

# BEST BRAIN EXAMINATIONS KONSORTIUM

2022 Academic  
Season

BASIC 5

*Scheme of Learning for*  
**SECOND TERM**  
*May–August 2022*

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**

- **Your acceptance of this scheme of learning implies consent to our terms and conditions herein and any infractions thereof shall attract appropriate punishments.**
- The schedule for the **Second Term** Examinations is: **MONDAY 1<sup>ST</sup> – MONDAY 8<sup>TH</sup> AUGUST, 2022**
- The **charges** for the end of term examinations for **Upper Primary (Basic 4-6)** is: **GH¢ 6.00 PER PUPIL**
- **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 FIVE – ENGLISH LANGUAGE – SECOND TERM

WEEK	STRAND	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	STRAND 1: ORAL LANGUAGE	Sub-Strand 5: Dramatization and Role Play	<b>B5.1.5.1:</b> Appreciate pieces of literary materials through dramatisation	B5.1.5.1.1. Use costume to dramatize or role-play parts/whole of stories
	STRAND 2: READING	Sub-Strand 5: Blends and Consonant Clusters	<b>B5.2.5.1:</b> Identify and use consonant blends and clusters in reading	B5.2.5.1.1.Orally produce two-syllable words by blending sounds (phonemes), including consonant blends B5.2.5.1.2.Use the spelling-sound correspondences for common consonant digraphs
	STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS	Sub-Strand 5: Verbs	<b>B5.3.5.1:</b> Apply the knowledge of verbs in communication	B5.3.5.1.1. Use different types of verbs in sentences: – <i>Main verb</i> – <i>Helping verb (primary auxiliary and modal auxiliary)</i>
	STRAND 4: WRITING	Sub-Strand 10: Narrative Writing	<b>B5.4.10.1:</b> Narrate situations, express feelings and convey point of view about the world/ or fictional world	B5.4.10.1.1. Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech
	STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 5: Using Qualifying Words- Adjectives	<b>B5.5.5.1:</b> Demonstrate understanding of adjectives in speech and in writing	B5.5.5.1.1. Use comparative forms of regular and irregular adjectives to make comparisons
	STRAND 6: EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
2	STRAND 1: ORAL LANGUAGE	Sub-Strand 5: Dramatization and Role Play	<b>B5.1.5.2:</b> Appreciate key issues in stories/sketches	B5.1.5.2.1. Interpret moral values in plays/stories B5.1.5.2.2. Develop sketches from stories read or heard B5.1.5.2.3. Analyse the actions of characters in sketches
	STRAND 2: READING	Sub-strand 6: Vocabulary	<b>B5.2.6.1:</b> Understand word meanings and usages	B5.2.6.1.1.Use level-appropriate content words (nouns, verbs, adjectives and adverbs), and function words (e.g. prepositions) appropriately in communication
	STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS	Sub-Strand 5: Verbs	<b>B5.3.5.1:</b> Apply the knowledge of verbs in communication	B5.3.5.1.2. Use appropriate subject-verb agreement:
	STRAND 4: WRITING	Sub-Strand 10: Narrative Writing	<b>B5.4.10.1:</b> Narrate situations, express feelings and convey point of view about the world/ or fictional world	B5.4.10.1.1. Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech

	<b>STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 5:</b> Using Qualifying Words- Adjectives	<b>B5.5.5.1:</b> Demonstrate understanding of adjectives in speech and in writing	B5.5.5.1.1. Use comparative forms of regular and irregular adjectives to make comparisons
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
<b>3</b>	<b>STRAND 1: ORAL LANGUAGE</b>	<b>Sub-Strand 6:</b> Conversation - Talking about Oneself, Family, People, Customs, Social/Cultural Values and Manners	<b>B5.1.6.1:</b> Use certain culturally acceptable language for communication	B5.1.6.1.1. Describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly
	<b>STRAND 2: READING</b>	<b>Sub-strand 6:</b> Vocabulary	<b>B5.2.6.1:</b> Understand word meanings and usages	B5.2.6.1.2. Use the following terms: synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions.
	<b>STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS</b>	<b>Sub-Strand 5:</b> Verbs	<b>B5.3.5.1:</b> Apply the knowledge of verbs in communication	B5.3.5.1.3. Use the simple present form of verbs to express: <i>-Needs/preferences,</i> <i>-Thoughts and ideas</i>
	<b>STRAND 4: WRITING</b>	<b>Sub-Strand 10:</b> Narrative Writing	<b>B5.4.10.1:</b> Narrate situations, express feelings and convey point of view about the world/ or fictional world	B5.4.10.1.1. Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech
	<b>STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 5:</b> Using Qualifying Words- Adjectives	<b>B5.5.5.1:</b> Demonstrate understanding of adjectives in speech and in writing	B5.5.5.1.1. Use comparative forms of regular and irregular adjectives to make comparisons
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
<b>4</b>	<b>STRAND 1: ORAL LANGUAGE</b>	<b>Sub-Strand 6:</b> Conversation - Talking about Oneself, Family, People, Customs, Social/Cultural Values and Manners	<b>B5.1.6.2:</b> Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding	B5.1.6.2.1. Maintain appropriate posture and facial expression B5.1.6.2.2. Listen and view for the entire duration of text, speech, presentation, video etc.

