

# CENTRE FOR GRADE 'A' EXAMINATION

(GRADE 'A' EXAM CONSULT)

For enquire

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## BASIC 7

## SCHEME OF LEARNING

(WORK)

### FOR 3<sup>rd</sup> TERM-2025/26

**NOTE!** Teachers must pay much attention to the content standard and indicator

#### IMPORTANT NOTICE !

Submission of enrolment: **30<sup>th</sup> April, 2026 to 5<sup>th</sup> July, 2026**

Collection of materials: **7<sup>th</sup> July to 13<sup>th</sup> July, 2026**

**Third Term Exams Schedule on: 15<sup>th</sup> July to 21<sup>st</sup> July, 2026**

Registration is **not valid** unless full payment of exams is made.

**Note: There can be changes to the examination date.**

# CREATIVE ART AND DESIGN

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	<b>REVISION</b>			
2	DESIGN	DESIGN IN NATURE AND MANMADE ENVIRONMENT	B7/JHS1 1.1.1 Demonstrate understanding of design as a concept in relation to the elements (dots, lines, and shapes) and principles (balance, rhythm, repetition) of design and as a medium for creative expression of design in nature and the manmade environment.	B7/JHS1 1.1.1.3 Research to identify and record in writing what constitutes the principles of design and describe how they are used to organise the elements of design into building blocks for creative expression of design in nature and the manmade environment.
3	DESIGN	DRAWING, SHADING, COLOURING AND MODELLING FOR DESIGN	B7/JHS1 1.2.1. Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.	B7/JHS1 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display.
4	DESIGN	CREATIVITY, INNOVATION AND THE DESIGN PROCESS	B7/JHS1 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process, and its application in developing design solutions to identified problems in society.	B7/JHS1 1.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community.
5	CREATIVE ARTS (Visual Arts)	MEDIA AND TECHNIQUES	B7/JHS1. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling	B7/JHS1 2.1.1.4 Apply the techniques in pattern making using available media to create visual artworks
6	CREATIVE ARTS (Performing Arts - Music)	MEDIA AND TECHNIQUES	B7/JHS1. 2.1.2 Performing Arts - Music: Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music	B7/JHS1 2.1.2.7 Conduct songs in simple duple, triple and quadruple time

7	<b>CREATIVE ARTS (Dance and Drama)</b>	<b>MEDIA AND TECHNIQUES</b>	B7. 2.1.3. Demonstrate understanding and apply media, voice and movement techniques in dance and drama	B7/JHS2. 2.1.3.9 Explore and experiment with techniques of dance, body movements and voice projections in the Ghanaian performance space
8	<b>CREATIVE ARTS (Visual Arts)</b>	<b>CREATIVE AND AESTHETIC EXPRESSION</b>	B7/JHS1. 2.2.1 Visual Arts: Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different times and cultures	B7/JHS1. 2.2.1.3. Organise an appreciation and appraisal of own and others artworks that reflect the history and culture of the people in the community
9	<b>CREATIVE ARTS (Performing Arts - Music)</b>	<b>CREATIVE AND AESTHETIC EXPRESSION</b>	B7/JHS1. 2.2.2 Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect the range of different times and cultures	B7/JHS1. 2.2.2.6. Organise an appreciation and appraisal of own and others' musical works that reflect the history and culture of the people in the community
10	<b>CREATIVE ARTS (Dance and Drama)</b>	<b>CREATIVE AND AESTHETIC EXPRESSION</b>	B7/JHS1. 2.2.3 Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama	B7/JHS1.2.2.3.9 Organise an appreciation and appraisal of own and others' artworks in dance and drama that reflect the history and culture of the people of the community
11	<b>REVISION</b>			
12 & 13	<b>EXAMINATION</b>			

# ENGLISH LANGUAGE

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
<b>1</b>	<b>REVISION</b>			
<b>2</b>	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	B7/JHS1.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7/JHS1.1.3.1.1. Produce pure vowel sounds (short vowels) in context
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.1: Demonstrate an understanding in summarising	B7/JHS1.2.2.1.1. Use summarising to understand key ideas in a range of texts
	<b>GRAMMAR USAGE</b>	<b>PUNCTUATION AND CAPITALISATION</b>	B7/JHS1.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication	B7/JHS1.3.2.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts
	<b>WRITING</b>	<b>TEXT TYPES AND PURPOSES</b>	B7/JHS1.4.2.2: Apply writing skills to specific life situations	B7/JHS1.4.2. 2.3.Take notes for academic and other purposes
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements	B7/JHS1.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning <b>THE BEACON OF LIGHT: Spreading Light (prose)</b>
<b>3</b>	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	of literary genres contribute to meaning	B7/JHS1.1.3.1.1. Produce pure vowel sounds (short vowels) in context
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.1: Demonstrate an understanding in summarising	B7/JHS1.2.2.1.1. Use summarising to understand key ideas in a range of texts
	<b>GRAMMAR USAGE</b>	<b>PUNCTUATION AND CAPITALISATION</b>	B7/JHS1.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication	B7/JHS1.3.2.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts
	<b>WRITING</b>	<b>TEXT TYPES AND PURPOSES</b>	B7/JHS1.4.2.2: Apply writing skills to specific life situations	B7/JHS1.4.2. 2.3.Take notes for academic and other purposes
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements	B7/JHS1.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning <b>THE BEACON OF LIGHT: Spreading Light (prose)</b>
<b>4</b>	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	B7/JHS1.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7/JHS1.1.3.1.1. Produce pure vowel sounds (short vowels) in context
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.1: Demonstrate an understanding in summarising	B7/JHS1.2.2.1.1. Use summarising to understand key ideas in a range of texts

