# THIRD TERM

## **BASIC EIGHT TERMLY SCHEME OF LEARNING**

#### **CAREER TECHNOLOGY – HOME ECONOMICS**

| WEEKS | STRAND  | SUB STRANDS   | INDICATORS  | RESOURCES                                      |
|-------|---|---|---|--|
| ı     | Tools,  | Finishes & Finishing  | B8.3.5.1.1:  Demonstrate how to mix the various finishes                                | Green pepper, tomatoes, carrot                 |
| 2     | Processes   | B8.3.5.1.2  Demonstrate skills of finishing edges of sewing articles and food products  | Green pepper, tomatoes, carrot  |  |
| 3     | <ul><li>Designing &amp;</li><li>Making Of</li><li>Artefacts</li></ul> | <ul><li>Cutting Out Designs</li><li>B8.5.2.2 Demonstrate knowledge and skills of Designing</li></ul>                              | B8. 5.2.1.7  Demonstrate basic skills in cutting out designs without patterns in SEWING | Needles, fabrics                               |
| 4     |   | Planning To Make Sewing Artefacts  B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting | B8.5.3.1.3: Planning to make sewing artefacts/products                                  | Needles, fabrics                               |
| 5     | Designing & Making Of Artefacts                                       | Table Setting   | B8.5.3.1.4 Planning to set a table  | Table, cloth,<br>bottles, cutlery,<br>crockery |



|    |                        | B8.5.3.1 Demonstrate understanding<br>of planning for making<br>artefacts/products and table setting                              |  |  |
|----|------------------------|---|--|--|
| 6  |                        | Skills In Table Setting  • B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting      | B8.5.4.1.1  Demonstrate Skills in table setting  | Table, cloth,<br>bottles, cutlery,<br>crockery |
| 7  | Designing &            | Making Sewing Artefacts  • B8.5.4.1 Demonstrate understanding   | B8.5.4.1.2  Demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness | Needles, fabrics                               |
| 8  | Making Of Artefacts    | models and table setting  | B8.5.4.1.2  Demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness | Needles, fabrics                               |
| 9  | Entropropourial        | <ul> <li>Career Pathways</li> <li>B8.6.1.1 Demonstrate knowledge of career opportunities in Career</li> <li>Technology</li> </ul> | B8.6.1.1.1 Explore the various career pathways and opportunities in Career Technology                      | Pictures, Posters and illustrations            |
| 10 | Entrepreneurial Skills | ·   | B8.6.2.1.1 Explain what is meant by Micro, Small and Medium-sized Business Enterprises                     | Pictures, Posters and illustrations            |
| 11 |                        | and small business enterprises  | B8.6.2.1.1 Explain what is meant by Micro, Small and Medium-sized Business Enterprises                     | Pictures, Posters and illustrations            |



| 12 | REVISION                 |
|----|--------------------------|
| 13 | EXAMINATION AND VACATION |

## CAREER TECHNOLOGY – PRE TECH SCHEME OF LEARNING – TERM 3

| Making Of Artefacts  Design  B8.5.2.1 Demonstrate knowledge and skills of Designing  Design  B8.5.2.1.2  Research into design problems  Design  B8.5.2.1.3  Write Design Specifications | WEEKS | STRAND | SUB STRANDS                        | INDICATORS                             | RESOURCES                 |
|---|-------|--------|------------------------------------|--|---------------------------|
| Artefacts  Design  B8.5.2.1 Demonstrate knowledge and skills of Designing  Design  B8.5.2.1.2  Research into design problems  Design  B8.5.2.1.3  Wester Design Specifications          | ı     | 1      | B8.5.2.1 Demonstrate knowledge and |  | Pictures,                 |
| Designing &  B8.5.2.1 Demonstrate knowledge and Wester Design Specifications  Picture   | 2     |        | B8.5.2.1 Demonstrate knowledge and |  | Posters and illustrations |
| Making Of Skills of Designing Posters   | 3     | 1 5 5  |                                    | B8.5.2.1.3 Write Design Specifications | Pictures, Posters and     |



| 4 |                                 | <ul><li>Design</li><li>B8.5.2.1 Demonstrate knowledge and skills of Designing</li></ul>                                       | B8.5.2.1.4 Generate Ideas/possible solutions                   |                                     |
|---|---------------------------------|---|--|-------------------------------------|
| 5 | Designing &  Making Of          | <ul><li>Design</li><li>B8.5.2.1 Demonstrate knowledge and skills of Designing</li></ul>                                       | B8.5.2.1.5 Make artefact using resistant materials             | Pictures, Posters and               |
| 6 | Artefacts                       | <ul><li>Design</li><li>B8.5.2.1 Demonstrate knowledge and skills of Designing</li></ul>                                       | B8.5.2.1.6 Test and evaluate made products/artefacts           | illustrations                       |
| 7 |                                 | Planning For Making Artefacts  B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting | B8.5.3.1.1 Plan and make wooden, metal/plastic artefacts       |                                     |
| 8 | Designing & Making Of Artefacts | Planning For Making Artefacts  B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting | B8.5.3.1.2 Planning to make sewing artefacts/products          | Pictures, Posters and illustrations |
| 9 |                                 | Make Artefacts  B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting             | B8.5.4.1.3  Make artefacts/products using wood, metal/plastics |                                     |



| 10 | Entrepreneuri | <ul> <li>Career Pathways</li> <li>B8.6.1.1 Demonstrate knowledge of career opportunities in Career</li> <li>Technology</li> </ul>                      | B8.6.1.1.1: Explore the various career pathways and opportunities in Career Technology | Pictures, Posters and |  |  |
|----|---------------|--|--|-----------------------|--|--|
| 11 | al Skills     | <ul> <li>Business Enterprises</li> <li>B8.6.2.1 Demonstrate understanding of establishing and managing micro and small business enterprises</li> </ul> | B8.6.2.1.1 Explain what is meant by Micro, Small and Medium-sized Business Enterprises | illustrations         |  |  |
| 12 |               | R  | EVISION  |                       |  |  |
| 13 |               | EXAMINATION AND VACATION   |  |                       |  |  |

