pupils give more examples of school and home accidents e.g.  School: cuts, sprain, dislocation.  Home : burns, cuts, pricking by nails/needles, food poisoning.  Roads: fractures, cuts, internal bleeding, death, etc.</p>	<p>Pupils to demonstrate how to help younger pupils to cross the road.</p> <p>Pupils give reasons why they should help the younger pupils to cross the road when necessary</p>
	<p>1.6.2 state how accidents can be prevented.</p>	<p>Prevention of accidents.</p>	<p>Discuss causes of accidents at home, school and on the roads.</p> <p>Discuss ways by which accidents in the home, school and on the roads can be prevented.</p>	<p>Pupils to state causes of accidents:</p> <ul style="list-style-type: none"> <li>- in the home/school</li> <li>- on the road</li> </ul> <p>Pupils to demonstrate how to cross the roads safely.</p>
<b>UNIT 7</b>  <b>Talking and Listening</b>	<p>1.7.1 discuss the celebration of a main festival of his/her locality.</p>	<p>Local festivals e.g. Akwambo, Kundum, Odwira, Hɔmɔwɔ, Hogbetsotso, Asafotufiam, Damba, Aday, Ohum etc.</p>	<p>Introduce lesson by asking pupils to name some festivals that are celebrated in the community.</p> <p>Discuss one of the festivals under the following:</p> <ul style="list-style-type: none"> <li>- when celebrated;</li> <li>- activities during the festivals;</li> <li>- why it is celebrated, etc.</li> </ul>	<p>Questions and answers on when, how and why the festival discussed is celebrated.</p>

# PRIMARY 6

## SECTION 2 READING SKILLS

General Objectives: The pupil will:

1. further develop the skills for reading with understanding.
2. acquire the habit of reading for pleasure.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b> <b>Reading Comprehension -</b>  <b>Short Passages</b>	The pupil will be able to: 2.1.1 read short passages and answer questions on them	Units/Lessons in the Class Reader.	<u>Preliminary reading stage</u> -Treat unfamiliar words, phrases and expressions, titles, pictures, etc. -Put pre-reading questions on the board. -Give model reading.  <u>Reading Stage</u> Pupils read silently to find answers to pre-reading questions.  <u>Post - Reading Stage</u> Give further comprehension exercises based on the passage read. Discuss written comprehension exercise with pupils.	Pupils answer questions on passages read. e.g.: inferences, qualities on grammar, etc.  Pupils to work on titling and vocabulary.
<b>UNIT 2</b> <b>Reading Comprehension -</b>  <b>Longer Passages</b>	2.2.1 read and answer questions on longer passages.	Units/Lessons in the Class Reader.  Passages from other sources.	Discuss title and/or pictures (if any).  Treat unfamiliar words.  Put pre-reading questions on the board. Silent reading to answer, pre-reading questions.	Pupils answer questions on passage read.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>Further Reading Comprehension</b>	<p>The pupil will be able to:</p> <p>2.3.1 read and answer questions based on the passage read.</p>	<p>Units/Lessons in the Class Reader.</p> <p>Supplementary Readers</p> <p>Other Sources</p>	<p>Discuss title and/or pictures (if any).</p> <p>Put pre-reading questions on the board.</p> <p>Silent reading to answer pre-reading questions.</p> <p>Further written/oral exercises. Teacher to draw pupils' attention to:</p> <ol style="list-style-type: none"> <li>1. Title of book/passage</li> <li>2. Writer of book/passage</li> </ol> <p>Pupils retell/summarise stories read.</p>	<p>Set questions on the passage read for pupils to answer.</p>
<b>UNIT 4</b>  <b>Extensive Reading</b>	<p>2.4.1 read and appreciate any given reading material.</p>	<p>Library books, supplementary readers and other sources.</p>	<p>Ensure availability of material to be read.</p> <p>Pupils go to the library to read or teacher distribute library books to be read in the classroom.</p> <p>Assign passages to pupils to read before the lesson.</p> <p>Provide supplementary readers to be read in the class under supervision.</p> <p>Encourage pupils to read on their own.</p>	<p>Pupils write summaries of some of the stories read.</p> <p>Pupils to identify redundant expressions, transition markers and sentences.</p>

# PRIMARY 6

## SECTION 3

### WRITING SKILLS

General Objectives: The pupil will be able to:

