

# BASIC 7 – ENGLISH LANGUAGE – THIRD TERM

## STRAND 2: READING

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1			
2	<b>Sub-Strand 2: Summarising</b>	<b>B7.2.2.1:</b> Demonstrate an understanding in summarising.	B7.2.2.1.1. Use summarising to understand key ideas in a range of texts <ul style="list-style-type: none"> <li>- <i>Read a variety of passages and identify the main ideas.</i></li> <li>- <i>Analyse and decide what is important.</i></li> <li>- <i>Do not write the same words as the author.</i></li> <li>- <i>Think and write in your own words.</i></li> <li>- <i>Ask, “What is the whole write up about?”</i></li> <li>- <i>Restate or map out the gist/main idea and key details.</i></li> <li>- <i>Put up a defence for the choice/ answer.</i></li> <li>- <i>Restate the main ideas in own words.</i></li> </ul>
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 3: GRAMMAR AND GRAMMAR USAGE**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 2: Punctuation and Capitalisation</b>	<b>B7.3.1.1:</b> Demonstrate use and mastery of capitalisation and punctuation in communication	B7.3.1.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts
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4	<b>Sub-Strand 3: Vocabulary</b>	<b>B7.3.3.1:</b> Demonstrate appropriate use of vocabulary in communication	B7.3.3.1.1. Apply vocabulary appropriately in specific contexts <ul style="list-style-type: none"> <li>- <i>When asking for and giving advice</i></li> <li>- <i>When agreeing and disagreeing</i></li> </ul>
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7		<b>B7.3.4.1:</b> Demonstrate understanding of use of aesthetic language to enrich communication	B7.3.4.1.1. Explore the use of proverbs to enrich communication <ul style="list-style-type: none"> <li>- <i>Identify and examine proverbs in context to figure out their meanings.</i></li> <li>- <i>Find Ghanaian proverbs to match the English ones identified</i></li> <li>- <i>Use proverbs to construct meaningful sentences.</i></li> </ul>
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 4: WRITING**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS	
1	<b>Sub-Strand 2: Text Types and Purposes</b>	<b>Writing the article</b>	B7.4.2. 2.4 Write articles on given issues for publication in class and club magazines. <ul style="list-style-type: none"> <li>- Identify the topic for, purpose of, and audience for article writing.</li> <li>- Generate ideas about more challenging topics and identify those most appropriate for the purpose</li> <li>- Write, using a variety of strategies and a wide range of print and electronic resources.</li> <li>- Sort and classify ideas and information for writing a variety of articles.</li> <li>- Write articles of different lengths on given issues for publication (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine).</li> </ul>	
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7	<b>Sub-Strand 3: Building and Presenting Knowledge</b>	<b>B7.4.3.1: Research to build and present knowledge</b>	B7.4.2.2.5. Create dialogues between two interlocutors on different themes <ul style="list-style-type: none"> <li>- Compose dialogues of different lengths on given topics by using the following strategies:                             <ul style="list-style-type: none"> <li>• say the dialogue out loud o keep your dialogue brief and impactful</li> <li>• give each character a unique voice</li> <li>• add world-appropriate slang</li> <li>• be consistent with the characters' voices</li> <li>• remember who they're speaking to</li> <li>• avoid long dialogue paragraph</li> <li>• cut out greetings</li> <li>• Use appropriate grammatical conventions and structures e.g. Capitalization, use of speech (quotation) marks, comma, question mark where needed, full-stops</li> </ul> </li> </ul>	
8				B7.4.3.1.1. Identify and record information from non-text sources (figures and tables), organise and present it in writing <ul style="list-style-type: none"> <li>• Identify and record: source information (title, author, date etc.); headings to help you identify the key topics; key points, examples, names, new ideas; triggers to make your notes more memorable – such as mnemonics, colour or drawings; further reading and ideas to follow up later</li> </ul>
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10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

**STRAND 5: LITERATURE**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 1:</b> Narrative, Drama and Poetry	<b>B7.5.1.1:</b> Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc).  - <i>Identify the use of basic literary devices in selected genres (poetry, narrative and drama).</i> - <i>Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc)</i>
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11	<b>END OF THIRD TERM EXAMINATIONS</b>		

# BASIC 7 – GHANAIAN LANGUGE – THIRD TERM

## STRAND 1: B7.1 CUSTOMS AND INSTITUTIONS

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 4: B7.1.4 Chieftaincy — Installment and Destoolment</b>	<b>B7.1.4.1</b> Demonstrate knowledge in and an understanding of how chiefs and queenmothers are selected, enstooled/ enskinned and compare their duties and responsibilities	B7.1.4.1.1 Discuss how chiefs and queenmothers are selected in their ethnic community.
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4			B7.1.4.1.2 Discuss the processes involved in enstooling/enskinning chiefs and queenmothers.
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6			B7.1.4.1.3 Discuss the duties and responsibilities of chiefs and queenmothers among their people.
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8			B7.1.4.1.4 Discuss and compare modern trends affecting the enstoolment/enskinement of chiefs and queenmothers.
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 2: B7.2 LISTENING AND SPEAKING**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 4: B7.2.4 Tone</b>	B7.2.4.1 Recognise the basic tones in their language	B7.2.4.1.1 Identify and produce the basic tones in their language.
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4	<b>Sub-Strand 5: B7.2.5 Vocabulary Development (Sight And Content Vocabulary)</b>	B7.2.5.1 Exhibit an understanding of recognising and producing words and using them in sentences	B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences.
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7	<b>Sub-Strand 6: B7.2.6 Presentation — Everyday Experience</b>	B7.2.6.1 Present information effectively on familiar topics using appropriate language	B7.2.6.1.1 Describe daily activities using appropriate register, structure and gestures for the contest being presented.
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 3: READING**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 2: B7.3.2 Translation</b>	<b>B7.3.2.1</b> Demonstrate knowledge of translating words. Phrases and simple sentences	B7.3.2.1.1 Translate words and phrases in his/her language.
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 4: B7.4 LANGUAGE AND USAGE**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 4: B7.4.4 Vocabulary, Spelling and Punctuation</b>	<b>B7.4.4.1</b> Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing	B7.4.4.1.1 Use vocabulary appropriately and correctly in writing
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4			B7.4.4.1.2 Spell words related to home and school correctly.
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7			B7.4.4.1.3 Identify and use punctuations appropriately and correctly in writing
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10			<b>REVISION</b>
11	<b>END OF THIRD TERM EXAMINATIONS</b>		



