

**GHANA EDUCATION SERVICE**  
(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

**SOCIAL STUDIES**  
**COMMON CORE PROGRAMME CURRICULUM**  
**(BASIC 7 - 10)**

FEBRUARY 2020



# Social Studies Curriculum for B7- B10

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## INTRODUCTION

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasizes a set of high, internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The (CCP) runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to on the learner's lifetime values, well-being, physical development, metacognition and problem-solving. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core programme are shown in Figure 1. These are

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches
- learning context – engagement service and project
- learning areas – mathematics, science, computing, language and literacy, career technology, social studies, physical and health education, creative arts and design and religious and moral education.

These are elaborated subsequently:

### *Learning and teaching approaches*

- *The core competences:* Describe the relevant *global skills for learning* that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, culturally and globally sensitive citizens who are life-long learners that have keen interest in their personal development.
- *Pedagogical approaches:* The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, and holistic learning as well as cross disciplinary learning.
- *The 4Rs across the Curriculum:* The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.

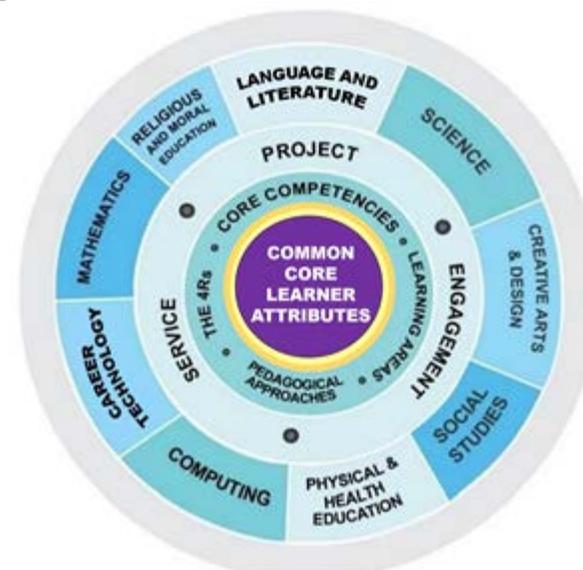


Figure 1: Features of the CCP

### *Learning context*

The CCP places emphasis on engagement of learners in the classroom activities, projects (in and outside the classrooms). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavor. Community service offers opportunity for learners to nurture, love and care for their community and solve problems in the community.

### *Learning Areas*

The CCP comprises the following subjects:

1. Languages (English, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education

This document sets out the standards for learning Social Studies in the Common Core Programme (CCP). The standards in the document are posited in the expectation that CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasizes a set of high internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these competencies in Social Studies for post-secondary education, the workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

## RATIONALE

Social Studies is a multi-disciplinary subject that aims to equip learners with knowledge, attitudes, values and skills that will enable them to become active, informed, innovative, and responsible citizens. Social Studies addresses the challenges or problems that confront and threaten the survival of the Ghanaian society. It does so, by providing the learner with the opportunity to apply concepts, theories and generalisations from a variety of relevant disciplines to analyse, investigate and come out with appropriate solutions to personal and societal problems. It provides an opportunity for learners to further explore their immediate environment and the world at large. Therefore, Social Studies specifically focuses on developing the learners' curiosity, critical thinking, problem-solving skills and competencies for personal development and leadership. Besides, it seeks to enhance communication and collaboration, creativity and innovation, digital literacy, cultural identity and global citizenship. The inclusion of Social Studies in the Common Core Programme of the Pre-tertiary Education Curriculum is, therefore, intended to enable learners acquire relevant tools to become effective, active and patriotic citizens.

## PHILOSOPHY

The Social Studies curriculum will enable learners to develop skills and competencies through a combination of social constructivism and social realism. These theories emphasise learning as an active process where the learner constructs knowledge rather than acquiring it. Learners will take responsibility for the environment, appreciate the richness and the diversity of Ghana's culture. They will also be willing to take advantage of social changes relating to globalisation, technological advancement and digital literacy. It is envisioned that the curriculum will promote the development of a holistic worldview of learners to make them creative, honest and responsible citizens. It is expected that learners will demonstrate competencies in making independent and healthy choices regarding their personal development and well-being. By developing awareness of themselves, their immediate and wider environment, they become national and global citizens. Learners are to be guided to maximise the opportunities offered by new technologies to express their beliefs and further enhance their moral perspectives and values. The teacher should emphasise these important areas in the day-to-day learning as they are aimed at promoting higher order thinking among learners.