	<b>GRAMMAR USAGE</b>	<b>PUNCTUATION AND CAPITALISATION</b>	B7/JHS1.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication	B7/JHS1.3.2.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts
	<b>WRITING</b>	<b>TEXT TYPES AND PURPOSES</b>	B7/JHS1.4.2.2: Apply writing skills to specific life situations	B7/JHS1.4.2.2.4. Design notices and posters for different purposes and audiences
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7/JHS1.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning <b>THE BEACON OF LIGHT: Spreading Light (prose)</b>
5	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	B7/JHS1.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7/JHS1.1.3.1.2. Produce pure vowel sounds (long vowels) in context
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.1: Demonstrate an understanding in summarising	B7/JHS1.2.2.1.1. Use summarising to understand key ideas in a range of texts
	<b>GRAMMAR USAGE</b>	<b>PUNCTUATION AND CAPITALISATION</b>	B7/JHS1.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication	B7/JHS1.3.2.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts
	<b>WRITING</b>	<b>TEXT TYPES AND PURPOSES</b>	B7/JHS1.4.2.2: Apply writing skills to specific life situations	B7/JHS1.4.2.2.4. Design notices and posters for different purposes and audiences
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7/JHS1.5.1.1.2. Analyse the elements of written literature (narrative, drama, or poetry) <b>THE BEACON OF LIGHT: Spreading Light (prose)</b>
6	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	B7/JHS1.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7/JHS1.1.3.1.2. Produce pure vowel sounds (long vowels) in context
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	B7/JHS1.2.2.2.1. Determine and analyse central and supporting ideas of texts
	<b>GRAMMAR USAGE</b>	<b>VOCABULARY</b>	B7/JHS1.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	B7/JHS1.3.4.1.1. Explore the use of proverbs to enrich communication
	<b>WRITING</b>	<b>TEXT TYPES AND PURPOSES</b>	Writing the article	B7/JHS1.4.2. 2.5. Write articles on given issues for publication in class and club magazines.
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7/JHS1.5.1.1.2. Analyse the elements of written literature (narrative, drama, or poetry) <b>THE BEACON OF LIGHT: Spreading Light (prose)</b>

7	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	B7/JHS1.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7/JHS1.1.3.1.2. Produce pure vowel sounds (long vowels) in context
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	B7/JHS1.2.2.2.1. Determine and analyse central and supporting ideas of texts
	<b>GRAMMAR USAGE</b>	<b>VOCABULARY</b>	B7/JHS1.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	B7/JHS1.3.4.1.1. Explore the use of proverbs to enrich communication
	<b>WRITING</b>	<b>TEXT TYPES AND PURPOSES</b>	Writing the article	B7/JHS1.4.2. 2.5. Write articles on given issues for publication in class and club magazines.
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7/JHS1.5.1.1.2. Analyse the elements of written literature (narrative, drama, or poetry) <b>THE BEACON OF LIGHT: Spreading Light (prose)</b>
8	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	B7/JHS1.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7/JHS1.1.3.1.3. Produce diphthongs in context (centring and closing)
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	B7/JHS1.2.2.2.1. Determine and analyse central and supporting ideas of texts
	<b>GRAMMAR USAGE</b>	<b>VOCABULARY</b>	B7/JHS1.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	B7/JHS1.3.4.1.1. Explore the use of proverbs to enrich communication
	<b>WRITING</b>	<b>TEXT TYPES AND PURPOSES</b>	Writing the article	B7/JHS1.4.2.2.6. Create dialogues between two interlocutors on different themes
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7/JHS1.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.) <b>THE BEACON OF LIGHT: Spreading Light (prose)</b>
9	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	B7/JHS1.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7/JHS1.1.3.1.3. Produce diphthongs in context (centring and closing)
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	B7/JHS1.2.2.2.1. Determine and analyse central and supporting ideas of texts
	<b>GRAMMAR USAGE</b>	<b>VOCABULARY</b>	B7/JHS1.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	B7/JHS1.3.4.1.1. Explore the use of proverbs to enrich communication