**STRAND 6: B7.6 LITERATURE**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 1:</b> B7.6.1 Folktales, Songs, Prose, Drama, Poetry	<b>B7.5.1.1</b> Demonstrate the knowledge and understanding of literature (Oral and Written)	B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).
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11	<b>END OF THIRD TERM EXAMINATIONS</b>		

# BASIC 7– MATHEMATICS – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: NUMBER</b>	<b>Sub-Strand 4: Number: Ratios and Proportion</b>	<b>B7.1.4.1</b> Demonstrate an understanding of the concept of ratios and its relationship to fractions and use it to solve problems that involve rates, ratios, and proportional reasoning	B7.1.4.1.1 Find ratio and use ratio language to describe relationship between two quantities. B7.1.4.1.2 Use the concept of a unit rate associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. B7.1.4.1.3 Make tables of equivalent ratios (written as common fractions) relating quantities that are proportional.
2				B7.1.4.1.4 Use the proportional reasoning to find missing values in the tables, and plot pairs of values on the coordinate plane. B7.1.4.1.5 Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means times the quantity).
3	<b>STRAND 3: GEOMETRY AND MEASUREMENT</b>	<b>Sub-Strand 3: Position and Transformation</b>	<b>B7.3.3.1</b> Perform a single transformation (i.e. reflection and translation) on a 2D shape using graph paper (including technology) and describe the properties of the image under the transformation (i.e. congruence, similarity, etc.)	B7.3.3.1.1 Determine shapes in real life that have reflectional (or fold) symmetries. B7.3.3.1.2 Plot points and shapes (i.e. plane figures) on a coordinate plane and draw their images under reflection in given lines
4				B7.3.3.1.3 Plot points and shapes (i.e. plane figures) on a coordinate plane and draw their images under translation by a given vector B7.3.3.1.4 Verify the concept of congruent and similar shapes in coordinate plane using properties of both the object(s) and image(s); and in real life situations (carpet designs, fabric pattern)

5	<b>STRAND 4: HANDLING DATA</b>	<b>Sub-Strand 1: Data</b>	<b>B7.4.1.1</b> Select, justify, and use appropriate methods to collect data (quantitative and qualitative), display and analyse the data (grouped/ungrouped) presented in frequency tables, line graphs, pie graphs, bar graphs or pictographs and use these to solve and/or pose problems	B7.4.1.1.1- Select and justify a method to collect data (quantitative and qualitative) to answer a given question. B7.4.1.1.2- Design and administer a questionnaire for collecting data to answer questions and record the results
6				B7.4.1.1.3- Organise and present data from a survey into a table and/or chart, and analyse it to solve and/or pose problems
7				<b>B7.4.1.2</b> Determine the measures of central tendency (mean, median, mode) for a given ungrouped data and use it to solve problems
8		<b>Sub-Strand 2: Chance or Probability</b>	<b>B7.4.2.1</b> Identify the sample space for a probability experiment involving single events and express the probabilities of given events as fractions, decimals, percentages and/or ratios to solve problems	B7.4.2.1.1 Demonstrate understanding of likelihood of a single outcome occurring by providing examples of events that are impossible, possible, or certain from personal contexts B7.4.2.1.2 Classify the likelihood of a single outcome occurring in a probability experiment as impossible, possible, or certain
9				B7.4.2.1.3 Calculate the probability of the event and express the probability as fractions, decimals, percentages and/or ratios.
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

# BASIC 7 – SCIENCE – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	
1	<b>STRAND 4: FORCES AND ENERGY</b>	<b>Sub-Strand 4: Force and Motion</b>	<b>B7.4.4.1</b> Examine the concept of motion, Newton’s first law of motion, magnetic force in relation to motion and understand their applications to life.	B7.4.4.1.1 Understand that unbalanced forces acting on an object cause it to move. B7.4.4.1.2 State and explain Newton’s First Law of motion.	
2				B7.4.4.1.3 Examine the application of Newton’s First Law of motion in life. B7.4.4.1.4 Demonstrate the behaviour of magnet and its use to life.	
3				<b>B7.4.4.2</b> Recognise some simple machines, and show understanding of their efficiency in doing work.	B7.4.4.2.1 Identify simple machines. B7.4.4.2.2 Describe the types and functions of levers.
4					B7.4.4.2.3 Know work input, and output and efficiency as they apply to machines.
5		<b>Sub-Strand 5: Agricultural Tools</b>	<b>B7.4.5.1</b> Demonstrate knowledge and skills in handling and maintenance of basic and simple agricultural tools	B7.4.5.1.1 Explain the basic rules in handling and maintaining simple agricultural tools. B7.4.5.1.2 Apply the handling and maintenance of basic and simple agricultural tools in their community.	
6	<b>STRAND 5: HUMANS AND THE ENVIRONMENT</b>	<b>Sub-Strand 5: Waste Management</b>	<b>B7.5.1.1</b> Exhibit knowledge and skill of scientific basis for management practices of types of waste in the environment	B7.5.1.1.1 Apply information from research on good management practices of waste to make the environment clean.	
7		<b>Sub-Strand 2: Human Health</b>	<b>B7.5.2.1</b> Demonstrate knowledge of common deficiency diseases of humans, their causes, symptoms, effects and prevention	B7.5.2.1.1 Explain the relationship between food nutrients and common deficiency diseases and how they affect humans	
			<b>B7.5.2.2</b> Demonstrate knowledge of the nature of selected viral, diseases of humans, their causes, symptoms, effects and management	B7.5.2.2.1 Explain the nature of viral diseases with special emphasis on corona virus (COVID-19) /Ebola/H1N1 disease its causes, symptoms, effects on humans and its prevention	