## AIMS

Social Studies aims at producing reflective, concerned and competent citizens, who will make informed decisions for individual and public good. The subject seeks to produce morally upright Ghanaians, who are responsible and capable of maintaining healthy lifestyles and preserving their environment for sustainability.

Specifically, the subject will enable learners to:

1. explore and protect the environment
2. exhibit sense of belonging to the family and community
3. appreciate themselves as unique individuals
4. demonstrate responsible citizenship
5. develop attitudes for healthy and peaceful co-existence
6. ensure sustainable use of resources
7. develop sense of patriotism and national pride
8. make themselves globally competitive

## PROFILE OF EXPECTED LEARNING BEHAVIOURS

### **Knowledge, Understanding and Application**

Under this domain, learners acquire knowledge through learning experiences. They may also show understanding of concepts by comparing, summarising and re-writing in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learner may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours- “knowledge”, “understanding”, “application”, “analysis”, “synthesis”, “evaluation” and “creation”, fall under the cognitive domain.

In this curriculum, the learning indicators are stated with action verbs to show what the learner should know and be able to do. The ability of the learner to *describe, explain, examine, discuss, summarise* situations after teaching and learning has been completed, suggests that the learner has acquired *knowledge*. In the past, teaching in most cases, stressed knowledge acquisition to the detriment of other higher-level behaviours such as application, analysis among others. In this standards-based Social Studies curriculum, learners are challenged to solve personal and

societal problems. In this respect, they demonstrate their ability to “apply” the knowledge acquired. Learners must, therefore, be engaged in a variety of activities to stimulate their critical thinking abilities.

**Bloom’s Taxonomy identifies the following concepts under the Cognitive domain:**

**Knowing:** This has to do with the ability to *remember, recall, identify, define, describe, list, name, match, state principles*, facts and concepts. In this sense, ‘knowing’ constitutes the lowest level of learning.

**Understanding:** This involves the ability to *explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict* consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial or symbolic.

**Applying:** This dimension is also referred to as “Use of Knowledge”. The ability to *use knowledge or apply knowledge, apply rules, methods, principles, theories*, to situations that are new and unfamiliar. It also involves the ability to *produce, solve, plan, demonstrate, discover* among others.

**Analysing:** This is the ability to break down material/information into its component parts; to *differentiate, compare, distinguish, outline, separate, identify* significant points; it is also the ability to *recognise unstated assumptions and logical fallacies; the ability to recognise inferences* from facts.

**Synthesising:** It is the ability to put parts or ideas together to form a new whole. It involves the ability to *combine, compile, compose, devise, plan, revise, organise, create, and generate* new ideas and solutions.

**Evaluating:** It is the ability to *appraise, compare* features of different things and make *comments or judgment, contrast, criticise, justify, support, discuss, conclude, make recommendations*. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

**Creating:** It is the ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the above, it can be seen that *creating* according to Bloom’s Taxonomy constitutes the highest form of learning. This standards-based Social Studies curriculum, therefore, places emphasis on *creating* as a core behavioural attribute. It is advised that teachers encourage learners to develop their creative skills to solve personal and societal problems.

## ATTITUDES, VALUES AND PROCESS SKILLS

### ATTITUDES

This Social Studies curriculum seeks to equip learners with positive attitudes that will enable them to function effectively in the society. Acquisition of knowledge alone is not enough to cause expected behavioural change to make learners function properly in the society. There is, therefore, the need to emphasise the development of positive attitudes. The following are examples of positive attitudes learners are encouraged to develop:

**Commitment:** the determination to contribute to national development.

**Tolerance:** the willingness to respect the views of others.

**Patriotism:** love for one's country, national pride and willingness to sacrifice one's self for the development of the country.

**Flexibility in ideas:** the willingness to change opinion in the face of more plausible evidence.

**Respect for evidence:** the willingness to collect and use data on one's investigation, and also have respect for data collected by others.