	<b>WRITING</b>	<b>BUILDING AND PRESENTING KNOWLEDGE</b>	B7/JHS1.4.3.1: Research to build and present knowledge	B7/JHS1.4.3.1.1. Identify and record information from non-text sources (figures and tables), organise and present it in writing
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7/JHS1.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.) <b>THE BEACON OF LIGHT: A Mystic Figure from Ghana (Poem)</b>
<b>10</b>	<b>ORAL LANGUAGE</b>	<b>ENGLISH SOUNDS</b>	B7/JHS1.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7/JHS1.1.3.1.3. Produce diphthongs in context (centring and closing)
	<b>READING</b>	<b>SUMMARISING</b>	B7/JHS1.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	B7/JHS1.2.2.2.1. Determine and analyse central and supporting ideas of texts
	<b>GRAMMAR USAGE</b>	<b>VOCABULARY</b>	B7/JHS1.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	B7/JHS1.3.4.1.1. Explore the use of proverbs to enrich communication
	<b>WRITING</b>	<b>BUILDING AND PRESENTING KNOWLEDGE</b>	B7/JHS1.4.3.1: Research to build and present knowledge	B7/JHS1.4.3.1.1. Identify and record information from non-text sources (figures and tables), organise and present it in writing
	<b>LITERATURE</b>	<b>NARRATIVE, DRAMA AND POETRY</b>	B7/JHS1.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7/JHS1.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.) <b>THE BEACON OF LIGHT: A Mystic Figure from Ghana (Poem)</b>
<b>11</b>	<b>REVISION</b>			
<b>12 &amp; 13</b>	<b>EXAMINATION</b>			

# RELIGIOUS AND MORAL EDUCATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	<b>REVISION</b>			
2	<b>ETHICS AND MORAL LIFE</b>	<b>MANNERS AND DECENCY</b>	B7/JHS1 5.1.1: Develop good manners and learn how to apply them in their daily lives.	B7/JHS1 5.1.1.1: Identify and explain behaviours considered to be good manners in the society.
3	<b>ETHICS AND MORAL LIFE</b>	<b>MANNERS AND DECENCY</b>	B7/JHS1 5.1.1: Develop good manners and learn how to apply them in their daily lives.	B7/JHS1.5.1.1.2: Discuss the importance of good manners and decency
4	<b>ETHICS AND MORAL LIFE</b>	<b>MANNERS AND DECENCY</b>	B7/JHS1 5.1.1: Develop good manners and learn how to apply them in their daily lives.	B7/JHS1 5.1.1.3: Discuss the significance of chastity
5	<b>ETHICS AND MORAL LIFE</b>	<b>MANNERS AND DECENCY</b>	B7/JHS1 5.1.1: Develop good manners and learn how to apply them in their daily lives.	B7/JHS1 5.1.1.4: Discuss the teachings of the three main religions on manners, decency and chastity
6	<b>ETHICS AND MORAL LIFE</b>	<b>SUBSTANCE ABUSE</b>	B7/JHS1 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse	B7/JHS1.5.2.1.1: Summarise the causes of substance abuse B7/JHS1 5.2.1.2: Discuss the effects of substance abuse
7	<b>ETHICS AND MORAL LIFE</b>	<b>SUBSTANCE ABUSE</b>	B7/JHS1 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse	B7/JHS1 5.2.1.3: Demonstrate knowledge of teachings from the three religions on defensive skills in protecting yourself against substance abuse
8	<b>RELIGION AND ECONOMIC LIFE</b>	<b>WORK, ENTREPRENEURSHIP AND SOCIAL SECURITY</b>	B7/JHS1 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship	B7/JHS1 6.1.1.1: Explain the meaning of work and entrepreneurship
9	<b>RELIGION AND ECONOMIC LIFE</b>	<b>WORK, ENTREPRENEURSHIP AND SOCIAL SECURITY</b>	B7/JHS1 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship	B7/JHS1 6.1.1.2: Discuss the relevance of work from the religious and ethical perspectives
10	<b>RELIGION AND ECONOMIC LIFE</b>	<b>WORK, ENTREPRENEURSHIP AND SOCIAL SECURITY</b>	B7/JHS1 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship	B7/JHS1 6.1.1.3: Identify steps to be taken to become a successful entrepreneur B7/JHS1 6.1.1.4: Justify the need to become an entrepreneur
11	<b>REVISION</b>			
12 & 13	<b>EXAMINATION</b>			