## **CREATIVE ARTS – BASIC 8**

#### THIRD TERM SCHEME OF LEARNING

| WEEKS | STRAND      | sub strand   | LESSON    | INDICATORS   | RESOURCES  |
|-------|-------------|--|-----------|--|--|
| I     | Design      | B8 1.2.1. Demonstrate understanding and use of drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.   | Lesson 7  | B8 1.2.1.1 Exhibit own freehand and outline drawings and colour work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback. | Pen, pencil<br>paper/sketch pad  |
|       | Visual Arts | Media and Techniques     B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/memory and imagination, print making and weaving | Lesson 9  | B8 2.1.1.4 Experiment with available media and techniques for weaving to create visual artworks  | Pencils, paper,<br>scissors, brushes,<br>crayon, color,<br>measuring tools |
|       | Music       |  | Lesson II | B8 2.1.2.7 Internalise and identify aurally basic architectural designs in art, pop and indigenous musical works (e.g., AB, ABA, AABA, ABAB and ABC).                  | Melodic instrument   |
| 2     | Design      | B8 1.2.1. Demonstrate understanding and use of drawing, shading, colouring and modelling media and techniques  | Lesson 7  | B8 1.2.1.1 Exhibit own freehand and outline drawings and colour work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback. | Pen, pencil<br>paper/sketch pad  |



|   | Visual Arts  Dance/Drama | for creative expression of design ideas.  Media and Techniques  B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/memory and imagination, print making and weaving | Lesson 9 Lesson I  | B8 2.1.1.4 Experiment with available media and techniques for weaving to create visual artworks B8.2.1.3.8 Identify various Ghanaian Dance types and their context of performance  | Pencils, paper,<br>scissors, brushes,<br>crayon, color,<br>measuring tools<br>Pictures/diagrams<br>of body profiles and<br>positions |
|---|--------------------------|---|--------------------|--|--|
| 3 | Music  Dance/Drama       | Media and Techniques     B8. 2.1.2 Demonstrate understanding and apply tempo, dynamics and simple forms in music  | Lesson 12 Lesson 2 | B8 2.1.2.7 Internalise and identify aurally basic architectural designs in art, pop and indigenous musical works (e.g., AB, ABA, AA, AABA, ABAB and ABC). B8.2.1.3.9 Experiment and practise by using the techniques of rhythm (i.e., beat, tempo, intensity), dynamics (i.e. fast, slow, smooth, flow) in dance and drama | Melodic instrument  Pictures/diagrams of body profiles and positions   |
| 4 | Design                   | B8 I.2.I. Demonstrate understanding and use of drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.  | Lesson 8           | B8 1.2.1.2 Exhibit own portfolio of freehand and outline drawings and colour work to share design ideas for appreciation, appraising and feedback  | Pen, pencil<br>paper/sketch pad  |



|   | Visual Arts | B8. 2.2.1 Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures   | Lesson 10 | B8. 2.2.1.3  Organise an appreciation and appraisal of own and others' artworks that reflect the history, cultures, physical and social environment.             | Pencils, paper,<br>scissors, brushes,<br>crayon, color,<br>measuring tools |
|---|-------------|---|-----------|--|--|
|   | Dance/Drama | Media and Techniques  B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms  | Lesson 2  | B8.2.1.3.9 Experiment and practise by using the techniques of rhythm (i.e., beat, tempo, intensity), dynamics (i.e. fast, slow, smooth, flow) in dance and drama | Pictures/diagrams<br>of body profiles and<br>positions                     |
| 5 | Design      | <ul> <li>Drawing, Shading &amp; Coloring</li> <li>B8 1.2.1. Demonstrate understanding and use of drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</li> </ul> | Lesson 8  | B8 1.2.1.2 Exhibit own portfolio of freehand and outline drawings and colour work to share design ideas for appreciation, appraising and feedback                | Pen, pencil<br>paper/sketch pad  |
|   | Visual Arts | <ul> <li>Creative and Aesthetic Expression</li> <li>B8. 2.2.1 Demonstrate the ability to apply the concept of the design process (idea development) to</li> </ul>   | Lesson 10 | B8. 2.2.1.3  Organise an appreciation and appraisal of own and others' artworks that reflect the history, cultures, physical and social environment.             | Pencils, paper,<br>scissors, brushes,<br>crayon, color,<br>measuring tools |
|   | Music       | produce and display own creative and expressive art-forms that reflect a range of different times and cultures  | Lesson 13 | B8. 2.2.2.6. Organise an appreciation and appraisal of own and others' musical works that reflect a range of different times and cultures.                       | Melodic instrument   |



| 6 | Music  Dance/Drama | B8. 2.2.2 Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures                      | Lesson 13 Lesson 4 | B8. 2.2.2.6. Organise an appreciation and appraisal of own and others' musical works that reflect a range of different times and cultures. B8.2.2.3.8 Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures. | Pictures/diagrams of body profiles and positions       |
|---|--------------------|--|--------------------|---|--|
| 7 | Design             | <ul> <li>Drawing, Shading &amp; Coloring</li> <li>B8 1.2.1. Demonstrate understanding and use of drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</li> </ul>      | Lesson 9           | B8 1.2.1.3  Display own drawings, templates and models of simple shapes and forms for appreciation, appraisal and feedback.   | Pen, pencil<br>paper/sketch pad                        |
|   | Music              | B8. 2.2.2 Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures                      | Lesson 14          | B8. 2.2.2.6. Organise an appreciation and appraisal of own and others' musical works that reflect a range of different times and cultures.  | Melodic instrument                                     |
|   | Dance/Drama        | Connections In Local & Global Cultures  • B8. 2.3.3. Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues | Lesson 5           | B8. 2.3.3.6 Select and analyse creative artworks of dance and drama artistes, and identify the history, culture, environment and topical issues that are reflected in them for documentation  | Pictures/diagrams<br>of body profiles and<br>positions |



| 8  | Design             | <ul> <li>Drawing, Shading &amp; Coloring</li> <li>B8 1.2.1. Demonstrate understanding and use of drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</li> </ul>  | Lesson 9  | B8 1.2.1.3  Display own drawings, templates and models of simple shapes and forms for appreciation, appraisal and feedback.   | Pen, pencil<br>paper/sketch pad  |
|----|--------------------|--|-----------|---|--|
|    | Music              | Creative and Aesthetic Expression     B8. 2.2.2 Demonstrate the ability to use concept of the design process  (idea development) to greate and   | Lesson 14 | B8. 2.2.2.6. Organise an appreciation and appraisal of own and others' musical works that reflect a range of different times and cultures.  | Melodic instrument   |
|    | Dance/Drama        | (idea development) to create and display own creative musical art works that reflect a range of different times and cultures   | Lesson 5  | B8.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues  | Pictures/diagrams<br>of body profiles and<br>positions   |
| 9  | Visual Arts  Music | <ul> <li>Connections In Local &amp; Global Cultures</li> <li>B8. 2.3.2. Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues</li> </ul> | Lesson 11 | B8. 2.3.1.2 Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues B8. 2.3.2.4 Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues | Pencils, paper,<br>scissors, brushes,<br>crayon, color,<br>measuring tools<br>Melodic instrument |
| 10 | Visual Arts  Music | Connections In Local & Global Cultures  • B8. 2.3.3. Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes  | Lesson 11 | B8. 2.3.1.2  Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues  B8. 2.3.2.4   | Pencils, paper,<br>scissors, brushes,<br>crayon, color,<br>measuring tools<br>Melodic instrument |



|    | Dance/Drama        | that reflect a range of different times, cultures and topical issues  | Lesson 6            | Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues  B8.2.3.3.6  Select and analyse creative artworks of dance and drama artistes, and identify the history, culture, environment and topical issues that are reflected in them for documentation | Pictures/diagrams<br>of body profiles and<br>positions   |
|----|--------------------|---|---------------------|---|--|
| II | Visual Arts  Music | Connections In Local & Global Cultures  • B8. 2.3.2. Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and | Lesson 11 Lesson 15 | B8. 2.3.1.2 Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues B8. 2.3.2.4 Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues   | Pencils, paper,<br>scissors, brushes,<br>crayon, color,<br>measuring tools<br>Melodic instrument |
|    | Dance/Drama        | topical issues  | Lesson 7            | B8.2.3.3.7 Organise a group discussion to appreciate dance and/or plays of own and other cultures, environment and topical issues   | Pictures/diagrams<br>of body profiles and<br>positions   |