	<b>STRAND 2: READING</b>	<b>Sub-strand 6:</b> Vocabulary	<b>B5.2.6.2:</b> Build vocabulary	B5.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts, using the dictionary or online resources to look up meanings of words etc.
	<b>STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS</b>	<b>Sub-Strand 5:</b> Verbs	<b>B5.3.5.1:</b> Apply the knowledge of verbs in communication	B5.3.5.1.4. Use the simple past form of verbs to express past needs, interest and feeling:
	<b>STRAND 4: WRITING</b>	<b>Sub-Strand 11:</b> Creative/ Free Writing	<b>B5.4.11.1:</b> Create texts	B5.4.11.1.1. Write freely on topics of choice on issues in the community
	<b>STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 5:</b> Using Qualifying Words- Adjectives	<b>B5.5.5.1:</b> Demonstrate understanding of adjectives in speech and in writing	B5.5.5.1.1. Use comparative forms of regular and irregular adjectives to make comparisons
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
<b>5</b>	<b>STRAND 1: ORAL LANGUAGE</b>	<b>Sub-Strand 6:</b> Conversation - Talking about Oneself, Family, People, Customs, Social/Cultural Values and Manners	<b>B5.1.6.3:</b> Use knowledge of language and communicative skills to participate in conversation	B5.1.6.3.1. Engage in collaborative conversation on topics such as social issues, values and manners with adults B5.1.6.3.2. Demonstrate turn taking in conversation in different topics and follow agreed- upon rules for conversation, e.g. listening to others B5.1.6.3.3. Respond to questions to give further clarification of an opinion
	<b>STRAND 2: READING</b>	<b>Sub-strand 6:</b> Vocabulary	<b>B5.2.6.3:</b> Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills	B5.2.6.3.1. Deduce meaning of words from the word class they belong to and how they relate to one another (synonyms and antonyms).
	<b>STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS</b>	<b>Sub-Strand 5:</b> Verbs	<b>B5.3.5.1:</b> Apply the knowledge of verbs in communication	B5.3.5.1.5. Use irregular form of the simple past tense of verbs
	<b>STRAND 4: WRITING</b>	<b>Sub-Strand 11:</b> Creative/ Free Writing	<b>B5.4.11.1:</b> Create texts	B5.4.11.1.1. Write freely on topics of choice on issues in the community
	<b>STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 6:</b> Using Adverbs	<b>B5.5.6.1:</b> Demonstrate understanding of the use of adverbs in speech and in writing	B5.5.6.1.1. Use adverbs to express manner
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

6	<b>STRAND 1: ORAL LANGUAGE</b>	<b>Sub-Strand 7:</b> Listening Comprehension	<b>B5.1.7.1:</b> Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.1. Employ the Think-Aloud strategy to convey meaning from level- appropriate texts.
	<b>STRAND 2: READING</b>	<b>Sub-strand 6:</b> Vocabulary	<b>B5.2.6.4:</b> Use words appropriately for purpose, audience, context and culture	B5.2.6.4.1. Recognise how words are formed through acronyms (WHO) and clipping (telephone-phone). B5.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.)
	<b>STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS</b>	<b>Sub-Strand 5:</b> Verbs	<b>B5.3.5.1:</b> Apply the knowledge of verbs in communication	B5.3.5.1.6. Use the past continuous form of verbs to talk about actions/events that were going on when a second action/event took place.
	<b>STRAND 4: WRITING</b>	<b>Sub-Strand 11:</b> Creative/ Free Writing	<b>B5.4.11.1:</b> Create texts	B5.4.11.1.1. Write freely on topics of choice on issues in the community
	<b>STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 6:</b> Using Adverbs	<b>B5.5.6.1:</b> Demonstrate understanding of the use of adverbs in speech and in writing	B5.5.6.1.1. Use adverbs to express manner
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
7	<b>STRAND 1: ORAL LANGUAGE</b>	<b>Sub-Strand 7:</b> Listening Comprehension	<b>B5.1.7.1:</b> Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.2. Make connections with events in drama B5.1.7.1.3. Relate to lessons in stories
	<b>STRAND 2: READING</b>	<b>Sub-strand 6:</b> Vocabulary	<b>B5.2.6.4:</b> Use words appropriately for purpose, audience, context and culture	B5.2.6.4.3. Use words suitable for purpose, audience, context and culture in relation to: type of texts (expository/explanatory, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc
	<b>STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS</b>	<b>Sub-Strand 5:</b> Verbs	<b>B5.3.5.1:</b> Apply the knowledge of verbs in communication	B5.3.5.1.7. Use the imperative forms of verbs to give instructions and directions
	<b>STRAND 4: WRITING</b>	<b>Sub-Strand 11:</b> Creative/ Free Writing	<b>B5.4.11.1:</b> Create texts	B5.4.11.1.2. Write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts
	<b>STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 6:</b> Using Adverbs	<b>B5.5.6.1:</b> Demonstrate understanding of the use of adverbs in speech and in writing	B5.5.6.1.1. Use adverbs to express manner
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read



8	STRAND 1: ORAL LANGUAGE	Sub-Strand 7: Listening Comprehension	B5.1.7.1: Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.4. Use background knowledge to understand and build new knowledge while listening to drama
	STRAND 2: READING	Sub-Strand 7: Comprehension	B5.2.7.1: Process and comprehend level appropriate texts	B5.2.7.1.1. Construct meaning from text read B5.2.7.1.2. Note and recall main ideas in a sequence
	STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS	Sub-Strand 6: Adverbs	B5.3.6.1: Apply the knowledge of different types of adverbs in communication	B5.3.6.1.1. Use adverbs to express manner
	STRAND 4: WRITING	Sub-Strand 11: Creative/ Free Writing	B5.4.11.1: Create texts	B5.4.11.1.2. Write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts
	STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 6: Using Adverbs	B5.5.6.1: Demonstrate understanding of the use of adverbs in speech and in writing	B5.5.6.1.1. Use adverbs to express manner
	STRAND 6: EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
9	STRAND 1: ORAL LANGUAGE	Sub-Strand 7: Listening Comprehension	B5.1.7.1: Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.5. Ask relevant questions to expand comprehension of details of texts
	STRAND 2: READING	Sub-Strand 7: Comprehension	B5.2.7.1: Process and comprehend level appropriate texts	B5.2.7.1.3. Scan texts for details B5.2.7.1.4. Read level-appropriate texts silently and closely for comprehension.
	STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS	Sub-Strand 6: Adverbs	B5.3.6.1: Apply the knowledge of different types of adverbs in communication	B5.3.6.1.1. Use adverbs to express manner
	STRAND 4: WRITING	Sub-Strand 12: Descriptive Writing	B5.4.12.1: Demonstrate knowledge of descriptive words/expressions in writing	B5.4.12.1.1. Use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.
	STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 7: Using Simple Prepositions	B5.5.7.1: Apply the knowledge of prepositions in oral and written communication	B5.5.7.1.1. Use prepositions to convey a variety of meanings- <i>Position e.g. on – Direction e.g. to – Time e.g. at – Purpose e.g. for – Possession e.g. for – Comparison e.g. taller than – Support or opposition e.g. for you, against you</i>
	STRAND 6: EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