**Reflection:** the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible flaws and other ways in which the investigation or observation can be improved upon.

**Comportment:** the ability to conform to acceptable societal norms.

**Co-operation:** the ability to work effectively with others.

**Responsibility:** the ability to act independently and make decisions; morally accountable for one's action; capable of rational conduct.

**Environmental Awareness:** the ability to be conscious of one's physical and socio-economic surroundings.

**Respect for the Rule of Law:** the ability to obey the rules and regulations of the land.

## VALUES

At the core of the standards-based Social Studies curriculum is the acquisition of values. These values help individuals to define their identity and uphold high moral standards. Learners are expected exhibit the following values:

**Respect:** This includes respect for the nation, its institutions, laws, culture, citizens and neighbours.

**Diversity:** Ghana is a multicultural society; therefore, learners must be encouraged to respect all persons irrespective of their ethnic and religious backgrounds to ensure peaceful co-existence and national integration.

**Equity:** Every citizen, irrespective of their socio-economic background and condition should be treated fairly in terms of access to national resources and state power. Equal opportunities should be given to all learners for a fair learning environment to enable them harness their potentials and capabilities.

**Commitment to achieving excellence:** Learners must be encouraged to take advantage of the opportunities provided through the curriculum to acquire the requisite skills to enable them function in the society in which they find themselves. Learners should strive to pursue and achieve excellence in whatever they set out to do.

**Teamwork/Collaboration:** Learners are encouraged to work together towards common goals within the context of tolerance and mutual understanding. This will instil in them virtues of living harmoniously with members of the larger society.

**Truth and Integrity:** The Social Studies curriculum aims to prepare learners, who will tell the truth irrespective of the consequences. In addition, it aims to make them morally upright and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance must underpin the learning processes to allow learners to see and apply skills and competencies in the world of work.

## PROCESS SKILLS

These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

**Observing:** This is the skill of using our senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses.

**Classifying:** This is the skill of grouping objects or events based on common characteristics.

**Comparing:** This is the skill of identifying the similarities and differences between two or more objects, concepts or processes.

**Communicating/Reporting:** This is the skill of transmitting, receiving and presenting information in concise, clear and accurate forms - verbal, written, pictorial, tabular or graphical.

**Predicting:** This is the skill of assessing the likelihood of an outcome based on prior knowledge of how things usually turn out.

**Analysing:** This is the skill of identifying the parts of objects, information or processes and the patterns and relationships between these parts.

**Generating possibilities:** This is the skill of exploring all the options, possibilities and alternative beyond the obvious or preferred one.

**Evaluating:** This is the skill of assessing the reasonableness, accuracy and quality of information, processes or ideas.

**Designing:** This is the skill of visualising and drawing new objects or gadgets from imagination

**Interpreting:** This is the skill of evaluating data in terms of its worth: good, bad, reliable, unreliable; making inferences and predictions from written or graphical data; extrapolating and deriving conclusions. Interpretation is also referred to as “Information Handling”.

**Recording:** This is the skill of drawing or making graphical representation boldly and clearly, well labelled and pertinent to the issue at hand.

**Generalising:** This is the skill of being able to use the conclusions arrived at in an activity to what could happen in similar situations

## NEW ASSESSMENT IN THE CCP

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. It is integral to the teaching-learning process, promotes student learning and improves instruction. In CCP, it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in the subsequent paragraphs.

### Assessment for Learning (AfL)

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learner is in their learning, where they need to be (the desired goal), and how best to get them there. AfL is one of the most suitable methods

for improving learning and raising standards (Black and Wiliam, 1998)<sup>1</sup>. Assessment for Learning also refers to all their activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning, and feedback.

AfL, therefore, provides timely feedback to ensure individual learners are assisted during the teaching and learning process using various strategies and questioning to measure the learning that has actually taken place. It is a continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer feedback or change teaching strategies to achieve [performance standards of a lesson.

### Assessment of Learning (AoL)

Assessment of learning provides a picture of the achieved standards of the teacher and performance of students at the terminal stage of the learning process. This information provides data for accountability and educational decisions such as grading, selection and placement, promotion and certification. Through AoL, stakeholders such as parents and guardians are informed about the extent students have attained expected learning outcomes at the end of their grade or program.

