

STRAND	SUB – STRAND AND INDICATORS
CUSTOMS AND INSTITUTIONS	THE CLAN SYSTEM ♦ Discuss trends affecting the clan system
	CHIEFTANCY: TRADITIONAL GOVERNMENT Explore the traditional governing structure of their community and discuss the duties of the functionaries
LISTENING AND SPEAKING	TONES ♦ Apply the idea of tones correctly when speaking and reading in context
	PRESENTATION: EVERYDAY EXPERIENCES ♦ Discuss complex topics related to everyday activities ♦ Compare their own group report on some topical issues
READING	TRANSLATION ♦ Decode the meaning of texts and translate from source to target language
LANGUAGE AND USAGE	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (VERBS, ADVERBS) ♦ Discuss auxiliary verbs in sentences ♦ Discuss how adverbs follow each other in a sentence
COMPOSITION WRITING	REVISION OF ALL SUB STRANDS
LITERATURE	REVISION OF ALL SUB STRANDS

REVISION

ONE VISION EXAMINATION CENTRE (OVEC)

(A Credible Private Examinations Consortium)



GHANAIAN LANGUAGE AND CULTURE

2026/27 ACADEMIC YEAR

SCHEME OF LEARNING

FOR BASIC 7, 8 & 9

BASIC EDUCATION TERMINAL EXAMINATIONS

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NOTE THE FOLLOWING

1. The Scheme of Learning has been prepared from the new GES Curriculum for Basic Schools. It is therefore advisable for teachers to be guided by the details given by the revised curriculum for effective teaching and learning.
2. Details of the sub-strands (previously called topics) have been expanded under indicators (previously called sub-topics) in the new curriculum.
3. The Scheme of Learning has been divided into three terms which ensures teachers complete the curriculum by the end of the academic year.
4. Pupils shall be examined based on the Scheme of Learning for that particular term. Therefore, teachers are advised to follow the Scheme of Learning provided.
5. At the JHS level it shall include questions from previous classes.
6. Teachers should make sure that the general aims of teaching the various subjects outlined in the curriculum are achieved at the end of the academic year.

BASIC 9

(GHANAIAN LANGUAGE & CULTURE)

TERM ONE

STRAND	SUB – STRAND AND INDICATORS
CUSTOMS AND INSTITUTIONS	<p style="text-align: center;">RITES AND PASSAGE (MARRIAGE)</p> <ul style="list-style-type: none"> ◆ Discuss the process involved in performing marriage rites in their culture ◆ Compare and contrast the marriage rites in their culture to other cultures in Ghana ◆ Compare and contrast the traditional marriage rites to the contemporary marriage rites and dramatize both <p style="text-align: center;">NAMING SYSTEMS (CIRCUMSTANTIAL, REINCANATION, DEITY NAMES)</p> <ul style="list-style-type: none"> ◆ Identify and discuss circumstances the result in naming children in their community ◆ Discuss reincarnation names and their meanings ◆ Identify and discuss deity names
LISTENING AND SPEAKING	<p style="text-align: center;">CONVERSATION/ EVERYDAY DISCOURSE</p> <ul style="list-style-type: none"> ◆ Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/ issues ◆ Ask questions that link the ideas of several speakers and respond to others questions in a discussion ◆ Use appropriate language orally to discuss grade-level national issues fluently ◆ Express opinions and advice on a range of everyday issues and situations clearly ◆ Demonstrate appropriate turn taking and use techniques for effective argument (debate) <p style="text-align: center;">LISTENING COMPREHENSION</p> <ul style="list-style-type: none"> ◆ Listen to a more natural level-appropriate interactions with multiple speakers for example, TV shows, dramas, films, etc. ◆ Initiate and participate in meaningful and collaborative discussions on texts and related materials buildings on others ideas and expressing their own clearly and persuasively
READING	<ul style="list-style-type: none"> ◆ Locate the main and subsidiary points in a range of texts and rewrite logically with accuracy in their own words ◆ Summarise passages read in given number of sentences
LANGUAGE AND USAGE	<p style="text-align: center;">INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (NOUNS AND ADJECTIVES)</p> <ul style="list-style-type: none"> ◆ Discuss nouns under singular and plural forms in an increasing and abstract range of texts ◆ Discuss how adjectives follow each other in a sentence
COMPOSITION WRITING	<p style="text-align: center;">STRUCTURE AND ORGANISE IDEAS IN COMPOSITION WRITING</p> <ul style="list-style-type: none"> ◆ Plain and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language
LITERATURE	<p style="text-align: center;">DRUM/ HORN/ XYLOPHONE, PROSE, POETRY AND DRAMA</p> <ul style="list-style-type: none"> ◆ Explore drum language/ appellations and war songs respectively ◆ Discuss how writers use language to create effect in an increasing range of prose, poetry and drama