10	<b>STRAND 1: ORAL LANGUAGE</b>	<b>Sub-Strand 7:</b> Listening Comprehension	<b>B5.1.7.1:</b> Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.6. Distinguish between causes and effects of events in a story
	<b>STRAND 2: READING</b>	<b>Sub-Strand 7:</b> Comprehension	<b>B5.2.7.1:</b> Process and comprehend level appropriate texts	B5.2.7.2.1. Respond to a text with simple judgment B5.2.7.2.2. Relate two or more ideas in a text
	<b>STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS</b>	<b>Sub-Strand 7:</b> Idiomatic Expressions	<b>B5.3.7.1:</b> Understand and use idiomatic expressions appropriately in speech and in writing	B5.3.7.1.1. Identify, explain and use idiomatic expressions correctly
	<b>STRAND 4: WRITING</b>	<b>Sub-Strand 12:</b> Descriptive Writing	<b>B5.4.12.1:</b> Demonstrate knowledge of descriptive words/expressions in writing	B5.4.12.1.1. Use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.
	<b>STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 7:</b> Using Simple Prepositions	<b>B5.5.7.1:</b> Apply the knowledge of prepositions in oral and written communication	B5.5.7.1.1. Use prepositions to convey a variety of meanings
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
11	<b>STRAND 1: ORAL LANGUAGE</b>	<b>Sub-Strand 7:</b> Listening Comprehension	<b>B5.1.7.1:</b> Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.7. Draw conclusions from main ideas, key details and specific examples from texts
	<b>STRAND 2: READING</b>	<b>Sub-Strand 7:</b> Comprehension	<b>B5.2.7.3:</b> Demonstrate an understanding of the use of words and phrases as used in a text.	B5.2.7.2.3. Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion) B5.2.7.3.1. Use knowledge of prefixes and suffixes to read and interpret unfamiliar words.
	<b>STRAND 3: GRAMMAR AND USAGE AT WORD AND PHRASE LEVELS</b>	<b>Sub-Strand 7:</b> Idiomatic Expressions	<b>B5.3.7.1:</b> Understand and use idiomatic expressions appropriately in speech and in writing	B5.3.7.1.1. Identify, explain and use idiomatic expressions correctly
	<b>STRAND 4: WRITING</b>	<b>Sub-Strand 12:</b> Descriptive Writing	<b>B5.4.12.1:</b> Demonstrate knowledge of descriptive words/expressions in writing	B5.4.12.1.1. Use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.
	<b>STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 7:</b> Using Simple Prepositions	<b>B5.5.7.1:</b> Apply the knowledge of prepositions in oral and written communication	B5.5.7.1.1. Use prepositions to convey a variety of meanings
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B5.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
12	<b>REVISION</b>			
13	<b>END OF SECOND TERM EXAMINATIONS</b>			



## BASIC FIVE – GHANAIAN LANGUAGE – SECOND TERM

WEEK	STRAND	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>STRAND 1: ORAL LANGUAGE</b> <i>(Listening And Speaking)</i>	<b>Sub-Strand 5:</b> Dramatisation and Role Play	<b>B5.1.5.1:</b> Demonstrate an understanding of how a story can be changed into a drama	B5.1.5.1.1 Narrate a story of about six to seven characters and recognise the characters, setting and stage.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 6:</b> Comprehension	<b>B5.2.6.1:</b> Exhibit knowledge of answering questions based on texts presented	B5.2.6.1.1 Explain the meaning of unfamiliar words in context.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 4:</b> Persuasive Writing	<b>B5.4.4.1:</b> Exhibit knowledge of writing simple persuasive essays using controlled composition on their own	5.4.4.1.1 Write a simple persuasive essay through controlled composition..
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-Strand 4:</b> Integrating Grammar in Written Language (Use of qualifying words)	<b>B5.5.4.1:</b> Demonstrate knowledge in the use of adjectives and adverbs.	B5.5.4.1.1 Recognise and use the types of adjectives (dimension, colour, age)
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 2:</b> Read Aloud with Children	<b>B5.6.2.1:</b> Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.1 Read aloud passages with correct pronunciation and tone.
2	<b>(STRAND 1: ORAL LANGUAGE</b> <i>(Listening And Speaking)</i>	<b>Sub-Strand 5:</b> Dramatisation and Role Play	<b>B5.1.5.1:</b> Demonstrate an understanding of how a story can be changed into a drama	B5.1.5.1.1 Narrate a story of about six to seven characters and recognise the characters, setting and stage.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 6:</b> Comprehension	<b>B5.2.6.1:</b> Exhibit knowledge of answering questions based on texts presented	B5.2.6.1.1 Explain the meaning of unfamiliar words in context.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 4:</b> Persuasive Writing	<b>B5.4.4.1:</b> Exhibit knowledge of writing simple persuasive essays using controlled composition on their own	B5.4.4.1.2 Write simple persuasive essays about domestic issues
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-Strand 4:</b> Integrating Grammar in Written Language (Use of qualifying words)	<b>B5.5.4.1:</b> Demonstrate knowledge in the use of adjectives and adverbs.	B5.5.4.1.1 Recognise and use the types of adjectives (dimension, colour, age)
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 2:</b> Read Aloud with Children	<b>B5.6.2.1:</b> Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.1 Read aloud passages with correct pronunciation and tone.
3	<b>(STRAND 1: ORAL LANGUAGE</b> <i>(Listening And Speaking)</i>	<b>Sub-Strand 5:</b> Dramatisation and Role Play	<b>B5.1.5.1:</b> Demonstrate an understanding of how a story can be changed into a drama	B5.1.5.1.3 Perform a drama of about six to seven characters.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 6:</b> Comprehension	<b>B5.2.6.1:</b> Exhibit knowledge of answering questions based on texts presented	B5.2.6.1.1 Explain the meaning of unfamiliar words in context.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 4:</b> Persuasive Writing	<b>B5.4.4.1:</b> Exhibit knowledge of writing simple persuasive essays using controlled composition on their own	B5.4.4.1.3 Write persuasive essays on given topics.