8	<b>Sub-Strand 3: Science and Industry</b>	<b>B7.5.3.1</b> Realise how careers in science can improve human life, and research about Ghanaian and internationally recognised scientists and science educators and model after them	B.7. 5.3.1.1 Discover and explain how careers in science can improve human conditions and relate these careers to the work of great national and international scientists and science educators
	<b>Sub-Strand 4: Climate Change and Green Economy</b>	<b>B7.5.4.1</b> Demonstrate understanding of sustainable energy choices and their impact on the environment	B7.5.4.1.1 Search for information on ways sustainable energy choices and scientific ideas are used to protect the environment.
9	<b>Sub-Strand 5: Understanding the Environment</b>	<b>B7.5.5.1</b> Demonstrate understanding of different plants and animals found in different land forms and how they survive (with emphasis land forms in Ghana)	B7.5.5.1.1 List and describe the different types of plants and animals that live in different land forms such as plateau plain, mountain valley and others (with emphasis on land forms in Ghana). B7.5.5.1.2 Explain the nature of associations that exist among plants and animals in different landforms and their mechanisms for survival
10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

# BASIC 7 – COMPUTING – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 2: PRODUCTIVITY SOFTWARE</b>	<b>Sub-Strand 3: Introduction to Electronic Spreadsheet</b>	B7.2.3.1. Demonstrate how to use the Spreadsheet (Editing Worksheets)	B7.2.3.1.1. Explain the importance of electronic spreadsheet
2				B7.2.3.1.2. Explore features of MS-Excel interface
3				B7.2.3.1.3. Demonstrate how to set the cell datatype (General, Number, Currency, etc.).
4				B7.2.3.1.4. Demonstrate how to use Align Text, Merge & Wrap, Borders and Shades
5	<b>STRAND 3: COMMUNICATION NETWORKS</b>	<b>Sub-Strand 4: Web Technologies</b>	B7.3.4.1. Demonstrate the use of a Web Browser (Search engine)	B7.3.4.1.1 Identify the importance of the web in learning [Virtual Learning Environments (VLEs)]
6				B7.3.4.1.2 Explore the use of open learning websites in the classroom
7				B7.3.4.1.3 Demonstrate the techniques for evaluating web pages (Accuracy, Credibility, Content, Current, Functionality)
8	<b>STRAND 4: COMPUTATIONAL THINKING</b>	<b>Sub-Strand 3: Robotics</b>	B7.4.3.1 Discuss Robot Intelligence Concepts	B7.4.3.1.1 Review the various applications of robotic machines in society
9		<b>Sub-Strand 4: Artificial Intelligence</b>	B7.4.4.1. Discuss Artificial intelligence concepts	B7.4.4.1.1 Discuss the application of various areas of artificial intelligence (Machine learning, Artificial Neural Networks, Virtual Reality, Augmented Reality, Mixed Reality, Gamification)
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

## BASIC 7 – FRENCH – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: FAIRE CONNAISSANCE</b>	<b>Sub-Strand 6 : Parler De Sa Famille Et Les Liens Familiaux</b>	<b>B7.1.6.1</b> Comprendre et s'exprimer sur la famille et les liens familiaux	B7.1.6.1.1: Écouter, comprendre et réagir à une conversation ou une présentation dans laquelle des gens parlent de la famille nucléaire et les liens familiaux. (Réception orale / Compréhension de l'oral) B7.1.6.1.2: Échanger ou parler de sa famille et les liens familiaux (Production orale et Interaction orale)
2				B7.1.6.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on parle de sa famille et ses liens familiaux (Réception écrite / Compréhension des écrits) B7.1.6.1.4: Écrire pour présenter sa famille et / ou ses liens familiaux (Production écrite et Interaction écrite)
3	<b>STRAND 2: L'ENVIRONNEMENT</b>	<b>Sub-Strand 5: Parler De L'hygiène Et De La Santé</b>	<b>B7.2.5.1</b> Comprendre et s'exprimer sur la santé	B7.2.5.1.1: Écouter, comprendre et réagir à une présentation ou une conversation dans laquelle l'on parle de la santé (Réception orale / Compréhension de l'oral) B7.2.5.1.2: S'exprimer sur la santé (Production orale et Interaction orale) B7.2.5.1.3: Lire, comprendre et réagir à un texte sur la santé (Réception écrite / Compréhension des écrits) B7.2.5.1.4: Écrire un texte simple sur la santé (Production écrite et Interaction écrite)
4	<b>STRAND 3: LES ACTIVITÉS</b>	<b>Sub-Strand 3: Donner Et Réagir À Des Ordres Et Des Interdictions</b>	<b>B7.3.3.1</b> Comprendre, donner et réagir à des ordres et des interdictions	B7.3.3.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on donne et réagit à des ordres et interdire (Réception orale / Compréhension de l'oral) B7.3.3.1.2: Donner et réagir à des ordres et interdire (Production orale et Interaction orale)
5				B7.3.3.1.3: Lire, comprendre et réagir à un texte dans lequel on donne et exécute des ordres et des interdictions. (Réception écrite / Compréhension des écrits) B7.3.3.1.4: Écrire pour donner des ordres et des interdictions à quelqu'un (Production écrite et Interaction écrite)