# COMPUTING

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	<b>REVISION</b>			
2	<b>COMMUNICATION NETWORKS</b>	<b>INFORMATION SECURITY</b>	B7.3.3.1. Recognise data threats and means of protection	B7.3.3.1.1 Discuss the key principles of information security (confidentiality, integrity and availability) B7.3.3.1.2 Explore the legal issues regarding intellectual property rights (e.g. Copyright, Patent, Trademark, Piracy, Copyright Infringement)
3	<b>COMMUNICATION NETWORKS</b>	<b>INFORMATION SECURITY</b>	B7.3.3.1. Recognise data threats and means of protection	B7.3.3.1.3 Evaluate information security forensic auditing and criminal laws against offenders
4	<b>COMMUNICATION NETWORKS</b>	<b>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)] B7.3.4.1.2 Explore the use of open learning websites in the classroom
5	<b>COMMUNICATION NETWORKS</b>	<b>WEB TECHNOLOGIES</b>	B7.3.4.1. Demonstrate the use of a Web Browser (Search engine)	B7.3.4.1.3 Demonstrate the techniques for evaluating web pages (Accuracy, Credibility, Content, Current, Functionality)
6	<b>COMPUTATIONAL THINKING</b>	<b>INTRODUCTION TO PROGRAMMING</b>	B7.4.1.1. Show an understanding of the concept of programming	B7.4.1.1.1 Demonstrate the correct use of programming terminologies B7.4.1.1.2 Demonstrate understanding in the use of data types (e.g. float, integer, string, char, etc.)
7	<b>COMPUTATIONAL THINKING</b>	<b>INTRODUCTION TO PROGRAMMING</b>	B7.4.1.1. Show an understanding of the concept of programming	B7.4.1.1.3 Demonstrate the use of constants and variables used in programming
8	<b>COMPUTATIONAL THINKING</b>	<b>ALGORITHM</b>	B7.4.2.1. Analyse the correct step-by-step procedure in solving any real-world problem	B7.4.2.1.1 Understand the use of sequence, selection and iteration in writing a programme. Describe the meanings of the term's algorithm, decomposition and abstraction B7.4.2.1.2 Perform a linear search
9	<b>COMPUTATIONAL THINKING</b>	<b>ROBOTICS</b>	B7.4.3.1 Discuss Robot Intelligence Concepts	B7.4.3.1.1 Review the various applications of robotic machines in society
10	<b>COMPUTATIONAL THINKING</b>	<b>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)
11	<b>REVISION</b>			
12 & 13	<b>EXAMINATION</b>			

# SCIENCE

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	<b>REVISION</b>			
2	<b>FORCES AND ENERGY</b>	<b>FORCE AND MOTION</b>	B7/JHS1.4.4.1 Examine the concept of motion, Newton's first law of motion, magnetic force in relation to motion and understand their applications to life.	B7/JHS1.4.4.1.1 Understand that unbalanced forces acting on an object cause it to move. B7/JHS1.4.4.1.2 State and explain Newton's First Law of motion..
3	<b>FORCES AND ENERGY</b>	<b>FORCE AND MOTION</b>	B7/JHS1.4.4.1 Examine the concept of motion, Newton's first law of motion, magnetic force in relation to motion and understand their applications to life.	B7/JHS1.4.4.1.3 Examine the application of Newton's First Law of motion in life. B7/JHS1.4.4.1.4 Demonstrate the behaviour of magnet and its use to life
4	<b>FORCES AND ENERGY</b>	<b>FORCE AND MOTION</b>	B7/JHS1.4.4.2 Recognise some simple machines, and show understanding of their efficiency in doing work.	B7/JHS1.4.4.2.1 Identify simple machines. B7/JHS1.4.4.2.2 Describe the types and functions of levers. B7/JHS1.4.4.2.3 Know work input, and output and efficiency as they apply to machines.
5	<b>FORCES AND ENERGY</b>	<b>AGRICULTURAL TOOLS</b>	B7/JHS1.4.5.1 Demonstrate knowledge and skills in handling and maintenance of basic and simple agricultural tools	B7/JHS1.4.5.1.1 Explain the basic rules in handling and maintaining simple agricultural tools. B7/JHS1.4.5.1.2 Apply the handling and maintenance of basic and simple agricultural tools in their community.
6	<b>HUMANS AND THE ENVIRONMENT</b>	<b>WASTE MANAGEMENT</b>	B7/JHS1.5.1.1 Exhibit knowledge and skill of scientific basis for management practices of types of waste in the environment	B7/JHS1.5.1.1.1 Apply information from research on good management practices of waste to make the environment clean.
7	<b>HUMANS AND THE ENVIRONMENT</b>	<b>HUMAN HEALTH</b>	B7/JHS1.5.2.1 Demonstrate knowledge of common deficiency diseases of humans, their causes, symptoms, effects and prevention B7/JHS1.5.2.2 Demonstrate knowledge of the nature of selected viral, diseases of humans, their causes, symptoms, effects and management	B7/JHS1.5.2.1.1 Explain the relationship between food nutrients and common deficiency diseases and how they affect humans B7/JHS1.5.2.2.1 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>HUMANS AND THE ENVIRONMENT</b>	<b>SCIENCE AND INDUSTRY</b>	B7/JHS1.5.3.1 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
9	<b>HUMANS AND THE ENVIRONMENT</b>	<b>CLIMATE CHANGE AND GREEN ECONOMY</b>	B7/JHS1.5.4.1 Demonstrate understanding of sustainable energy choices and their impact on the environment	B7/JHS1.5.4.1.1 Search for information on ways sustainable energy choices and scientific ideas are used to protect the environment
10	<b>HUMANS AND THE ENVIRONMENT</b>	<b>UNDERSTANDING THE ENVIRONMENT</b>	B7/JHS1.5.5.1 Demonstrate understanding of different plants and animals found in different land forms and how they survive (with emphasis land forms in Ghana)	B7/JHS1.5.5.1.1 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/JHS1.5.5.1.2 Explain the nature of associations that exist among plants and animals in different landforms and their mechanisms for survival
11	<b>REVISION</b>			
12 & 13	<b>EXAMINATION</b>			