BASIC 8 (GHANAIAAN LANGUAGE & CULTURE) TERM THREE

STRAND	SUB – STRAND AND INDICATORS
CUSTOMS AND INSTITUTIONS	<p style="text-align: center;">THE CLAN SYSTEM</p> <ul style="list-style-type: none"> ◆ Discuss the importance and threats to the clan system <p style="text-align: center;">CHIEFTANCY (DESTOOLMENT)</p> <ul style="list-style-type: none"> ◆ Examine some behaviours that can lead to the destoolment/ deskinment of chiefs and queenmothers ◆ Discuss the process the process involved in the destoolment/ deskinment of a chief or a queenmothers ◆ Compare and contrast the destoolment/ deskinment processes among their people and other cultures of Ghana
	<p style="text-align: center;">TONE</p> <ul style="list-style-type: none"> ◆ Establish the meaning of words when the tone on the syllables in a word changes <p style="text-align: center;">PRESENTATION (EVERYDAY EXPERIENCE)</p> <ul style="list-style-type: none"> ◆ Develop and modify their language in narrating some selected daily activities
READING	<p style="text-align: center;">TRANSLATION</p> <ul style="list-style-type: none"> ◆ Establish the meaning of words, phrases and sentences in their various languages
LANGUAGE AND USAGE	<p style="text-align: center;">INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (VERBS, ADVERBS AND CONJUNCTIONS)</p> <ul style="list-style-type: none"> ◆ Recognize and use the tense and aspectual (habitual, progressive, future) forms of verbs in sentences. ◆ Identify and use adverbs appropriately in sentences ◆ Identify and use conjunction in an increasing range of text appropriately and correctly
COMPOSITION WRITING	<p style="text-align: center;">STRUCTURE AND ORGANISE IDEAS IN COMPOSITION WRITING</p> <ul style="list-style-type: none"> ◆ Develop coherent essays using the features of given text types
LITERATURE	<p style="text-align: center;">PROVERBS, IDIOMS, PROSE, DRAMA, POETRY</p> <ul style="list-style-type: none"> ◆ Discuss the features of proverbs and idioms ◆ Discuss how writers use language to create effect in prose, poet-

BASIC 7 (GHANAIAAN LANGUAGE & CULTURE) TERM ONE

STRAND	SUB – STRAND
CUSTOMS AND INSTITUTIONS	◆ Rites of passage: Childhood rites
LISTENING AND SPEAKING	◆ Conversation/Everyday discourse
READING	◆ Reading
LANGUAGE AND USAGE	◆ Sentences: Simple, Compound and Complex ◆ Integrating grammar in written language (nouns,
COMPOSITION WRITING	◆ Structure and Organize ideas in Composition Writing
LITERATURE	◆ Folktales and Songs

BASIC 7 (GHANAIAAN LANGUAGE & CULTURE) TERM TWO

STRAND	SUB – STRAND
CUSTOMS AND	◆ The Clan System
LISTENING AND SPEAKING	◆ Speech Sounds: Vowels, Consonants and Syllable
READING	◆ Translation
LANGUAGE AND USAGE	◆ Integrating grammar in written language (verbs,
COMPOSITION WRITING	◆ Structure and Organise Ideas in Composition Writing
LITERATURE	◆ Prose, Drama and Poetry