## **COMPUTING - SCHEME OF LEARNING**

| WEEKS | STRAND        | SUB STRANDS  | INDICATORS   | RESOURCES                     |
|-------|---------------|--|--|-------------------------------|
| I     | Communication | <ul> <li>Internet and Social Media</li> <li>B8.3.2.1 Demonstrate the use of Social<br/>Networking and Electronic Mail</li> </ul> | B8.3.2.1.1 Identify the various types of Social Media sites such as Photo sharing and Video sharing                | Set of                        |
| 2     | Networks      | <ul> <li>Internet and Social Media</li> <li>B8.3.2.1 Demonstrate the use of Social<br/>Networking and Electronic Mail</li> </ul> | B8.3.2.1.1 Identify the various types of Social Media sites such as Photo sharing and Video sharing                | computers, Video /pictures    |
| 3     | Communication | Information Security  • B8.3.3.1. Recognize data threats and security protections  | B8.3.3.1.1  Describe the nature of four major data threats (Interruption, Interception, Modification, Fabrication) | Set of                        |
| 4     | Networks      | Information Security  • B8.3.3.1. Recognize data threats and security protections  | B8.3.3.1.2  Map the protection methods to each of the four identified data threats                                 | computers,<br>Video /pictures |
| 5     | Communication | Web Technologies  ■ B8.3.4.1. Demonstrate the use of a web browser   | B8.3.4.1.1  Demonstrate how to effectively search from a web browser   | Set of computers,             |
| 6     | Networks      | Web Technologies   | B8.3.4.1.2 Explore the use of more than one search engine  | Video /pictures               |



|    |                           | B8.3.4.1. Demonstrate the use of a web browser  |  |                                   |
|----|---------------------------|---|--|-----------------------------------|
| 7  | Computational<br>Thinking | Introduction to Programming  • B8.4.1.1. Show an understanding of the concept of programming        | B8.4.1.1.1  Describe the basic concepts in programming (Constants, Variables, Expressions, Statements /Instructions, logical and arithmetic operators, Operator precedence, etc.)  | Set of computers, Video /pictures |
| 8  | Computational             | Algorithm  ■ B8.4.2.1. Analyse the correct step-by-step procedure in solving any real-world problem | B8.4.2.1.1 Apply variables, expressions, assignment statements and operator precedence order (BODMAS rule) to process and store numbers and text in a programme  | Set of                            |
| 9  | Thinking                  | Algorithm  • B8.4.2.1. Analyse the correct step-by-step procedure in solving any real-world problem | B8.4.2.1.2  Describe and use sequence, selection and iteration statements in a programme. Understand the difference between variables and constants and be able to choose appropriate naming conventions when writing statements | computers,<br>Video /pictures     |
| 10 | Computational             | Robotics  B8.4.3.1. Discuss Robot Intelligence Concepts   | B8.4.3.1.1  Describe the principles underlying the operation of the components of a robot (Controller Mechanical, Sensors)   | Set of                            |
| 11 | Thinking                  | Artificial Intelligence  B8.4.4.1 Discuss Artificial Intelligence Concepts                          | B8.4.4.1.1 Discuss Artificial Neural Networks (ANN) and compare intelligence in humans, animals and machines   | computers,<br>Video /pictures     |



| 12 | REVISION                 |
|----|--------------------------|
| 13 | EXAMINATION AND VACATION |



## ENGLISH LANGUAGE SCHEME OF LEARNING

| WEEKS | STRAND        | SUB STRANDS  | INDICATORS  | RESOURCES  |
|-------|---------------|--|---|--|
|       | Oral language | Consonant Sounds (Plosives)  B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking | B8.1.3.1.1 Produce consonant sounds in context (plosives)                                     |  |
|       | Reading       | Comprehension  B8.2.1.2: Read, comprehend, interpret texts   | B8.2.1.2.6 Examine the connections between a text and other points of view                    |  |
| ı     | Grammar       | Use of colon  B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication                                     | B8.3.2.1.1 Use punctuation marks (colon, semi-colon, apostrophe) in context                   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|       | Writing       | <ul> <li>Article Writing</li> <li>B8.4.2.2: Apply writing skills to specific life situations</li> </ul>                            | B8.4.2.2.3 Write articles on given issues for publication in school magazines                 |  |
|       | Literature    | The Cockcrow  • B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning               | B8.5.1.1.5  Analyze the sequence of events in film/media, narratives and play scripts (drama) |  |
| 2     | Oral language | Consonant Sounds (Plosives)  | B8.1.3.1.1 Produce consonant sounds in context (plosives)                                     | Word cards,<br>sentence cards,<br>letter cards,                        |



|   |               | B8.1.3.1: Articulate English speech sounds<br>to develop confidence and skills in listening<br>and speaking                           |  | handwriting on a manila card                     |
|---|---------------|---|--|--|
|   | Reading       | Comprehension  B8.2.1.2: Read, comprehend, interpret texts  | B8.2.1.2.6 Examine the connections between a text and other points of view                   |  |
|   | Grammar       | Use of colon  • B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication                                      | B8.3.2.1.1 Use punctuation marks (colon, semi-colon, apostrophe) in context                  |  |
|   | Writing       | <ul> <li>Article Writing</li> <li>B8.4.2.2: Apply writing skills to specific life situations</li> </ul>                               | B8.4.2.2.3 Write articles on given issues for publication in school magazines                |  |
|   | Literature    | The Cockcrow  B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning  The Cockcrow      | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama) |  |
|   | Oral language | Consonant Sounds (Plosives)     B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking | B8.1.3.1.1 Produce consonant sounds in context (plosives)                                    | Word cards, sentence cards,                      |
| 3 | Reading       | Comprehension  B8.2.1.2: Read, comprehend, interpret texts  | B8.2.1.2.6 Examine the connections between a text and other points of view                   | letter cards,<br>handwriting on a<br>manila card |