6		<b>Sub-Strand 4: Demander, Donner Ou Refuser La Permission</b>	B7.3.4.1 Comprendre une permission, demander et donner ou refuser la permission	B7.3.4.1.1: Écouter comprendre et réagir à une conversation, une présentation dans laquelle on demande ou donne la permission (Réception orale / Compréhension de l'oral) B7.3.4.1.2: Demander ou donner/refuser la permission (Production orale et Interaction orale)
7				B7.3.4.1.3: Lire, comprendre et réagir à un texte dans lequel l'on demande et donne ou refuse la permission à quelqu'un (Réception écrite / Compréhension des écrits) B7.3.4.1.4: Écrire pour demander/donner/refuser la permission à quelqu'un (Production écrite et Interaction écrite)
8	<b>STRAND 4: LA LOCALISATION ET LES DÉPLACEMENTS</b>	<b>Sub-Strand 2: Demander Et Indiquer L'itinéraire</b>	B7.4.2.1 Comprendre, donner ou expliquer l'itinéraire à prendre	B7.4.2.1.1: Écouter, comprendre et réagir à une conversation dans laquelle l'on demande ou donne l'itinéraire (Réception orale / Compréhension de l'oral) B7.4.2.1.2: Demander le chemin/Donner ou indiquer l'itinéraire à quelqu'un (Production orale et Interaction orale) B7.4.2.1.3: Lire, comprendre et réagir à un texte dans lequel on demande son chemin ou indique le chemin (Réception écrite / Compréhension des écrits) B7.4.2.1.4: Écrire pour demander l'itinéraire ou indiquer l'itinéraire à quelqu'un (Production écrite et Interaction écrite)
9	<b>STRAND 6: LES LOISIRS</b>	<b>Sub-Strand 3: Parler Des Passe- Temps</b>	B7.6.3.1 Comprendre et s'exprimer sur les passe-temps	B7.6.3.1.1: Écouter comprendre et réagir à une conversation, une présentation sur les passe-temps (Réception orale / Compréhension de l'oral) B7.6.3.1.2: Parler des passe-temps ou échanger avec quelqu'un sur les passe-temps (Production orale et Interaction orale) B7.6.3.1.3: Lire, comprendre et réagir à un texte ou dialogue simple sur les passe-temps (Réception écrite / Compréhension des écrits) B7.6.3.1.4: Écrire un texte/un dialogue simple sur les passe-temps (Production écrite et Interaction écrite)
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			



## BASIC 7 – SOCIAL STUDIES – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 5: SOCIO- ECONOMIC DEVELOPMENT</b>	<b>Sub-Strand 2: Financial and Investment Issues</b>	B7.5.2.1. Demonstrate understanding of social security and pension issues	B7.5.2.1.1. Examine the importance of social security to the individual
2		<b>Sub-Strand 3: Tourism</b>	<b>B7.5.3.1.</b> Demonstrate knowledge on how tourism and leisure promote national development	B7.5.3.1.1. Examine the role of tourism and leisure in socioeconomic development of Ghana
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4	<b>STRAND 6: NATIONHOOD</b>	<b>Sub-Strand 1: Independent Ghana</b>	<b>B7.6.1.1.</b> Demonstrate understanding of how Ghana became an independent nation	B7.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence
5				B7.6.1.1.2 Recount the formation of the Convention People's Party (CPP) in 1949 - <i>Discuss the role of other groups, including trade unions, 'veranda boys' in the activities of the CPP</i>
6				B7.6.1.1.3. Discuss the recommendations of the Coussey Committee and the outcomes of the 1951, 1954 and 1956 elections - <i>How the Coussey Committee recommendations formed the basis of the 1950 Constitution</i> - <i>Kwame Nkrumah as leader of government business (1951 up to 1952).</i> - <i>What happened after the CPP won the 1956 election</i>
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8				B7.6.1.1.4 Analyse the nature of government from 1957 to 1960 - <i>Discuss the power-sharing arrangement between the British government and elected Ghanaian officials</i> - <i>Advantages and disadvantages of power-sharing from March 1957 to July 1960.</i> - <i>Discuss the composition of the cabinet from March 1957 to July 1960</i>
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10				<b>REVISION</b>
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

## BASIC 7 – RELIGIOUS AND MORAL EDUCATION – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 5: ETHICS AND MORAL LIFE</b>	<b>Sub-Strand 1: Manners and Decency</b>	<b>B7 5.1.1:</b> Develop good manners and learn how to apply them in their daily lives.	B7 5.1.1.1: Identify and explain behaviours considered to be good manners in the society.
2				B7.5.1.1.2: Discuss the importance of good manners and decency
3				B7 5.1.1.3: Discuss the significance of chastity
4				B7 5.1.1.4: Discuss the teachings of the three main religions on manners, decency and chastity
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6	<b>STRAND 6: RELIGION AND ECONOMIC LIFE</b>	<b>Sub-Strand 1: Work, Entrepreneurship and Social Security</b>	<b>B7 6.1.1:</b> Cultivate the need for hard work and develop the spirit of entrepreneurship	B7 6.1.1.1: Explain the meaning of work and entrepreneurship
7				B7 6.1.1.2: Discuss the relevance of work from the religious and ethical perspectives
8				B7 6.1.1.3: Identify steps to be taken to become a successful entrepreneur
9				B7 6.1.1.4: Justify the need to become an entrepreneur
<b>REVISION</b>				
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

## BASIC 7 – CAREER TECHNOLOGY – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 5: DESIGNING AND MAKING OF ARTEFACTS/ PRODUCTS</b>	<b>Sub-Strand 2: Designing</b>	<b>B7.5.2.1</b> Demonstrate understanding of Designing	B7.5.2.1.1: Work with a given design brief B7.5.2.1.2: Generate ideas
2		<b>Sub-Strand 3: Planning for Making Artefacts/Products</b>	<b>B7.5.3.1</b> Demonstrate understanding of planning for making artefacts/ products	B7.5.3.1.1: Discuss the factors to consider when planning a meal
3		<b>Sub-Strand 4: Making Artefacts from Compliant, Resistant Materials and Food Ingredients</b>	<b>B7.5.4.1</b> Demonstrate skills of making artefacts/ products	B7.5.4.1.1: Demonstrate skills in preparing food using moist methods of cooking
4				B7.5.4.1.2: Demonstrate skills of making artefacts/products in sewing and crocheting
5				B7.5.4.1.3: Make mock ups using compliant materials
6	<b>STRAND 6: ENTREPRENEURIAL SKILLS</b>	<b>Sub-Strand 2: Establishing and Managing a Small Business Enterprise</b>	<b>B7.6.2.1</b> Demonstrate understanding of Establishing and Managing a Small Business Enterprise	B7.6.2.1.1: Explain what is meant by ‘entrepreneurship’ and ‘entrepreneur’ B7.6.2.1.2: Describe the characteristics of a successful entrepreneur
7				B7.6.2.1.3: Explain the advantages and disadvantages of being an entrepreneur
8				B7.6.2.1.4: Explain what is meant by Career Technology Entrepreneurship
9				B7.6.2.1.5: Identify entrepreneurial opportunities in the locality
10				<b>REVISION</b>
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