	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-Strand 4:</b> Integrating Grammar in Written Language (Use of qualifying words)	<b>B5.5.4.1:</b> Demonstrate knowledge in the use of adjectives and adverbs.	B5.5.4.1.2 Use of comparative and superlative words/adjectives forms in sentences.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 2:</b> Read Aloud with Children	<b>B5.6.2.1:</b> Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.1 Read aloud passages with correct pronunciation and tone.
<b>4</b>	<b>(STRAND 1: ORAL LANGUAGE (Listening And Speaking))</b>	<b>Sub-Strand 5:</b> Dramatisation and Role Play	<b>B5.1.5.1:</b> Demonstrate an understanding of how a story can be changed into a drama	B5.1.5.1.3 Perform a drama of about six to seven characters.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 6:</b> Comprehension	<b>B5.2.6.1:</b> Exhibit knowledge of answering questions based on texts presented	B 5.2.6.1.2 Answer factual and inferential questions.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 5:</b> Argumentative Writing	<b>B5.4.5.1:</b> Exhibit knowledge and understanding of good argumentative essays by gathering information.	B5.4.5.1.1 Gather information for the writing of good argumentative essays.
	<b>STRAND 5: WRITING CONVENTIONS/USAGE</b>	<b>Sub-Strand 4:</b> Integrating Grammar in Written Language (Use of qualifying words)	<b>B5.5.4.1:</b> Demonstrate knowledge in the use of adjectives and adverbs.	B5.5.4.1.2 Use of comparative and superlative words/adjectives forms in sentences.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 2:</b> Read Aloud with Children	<b>B5.6.2.1:</b> Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.1 Read aloud passages with correct pronunciation and tone.
<b>5</b>	<b>(STRAND 1: ORAL LANGUAGE (Listening And Speaking))</b>	<b>Sub-Strand 6:</b> Conversation	<b>B5.1.6.1:</b> Name and discuss some basic items used at home and in school.	B5.1.6.1.1. Recognise and discuss items used at home.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 6:</b> Comprehension	<b>B5.2.6.1:</b> Exhibit knowledge of answering questions based on texts presented	B 5.2.6.1.2 Answer factual and inferential questions.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 5:</b> Argumentative Writing	<b>B5.4.5.1:</b> Exhibit knowledge and understanding of good argumentative essays by gathering information.	B5.4.5.1.2 Comprehend and discuss how to write for or against a motion in an argumentative essay.
	<b>STRAND 5: WRITING CONVENTIONS/USAGE</b>	<b>Sub-Strand 5:</b> Integrating Grammar in Written Language (Use of postpositions)	<b>B5.5.5.1:</b> Demonstrate the use of postpositions	B5.5.5.1.1 Recognise and use postpositions in complex sentences.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 2:</b> Read Aloud with Children	<b>B5.6.2.1:</b> Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.1 Read aloud passages with correct pronunciation and tone.
<b>6</b>	<b>(STRAND 1: ORAL LANGUAGE (Listening And Speaking))</b>	<b>Sub-Strand 6:</b> Conversation	<b>B5.1.6.1:</b> Name and discuss some basic items used at home and in school.	B5.1.6.1.1. Recognise and discuss items used at home.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 6:</b> Comprehension	<b>B5.2.6.1:</b> Exhibit knowledge of answering questions based on texts presented	B 5.2.6.1.2 Answer factual and inferential questions.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 5:</b> Argumentative Writing	<b>B5.4.5.1:</b> Exhibit knowledge and understanding of good argumentative essays by gathering information.	B5.4.5.1.3 Write a simple argumentative essay on a given topic.

7	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-Strand 5:</b> Integrating Grammar in Written Language (Use of postpositions)	<b>B5.5.5.1:</b> Demonstrate the use of postpositions	B5.5.5.1.1 Recognise and use postpositions in complex sentences.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 2:</b> Read Aloud with Children	<b>B5.6.2.1:</b> Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.1 Read aloud passages with correct pronunciation and tone.
	( <b>STRAND 1: ORAL LANGUAGE</b> ( <i>Listening And Speaking</i> ))	<b>Sub-Strand 6:</b> Conversation	<b>B5.1.6.1:</b> Name and discuss some basic items used at home and in school.	B5.1.6.1.2 Recognise and discuss things used at school.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 7:</b> Silent Reading	<b>B5.2.7.1:</b> Demonstrate knowledge on reading for comprehension.	B5.2.7.1.1 Explain the meaning of unfamiliar words in a text.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 5:</b> Argumentative Writing	<b>B5.4.5.1:</b> Exhibit knowledge and understanding of good argumentative essays by gathering information.	B5.4.5.1.3 Write a simple argumentative essay on a given topic.
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-Strand 5:</b> Integrating Grammar in Written Language (Use of postpositions)	<b>B5.5.5.1:</b> Demonstrate the use of postpositions	B5.5.5.1.3 Recognise postpositions in paragraphs
8	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 2:</b> Read Aloud with Children	<b>B5.6.2.1:</b> Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.2 Demonstrate correct speech, rhythm and tone
	( <b>STRAND 1: ORAL LANGUAGE</b> ( <i>Listening And Speaking</i> ))	<b>Sub-Strand 6:</b> Conversation	<b>B5.1.6.1:</b> Name and discuss some basic items used at home and in school.	B5.1.6.1.2 Recognise and discuss things used at school.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 7:</b> Silent Reading	B5.2.7.1: Demonstrate knowledge on reading for comprehension.	B5.2.7.1.1 Explain the meaning of unfamiliar words in a text.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 6:</b> Informative/ Academic Writing	<b>B5.4.6.1:</b> Demonstrate knowledge of creating a journal	B5.4.6.1.1 Write articles for a journal and edit the articles.
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-Strand 5:</b> Integrating Grammar in Written Language (Use of postpositions)	<b>B5.5.5.1:</b> Demonstrate the use of postpositions	B5.5.5.1.3 Recognise postpositions in paragraphs
9	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-Strand 2:</b> Read Aloud with Children	<b>B5.6.2.1:</b> Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.2 Demonstrate correct speech, rhythm and tone
	( <b>STRAND 1: ORAL LANGUAGE</b> ( <i>Listening And Speaking</i> ))	<b>Sub-Strand 6:</b> Conversation	<b>B5.1.6.1:</b> Name and discuss some basic items used at home and in school.	B5.1.6.1.3 Demonstrate how some of the items used at home and in school are maintained.
	<b>STRAND 2: READING</b>	<b>Sub-Strand 7:</b> Silent Reading	<b>B5.2.7.1:</b> Demonstrate knowledge on reading for comprehension.	B5.2.7.1.1 Explain the meaning of unfamiliar words in a text.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-Strand 6:</b> Informative/ Academic Writing	<b>B5.4.6.1:</b> Demonstrate knowledge of creating a journal	B5.4.6.1.1 Write articles for a journal and edit the articles.