|   | Grammar       | <ul> <li>Use of colon</li> <li>B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication</li> </ul>                                     | B8.3.2.1.1 Use punctuation marks (colon, semi-colon, apostrophe) in context                       |   |
|---|---------------|--|---|---|
|   | Writing       | <ul> <li>Article Writing</li> <li>B8.4.2.2: Apply writing skills to specific life situations</li> </ul>  | B8.4.2.2.3 Write articles on given issues for publication in school magazines                     |   |
|   | Literature    | The Cockcrow  • B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning   | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama)      |   |
|   | Oral language | <ul> <li>Consonant Sounds (Plosives)</li> <li>B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B8.1.3.1.1 Produce consonant sounds in context (plosives)   |   |
| 4 | Reading       | Comprehension  B8.2.1.2: Read, comprehend, interpret texts   | B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political) | Word cards,<br>sentence cards,<br>letter cards, |
|   | Grammar       | Use of semi-colon  B8.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication  | B8.3.2.1.1 Use punctuation marks (colon, semi-colon, apostrophe) in context                       | handwriting on a<br>manila card                 |
|   | Writing       | Dialogues  | B8.4.2.2.4  |   |



|   | Literature    | <ul> <li>B8.4.2.2: Apply writing skills to specific life situations</li> <li>The Cockcrow</li> <li>B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul> | Write articles on given issues for publication in school magazines  B8.5.1.1.5  Analyze the sequence of events in film/media, narratives and play scripts (drama) |  |
|---|---------------|--|---|--|
|   | Oral language | Consonant Sounds (Fricatives)  • B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking   | B8.1.3.1.2 Produce consonant sounds (fricatives) in context   |  |
|   | Reading       | Comprehension  B8.2.1.2: Read, comprehend, interpret texts   | B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)   |  |
| 5 | Grammar       | Use of semi-colon  • B8.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication  | B8.3.2.1.1 Use punctuation marks (colon, semi-colon, apostrophe) in context   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Writing       | <ul><li>Dialogues</li><li>B8.4.2.2: Apply writing skills to specific life situations</li></ul>   | B8.4.2.2.4 Write articles on given issues for publication in school magazines   | mama card  |
|   | Literature    | The Cockcrow  B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning   | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama)  |  |



|   | Oral language | Consonant Sounds (Fricatives)     B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking | B8.1.3.1.2 Produce consonant sounds (fricatives) in context                                       |  |
|---|---------------|---|---|--|
|   | Reading       | Comprehension  B8.2.1.2: Read, comprehend, interpret texts  | B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political) |  |
|   | Grammar       | Use of semi-colon  B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication                                     | B8.3.2.1.1 Use punctuation marks (colon, semi-colon, apostrophe) in context                       | Word cards, sentence cards, letter cards, handwriting on a manila card |
| 6 | Writing       | <ul> <li>Dialogues</li> <li>B8.4.2.2: Apply writing skills to specific life situations</li> </ul>                                       | B8.4.2.2.4 Write articles on given issues for publication in school magazines                     | Thailia cai c  |
|   | Literature    | The Cockcrow  B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning                      | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama)      |  |
| 7 | Oral language | Consonant Sounds (Fricatives)     B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking | B8.1.3.1.2 Produce consonant sounds (fricatives) in context                                       | Word cards, sentence cards, letter cards, handwriting on a             |
|   | Reading       | Comprehension   | B8.2.1.2.8  | manila card  |



|   |               | B8.2.1.2: Read, comprehend, interpret texts  | Integrate appropriate grade level vocabulary in different contexts                           |   |
|---|---------------|--|--|---|
|   | Grammar       | Use of apostrophe  B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication  | B8.3.2.1.1 B8.3.2.1.1. Use punctuation marks (colon, semi-colon, apostrophe) in context      |   |
|   | Writing       | <ul> <li>Speech Writing</li> <li>B8.4.2.2: Apply writing skills to specific life situations</li> </ul>   | B8.4.2.2.5 Compose speeches for different purposes and occasions.                            |   |
|   | Literature    | The Cockcrow  B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning   | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama) |   |
|   | Oral language | <ul> <li>Consonant Sounds (Fricatives)</li> <li>B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B8.1.3.1.2 Produce consonant sounds (fricatives) in context                                  |   |
| 8 | Reading       | Comprehension  B8.2.1.2: Read, comprehend, interpret texts   | B8.2.1.2.8 Integrate appropriate grade level vocabulary in different contexts                | Word cards,<br>sentence cards,<br>letter cards, |
|   | Grammar       | Use of apostrophe  B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication  | B8.3.2.1.1 B8.3.2.1.1. Use punctuation marks (colon, semi-colon, apostrophe) in context      | handwriting on a<br>manila card                 |



|   | Writing       | <ul> <li>Speech Writing</li> <li>B8.4.2.2: Apply writing skills to specific life situations</li> </ul>  | B8.4.2.2.5 Compose speeches for different purposes and occasions.                            |   |
|---|---------------|---|--|---|
|   | Literature    | The Cockcrow  • B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning  | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama) |   |
|   | Oral language | <ul> <li>Consonant Sounds (nasals and affricates)</li> <li>B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B8.1.3.1.3 Produce consonant sounds (nasals and affricates) in context                       |   |
|   | Reading       | Comprehension  B8.2.1.2: Read, comprehend, interpret texts  | B8.2.1.2.8 Integrate appropriate grade level vocabulary in different contexts                | Word cards,   |
|   | Grammar       | Use of apostrophe  B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication   | B8.3.2.1.1 B8.3.2.1.1. Use punctuation marks (colon, semi-colon, apostrophe) in context      | sentence cards,<br>letter cards,<br>handwriting on a<br>manila card |
| 9 | Writing       | <ul> <li>Speech Writing</li> <li>B8.4.2.2: Apply writing skills to specific life situations</li> </ul>  | B8.4.2.2.5 Compose speeches for different purposes and occasions.                            |   |
|   | Literature    | The Cockcrow  | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama) |   |



|    |               | B8.5.1.1: Demonstrate understanding of<br>how various elements of literary genres<br>contribute to meaning  |   |  |
|----|---------------|---|---|--|
|    | Oral language | Consonant Sounds (nasals and affricates)     B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking      | B8.1.3.1.3  Produce consonant sounds (nasals and affricates) in context   |  |
|    | Reading       | Comprehension  • B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary | B8.2.2.1.1  Determine the central idea in paragraphs and analyse to identify supporting ideas                   | Word cards, sentence cards, letter cards, handwriting on a manila card |
| 10 | Grammar       | Vocabulary  • B8.3.3.1: Demonstrate appropriate use of vocabulary in communication  | B8.3.3.1.1 Use vocabulary appropriately in speaking and writing   |  |
|    | Writing       | Interpret Non-Textual Elements  • B8.4.3.1: Research to build and present knowledge   | B8.4.3.1.1 Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing |  |
|    | Literature    | The Cockcrow  • B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning                                    | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama)                    |  |
|    | Oral language | Consonant Sounds (nasals and affricates)  | B8.1.3.1.3  | Word cards, sentence cards,  |