## BASIC 7 – CREATIVE ARTS AND DESIGN – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 2: CREATIVE ARTS</b>	<b>Sub-Strand: 2.3. Connections In Local and Global Cultures</b>	<b>B7. 2.3.1 Visual Arts:</b> Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues	B7. 2.3.1.1. Narrate own views of the history, culture, environment and topical issues in the community
2				B7. 2.3.1.2. Identify visual artworks that reflect the history, culture, environment and topical issues in the community
3				
4				
5			<b>B7. 2.3.2. Performing Arts - Music:</b> Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues	B7. 2.3.2.3. Identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues
6				B7. 2.3.2.4 Appreciate and appraise an indigenous and a neotraditional group within the community based on their style, instruments, song themes, dance movements, etc.
7				
8			<b>B7. 2.3.3. Dance and Drama:</b> Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times, cultures and topical issues.	B7. 2.3.3.5 Select artworks of dance and drama artistes in the community or other places, and identify the history, culture, environment and topical issues that are reflected in them
9				B7. 2.3.3.6 Analyse works of other dance and drama artistes based on the history, culture, environment and topical issues in and around their communities
10			<b>REVISION</b>	
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

# BEST BRAIN EXAMINATIONS KONSORTIUM

2023 Academic  
Season

BASIC 8

*Scheme of Learning for*  
**THIRD TERM**  
*June–September 2023*

The Exams Masters!

The Exams Leaders!

The Exams Experts!

The Exams Wizards!

The Exams Gurus!

The Exams Whiz Kids!

**MOTTO: EXCELLENCE**



*Based On New Curriculum*

# STRATEGIC SCHEME OF LEARNING

## **IMPORTANT INFORMATION**

- The schedule for the **Third Term** Examinations is: **TUESDAY 5<sup>TH</sup> – MONDAY 11<sup>TH</sup> SEPTEMBER, 2023.**
- Submission of enrolments and final registration closes on: **18<sup>TH</sup> AUGUST, 2023.**
- **Full payment of the total bill** for the examinations must be made **at the time of registration.**
- Registration is **invalid until full payment is made.**
- Examination materials **shall not be delivered without full payment.**

# BASIC 8 – ENGLISH LANGUAGE – THIRD TERM

## STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING)

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 3:</b> English Sounds	<b>B8.1.3.1:</b> Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1. Produce consonant sounds in context (plosives)
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4			B8.1.3.1.2. Produce consonant sounds (fricatives) in context
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7			B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context
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10			<b>REVISION</b>
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 2: READING**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 2:</b> Summarising	<b>B8.2.2.1:</b> 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
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		



**STRAND 3: GRAMMAR AND GRAMMAR USAGE**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 2:</b> Punctuation and Capitalisation	<b>B8.3.1.1:</b> Demonstrate mastery of capitalisation and punctuation in communication	B8.3.1.1.1. Use punctuation marks (colon, semi-colon, apostrophe) in context
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6	<b>Sub-Strand 3:</b> Vocabulary	B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1. Use vocabulary appropriately in speaking and writing
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 4: WRITING**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 3:</b> Building and Present Knowledge	<b>B8.4.3.1:</b> 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
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 5: LITERATURE**

<b>WEEK</b>	<b>SUB- STRAND</b>	<b>CONTENT STANDARDS</b>	<b>INDICATORS</b>
<b>1</b>	<b>Sub-Strand 1:</b> Narrative, Drama and Poetry	<b>B8.5.1.1:</b> Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.5. Analyse the sequence of events in film/media, narratives and play scripts (drama).
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<b>11</b>	<b>END OF THIRD TERM EXAMINATIONS</b>		

# BASIC 8 – GHANAIAN LANGUAGE – THIRD TERM

## STRAND 1: B8.1 CUSTOMS AND INSTITUTIONS

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 3: B8.1.3</b> The Clan System	<b>B8.1.3.1</b> Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems	B8.1.3.1.1 Discuss the importance and threats to the clan system.
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4	<b>Sub-Strand 4: B8.1.4</b> Chieftaincy: Destoolment	<b>B8.1.4.1</b> Discuss the processes involved in the destooling/deskinning of a chief or queenmother.	B8.1.4.1.1 Examine some behaviours that can lead to the destoolment/deskinning of chiefs and queenmothers.
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6			B8.1.4.1.2 Discuss the processes involved in the destoolment/ deskinning of a chief or a queenmother
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8			B8.1.4.1.3 Compare and contrast the destoolment/deskinning processes among their people and other cultures of Ghana.
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 2: B8.2 LISTENING AND SPEAKING**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 6: B8.2.6</b> Presentation — Everyday Experience	<b>B8.2.6.1</b> 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
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 3: B8.3 READING**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 2: B8.3.2</b> Translation	B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages.
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 4: B8.4 LANGUAGE AND USAGE**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 3: B8.4.3</b> Integrating Grammar In Written Language (Verbs, Adverbs And Conjunctions)	<b>B8.4.3.1</b> 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.
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		

**STRAND 5: B8.5 COMPOSITION WRITING**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<p><b>Sub-Strand:</b> <b>B8.5.1</b> Structure and Organise Ideas in Composition Writing</p>	<p><b>B8.5.1.1</b> Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/ argumentative writing, informative/ academic/ expository and letter writing).</p>	<p>B8.5.1.1.1 Develop coherent essays using the features of given text types.</p>
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10	<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>		



**STRAND 6: B8.6 LITERATURE**

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>Sub-Strand 1:</b> <b>B8.6.1</b> Proverbs, Idioms, Prose, Drama, Poetry	<b>B8.6.1.2</b> 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.
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<b>REVISION</b>			
<b>END OF THIRD TERM EXAMINATIONS</b>			