10	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-Strand 6: Integrating Grammar in Written Language (Use of simple and compound sentences)	B5.5.6.1: Exhibit knowledge in the use of conjunctions in forming compound sentences	B5.5.6.1.1 Recognise single conjunctions such as “but” and “because” in compound sentences.
	STRAND 6: EXTENSIVE READING	Sub-Strand 2: Read Aloud with Children	B5.6.2.1: Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.2 Demonstrate correct speech, rhythm and tone
	STRAND 1: ORAL LANGUAGE ( <i>Listening And Speaking</i> )	Sub-Strand 7: Talking about Oneself, Family, People and Places	B5.1.7.1: Demonstrate knowledge on the recognition of expressions and behaviour that show courtesies.	B5.1.7.1.1 Demonstrate and say expressions that show courtesy
	STRAND 2: READING	Sub-Strand 7: Silent Reading	B5.2.7.1: Demonstrate knowledge on reading for comprehension.	B5. 2.7.1. 2 Explain the meaning of figurative expression in a text and answer questions on the passage
	STRAND 4: COMPOSITION WRITING	Sub-Strand 6: Informative/ Academic Writing	B5.4.6.1: Demonstrate knowledge of creating a journal	5.4.6.1.2 Publish and appreciate the articles in the journal.
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-Strand 6: Integrating Grammar in Written Language (Use of simple and compound sentences)	B5.5.6.1: Exhibit knowledge in the use of conjunctions in forming compound sentences	B5.5.6.1.2 Use single conjunctions in forming compound sentences.
11	STRAND 6: EXTENSIVE READING	Sub-Strand 2: Read Aloud with Children	B5.6.2.1: Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.2 Demonstrate correct speech, rhythm and tone
	STRAND 1: ORAL LANGUAGE ( <i>Listening And Speaking</i> )	Sub-Strand 7: Talking about Oneself, Family, People and Places	B5.1.7.1: Demonstrate knowledge on the recognition of expressions and behaviour that show courtesies.	B5.1.7.1.3 Demonstrate non-verbal behaviour that depict courtesy.
	STRAND 2: READING	Sub-Strand 7: Silent Reading	B5.2.7.1: Demonstrate knowledge on reading for comprehension.	B5. 2.7.1. 2 Explain the meaning of figurative expression in a text and answer questions on the passage
	STRAND 4: COMPOSITION WRITING	Sub-Strand 6: Informative/ Academic Writing	B5.4.6.1: Demonstrate knowledge of creating a journal	5.4.6.1.2 Publish and appreciate the articles in the journal.
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-Strand 6: Integrating Grammar in Written Language (Use of simple and compound sentences)	B5.5.6.1: Exhibit knowledge in the use of conjunctions in forming compound sentences	B5.5.6.1.3 Form compound sentences with appropriate conjunctions.
12	STRAND 6: EXTENSIVE READING	Sub-Strand 2: Read Aloud with Children	B5.6.2.1: Exhibit knowledge in reading sentences, paragraphs and stories aloud.	B5.6.2.1.2 Demonstrate correct speech, rhythm and tone
	REVISION			
13	END OF SECOND TERM EXAMINATIONS			

## BASIC FIVE– MATHEMATICS – SECOND TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: NUMBER</b>	<b>Sub-Strand 3:</b> Number: Fractions	<b>B5.1.3.1</b> Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions	B5.1.3.1.1 Determine equivalent fractions of given fractions B5.1.3.1.2 Compare and order fractions
2				B5.1.3.1.3 Use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions (one denominator being a multiple of the other) B5.1.3.1.4 Use the concept of equivalent fractions for addition and subtraction of fractions greater than one (improper or mixed fractions)
3				B5.1.3.1.5 Use models to explain the result of multiplying a whole number by a fraction B5.1.3.1.5 Use models to explain the result of multiplying a whole number by a fraction
4			<b>B5.1.4.1</b> Demonstrate understanding of decimals fractions and strategies for comparing, adding and subtracting decimal fraction	B5.1.4.1.1 Describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions B5.1.2.1.1. Multiply multi-digit numbers by 2-digit numbers efficiently B5.1.4.1.2 Compare and order decimal fractions and a mixture of common
5				and decimal fractions (up to the thousandths) using the symbols , or = B5.1. 4.1.3 Round decimals to the nearest tenth and hundredth B5.1.4.1.4 Use models to explain the result of addition and subtraction of decimals (up to the thousandths) B5.1.4.1.5 Use models to explain the result of multiplying a decimal (up to the thousandths) by a whole number
6			<b>B5.1.5.1</b> Demonstrate understanding of percentage of a given number	B5.1.5.1.1 Determine the percentage of a given quantity (limit to 2-digit whole number) and vice versa B5.1.5.1.2 Determine the benchmark percentages from their common fractions and use these to estimate percentages of quantities B5.1.5.1.3 Identify and describe percent from real-life contexts and solve problems using percent.
7	<b>STRAND 2: ALGEBRA</b>	<b>Sub-Strand 2:</b> Algebraic Expressions	<b>B5.2.2.1</b> Demonstrate understanding of algebraic expressions	B5.2.2.1.1 Demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide).



8	<b>STRAND 3: GEOMETRY &amp; MEASUREMENT</b>	<b>Sub-strand 3:</b> Measurement – Perimeter, Area, Capacity /Volume and Angle	<b>B5.3.1.1</b> Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	B5.3.1.1.2 Use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals properties B5.3.1.1.3 Prove that a polygon is regular by measuring the sides and angles or by folding and superimposing
9		<b>Sub-Strand 2:</b> Measurement	<b>B5.3.2.1</b> Estimate and measure perimeter and surface area of 2-D shapes using centimetre and metre	B5.3.2.1.1 Estimate perimeter using referents for centimetre and metre, and calculate the actual perimeter and compare. B5.3.2.1.2 Calculate perimeter of given shapes in centimetres and metres. B5.3.2.1.3 Calculate surface area of given shapes in centimetres and metres.
10			<b>B5.3.2.2</b> Demonstrate an understanding of volume of common 3D shapes	B5.3.2.2.1 Select and justify referents for $\text{cm}^3$ or $\text{m}^3$ units. B5.3.3.2.2 Determine the volume of boxes by finding how many cubes of sizes $1\text{cm}^3$ each contains B5.3.2.2.3 Determine different sizes of boxes that have the same volume. B5.3.3.2.4 Demonstrate an understanding of capacity by describing the relationship between capacity and volume as well as litre and $10\text{cm}^3$
11	<b>STRAND 4: DATA</b>	<b>Sub-Strand 1:</b> Data Collection, Organisation, Presentation, Interpretation and Analysis	<b>B5.4.1.2</b> Construct and interpret double bar graphs to draw conclusions	B5.4.1.2.1. Draw double bar graphs, complete with title, labelled axes, key or legend, to represent data collected (up to 3 pairs of categories of data and use it to solve problems.
12	<b>REVISION</b>			
13	<b>END OF SECOND TERM EXAMINATIONS</b>			