BASIC 7 (GHANAIAAN LANGUAGE & CULTURE) TERM THREE

STRAND	SUB – STRAND
CUSTOMS AND INSTITUTIONS	◆ Chieftaincy: Installment and Distoolment.
LISTENING AND SPEAKING	◆ Vocabulary development (sight and content vocabulary) ◆ Presentation: Everyday Experience
READING	◆ Reading and comprehension
LANGUAGE AND USAGE	◆ Vocabulary, spelling and punctuation
COMPOSITION WRITING	◆ Structure and Organize Ideas in Composition Writing
LITERATURE	◆ Prose, Drama and Poetry

BASIC 8 (GHANAIAAN LANGUAGE & CULTURE) TERM ONE

STRAND	SUB – STRAND AND INDICATORS
CUSTOMS AND INSTITUTIONS	<p>rites of passage (puberty rites)</p> <ul style="list-style-type: none"> Identify the process involved in performing puberty rites in your culture Compare and contrast the process involved in performing puberty rites in their culture to other cultures of Ghana Discuss the changes that has occurred in puberty rites performance over time
LISTENING AND SPEAKING	<p>CONVERSATION/ EVERYDAY DISCOURSE</p> <ul style="list-style-type: none"> Develop and modify their languages in narrating some selected daily activities
READING	<p>READING</p> <ul style="list-style-type: none"> Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics Summarize long passages read
LANGUAGE AND USAGE	<p>INTEGRATING GRAMMAR INWRITTEN LANGUAGE (USE OF NOUNS, PRONOUNS AND ADJECTIVES)</p> <ul style="list-style-type: none"> Explore the usage of nouns and pronouns in an increasing range of texts and classify them Determine and categorize adjectives under size, shape quantity, etc in their language
COMPOSITION WRITING	<p>STRUCTURE AND ORGANISE IDEAS IN COMPOSITION WRITING</p> <ul style="list-style-type: none"> Develop coherent essays using the features of given text types
LITERATURE	<p>PROVERBS, IDIOMS, PROSE, DRAMA, POETRY</p> <ul style="list-style-type: none"> Discuss the features of proverbs and idioms

BASIC 8 (GHANAIAAN LANGUAGE & CULTURE) TERM TWO

STRAND	SUB – STRAND AND INDICATORS
CUSTOMS AND INSTITUTIONS	<p>NAMING SYSTEMS (FAMILY NAMES, KINSHIP TERMS, PROVERBIAL AND INSINUATION NAMES)</p> <ul style="list-style-type: none"> Discuss the sources of family names in your language and use them appropriately Examine kinship terms in their community State and discuss the effects of the modern trends of naming on family names and kinship terms Discuss proverbial and insinuation names Explore and discuss appellations that go names
LISTENING AND SPEAKING	<p>LISTENING COMPREHENSION</p> <ul style="list-style-type: none"> Listen to a level – appropriate dialogue attentively and identify key information Listen to and discuss the ideas and share opinions from a level – appropriate text
READING	<p>READING</p> <ul style="list-style-type: none"> Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics Summarize long passages read
LANGUAGE AND USAGE	<p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (VERBS, ADVERBS AND CONJUNCTIONS)</p> <ul style="list-style-type: none"> Recognize and use the tense and aspectual (habitual, progressive, future) forms of verbs in sentences. Identify and use adverbs appropriately in sentences Identify and use conjunction in an increasing range of text appropriately and correctly
COMPOSITION WRITING	<p>STRUCTURE AND ORGANISE IDEAS IN COMPOSITION WRITING</p> <ul style="list-style-type: none"> Develop coherent essays using the features of given text types
LITERATURE	<p>PROVERBS, IDIOMS, PROSE, DRAMA, POETRY</p> <ul style="list-style-type: none"> Discuss the features of proverbs and idioms Discuss how writers use language to create effect in prose, poetry and drama