# BASIC 8 – MATHEMATICS – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: NUMBER</b>	<b>Sub-Strand 3:</b> Fractions, Decimals and Percentages	<b>B8.1.3.1</b> Apply the understanding of operation on fractions to solve problems involving fractions of given quantities and round the results to given decimal and significant places	B8.1.3.1.1 Review fractions and solve problems involving basic operations on fractions
2				B8.1.3.1.2 Add and/or subtract, multiply and/or divide given fractions, by using the principle of the order of operations (the rule of BODMAS or PEMDAS), and apply the understanding to solve problems. B8.1.3.1.3. Review word problems involving basic operations on fractions and related concepts.
3		<b>Sub-Strand 4:</b> Number - Ratios and Proportion	<b>B8.1.4.1</b> 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. B8.1.4.1.2 Solve unit rate problems including those involving unit pricing and constant speed; and speed translation.
4				B8.1.4.1.3 Apply the knowledge of speed to draw and interpret travel graphs or distance-time graphs. B8.1.4.1.4 Recognise and represent proportional relationships between quantities by deciding whether two quantities are in a proportional relationship. (e.g. by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
5				B8.1.4.1.5 Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

6	<b>STRAND 2: ALGEBRA</b>	<b>Sub-Strand 3:</b> Variables and Equations	<b>B8.2.3.1</b> Demonstrate an understanding of linear inequalities of the form $x + a \geq b$ (where a and b are integers) by modelling problems as a linear inequalities and solving the problems concretely, pictorially, and symbolically	B8.2.3.1.1 Translate word problems into linear inequalities in one variable and vice versa B8.2.3.1.2 Solve simple linear inequalities B8.2.3.1.3 Determine solution sets of simple linear inequalities in given domains
7	<b>STRAND 3: GEOMETRY AND MEASUREMENT</b>	<b>Sub-Strand 3:</b> Position and Transformation	<b>B8.3.3.1</b> 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)	B8.3.3.1.1 Understand rotation and identify real-life situations involving rotation. B8.3.3.1.2 Draw rotation image in a coordinate plane and determine the angle of rotation.
8	<b>STRAND 4: HANDLING DATA</b>	<b>Sub-Strand 1:</b> Data	<b>B8.4.1.2.</b> Demonstrate an understanding of measures of central tendency (mean, median, mode) and range for grouped data and explain when it's most appropriate to use the mean, median, or mode.	B8.4.1.2.1 Calculate the mean, median and mode for a given set of ungrouped data, and explain why these values may be the same or different. B8.4.1.2.2 Justify a context in which the mean, median or mode is the most appropriate measure of central tendency to use when reporting findings.
9		<b>Sub-Strand 2:</b> Chance or Probability	<b>B8.4.2.1</b> Identify the sample space for a probability experiment involving two independent events and express the probabilities of given events as fractions, decimals, percentages and/or ratios to solve problems	B8.4.2.1.1. Perform a probability experiment involving two independent events such as drawing coloured bottle tops from a bag with replacement and list the elements of the sample space B8.4.2.1.2. Express the probabilities of the events as fractions, decimals, percentages and/or ratios. e.g. by using a tree diagram, table or other graphic organiser.
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

# BASIC 8 – SCIENCE – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 2: CYCLES</b>	<b>Sub-Strand 4:</b> Animal Production	B8.2.4.1 Recognise the different types of feed for different types of animals	B8.2.4.1.1 Compare and contrast the different types of feed for different types of animals
			B8.2.4.2 Demonstrate understanding of the importance of water and animal feed to the growth of animals.	B8.2.4.2.1 Explain the importance of water and animal feed to the growth of animals
2	<b>STRAND 3: SYSTEMS</b>	<b>Sub-Strand 4:</b> Farming Systems	B8.3.4.1 Demonstrate understanding of the different crop, animal and land combinations under various farming systems	B8.3.4.1.1 Identify and describe the types of crops, animals and land combinations for the different farming systems B8.3.4.1.2 Discuss the usefulness of the different crops and animals involved in the different farming systems.
3	<b>STRAND 4: FORCES AND ENERGY</b>	<b>Sub-Strand 4:</b> Force and Motion	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 Demonstrate simple ways of making magnets and show how magnetic force can be applied in domestic and industrial activities B8.4.4.1.2. Explain the relationship between magnetic force and Newton’s Second Law of motion; and show the law’s application to life.
			B8.4.4.2 Demonstrate understanding of complex machines and how they work	B8.4.4.2.1 Identify complex machines and describe their functions in life
4		<b>Sub-Strand 5:</b> Agricultural Tools	B8.4.5.1 Demonstrate knowledge and skills in the use of basic and simple agricultural tools for basic on-farm activities	B8.4.5.1.1 Show and discuss the use of basic and simple agricultural tools for basic on-farm activities B8.4.5.1.2 Engage in the use of basic and simple agricultural tools for basic farm activities.

5	<b>STRAND 5: HUMANS AND THE ENVIRONMENT</b>	<b>Sub-Strand 2:</b> Human Health	B8.5.2.1 Demonstrate knowledge of common communicable diseases, such as Hepatitis, of humans, causes, symptoms, effects and their prevention	B8. 5.2.1.1 Explain the symptoms, effects and prevention of common communicable diseases. B8. 5.2.1.2. Analyse the risk factors of communicable diseases
6			<b>B8.5.2.2</b> Demonstrate knowledge of the nature of selected bacterial diseases of humans, their causes, symptoms, effects and prevention	B8. 5.2.2.1 Explain the nature of bacterial diseases with special emphasis on food poisoning/gonorrhoea/ meningitis their causes, symptoms, effects on humans and prevention
7		<b>Sub-Strand 3:</b> Science and Industry	<b>B8.5.3. 1</b> Demonstrate an understanding of connections among science, technology, innovation, society and the environment	B8. 5.3.1.1 Examine the relationship among science, technology, innovation and society.
8		<b>Sub-Strand 4:</b> Climate Change and Green Economy	<b>B8.5.4.1</b> Demonstrate an understanding of the effects of climate change in the world and greening of other tropical countries including Ghana.	B8.5.4.1.1 Explain the concept of climate change and its effect on the environment. B8.5.4.1.2. Describe climate change and green economy actions.
9		<b>Sub-Strand 5:</b> Understanding the Environment	<b>B8.5.5.1</b> 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 Discuss physical properties of soils B8.5.5.1.2 Analyse the physical properties of soils and soil water content and demonstrate their importance in crop production.
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