## BASIC FIVE – SCIENCE – SECOND TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: DIVERSITY OF MATTER	Sub-Strand 2: Materials	B5.1.2.1 Recognise materials as important resources for providing human needs	B5.1.2.1.1 Classify everyday materials based on their properties (soft, hard, rough, smooth, opaque, transparent and bendable)
2			B5.1.2.2 Know that substances can exist in different physical states (solid, liquid, gas). Many substances can be changed from one state to another by heating or cooling	B5.1.2.2.1 Know that some changes are reversible, while others cannot be reversed
3			B5.1.2.3 Understand mixtures, the types, formation, uses and ways of separating them into their components	B5.1.2.3.1 Demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)
4				B5.1.2.3.1 Demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)
5	STRAND 2: CYCLES	Sub-Strand 2: Life Cycles of Organisms	B5.2.2.1 Demonstrate understanding of life cycle of a plant	B5.2.2.1.1 Relate structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform
6				B5.2. 2.1.2 Compare the differences in germination of bean and maize seeds
7				B5.2. 2.1.2 Compare the differences in germination of bean and maize seeds
8	STRAND 3: SYSTEMS	Sub-Strand 2: The Solar System	B5.3.2.1 Show understanding of the orderliness of the sun, planets and satellites in the solar system, as well as the important role of the sun in the existence of the solar system	B5.3.2.1.1 Identify the components of the solar system (sun, earth, moon, other planets, satellite)
9	STRAND 4: FORCES AND ENERGY	Sub-Strand 2: Electricity and Electronics	B5.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms	B5.4.2.1.1 Identify the components of an electric circuit and their functions
10	STRAND 5: HUMANS AND THE ENVIRONMENT	Sub-Strand 2: Diseases	B5.5.2.1 Know common diseases of humans; causes, symptoms, effects and prevention	B5.5.2.1.1 Explain the causes, symptoms and control of chicken pox
11				B5.5.2.1.2 Identify causes, symptoms and prevention of cholera
12	REVISION			
13	END OF SECOND TERM EXAMINATIONS			

## BASIC FIVE – COMPUTING – SECOND TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: INTRODUCTION TO COMPUTING</b>	<b>Sub-Strand 2:</b> Introduction to Ms- Windows Interface (Desktop Background and Locations of The Computer)	<b>B5.1.2.1.</b> Demonstrate the use of the Desktop Background as well as working with folders.	B5.1.2.1.1. Personalise the Desktop Background and edit its images (e.g. image, icons and Taskbar of the background)
2				B5.1.2.1.2. Recognise how to customise the Desktop Background using Change Background, Start menu and Pin to taskbar or start menu. B5.1.2.1.3. Describe how to Personalise the Desktop Background using advance tools and settings.
3		<b>Sub-Strand 3:</b> Data, Sources and Usage	<b>B5.1.3.1.</b> Illustrate the use of Data and identify their sources.	B5.1.2.1.4. Creating a short cut, adding or removing common icons on the desktop. B5.1.2.1.5. Moving, copying and pasting a file or icon into and from a folder on the desktop B5.1.2.1.6. Demonstrate understanding of the File Explorer window and locations of the computer through the file explorer
4				B5.1.3.1.1. Use Strategies for identifying data from results of an experiment. B5.1.3.1.2. Identify primary sources of information e.g. photographs, audio, video recordings, letters etc B5.1.3.1.3. Identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc. according to their similarities.
5				B5.1.3.1.4. Demonstrate sending and sharing information e.g. arranging data, sorting and calculations etc. B5.1.3.1.5. Demonstrate basic calculations on sample data e.g. arranging and summing and averaging data.
6				B5.1.3.1.6. Recognise data types (integer, double, float). B5.1.3.1.7. Demonstrate sending and sharing information. B5.1.3.1.8 Select the samples and collect data (e.g. listening to radio, newspaper, talking to people etc.) B5. 1.3.1.9 Make simple tables and diagrams from the collected data B5. 1.3.1.10 Analyse tables, maps, diagrams, photographs and charts, and generalize the results and make suggestions (e.g. Finding sum or grand total).

7	<b>STRAND 5: PROGRAMMING AND DATABASES</b>	<b>Sub-Strand 2:</b> Introduction to Electronic Spreadsheet ( <i>Tabs &amp; Ribbons Manipulation</i> )	<b>B5.5.1.2.</b> Demonstrate how to use Electronic Spreadsheet.	B5.5.1.2.1. Identify Electronic Spreadsheets and their uses. B5.5.1.2.2. Learners discuss the importance of Electronic Spreadsheets. B5.5.1.2.3. Learners get familiar with the interface of MS-Excel	
8		<b>STRAND 6: INTERNET AND SOCIAL MEDIA</b>	<b>Sub-Strand 5:</b> Using Online Forms	<b>B5.6.5.1.</b> Demonstrate the Usage of Forms	B5.6.5.1.1. Identify and describe forms in a web page. B5.6.5.1.2. Demonstrate working on or offline B5.6.5.1.3. Demonstrate downloading of files (e.g. pictures, audio, pdf etc.).
9			<b>Sub-Strand 6:</b> Customizing Your Browser	<b>B5.6.6.1.</b> Show how to Customize a Browser	B5.6.6.1.1. Demonstrate how to set default search engines. B5.6.6.1.2. Show how to set homepages. B5.6.6.1.3. Show how to make Browser apps, add-ons, plug-ins, and extensions.
10					B5.6.6.1.4. Illustrate how to customise the browser toolbar B5.6.6.1.5. Identify cookies in web browsers. B5.6.6.1.6. Illustrate how to set disk space or cache usage.
11					<b>Sub-Strand 7:</b> Electronic Email
12	<b>REVISION</b>				
13	<b>END OF SECOND TERM EXAMINATIONS</b>				