# SOCIAL STUDIES

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
<b>1</b>	<b>REVISION</b>			
2	<b>SOCIO-ECONOMIC DEVELOPMENT</b>	<b>HUMAN RESOURCE DEVELOPMENT</b>	B7/JHS1.5.1.1. Demonstrate knowledge of human resource development in Ghana	B7/JHS1.5.1.1.1.Mention ways of developing human resource in Ghana
3	<b>SOCIO-ECONOMIC DEVELOPMENT</b>	<b>HUMAN RESOURCE DEVELOPMENT</b>	B7/JHS1.5.1.1. Demonstrate knowledge of human resource development in Ghana	B7/JHS1.5.1.1.1.Mention ways of developing human resource in Ghana
4	<b>SOCIO-ECONOMIC DEVELOPMENT</b>	<b>FINANCIAL AND INVESTMENT ISSUES</b>	B7/JHS1.5.2.1. Demonstrate understanding of social security and pension issues	B7/JHS1.5.2.1.1. Examine the importance of social security to the individual
5	<b>SOCIO-ECONOMIC DEVELOPMENT</b>	<b>TOURISM</b>	B7/JHS1.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development	B7/JHS1.5.3.1.1. Examine the role of tourism and leisure in socio- economic development of Ghana
6	<b>SOCIO-ECONOMIC DEVELOPMENT</b>	<b>TOURISM</b>	B7/JHS1.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development	B7/JHS1.5.3.1.1. Examine the role of tourism and leisure in socio- economic development of Ghana
7	<b>NATIONHOOD</b>	<b>INDEPENDENT GHANA</b>	B7/JHS1.6.1.1. Demonstrate understanding of how Ghana became an independent nation	B7/JHS1.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence
8	<b>NATIONHOOD</b>	<b>INDEPENDENT GHANA</b>	B7/JHS1.6.1.1. Demonstrate understanding of how Ghana became an independent nation	B7/JHS1.6.1.1.2 Recount the formation of the Convention People's Party (CPP) in 1949
9	<b>NATIONHOOD</b>	<b>INDEPENDENT GHANA</b>	B7/JHS1.6.1.1. Demonstrate understanding of how Ghana became an independent nation	B7/JHS1.6.1.1.3. Discuss the recommendations of the Coussey Committee and the outcomes of the 1951, 1954 and 1956 elections
10	<b>NATIONHOOD</b>	<b>INDEPENDENT GHANA</b>	B7/JHS1.6.1.1. Demonstrate understanding of how Ghana became an independent nation	B7/JHS1.6.1.1.4 Analyse the nature of government from 1957 to 1960
<b>11</b>	<b>REVISION</b>			
<b>12 &amp; 13</b>	<b>EXAMINATION</b>			

# MATHEMATICS

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	<b>REVISION</b>			
2	<b>GEOMETRY AND MEASUREMENT</b>	<b>MEASUREMENT</b>	B.7.3.2.1 Demonstrate the ability to find the perimeter of plane shapes including circles using the concept of pi ( $\pi$ ) to find the circumference of a circle.	B.7.3.2.1.1 Calculate the perimeter of given shapes whose dimensions are in two units (i.e. cm and mm, m and cm, or km and m) B.7.3.2.1.2 Use the relationships between the diameter and the circumference to deduce the formula for finding the circumference of a circle and use it to solve problems. B.7.3.2.1.3 Draw in a square grid rectangles and triangles with given dimensions.
3	<b>GEOMETRY AND MEASUREMENT</b>	<b>MEASUREMENT</b>	B.7.3.2.2 Derive the formula for determining the area of a triangle and use it to solve problems	B.7.3.2.2.1 Use the relationships between a triangle and a rectangle (or parallelogram) to deduce the formula for determining the area of a triangle. B.7.3.2.2.2 Determine the area of a triangle
4 & 5	<b>GEOMETRY AND MEASUREMENT</b>	<b>MEASUREMENT</b>	B.7.3.2.3 Demonstrate understanding of bearings, vector and its components using real life cases.	B.7.3.2.3.1 Describe the bearing of a point from another point B.7.3.2.3.2 Explain how to find the back bearing when the direction of travel has a bearing which is less than $180^\circ$ and/ or greater than $180^\circ$ . B.7.3.2.3.3 Distinguish between scalar and vector quantities B.7.3.2.3.4 Represent vector in the column (component) form and determine its B.7.3.2.3.5 Convert vectors in the column (component) form to the Magnitude–Bearing form and vice versa magnitude and direction.
6 & 7	<b>GEOMETRY AND MEASUREMENT</b>	<b>POSITION AND TRANSFORMATION</b>	B.7.3.3.1 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.)	B.7.3.3.1.1 Determine shapes in real life that have reflectional (or fold) symmetries. B.7.3.3.1.2 Plot points and shapes (i.e. plane figures) on a coordinate plane and draw their images under reflection in given lines B.7.3.3.1.3 Plot points and shapes (i.e. plane figures) on a coordinate plane and draw their images under translation by a given vector. B.7.3.3.1.4 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)
8	<b>HANDLING DATA</b>	<b>DATA</b>	B.7.4.1.1 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.	B.7.4.1.1.1- Select and justify a method to collect data (quantitative and qualitative) to answer a given question. B.7.4.1.1.2- Design and administer a questionnaire for collecting data to answer questions and record the results. B.7.4.1.1.3- Organise and present data from a survey into a table and/or chart, and analyse it to solve and/or pose problems.