# BASIC 8 – COMPUTING – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: INTRODUCTION TO COMPUTING</b>	<b>Sub-Strand 3:</b> Health and Safety In The Use Of Ict Tools	<b>B8.1.3.1.</b> Demonstrate how to apply Health and Safety measures in Using ICT Tools	B8.1.3.1.1 Examine workstation health risk assessment methods
2				B8.1.3.1.2 Explore safety measures at workstations
3	<b>STRAND 2: PRODUCTIVITY SOFTWARE</b>	<b>Sub-Strand 3:</b> Introduction to Electronic Spreadsheet	<b>B8.2.3.1.</b> Demonstrate how to format a worksheet	B8.2.3.1.1 Demonstrate how to adjust margins and set page orientation
4				B8.2.3.1.2. Demonstrate how to set up a header and a footer.
5				B8.2.3.1.3. Demonstrate the use of the Autofill function in MS- Excel worksheet
6				<b>B8 2.3.2</b> Demonstrate how to use spreadsheet formula
7	<b>STRAND 3: COMMUNICATION NETWORKS</b>	<b>Sub-Strand 4:</b> Web Technologies	<b>B8.3.4.1.</b> Demonstrate the use of a web browser (Search engine)	B8.3.4.1.1 Demonstrate how to effectively search from a web browser.
8				B8.3.4.1.2 Explore the use of more than one search engine
9	<b>STRAND 4: COMPUTATIONAL THINKING</b>	<b>Sub-Strand 4:</b> Artificial Intelligence	<b>B8.4.4.1</b> Discuss Artificial Intelligence Concepts	B8.4.4.1.1 Discuss Artificial Neural Networks (ANN) and compare intelligence in humans, animals and machines
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

# BASIC 8 – FRENCH – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 5: LES ACHATS</b>	<b>Sub-Strand 3:</b> Faire Des Courses	<b>B8.5.3.1</b> Comprendre et faire des courses	B8.5.3.1.1: Écouter, comprendre et réagir à une conversation / une présentation dans laquelle l'on fait des courses
2				B8.5.3.1.2: Fais des courses: achète, vend des marchandises, marchande le prix
3				B8.5.3.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on fait des courses B8.5.3.1.4: Décrire une scène de marché / supermarché à quelqu'un / marchander avec quelqu'un
4		<b>Sub-Strand 4:</b> Faire une Réservation	<b>B8.5.4.1</b> Comprendre et faire une réservation	B8.5.4.1.1: Écouter, comprendre et réagir à un dialogue où l'on fait une reservation
5				B8.5.4.1.2: Faire une réservation par telephone B8.5.4.1.3: Lire, comprendre une conversation où l'on fait une reservation
6				B8.5.4.1.4: Écrire un texte simple pour faire une réservation
7	<b>STRAND 9: LES SENTIMENTS ET LES OPINIONS</b>	<b>Sub-Strand 3:</b> Exprimer Son Accord ou son Désaccord	<b>B8.9.3.1</b> Comprendre et exprimer son accord ou son désaccord	B8.9.3.1.1: Comprendre et réagir à une conversation, une présentation dans laquelle des gens expriment leur accord ou désaccord
8				B8.9.3.1.2: Exprimer son accord ou désaccord B8.9.3.1.3: Lire, comprendre et réagir un texte simple dans lequel quelqu'un exprime son accord et son désaccord
9				B8.9.3.1.4: Exprimer son accord ou son désaccord à travers l'écrit.
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

## BASIC 8 – SOCIAL STUDIES – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: ENVIRONMENT</b>	<b>Sub-Strand 2: Mapping Skills</b>	<b>B8.1.2.1.</b> Demonstrate skills in sketching maps and interpreting landscapes from maps	B8.1.2.1.1. Sketch maps and interpret landscapes from maps <ul style="list-style-type: none"> <li>- Draw a diagram showing an eight-point compass</li> <li>- Draw/ sketch the map of the community indicating important landmarks</li> <li>- Sketch a map of the school compound to scale.</li> <li>- Show directions to important places in the community</li> </ul>
2				
3	<b>STRAND 5: SOCIO- ECONOMIC DEVELOPMENT</b>	<b>Sub-Strand 3: Tourism</b>	<b>B8.5.3.1.</b> 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 <ul style="list-style-type: none"> <li>- Use videos/pictures to identify some tourist sites</li> <li>- Visit tourist sites and suggest ways of improving them.</li> <li>- Discuss how new tourist sites can be developed</li> <li>- Examine the importance of tourism to socio-economic development</li> </ul>
4				
5	<b>STRAND 6: NATIONHOOD</b>	<b>Sub-Strand 2: The Republics</b>	<b>B8.6.2.1.</b> Analyse the main developments in the Republics between 1960 and 1972	B8.6.2.1.1. Explain how the First Republic came into being <ul style="list-style-type: none"> <li>- Discuss the outcome of 27 April 1960 referendum</li> <li>- Discuss the outcome of 27 April 1960 presidential elections</li> <li>- Produce a chart showing major political events from 1951 to1960</li> </ul>
6				
7				B8.6.2.1.2. Explain political developments under the first republic <ul style="list-style-type: none"> <li>- Identify the main features of the 1960 Constitution of the First Republic</li> <li>- Examine the changes that happened in the country as a result of the 1960 Constitution of the First Republic.</li> <li>- Describe the membership of the cabinet under the1960 Constitution.</li> </ul>
8				B8.6.2.1.3. Explain how the Second Republic came into being <ul style="list-style-type: none"> <li>- Discuss the outcome of the 1969 general elections</li> <li>- Compare the First Republican Constitution and the second Republican Constitution</li> </ul>
9				B8.6.2.1.4. Explain political developments under the Second Republic <ul style="list-style-type: none"> <li>- Describe the main features of the 1969 Constitution of the Second Republic including the creation of the office of the Prime Minister</li> <li>- Explain the changes that happened in the country as a result of the 1969 Constitution of the Second Republic</li> <li>- Discuss the membership of the cabinet under the1969 Constitution</li> </ul>
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			