## BASIC FIVE – FRENCH – SECOND TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: DÉFINIR LES ASPECTS DE L'IDENTITÉ</b>	<b>Sub-Strand 3:</b> Présenter quelqu'un	(Se présenter et présenter quelqu'un)	B5.1.3.1.1- Écouter et comprendre un texte dans lequel on présente quelqu'un B5.1.3.2.1 Présenter quelqu'un en donnant son âge, sa profession/son occupation, son adresse (I.O) B5.1.3.2.2 -Présenter quelqu'un en donnant ses goûts et préférences
2		<b>Sub-Strand 2:</b> Présenter quelqu'un	(Présenter quelqu'un)	B5.1.3.3.1 Lire et comprendre la présentation d'un personnage dans un conte/un roman/une nouvelle B5.1.3.3.2 Lire et comprendre le portrait/biographie simple d'une personne B5.1.3.4.1 Écrire une carte postale à un(e) correspondant(e) pour lui présenter quelqu'un : âge, profession/occupation, son adresse
3	<b>STRAND 2 : PARLER DE SON ENVIRONNEMENT</b>	<b>Sub-Strand 2:</b> Parler de son école	(Parler de son école)	B5.2.2.1.1 Écouter/Regarder et comprendre un document audio-visuel sur l'environnement de l'école B5.2.2.2.1 Poser et répondre à des questions sur l'environnement de l'école B5.2.2.2.2 Discuter des différentes activités de l'école.
4				B5.2.2.2.3 Réciter des slogans sur l'environnement de l'école. B5.2.2.3.1- Lire et comprendre des affiches, annonces, sur l'environnement de l'école et dire ce qui se passe. : - <i>Protéger l'environnement ! Protéger les fleurs ! etc.</i> B5.2.2.4.1- Compléter un texte, une annonce, une affiche par des mots sur l'environnement de l'école :
5	<b>STRAND 3: EXPRIMER SES GOÛTS ET SES PRÉFÉRENCES</b>	<b>Sub-Strand 2:</b> Dire ce que l'on n'aime pas	(Dire ce que l'on n'aime pas)	B5.3.2.1 Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un : plats, sports, matières, professions, etc. B5.3.2.2 Poser et répondre à des questions sur les goûts, les préférences
6				B5.3.2.3 Dire ce que l'on n'aime pas faire B5.3.1.3.1- Lire et comprendre un texte simple sur quelques phénomènes de la nature B5.3.1.4.1- Écrire des phrases sur ce que l'on aime et de ce que l'on n'aime pas.

7	<b>STRAND 4: LES ACTIVITÉS SIMPLES</b>	<b>Sub-Strand 3 :</b> Parler des jours de la semaine	(Parler des jours de la semaine)	B5.4.3.1.1Écouter/Regarder et comprendre un document audio/audio-visuel sur les jours de la semaine et B5.4.3.2.1Poser et répondre à des questions sur les activités de la semaine. B5.4.3.2.2 Dire ce que l’on fait à l’école chaque jour de la semaine B5.4.3.3.1- Lire et comprendre un texte simple sur les activités d’une personne dans la semaine B5.4.3.4.1Écrire ce que l’on fait chaque jour de la semaine
8		<b>Sub-Strand 4:</b> Situer les mois et les saisons dans le temps	(Situer les mois et les saisons dans le temps)	B5.4.4.1.1Écouter et comprendre une chanson ou un poème sur les saisons B5.4.4.2.1Poser et répondre à des questions sur les saisons B5.4.4.2.2 Réciter des poèmes ou chanter des chansons sur les saisons B5.4.4.3.1Lire et comprendre un texte simple sur les saisons où se passent les évènements. B5.4.4.4.1Écrire les mois où sont nés les membres de sa famille Ex. Ma mère est née en mars.
9		<b>Sub-Strand 5:</b> Entrer en contact par téléphone	(Entrer en contact par téléphone)	B5.4.5.1.1Écouter/Regarder et comprendre un clip sur deux personnes qui communiquent par téléphone et répondre aux questions B5.4.5.2.1Simuler la conversation téléphonique entre deux interlocuteurs B5.4.5.2.2 Présenter au téléphone des membres de sa famille à un(e) camarade de classe, B5.4.5.3.1 Lire et comprendre de petites scènes d’entretiens téléphoniques entre deux personnes B5.4.5.4.1 Envoyer des textos
10		<b>Sub-Strand 6:</b> Inviter quelqu’un et accepter une invitation	(Inviter quelqu’un et accepter une invitation)	B5.4.6.1.1 Écouter/Regarder et comprendre un document audiovisuel sur l’invitation B5.4.6.2.1Inviter quelqu’un par telephone B5.4.6.2.2-Accepter/refuser une invitation
11				B5.4.6.2.3 Dire pourquoi on accepte ou on refuse une invitation. B5.4.6.3.1Lire et comprendre une lettre/une carte d’invitation B5.4.6.4.1Écrire une carte postale ou une carte d’invitation
12	<b>REVISION</b>			
13	<b>END OF SECOND TERM EXAMINATIONS</b>			

## BASIC FIVE – RELIGIOUS AND MORAL EDUCATION – SECOND TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: GOD, HIS CREATION AND ATTRIBUTES	Sub-Strand 2: The Environment	B5.1.2.1. Explain how to care for the environment	B5.1.2.1.1. Discuss the effects of human activities on the environment.
2				B5.1.2.1.1. Discuss the effects of human activities on the environment.
3				B5.1.2.1.2: Demonstrate ways to care for the environment
4				B5.1.2.1.2: Demonstrate ways to care for the environment
5	STRAND 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS	Sub-Strand 2: Festivals in the Three Major Religions	B5.2.2.1. Explain the Significance of Religious Festivals	B5.2.2.1.1: Identify the moral significance of sacred passages and oral traditions in the three main religions.
6				B5.2.2.1.1: Identify the moral significance of sacred passages and oral traditions in the three main religions.
7				B5.2.2.1.1: Identify the moral significance of sacred passages and oral traditions in the three main religions.
8	STRAND 4: THE FAMILY AND COMMITMENT	Sub- Strand 1: The Family and the Community	B5.4.1.1. Explain Family Commitment	B5.4.1.1.1: Explain the need to be a committed member of the family.
9				B5.4.1.1.1: Explain the need to be a committed member of the family.
10				B5 4.1.1.2: Demonstrate things to do to show commitment as members of the family.
11				B5 4.1.1.2: Demonstrate things to do to show commitment as members of the family.
12	REVISION			
13	END OF SECOND TERM EXAMINATIONS			