|    |                          | B8.1.3.1: Articulate English speech sounds<br>to develop confidence and skills in listening<br>and speaking   | Produce consonant sounds (nasals and affricates) in context   | letter cards,<br>handwriting on a<br>manila card |
|----|--------------------------|---|---|--|
| 11 | Reading                  | Comprehension  • B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary | B8.2.2.1.1  Determine the central idea in paragraphs and analyze to identify supporting ideas                   |  |
|    | Grammar                  | Vocabulary  B8.3.3.1: Demonstrate appropriate use of vocabulary in communication  | B8.3.3.1.1 Use vocabulary appropriately in speaking and writing   |  |
|    | Writing                  | Interpret Non-Textual Elements  • B8.4.3.1: Research to build and present knowledge   | B8.4.3.1.1 Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing |  |
|    | Literature               | <ul> <li>The Cockcrow</li> <li>B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>          | B8.5.1.1.5 Analyze the sequence of events in film/media, narratives and play scripts (drama)                    |  |
| 12 |                          | REV   | SION  |  |
| 13 | EXAMINATION AND VACATION |   |   |  |





## GH. LANGUAGE SCHEME OF LEARNING

| WEEKS | STRAND                 | SUB STRANDS  | INDICATORS  | RESOURCES   |  |
|-------|------------------------|--|---|---|--|
| I     | Customs & Institutions | Chieftaincy  B8.1.4.1 Discuss the processes involved in the destooling/deskining of a chief or queenmother                 | B8.1.4.1.1 Examine some behaviors that can lead to the destoolment/deskinment of chiefs and queenmothers. | Word cards,   |  |
|       | Listening & Speaking   | Tone  • B8.2.4.1 Recognise changes in meaning due to tone contrast   | B8.2.4.1.1 Establish the meaning of words when the tone on the syllables in a word changes.               | sentence cards, letter cards, handwriting on a manila card and a class library                            |  |
|       | Reading                | Reading  B8.3.1.1 Understand the main ideas and supporting points in texts   | B8.3.1.1.2<br>Summarize long passages read.   | <br>  |  |
| 2     | Language & Usage       | Adverbs  • B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions.                                | B8.4.3.1.2 Identify and use adverbs appropriately in sentences  | Word cards,<br>sentence cards,<br>letter cards,<br>handwriting on a<br>manila card and a<br>class library |  |
|       | Composition Writing    | Argumentative Writing  B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on | B8.5.1.1.1  Develop coherent essays using the features of given text types.                               |   |  |



|   |                        | the various text types (persuasive/ argumentative writing)   |  |   |
|---|------------------------|--|--|---|
|   | Literature             | Literature  ■ B8.6.1.2 Demonstrate knowledge and understanding in the use of language in a prose, poetry and drama texts               | B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.             |   |
|   | Customs & Institutions | <ul> <li>Chieftaincy</li> <li>B8.1.4.1 Discuss the processes involved in the destooling/deskining of a chief or queenmother</li> </ul> | B8.1.4.1.2 Discuss the processes involved in the destoolment/ deskinment of a chief or a queenmother | Word cards,   |
| 3 | Listening & Speaking   | Tone  • B8.2.4.1 Recognize changes in meaning due to tone contrast   | B8.2.4.1.1 Establish the meaning of words when the tone on the syllables in a word changes.          | sentence cards,<br>letter cards,<br>handwriting on a<br>manila card and a                                 |
|   | Literature             | <ul> <li>B8.6.1.2 Demonstrate knowledge and understanding in the use of language in a prose, poetry and drama texts</li> </ul>         | B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.             | class library   |
| 4 | Language & Usage       | Adverbs  • B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions.  | B8.4.3.1.2 Identify and use adverbs appropriately in sentences                                       | Word cards,<br>sentence cards,<br>letter cards,<br>handwriting on a<br>manila card and a<br>class library |



|   | Composition Writing    | Informative Writing  • B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/argumentative writing) | B8.5.1.1.1  Develop coherent essays using the features of given text types  |  |  |
|---|------------------------|--|---|--|--|
|   | Literature             | <ul> <li>B8.6.1.2 Demonstrate knowledge and understanding in the use of language in a prose, poetry and drama texts</li> </ul>   | B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.                              |  |  |
| 5 | Customs & Institutions | <ul> <li>Chieftaincy</li> <li>B8.1.4.1 Discuss the processes involved in the destooling/deskining of a chief or queenmother.</li> </ul>  | B8.1.4.1.3  Compare and contrast the destoolment/deskinment processes among their people and other cultures of Ghana. | · Word cards,  |  |
|   | Composition Writing    | Presentation  • B8.2.6.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas                            | B8.2.6.1.1  Develop and modify their language in narrating some selected daily activities.                            | sentence cards,<br>letter cards,<br>handwriting on a<br>manila card and a<br>class library |  |
|   | Literature             | Literature  • B8.6.1.2 Demonstrate knowledge and understanding in the use of   | B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.                              |  |  |



|   |                      | language in a prose, poetry and drama texts   |  |   |
|---|----------------------|---|--|---|
|   | Language & Usage     | Conjunctions  • B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions.  | B8.4.3.1.3 Identify and use conjunctions in an increasing range of texts appropriately and correctly |   |
| 6 | Listening & Speaking | Conversation  • B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas                             | B8.2.1.1.1  Develop and modify their language in narrating some selected daily activities.           | Word cards,<br>sentence cards,<br>letter cards,<br>handwriting on a<br>manila card and a<br>class library |
|   | Literature           | Literature  ■ B8.6.1.2 Demonstrate knowledge and understanding in the use of language in a prose, poetry and drama texts  | B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.             |   |
| 7 | Composition Writing  | Informative Writing  • B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/ argumentative writing) | B8.5.1.1.1  Develop coherent essays using the features of given text types                           | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library                |
|   | Listening & Speaking | Presentation  | B8.2.6.1.1   | Class IIDI ai y   |

|   |                     | B8.2.6.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas                       | Develop and modify their language in narrating some selected daily activities.                        |   |
|---|---------------------|---|---|---|
|   | Composition Writing | ■ B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/argumentative writing) | B8.5.1.1.1  Develop coherent essays using the features of given text types                            |   |
|   | Language & Usage    | Conjunctions  • B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions.  | B8.4.3.1.3 Identify and use conjunctions in an increasing range of texts appropriately and correctly. |   |
| 8 | Reading             | Reading  B8.3.1.1 Understand the main ideas and supporting points in texts  | B8.3.1.1.2<br>Summarize long passages read.   | Word cards,<br>sentence cards,<br>letter cards,<br>handwriting on a |
|   | Composition Writing | B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/argumentative writing)   | B8.5.1.1.1  Develop coherent essays using the features of given text types                            | manila card and a<br>class library                                  |