9	<b>HANDLING DATA</b>	<b>DATA</b>	B7.4.1.2 Determine the measures of central tendency (mean, median, mode) for a given ungrouped data and use it to solve problems	B7.4.1.2.1 Calculate the mean for a given ungrouped data and use it to solve problems B7.4.1.2.2 Calculate the median for a given ungrouped data and use it to solve problems
10	<b>HANDLING DATA</b>	<b>CHANCE OR PROBABILITY</b>	B7.4.2.1 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 B7.4.2.1.3 Calculate the probability of the event and express the probability as fractions, decimals, percentages and/or ratios
11	<b>REVISION</b>			
12 & 13	<b>EXAMINATION</b>			

GRADE 'A' EXAMS

# CAREER TECHNOLOGY

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	<b>REVISION</b>			
2	<b>DESIGNING AND MAKING OF ARTEFACTS/PRODUCTS</b>	<b>DESIGNING</b>	B7/JHS1.5.2.1 Demonstrate understanding of Designing	B7/JHS1.5.2.1.1: Work with a given design brief B7/JHS1.5.2.1.2: Generate ideas
3	<b>DESIGNING AND MAKING OF ARTEFACTS/PRODUCTS</b>	<b>PLANNING FOR MAKING ARTEFACTS/PRODUCTS</b>	B7/JHS1.5.3.1 Demonstrate understanding of planning for making artefacts/products	B7/JHS1.5.3.1.1: Discuss the factors to consider when planning a meal B7/JHS1.5.3.1.2: Discuss skills needed in planning for preparing food using moist methods of cooking
4	<b>DESIGNING AND MAKING OF ARTEFACTS/PRODUCTS</b>	<b>MAKING ARTEFACTS FROM COMPLIANT, RESISTANT MATERIALS AND FOOD INGREDIENTS</b>	B7/JHS1.5.4.1 Demonstrate skills of making artefacts/products	B7/JHS1.5.4.1.1: Demonstrate skills in preparing food using moist methods of cooking
5	<b>DESIGNING AND MAKING OF ARTEFACTS/PRODUCTS</b>	<b>MAKING ARTEFACTS FROM COMPLIANT, RESISTANT MATERIALS AND FOOD INGREDIENTS</b>	B7/JHS1.5.4.1 Demonstrate skills of making artefacts/products	B7/JHS1.5.4.1.2: Demonstrate skills of making artefacts/products in sewing and crocheting
6	<b>DESIGNING AND MAKING OF ARTEFACTS/PRODUCTS</b>	<b>MAKING ARTEFACTS FROM COMPLIANT, RESISTANT MATERIALS AND FOOD INGREDIENTS</b>	B7/JHS1.5.4.1 Demonstrate skills of making artefacts/products	B7/JHS1.5.4.1.3: Make mock-ups using compliant and resistant materials
7 & 8	<b>ENTREPRENEURIAL SKILLS</b>	<b>CAREER PATHWAYS AND CAREER OPPORTUNITIES</b>	B7/JHS1.6.1.1 Demonstrate awareness of own learning styles, interests, biases, beliefs and reasons for pursuing Career Technology	B7/JHS1.6.1.1.1: Evaluate own learning styles, interests and reasons for pursuing Career Technology B7/JHS1.6.2.1.2: Describe the characteristics of a successful entrepreneur
9 & 10	<b>ENTREPRENEURIAL SKILLS</b>	<b>CAREER PATHWAYS AND CAREER OPPORTUNITIES</b>	B7/JHS1.6.1.1 Demonstrate awareness of own learning styles, interests, biases, beliefs and reasons for pursuing Career Technology	B7/JHS1.6.2.1.3: Explain the advantages and disadvantages of being an entrepreneur B7/JHS1.6.2.1.4: Identify entrepreneurial opportunities in the locality
11	<b>REVISION</b>			
12 & 13	<b>EXAMINATION</b>			

# GHANAIAN LANGUAGE

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	<b>REVISION</b>			
2	<b>CUSTOMS AND INSTITUTIONS</b>	<b>CHIEFTAINCY: INSTALMENT AND DISTOOLMENT</b>	B7.1.4.1 Demonstrate knowledge and understanding of how chiefs and queen mothers are selected, enstooled/enskinned and compare their duties and responsibilities.	<p>B7.1.4.1.1 Discuss how chiefs and queen mothers are selected in his/her ethnic community.</p> <p>B7.1.4.1.2 Discuss the processes involved in enstooling/enskinning chiefs and queen mothers.</p> <p>B7.1.4.1.3 Discuss the duties and responsibilities of chiefs and queen mothers among his/her people.</p> <p>B7.1.4.1.4 Discuss and compare modern trends affecting the enstoolment/enskinment of chiefs and queen mothers.</p>
3	<b>CUSTOMS AND INSTITUTIONS</b>	<b>CHIEFTAINCY: INSTALMENT AND DISTOOLMENT</b>	B7.1.4.1 Demonstrate knowledge and understanding of how chiefs and queen mothers are selected, enstooled/enskinned and compare their duties and responsibilities.	<p>B7.1.4.1.1 Discuss how chiefs and queen mothers are selected in his/her ethnic community.</p> <p>B7.1.4.1.2 Discuss the processes involved in enstooling/enskinning chiefs and queen mothers.</p> <p>B7.1.4.1.3 Discuss the duties and responsibilities of chiefs and queen mothers among his/her people.</p> <p>B7.1.4.1.4 Discuss and compare modern trends affecting the enstoolment/enskinment of chiefs and queen mothers.</p>
4	<b>LISTENING AND SPEAKING</b>	<b>CONVERSATION/EVERYDAY DISCOURSE</b>	B7.2.1.1: Demonstrate use of appropriate language orally in specific situations	<p>B7.2.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues</p> <p>B7.2.1.1.2. Ask questions that elicit elaboration and respond to others' questions in conversation.</p> <p>B7.2.1.1.3. Use appropriate language orally to describe experiences about oneself and others</p> <p>B7.2.1.1.4 Listen to and give accurate directions to familiar places</p> <p>B7.2.1.1.5. Use techniques (voice</p>