## BASIC FIVE – OUR WORLD AND OUR PEOPLE – SECOND TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: ALL ABOUT US	Sub-strand 3: My Family and the Community	B5.1.3.1. Demonstrate understanding of how to be committed to one’s Family	B5.1.3.1.1. Explain the need to be a committed member of the family
2			B5.1.3.2. Show understanding of staying safe on the road	B5.1.3.2.1. Identify things to do to stay safe on roads
3			B5.1.3.3. Demonstrate understanding of gender related issues in the environment	B5.1.3.3.1. Explain how gender equity can be promoted
4	STRAND 2: ALL AROUND US	Sub-Strand 3: Map Making and Land Marks	B5.2.3.1. Demonstrate knowledge of major landmarks in the community	B5.2.3.1.1. Locate major land marks on a sketch map of the community
5				B5.2.3.1.1. Locate major land marks on a sketch map of the community
6	STRAND 3: OUR BELIEFS AND VALUES	Sub-Strand 3: Basic Human Rights	B5.3.3.1. Demonstrate understanding of how to respect human rights as a citizen	B5.3.3.1.1. Describe fundamental human rights in the family
7				B5.3.3.1.1. Describe fundamental human rights in the family
8	STRAND 4: OUR NATION GHANA	Sub-Strand 3: Responsible Use of Resources	B5.4.3.1. Demonstrate understanding of responsible use of water	B5.4.3.1.1. Identify ways of keeping water bodies safe
9				B5.4.3.1.1. Identify ways of keeping water bodies safe
10	STRAND 5: MY GLOBAL COMMUNITY	Sub-strand 1: Our Neighbouring Countries	B5.5.1.1. Demonstrate knowledge of the economic exchanges between Ghana and her neighbours	B5.5.1.1.1. Describe the economic exchanges between Ghana and her neighbours
11				B5.5.1.1.1. Describe the economic exchanges between Ghana and her neighbours
12	REVISION			
13	END OF SECOND TERM EXAMINATIONS			

## BASIC FIVE – HISTORY OF GHANA – SECOND TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 4: COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	Sub-Strand 2: Social Developments Under Colonial Rule	B5.4.2.1. Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).	B5.4.2.1.1 Identify the developments in education during the colonial era (1874-1957).
2				B5.4.2.1.1 Identify the developments in education during the colonial era (1874-1957).
3				B5.4.2.1.1 Identify the developments in education during the colonial era (1874-1957).
4				B5.4.2.1.2 Identify some of the health facilities and housing projects in the colonial period
5				B5.4.2.1.2 Identify some of the health facilities and housing projects in the colonial period
6		Sub-Strand 3: Economic Developments Under Colonial Rule	B5.4.3.2. Show understanding of the Economic policies and projects during the colonial period (1874- 1957)	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects
7				B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects
8	STRAND 5: JOURNEY TO INDEPENDENCE	Sub-Strand 1: Early Protest Movements	B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before1945	B5.5.1.1.1 Identify the early protest movements in Ghana before 1945.
9				B5.5.1.1.1 Identify the early protest movements in Ghana before 1945.
10				B5.5.1.1.2 Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897
11				B5.5.1.1.2 Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897
12	REVISION			
13	END OF SECOND TERM EXAMINATIONS			

## BASIC FIVE – CREATIVE ARTS – SECOND TERM

WK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 2:</b> Planning, Making and Composing	<b>B5 1.2.2</b> Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities	B5 1.2.2.1 Experiment with available relevant visual arts media and methods to create own visual artworks that reflect the history and culture of people of Africa B5 1.2.2.2 Experiment with available relevant visual arts media and methods to create own visual artworks that reflect the physical and social environments of some African communities
2	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 2:</b> Planning, Making and Composing	<b>B5 2.2.2</b> Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities.	B5 2.2.2.1 Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the history and culture of the people of Africa B5 2.2.2.2 Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the physical and social environments of some communities in Africa B5 2.2.2.3 Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect topical issues in Africa
3	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 2:</b> Planning, Making And Composing	<b>B5 1.2.2</b> Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities	B5 1.2.2.3 Experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa
4	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 2:</b> Planning, Making and Composing	<b>B5 2.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	B5 2.2.3.1 Create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of people of Africa B5 2.2.3.2 Create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa B5 2.2.3.3 Create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa
5	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 2:</b> Planning, Making and Composing	<b>B5 1.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production based on other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues.	B5 1.2.3.1 Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of people of Africa B5 1.2.3.2 Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa
6	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 3:</b> Displaying and Sharing	<b>B5 2.3.4</b> Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	B5 2.3.4.1 Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the history and culture of Africa B5 2.3.4.2 Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa B5 2.3.4.3 Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa

7	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 2:</b> Planning, Making and Composing	<b>B5 1.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production based on other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues.	5 1.2.3.3 Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa
8	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 3:</b> Displaying and Sharing	<b>B5 2.3.5</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	B5 2.3.5.1 Stage a display of own portfolio of performing artworks to share creative experiences of compositions that reflect the history and culture of the people of Africa B5 2.3.5.2 Stage a display of own portfolio of performing artworks to share creative experiences of compositions that reflect the physical and social environments of some communities in Africa
9	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 3:</b> Displaying and Sharing	<b>B5 1.3.4</b> Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance	B5 1.3.4.1 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa B5 1.3.4.2 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the physical and social environments in some communities in Africa B5 1.3.4.3 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa
10	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 3:</b> Displaying and Sharing	<b>B5 2.3.5</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	B5 2.3.5.3 Stage a display of own portfolio of performing artworks to share own creative experiences of compositions that reflect the topical issues in Africa
11	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 3:</b> Displaying and Sharing	<b>B5 1.3.5</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	B5 1.3.5.1 Exhibit portfolio of own and others' visual art artworks to share creative experiences of artworks that reflect the history and culture of the people of Africa B5 1.3.5.2 Exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect the physical and social environments of some communities in Africa B5 1.3.5.3 Exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect topical issues in Africa
12	<b>REVISION</b>			
13	<b>END OF SECOND TERM EXAMINATIONS</b>			