| 9  | Listening & Speaking  | <ul> <li>Listening Comprehension</li> <li>B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information</li> </ul>        | B8.2.2.1.2 Listen to and discuss the ideas and share opinions from a level-appropriate text |   |
|----|---|---|---|---|
|    | Listening & Speaking  | Presentation  B8.2.6.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas | B8.2.6.1.1  Develop and modify their language in narrating some selected daily activities.  | Word cards,<br>sentence cards,<br>letter cards,<br>handwriting on a<br>manila card and a<br>class library |
|    | Reading   | Reading  B8.3.1.1 Understand the main ideas and supporting points in texts  | B8.3.1.1.2<br>Summarize long passages read.   |   |
| 10 | Customs & Institutions  | <ul> <li>B8.6.1.2 Demonstrate knowledge and understanding in the use of language in a prose, poetry and drama texts</li> </ul>                          | B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.    | Word cards, sentence cards,   |
|    | Listening Comprehension  • B8.2.2.1 Demonstrate the to listen to extended read identify key information |   | B8.2.2.1.2 Listen to and discuss the ideas and share opinions from a level-appropriate text | letter cards,<br>handwriting on a<br>manila card and a<br>class library                                   |
|    | Composition Writing   | Letter Writing  | B8.5.1.1.1  |   |



|    | •                                   | B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/argumentative writing) | Develop coherent essays using the features of given text types |  |
|----|-------------------------------------|---|--|--|
| 11 | REVISION                            |   |  |  |
| 12 | END OF TERM ASSESSMENT AND VACATION |   |  |  |

## MATHEMATICS - SCHEME OF LEARNING

| WEEKS | STRAND  | SUB STRAND   | INDICATORS   | RESOURCES   |
|-------|---------|--|--|---|
| I     | Number  | Ratio & Proportion  B8.1.4.1 Demonstrate an understanding of ratio, rate and proportions and use it these to solve real-world mathematical problems  | B8.1.4.1.1 Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities  |   |
| 2     | Number  | Ratio & Proportion  B8.1.4.1 Demonstrate an understanding of ratio, rate and proportions and use it these to solve real-world mathematical problems. | B8.1.4.1.2-3 Solve unit rate problems including those involving unit pricing and constant speed; and speed translation.  Apply the knowledge of speed to draw and interpret travel graphs or distance-time graphs.   | Counters, bundle and loose straws base ten cut square, Bundle of sticks |
| 3     | Number  | Ratio & Proportion  B8.1.4.1 Demonstrate an understanding of ratio, rate and proportions and use it these to solve real-world mathematical problems. | B8.1.4.1.4-5 Recognize and represent proportional relationships between quantities by deciding whether two quantities are in a proportional relationship.  Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. |   |
| 4     | Algebra | <ul> <li>Linear Inequalities</li> <li>B8.2.3.1 Demonstrate an understanding of linear inequalities of the form x + a ≥ b (where a and b)</li> </ul>  | B8.2.3.1.1-2 Translate word problems into linear inequalities in one variable and vice versa   | Counters, bundle and loose straws base ten cut                          |



|   |                           | are integers) by modelling problems as a linear inequality and solving the problems concretely, pictorially, and symbolically.  | Solve simple linear inequalities   | square, Bundle<br>of sticks   |
|---|---------------------------|---|--|-------------------------------|
| 5 | Algebra                   | <ul> <li>Linear Inequalities</li> <li>B8.2.3.1 Demonstrate an understanding of linear inequalities of the form x + a ≥ b (where a and b are integers) by modelling problems as a linear inequality and solving the problems concretely, pictorially, and symbolically.</li> </ul> | B8.2.3.1.3  Determine solution sets of simple linear inequalities in given domains   |                               |
| 6 | Geometry &<br>Measurement | Pythagoras Theorem  • B.8.3.2.1 Apply the Pythagoras theorem, the primary trigonometric ratios and the formulas for determining the area of a circle to solve real problems.  | B8.3.2.1.2-3 Establish the relationship between the hypotenuse 'c' and the two other sides 'a' and 'b' of a right-angled triangle (i.e. a2 + b2 = c2) and use it to solve problems.  Use the Pythagorean theorem to solve problems on right - angled triangle. | Compass, rule, pencil, Ruler, |
| 7 | Geometry &<br>Measurement | Pythagoras theorem  • B.8.3.2.1 Apply the Pythagoras theorem, the primary trigonometric ratios and the formulas for determining the area of a circle to solve real problems.  | B8.3.2.1.4 Use the Pythagoras theorem to calculate the area of a triangle in real life problems.  B8.3.2.1.5 Establish the relationship between the basic trigonometric ratios and solve problems involving right-angled triangles.                            | rope, meter<br>rule           |



| 8  | Geometry &<br>Measurement | Add & subtract Vectors.  • B8.3.2.2 Demonstrate understanding of addition and subtraction of vectors and their applications in solving basic problems  | B8.3.2.2.1-2 Add, subtract and find the scalar multiplication of vectors in the component form.  Demonstrate understanding of vector equality.  | Compass, rule,                                  |
|----|---------------------------|--|---|---|
| 9  | Geometry &<br>Measurement | Position & Transformation  B8.3.3.1 Perform a single transformation (i.e. rotation) on a 2D shape using graph paper (including technology) and describe the properties of the image under the transformation                   | B8.3.3.1.1  Understand rotation and identify real-life situations involving rotation  | pencil, Ruler,<br>rope, meter<br>rule           |
| 10 | Geometry &<br>Measurement | Position & Transformation  B8.3.3.1 Perform a single transformation (i.e. rotation) on a 2D shape using graph paper (including technology) and describe the properties of the image under the transformation (i.e. congruence) | B8.3.3.1.2-3 Draw rotation image in a coordinate plane and determine the angle of rotation.  Investigate the concept of congruent shapes.   | Compass, rule,<br>pencil, Ruler,<br>rope, meter |
| H  | Data                      | Chance or Probability  B8.4.2.I Identify the sample space for a probability experiment involving two independent events and express the probabilities of given events as fractions, decimals,                                  | B8.4.2.1.1-2 Perform a probability experiment involving two independent events such as drawing colored bottle tops from a bag with replacement and list the elements of the sample space. | rule  |



|    | percentages and/or ratios to solve<br>problems | Express the probabilities of the events as fractions, decimals, percentages and/or ratios. e.g.by using a tree diagram, table or other graphic organizer. |  |
|----|--|---|--|
| 12 | REVISION                                       |   |  |
| 13 | EXAMINATION AND VACATION                       |   |  |