## BASIC 8 – RELIGIOUS AND MORAL EDUCATION – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 5: ETHICS AND MORAL LIFE</b>	<b>Sub-Strand 1:</b> Moral Teachings in The Three Major Religions in Ghana	<b>B8 5.1.1:</b> Exemplify the moral teachings from the Bible, Qur'an and Oral Traditions	<b>B8 5.1.1.1:</b> Identify and explain the moral teachings from the Bible, Qur'an and Oral Traditions <i><b>Christian:</b> The Ten Commandments (Exodus 20:1-17); Moral Teachings found in the book of Proverbs (10-12); The Teachings of Jesus e.g. Parables (Matthew 13:1-23 or Luke 8:4- 15; Matthew 13:24-52; Luke 15:11-31; Luke 16:1-13; Luke 10:25-37 etc.); Sermon on the Mount (Matthew 5-7); Moral Teachings as found in the Epistle of James (1-5); Moral Teachings as found in the Letter to the Ephesians (15:21)</i> <i><b>Islam:</b> Social Justice (Qur'an 16:90; Qur'an 4:58); Qur'an 5:9); Duty to parents (Qur'an 17:23-24); Teasing people and being mischievous (Qur'an 33:58); Patience (Qur'an 2:45); Courage (Qur'an 2:178-179); Cleanliness (Qur'an 5:6); Humility (Qur'an 31:19-20); Steadfastness (Qur'an 2:155); Forbidding evil and enjoying good life (Qur'an 6:121; Qur'an 3:110); Adultery and fornication (Qur'an 17:32); Controlling anger (Qur'an 3:135); Good life (Qur'an 11:115); Mercy (Qur'an 42:41; Qur'an 7:157)</i> <i><b>Indigenous African Religion:</b> Proverbs and Wise Sayings; Moral Teachings from Taboos:</i>
2				
3				
4				
5				
6	<b>STRAND 6: RELIGION AND ECONOMIC LIFE</b>	<b>Sub-Strand 1:</b> Money	B8 6.1.1: Plan the wise use of money	B8 6.1.1.1: Explain the term “money” and indicate its usefulness.
7				B8 6.1.1.2: Identify and explain honest ways of acquiring money
8				B8 6.1.1.3: Discuss the appropriate ways of using money
9				B8 6.1.1.4. Discuss the benefits of the SSNIT pension scheme and people who are qualified to benefit.
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

## BASIC 8 – CAREER TECHNOLOGY – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: HEALTH AND SAFETY</b>	<b>Sub-Strand 3:</b> Environmental Health	<b>B8.1.3.1</b> Demonstrate understanding of the basic concept of Environmental health	B8.1.3.1.1: Discuss the causal factors, effects and prevention of desertification and deforestation
2			<b>B8.1.3.2</b> Demonstrate understanding and practice of basic ways of disposing of household and industrial/workshop waste	B8.1.3.2.1: Identify proper management and disposal of household and industrial waste
3	<b>STRAND 2: MATERIALS FOR PRODUCTION</b>	<b>Sub-Strand 4:</b> Food Commodities (Animal and Plant Sources)	<b>B8.2.4.1</b> Demonstrate understanding of the functions of food commodities	B8.2.4.1.1: Explore the functions of food to the body
4	<b>STRAND 3: TOOLS, EQUIPMENT AND PROCESSES</b>	<b>Sub-Strand 4:</b> Kitchen Essentials	<b>B8.3.4.1</b> Demonstrate understanding of maintaining kitchen essentials	B8.3.4.1.1: Demonstrate how to care for and maintain kitchen essentials
5		<b>Sub-Strand 5:</b> Finishes and Finishing	<b>B8.3.5.1</b> Demonstrate understanding of application of finishes	B8.3.5.1.1: Demonstrate how to mix the various finishes
6				B8.3.5.1.2 Demonstrate skills of finishing edges of sewing articles and food products
7	<b>STRAND 5: DESIGNING AND MAKING OF ARTEFACTS/ PRODUCTS</b>	<b>Sub-Strand 4:</b> Making Artefacts from Compliant, Resistant Materials and Food Ingredients	<b>B8.5.4.1</b> Demonstrate understanding of designing artefacts/ products, and models and planning meals	B8.5.4.1.1: Prepare food using the moist method of cooking
8				B8.5.4.1.2: Make artefacts/products in crocheting using advanced techniques
9				B8.5.4.1.3: Make artefacts/products using wood, metal and plastics
10	<b>REVISION</b>			
11	<b>END OF THIRD TERM EXAMINATIONS</b>			

## BASIC 8 – CREATIVE ARTS AND DESIGN – THIRD TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	
1	<b>STRAND 2: CREATIVE ARTS</b>	<b>Sub-Strand: 2.3.</b> Connections in Local and Global Cultures	<b>B8. 2.3.1. Visual Arts:</b> Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues	B8. 2.3.1.1. Identify and discuss visual artists whose work reflected the history, culture, environment and topical issues in the community	
2				B8. 2.3.1.2. Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues	
3				B8. 2.3.1.3. Determine the creative design approaches and processes used by visual artists in creating artworks that reflect the history, culture, environment and topical issues	
4				<b>B8. 2.3.2. Performing Arts - Music:</b> 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	B8. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues
5					B8. 2.3.2.5. Appreciate and appraise at least three (3) indigenous and neo-traditional groups within the nation based on their style, instruments, song themes, dance movements, etc
6					
7				<b>B8. 2.3.3. Dance and Drama:</b> 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	B8.2.3.3.7 Organise a group discussion to appreciate dance and/or plays of own and other cultures, environment and topical issues.
8					
9					
10			<b>REVISION</b>		
11	<b>END OF THIRD TERM EXAMINATIONS</b>				