develop skills for extended writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Punctuation Marks: Exclamation and Omission</b>	<p>The pupil will be able to:</p> <p>3.1.1 recognise and use the exclamation mark correctly.</p>	<p>Revision of comma, quotation marks, semi colon, colon, etc.</p> <p>Recognising and using:</p> <ul style="list-style-type: none"> <li>- exclamation marks(!)</li> <li>- omission mark (^)</li> </ul>	<p>Use exclamation and omission marks.</p> <p>Revise lesson on the comma, quotation mark, semi colon, colon.</p> <p>Introduce the exclamation sign (!): It is a sign used at the end of a sentence that shows surprise or wonder.</p> <p>Give pupils examples of a statement that shows a surprise/wonder and put the sign at the end of it.</p> <p>eg. Akan : Ei! Eviase ye hu!  Dangme : Ao! Jemi ji ne!  Eve : Ao! Eku!  Ga : Ao! Egbo  Gonja : Koi! E wua!  Nzema : Aa! Bo hu me ra ne  Dagaare: Aba;</p>	<p>Pupils give the exclamation words that exist in their language.</p> <p>Pupils to write exclamatory sentences on their own.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (Cont'd)</b>  <b>Punctuation Marks</b>	3.1.2 recognise and use the omission mark correctly	Omission marks ( ^ )	<p>Explain to pupils that statements that show surprise often begin with a single exclamation word e.g. Ao! Ei! Aa!</p> <p>Explain to pupils that commands take the exclamation sign.</p> <p>e.g. Akan : Bra ha!</p> <p>Dagbani : Kamina!</p> <p>Dangme: Ba hi ε ɔ !</p> <p>Eve : Va afii!</p> <p>Ga : Ba biε !</p> <p>Nzema : Bɔ la ke!</p> <p>Gonja: Ba mfe !</p> <p>Dagaare: Wa kyε!</p> <p>Briefly revise work on the exclamation sign.</p> <p>Write a sentence and deliberately leave out a word. Pupils read the sentence. Look out for their reaction.</p> <p>Pupils supply the missing word that will make the sentence meaningful.</p> <p>As you insert the missing word introduce the omission mark. ( ^ )</p>	<p>Pupils write expressions which indicate command.</p> <p>Pupils to form imperative sentences</p> <p>Copy a passage and leave out some words. Ask pupils to indicate where the omissions have occurred.</p> <p>Provide the missing words. Let pupils insert the missing words at the proper places using the omission sign.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>Letter Writing -</b>  <b>Friendly letters</b>	<p>The pupil will be able to:</p> <p>3.2.1 write letters to friends and relations on specific topics.</p>	<p>Letters to:</p> <ul style="list-style-type: none"> <li>- friends- telling them about some latest events in his environment .</li> <li>- brothers - telling them about the game you like best.</li> <li>- sisters - telling them about your teacher, etc.</li> </ul>	<p>Revise the lesson on the features of a friendly letter with examples.</p> <p>Write the topic for the letter on the writing board.</p> <p>Discuss the topic with the pupils, introducing the correct register especially for older relations</p> <p>Pupils write on given topics</p> <p><b>NOTE:</b> For subsequent topics, repeat steps above.</p>	<p>Pupils write letters on the topics discussed into their exercise books.</p>
<b>UNIT 3</b>  <b>Narrative Composition</b>	<p>3.3.1 write narrative compositions on any given topic.</p>	<p>Narrative compositions on e.g.:</p> <ul style="list-style-type: none"> <li>-The book I have read</li> <li>-A story I have heard.</li> <li>-A film I have watched.</li> <li>-My first day in school.</li> <li>-A visit to the hospital/ clinic</li> <li>- An interesting day at school.</li> <li>- My first visit to a big town/village.</li> </ul>	<p>Revise the parts of a composition (see BS. 5, Unit 5).</p> <p>Copy the topic for the composition on the chalkboard.</p> <p>Discuss the topic with pupils, using appropriate registers</p> <p>Working together with the class, write a model composition.</p> <p><b>NOTE:</b> For subsequent topics, repeat steps above.</p>	<p>Pupils write compositions on given topics.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Descriptive Composition</b>	<p>The pupil will be able to:</p> <p>3.4.1 write a description of a given object, a situation or process.</p>	<p>Descriptive compositions e.g.</p> <p>My pet</p> <p>My best friend</p> <p>My teacher</p> <p>A missing article</p> <p>How to make a call at the phone booth.</p> <p>How my favourite game is played</p> <p>How to keep the environment clean.</p>	<p>Descriptions of persons, objects, situations, etc.</p> <p>Discuss the topics by mentioning the name, size, colour, shape and special features, etc. of the items/persons in the topic.</p> <p>Discuss points and paragraphs for the composition. Encourage pupils to describe the items vividly.</p> <p>Give pupils sufficient oral practice in the development of the composition.</p> <p>Process: Make a list of all the items needed for the process.</p> <p>Discuss the various items and how to get them ready for use in the process.</p> <p>Discuss the process itself with the class.</p> <p>Give pupils sufficient oral practice in the development of the composition.</p>	<p>Pupils write composition on a given/selected topic.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5</b>  <b>Imaginative Composition</b>	<p>The pupil will be able to:</p> <p>3.5.1 use imagination to describe and write on a given topic.</p>	<p>Imaginative compositions e.g.:</p> <p>A village/town I would like to visit.</p> <p>If I were rich.</p> <p>The work I would like to do in future.</p> <p>What I would do if I saw a house on fire.</p> <p>Ensuring security at home</p> <p>The day everything went wrong</p> <p>If our house were attacked by armed robbers</p> <p>How to live peacefully with people of other ethnic groups.</p>	<p>Discuss the topic with the class. Remind them that they are going to make full use of their imagination.</p> <p>List the main sections of the discussions on the topic.</p> <p>Give pupils sufficient oral practice before they write into their exercise books.</p> <p>Pupils write the introduction and conclusion of a given topic.</p>	<p>Pupils individually write composition on an imaginative topic.</p> <p>Pupils individually write imaginative compositions on selected/given topics.</p>