## PHE - SCHEME OF LEARNING

| WEEKS | STRAND              | SUB STRAND  | INDICATORS  | RESOURCES                   |
|-------|---------------------|---|---|-----------------------------|
| I     | Health<br>Education | Nutrition And Physical Activity     B8.1.1.1 Demonstrate understanding of the factors that influence the choice of food and feeding habits in relation to participation in sports and physical activity | B8.1.1.1.1  Examine the factors that influence the choice of food and eating habits in relation to participation in physical activity                       | Pictures, wall charts, etc. |
| 2     | Health<br>Education | Disease Prevention and Management     B8.1.2.1 Develop awareness of behaviors that promote regular participation in sports and physical activity  | B8.1.2.1.1 Explore and catalogue several ways of getting active in different contexts including home school, community, etc.                                | Pictures, wall charts, etc. |
| 3     | Health<br>Education | First Aid, Injury Prevention And Management  B8.1.3.1 Apply the principles of first   | B8.1.3.1.1  Discuss the concepts and principles of first aid and how to apply them to ensure environmental and personal safety                              | Pictures, wall charts, etc. |
| 4     | Health<br>Education | aid in a variety of sports and physical activity settings to support environmental and personal safety  | B8.1.3.1.2  Apply the principles of first aid in a variety of sports and physical activity settings to develop or create a safe environment for performance | Pictures, wall charts, etc. |



| 5 | Physical<br>Activity<br>Education | Traditional Rhythmic Gymnastics, Games And Dance  B8.2.1.1 Perform a variety of traditional games and adaptations for inclusivity and cultural awareness, sensitivity, and appreciation of other cultures (e.g., socio-relational games). | B8.2.1.1.1  Classify and perform socio-relational traditional games (e.g., agblatsetse, kwanikwani, etc.) and adaptations for cultural awareness, sensitivity, and appreciation of other cultures       | Pictures, wall charts, etc. |
|---|-----------------------------------|---|---|-----------------------------|
| 6 | Physical<br>Activity<br>Education | Traditional Rhythmic Gymnastics, Games And Dance  B8.2.1.2 Perform a variety of traditional games and adaptations for inclusivity and cultural awareness, sensitivity, and appreciation of other cultures (e.g., socio-relational games). | B8.2.1.2.1  Classify and perform individual and group traditional dance movements and adaptations in the different regions for personal development, communication, inclusivity, and cultural identity. | Pictures, wall charts, etc. |
| 7 | Physical<br>Activity<br>Education | Physical Fitness  • B8.2.2.2 Demonstrate the ability to increase the level of participation in a variety of cardiorespiratory activities  | B8.2.2.2.1  Participate in cardiorespiratory activities at varying levels of challenge or difficulty for personal development and leisure   | Pictures, wall charts, etc. |
| 8 | Physical<br>Activity<br>Education | Physical Fitness  B8.2.2.3 Demonstrate the ability to increase the level of participation in a variety of flexibility and balance activities  | B8.2.2.3.1 Participate in flexibility and balance activities at varying levels of challenge or difficulty   | Pictures, wall charts, etc. |



| 9  | Physical<br>Activity<br>Education | Organized Sports & Physical Activity Participation  B8.2.2.3 Demonstrate the ability to apply movement principles and strategies in performing full—contact sports (e.g., invasion sports, martial art and traditional wrestling)   | B8.2.3.3.2 Apply movement concepts, principles, and strategies in performing beginning-intermediate level martial art (e.g., karate, judo, taekwondo, etc.)         | Pictures, wall charts, etc. |  |
|----|-----------------------------------|---|---|-----------------------------|--|
| 10 | Physical<br>Activity<br>Education | Organized Sports & Physical Activity Participation  B8.2.2.3 Demonstrate the ability to apply movement principles and strategies in performing full—contact sports (e.g., invasion sports, martial art and traditional wrestling)   | B8.2.3.3.2 Apply movement concepts, principles, and strategies in performing beginning-intermediate level martial art (e.g., karate, judo, taekwondo, etc.)         | Pictures, wall charts, etc. |  |
| 11 | Physical<br>Activity<br>Education | Organized Sports & Physical Activity Participation  B8.2.2.3 Demonstrate the ability to apply movement principles and strategies in performing full—contact sports (e.g., invasion sports, martial art, and traditional wrestling). | B8.2.3.3.3 Apply movement concepts, principles, and strategies in performing beginning-intermediate level traditional wrestling (e.g., arm wrestling, abotri etc.). | Pictures, wall charts, etc. |  |
| 12 |                                   |   | REVISION  |                             |  |
| 13 |                                   | EXAMINATION AND VACATION  |   |                             |  |





## **RME - SCHEME OF LEARNING**

| WEEKS | STRAND                 | SUB STRAND   | INDICATORS   | RESOURCES                   |
|-------|------------------------|--|--|-----------------------------|
| I     |                        | Moral teachings  • B8.5.1.1 Exemplify the moral teachings from the Bible, Qur'an and Oral Traditions | B8 5.1.1.1 Identify and explain the moral teachings from the Bible, Qur'an and Oral Traditions             | Pictures, wall charts, etc. |
| 2     | Ethics &<br>Moral Life | Moral teachings  • B8.5.1.1 Exemplify the moral teachings from the Bible, Qur'an and Oral Traditions | B8 5.1.1.1 Identify and explain the moral teachings from the Bible, Qur'an and Oral Traditions             | Pictures, wall charts, etc. |
| 3     |                        | Moral teachings  • B8.5.1.1 Exemplify the moral teachings from the Bible, Qur'an and Oral Traditions | B8 5.1.1.2  Demonstrate how to apply the moral teachings from the three main religions in their daily life | Pictures, wall charts, etc. |
| 4     | Economic               | Money  B8.6.1.1 Plan the wise use of money   | B8 6.1.1.1  Explain the term "money" and indicate its usefulness   | Pictures, wall charts, etc. |
| 5     | Life                   | Money  B8.6.1.1 Plan the wise use of money   | B8 6.1.1.2  Identify and explain honest ways of acquiring money  | Pictures, wall charts, etc. |