				modulation and eye contact) for effective oral communication
5	<b>LISTENING AND SPEAKING</b>	<b>LISTENING COMPREHENSION</b>	B7.2.2.1: Demonstrate the ability to listen to extended reading and identify key information	B7.1.2.1.1. Listen to a level-appropriate text attentively and identify key information. B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text
6	<b>LISTENING AND SPEAKING</b>	<b>SPEECH SOUNDS: VOWELS, CONSONANTS AND SYLLABLE/TONES</b>	B7.2.3.1 Recognise and sound vowels and consonants and read one syllable words of their linguistic community.	B7.2.3.1.1 Identify and produce the vowels in his/her language B7.2.3.1.2 Identify and produce the consonants in his/her language. B7.2.3.1.3 Identify and produce one to four syllable words of the language of study.
		<b>TONES</b>	B7.2.4.1 Recognise the basic tones in his/her language	B7.2.4.1.1 Identify and produce the basic tones in his/her language.
7	<b>LISTENING AND SPEAKING</b>	<b>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.
8	<b>LISTENING AND SPEAKING</b>	<b>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.
9	<b>READING</b>	<b>READING</b>	B7.3.1.1 Understand the main ideas and supporting points in texts'	B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics. B7.3.1.1.2 Read to understand and summarise the main ideas in a given grade level passage.
10	<b>READING</b>	<b>TRANSLATION</b>	B7.3.2.1 Demonstrate knowledge of translating words. phrases and simple sentences.	B7.3.2.1.1 Translate words and phrases in his/her language.
<b>11</b>	<b>REVISION</b>			
<b>12 &amp; 13</b>	<b>EXAMINATION</b>			

# FRENCH

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1				<b>REVISION</b>
2	<b>L'HYGIÈNE ET L'ALIMENTATION</b>	<b>PARLER DE L'HYGIÈNE ET DE LA SANTÉ</b>	B7/JHS1.3.2.1 Comprendre et s'exprimer sur l'hygiène et la santé	B7/JHS1.3.2.1.1: Écouter, comprendre et réagir à une présentation ou une conversation dans laquelle l'on parle de l'hygiène et la santé (Réception orale / Compréhension de l'oral) B7/JHS1.3.2.1.2: S'exprimer sur l'hygiène et la santé (Production orale et Interaction orale) B7/JHS1.3.2.1.3: Lire, comprendre et réagir à un texte sur l'hygiène et la santé B7/JHS1.3.2.1.4: Écrire un texte simple sur l'hygiène et la santé (Production écrite et Interaction écrite)
3	<b>LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS</b>	<b>SITUER LES OBJETS, LES PERSONNES ET LES LIEUX DANS L'ESPACE</b>	B7/JHS1.4.1.1 Comprendre et s'exprimer sur l'emplacement des objets, des personnes et des lieux	B7/JHS1.4.1.1.1: Écouter, comprendre et réagir à une conversation / une présentation dans laquelle on parle de la position des objets, des personnes dans l'espace ou des lieux (Réception orale / Compréhension de l'oral) B7/JHS1.4.1.1.2: Parler de la position des objets, des personnes dans l'espace ou d'un lieu par rapport à l'autre (Production orale et Interaction orale) B7/JHS1.4.1.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on parle de la position des objets, des personnes, ou d'un lieu (Réception écrite / Compréhension des écrits) B7/JHS1.4.1.1.4: Décrire à quelqu'un / échanger avec quelqu'un la position des objets et des personnes dans l'espace ou là où on trouve un lieu (Production écrite et Interaction écrite)
4	<b>LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS</b>	<b>DEMANDER ET INDIQUER L'ITINÉRAIRE</b>	B7/JHS1.4.2.1 Comprendre, donner ou expliquer l'itinéraire à prendre	B7/JHS1.4.2.1.1: Écouter, comprendre et réagir à une conversation dans laquelle l'on demande ou donne l'itinéraire (Réception orale / Compréhension de l'oral) B7/JHS1.4.2.1.2: Demander le chemin/Donner ou indiquer l'itinéraire à quelqu'un (Production orale et Interaction orale) B7/JHS1.4.2.1.3: Lire, comprendre et réagir à un texte dans lequel on demande son chemin ou indique le chemin (Réception écrite / Compréhension des écrits) B7/JHS1.4.2.1.4: Écrire pour demander l'itinéraire ou indiquer l'itinéraire à quelqu'un (Production écrite et Interaction écrite)
5	<b>LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS</b>	<b>DEMANDER ET DONNER L'HEURE</b>	B7/JHS1.4.3.1 Comprendre et dire l'heure	B7/JHS1.4.3.1.1: Écouter et réagir à une conversation ou une présentation dans laquelle des gens demandent et donnent l'heure (Réception orale / Compréhension de l'oral) B7/JHS1.4.3.1.2: Demander et donner l'heure lors d'une conversation (Production orale et Interaction orale) B7/JHS1.4.3.1.3: Lire et réagir à un texte sur l'heure (Réception écrite / Compréhension des écrits) B7/JHS1.4.3.1.4: Écrire pour demander et donner l'heure (Production écrite et Interaction écrite)
6	<b>LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS</b>	<b>PARLER DE SON AGENDA</b>	B7/JHS1.4.4.1 Comprendre et s'exprimer sur un agenda et les horaires	B7/JHS1.4.4.1.1: Écouter, comprendre et réagir à une conversation ou une présentation dans laquelle l'on parle de son agenda (Réception orale / Compréhension de l'oral) B7/JHS1.4.4.1.2: S'exprimer sur son agenda (Production orale et Interaction orale) B7/JHS1.4.4.1.3: Lire, comprendre et réagir à un agenda ou un emploi du temps (Réception écrite / Compréhension des écrits) B7/JHS1.4.4.1.3: Lire, comprendre et réagir à un agenda ou un emploi du temps (Réception écrite / Compréhension des écrits)

				B7/JHS1.4.4.1.4: Rédiger, ou commenter un agenda ou un emploi du temps (Production écrite et Interaction écrite)
7	<b>LES ACHATS</b>	<b>COMPTER ET FAIRE DES CALCULS</b>	B7/JHS1.5.1.1 Comprendre et s'exprimer sur les chiffres, les nombres et faire des calculs	B7/JHS1.5.1.1.1: Comprendre et réagir à une conversation, une présentation dans laquelle des gens comptent et faire des calculs. (Réception orale / Compréhension de l'oral) B7/JHS1.5.1.1.2: Compter de 0 jusqu'à 100+ (Production orale et Interaction orale) B7/JHS1.5.1.1.3: Lire, comprendre et réagir à un texte dans lequel on compte et fait des calculs. (Réception écrite / Compréhension des écrits) B7/JHS1.5.1.1.4: Ecrire les chiffres de 0 à 100 (Production écrite et Interaction écrite)
8	<b>LES SENTIMENTS ET LES OPINIONS</b>	<b>DONNER ET RÉAGIR À DES ORDRES ET DES INTERDICTIONS</b>	B7/JHS1.9.1.1 Comprendre, donner et réagir à des ordres et des interdictions	B7/JHS1.9.1.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on donne et réagit à des ordres et interdire B7/JHS1.9.1.1.2: Donner et réagir à des ordres et interdire (Production orale et Interaction orale) B7/JHS1.9.1.1.3: Lire, comprendre et réagir à un texte dans lequel on donne et exécute des ordres et des interdictions. (Réception écrite / Compréhension des écrits) B7/JHS1.9.1.1.4: Écrire pour donner des ordres et des interdictions à quelqu'un (Production écrite et Interaction écrite)
9	<b>LES SENTIMENTS ET LES OPINIONS</b>	<b>DEMANDER, DONNER OU REFUSER LA PERMISSION</b>	B7/JHS1.9.2.1 Comprendre une permission, demander et donner ou refuser la permission	B7/JHS1.9.2.1.1: Écouter comprendre et réagir à une conversation, une présentation dans laquelle on demande ou donne la permission (Réception orale / Compréhension de l'oral) B7/JHS1.9.2.1.2: Demander ou donner/refuser la permission (Production orale et Interaction orale) B7/JHS1.9.2.1.3: 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/JHS1.9.2.1.4: Écrire pour demander/donner/refuser la permission à quelqu'un (Production écrite et Interaction écrite)
10	<b>LES SENTIMENTS ET LES OPINIONS</b>	<b>DEMANDER, DONNER OU REFUSER LA PERMISSION</b>	B7/JHS1.9.2.1 Comprendre une permission, demander et donner ou refuser la permission	B7/JHS1.9.2.1.1: Écouter comprendre et réagir à une conversation, une présentation dans laquelle on demande ou donne la permission (Réception orale / Compréhension de l'oral) B7/JHS1.9.2.1.2: Demander ou donner/refuser la permission (Production orale et Interaction orale) B7/JHS1.9.2.1.3: 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/JHS1.9.2.1.4: Écrire pour demander/donner/refuser la permission à quelqu'un (Production écrite et Interaction écrite)
<b>11</b>	<b>REVISION</b>			
<b>12 &amp; 13</b>	<b>EXAMINATION</b>			