| 6  | Economic<br>Life | Money  • B8.6.1.1 Plan the wise use of money  | B8 6.1.1.3  Discuss the appropriate ways of using money   | Pictures, wall charts, etc. |
|----|------------------|---|---|-----------------------------|
| 7  |                  | SSNIT pension scheme  B8 6.1.1 Plan the wise use of money   | B8 6.1.1.4  Discuss the benefits of the SSNIT pension scheme and people who are qualified to benefit. | Pictures, wall charts, etc. |
| 8  | Economic         | <ul> <li>Bribery &amp; Corruption</li> <li>B8 6.2.1 Explain the need to avoid bribery and corruption and the ways to do so.</li> </ul>  | B8 6.2.1.1 Explain the terms "bribery" and "corruption".  | Pictures, wall charts, etc. |
| 9  | Life             | <ul> <li>Bribery &amp; Corruption</li> <li>B8 6.2.1 Explain the need to avoid bribery and corruption and the ways to do so.</li> </ul>  | B8 6.2.1.1 Explain the terms "bribery" and "corruption".  | Pictures, wall charts, etc. |
| 10 | Economic         | <ul> <li>Bribery &amp; Corruption</li> <li>B8 6.2. I Explain the need to avoid bribery and corruption and the ways to do so.</li> </ul> | B8 6.2.1.2  Identify the causes and effects of bribery and corruption                                 | Pictures, wall charts, etc. |
| П  | Life             | Bribery & Corruption  | B8 6.2.1.2  Identify the causes and effects of bribery and corruption                                 | Pictures, wall charts, etc. |



|    | B8 6.2.1 Explain the need to avoid bribery and corruption and the ways to do so. |  |  |  |
|----|--|--|--|--|
| 12 | REVISION   |  |  |  |
| 13 | EXAMINATION AND VACATION   |  |  |  |



## **SCIENCE - SCHEME OF LEARNING**

| WEEKS | STRAND       | SUB STRAND   | INDICATORS   | RESOURCES           |
|-------|--------------|--|--|---------------------|
| I     | Diversity Of | <ul> <li>Eukaryotic Cells</li> <li>B8.1.2.1 Demonstrate an understanding of the types of cells and their structure in relation to different organisms</li> </ul> | B8.1.2.1.1 Examine and describe the structure of prokaryotic and eukaryotic cells.   | Pictures and charts |
| 2     | Matter       |  | B8.1.2.1.2 Classify organisms (plants or animals) as prokaryotic or eukaryotic based on the type of cells they are made of   | Pictures and charts |
| 3     | Cycles       | Animal Production  B8.2.4.1 Recognise the different types of feed for different types of animals   | B8.2.4.1.1-2 Compare and contrast the different types of feed for different types of animals  Explain the importance of water and animal feed to the growth of animals | Pictures and charts |
| 4     | Systems      | B8.3.3.1 Demonstrate an understanding of the interdependence of organisms in an ecosystem and their interaction  | B8.3.3.1.1 Explore the feeding relationships within an ecosystem   | Pictures and charts |
| 5     |              | Farming Systems  B8.3.4.1 Demonstrate understanding of the different crop, animal and land   | B8.3.4.1.1 Identify and describe the types of crops, animals and land combinations for the different farming systems   | Pictures and charts |



| 6  |                      | combinations under various farming systems  Importance of Crops & Animals  B8.3.4.1 Demonstrate understanding of the different crop, animal and land combinations under various farming                             | B8.3.4.1.2 Discuss the usefulness of the different crops and animals involved in the different farming systems.   | Pictures and charts   |
|----|----------------------|---|---|-----------------------|
|    |                      | systems   | 0 /   |                       |
| 7  | Forces And<br>Energy | Magnetization & Magnetic Force  ■ B8.4.4.1 Demonstrate the production of magnet, domestic and industrial application of Magnetic force and its relationship with Newton's Second law of motion and in everyday life | B8.4.4.1.1-2  Demonstrate simple ways of making magnets and show how magnetic force can be applied in domestic and industrial activities  Explain the relationship between magnetic force and Newton's Second Law of motion; and show the law's application to life | Pictures and charts   |
| 8  |                      | Complex Machines  • B8.4.4.2 Demonstrate understanding of complex machines and how they work  | B8.4.4.2. I Identify complex machines and describe their functions in life  | Pictures and charts   |
| 9  | Forces And           | skills in the use of basic and simple   | B8.4.5.1.1 Show and discuss the use of basic and simple agricultural tools for basic on-farm activities   | Rake, cutlass,        |
| 10 | Energy               |   | B8.4.5.1.2 Engage in the use of basic and simple agricultural tools for basic farm activities   | hoe, mattock,<br>etc. |



| 11 | Humans &<br>The<br>Environment | Properties Of Soils  • B8.5.5.1 Demonstrate understanding of the differences among soils, plant roots, stems, leaves, flowers, and fruits of plants in the different environments | B8.5.5.1.1-2 Discuss physical properties of soils  Analyse the physical properties of soils and soil water content and demonstrate their importance in crop production | Pictures and charts |
|----|--------------------------------|---|--|---------------------|
| 12 | REVISION                       |   |  |                     |
| 13 | EXAMINATION AND VACATION       |   |  |                     |



## **SOCIAL STUDIES - SCHEME OF LEARNING**

| WEEKS | STRAND      | SUB STRAND   | INDICATORS   | RESOURCES           |
|-------|-------------|--|--|---------------------|
| I     |             | Weather & Climate  • B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment.                             | B8.1.3.1.1 Assess the significance of weather and climate to the environment | Pictures and        |
| 2     | Environment | <ul> <li>Elements Of Climate</li> <li>B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment.</li> </ul> | B8.1.3.1.1 Assess the significance of weather and climate to the environment | Charts              |
| 3     | Environment | <ul> <li>Elements Of Climate</li> <li>B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment.</li> </ul> | B8.1.3.1.1 Assess the significance of weather and climate to the environment | Pictures and        |
| 4     |             | Natural Disasters B8.1.3.2. Demonstrate understanding of natural disasters and their management  | B8.1.3.2.1 Discuss natural disasters   | Ontai es            |
| 5     | Environment | Natural Disasters  B8.1.3.2. Demonstrate understanding of natural disasters and their management   | B8.1.3.2.1 Discuss natural disasters   | Pictures and Charts |
| 6     |             | Natural Disasters  | B8.1.3.2.1 Discuss natural disasters   |                     |



|    |                    | B8.1.3.2. Demonstrate understanding of natural disasters and their management  |  |              |
|----|--------------------|--|--|--------------|
| 7  |                    | Social Security & Pension Schemes     B8. 5.2.1. Demonstrate understanding of employer and employee relations in social security and pension | B8. 5.2.1.1 Exhibit knowledge on employer and employee relation in social security and pension schemes |              |
| 8  | Socio-Econo<br>mic | Social Security & Pension Schemes     B8. 5.2.1. Demonstrate understanding of employer and employee relations in social security and pension | B8. 5.2.1.1 Exhibit knowledge on employer and employee relation in social security and pension schemes | Pictures and |
| 9  | Development        | Tourism  B8.5.3.1. Evaluate tourism as an important economic sector for national development   | B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana                    | Charts       |
| 10 | Socio-Econo        | Tourism  B8.5.3.1. Evaluate tourism as an important economic sector for national development   | B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana                    | Pictures and |
| 11 | mic<br>Development | Tourism  B8.5.3.1. Evaluate tourism as an important economic sector for national development   | B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana                    | Charts       |
| 12 |                    | REVIS  | SION   |              |