### Assessment as Learning (AaL)

Assessment as Learning develops and supports students' sense of ownership and efficacy about their learning through reflective practices. This form of self-assessment helps in building the competencies of learners to achieve deeper understanding of what their own learning and what they are taught.

### What do we assess?

Emphasis in assessment in the CCP is on the Common Core Learner which are essential outcomes in the three domains of learning (i.e. psychomotor and affective).

Knowledge and skills with emphasis on the **4Rs in the learning areas**

<sup>1</sup>Paul Black & Dylan Wiliam (1998) Assessment and Classroom Learning, Assessment in Ed 74, DOI: [10.1080/0969595980050102](https://doi.org/10.1080/0969595980050102)

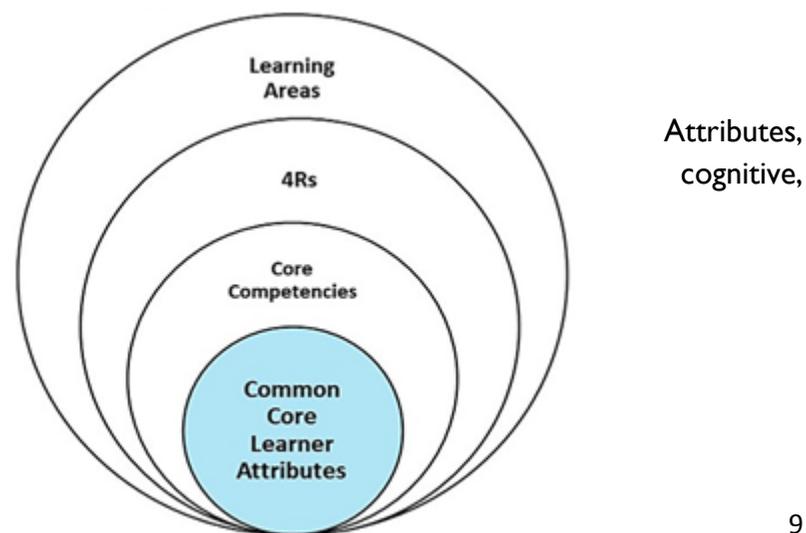


Figure 2 Essential Assessment Features

Core competencies with emphasis on attitudes and values developed **through the learning and its context as well as the pedagogical approaches.**

The Process is illustrated diagrammatically in Figure 2.

How do we monitor progress?

School Based Assessments (SBA) covers all forms/modes of assessment including AfL, AaL and AoL (see Table I), that can be undertaken by any school-level actor (learner, teacher, head teacher) to monitor the learner's achievement over a period of time. Data collection and keeping records of the data are central to the conduct of SBA.

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Table I Modes of Assessment

| Assessment for Learning                             | Assessment of Learning      | Assessment as Learning |
|---|-----------------------------|------------------------|
| Class exercises                                     | Class Assessment Task (CAT) | Portfolio              |
| Quizzes   | End of term                 | Journal entries        |
| Class tests (written, oral, aural and/or practical) | End of year                 | Project work           |
| Class Assessment Task (CAT)                         |                             | Checklist              |
|   |                             | Questionnaire          |

The following are samples of relevant records that can be kept on the student's learning.

- Student's Progress Record (Cumulative Record)
- Student's Report Card
- School Based Assessment Termly Recording Register

Details of guidelines on SBA can be found in *the National Pre-tertiary Learning Assessment Framework (NPLAF)* document (Ministry of Education, 2020a)<sup>2</sup> and *the School-Based Assessment Guidelines* (Ministry of Education, 2020b)<sup>3</sup>.

### Reporting School-Based Assessment (SBA) in the CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the four-year duration of CCP, is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 2). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion or (benchmark for the level of proficiency), a number of descriptors are defined as shown in Table 2.

<sup>2</sup>Ministry of Education (2020a). National Pre-tertiary Learning Assessment Framework (NPLAF). Accra: Ministry of Education.

<sup>3</sup>Ministry of Education (2020b). School-Based Assessment Guidelines. Accra: Ministry of Education.

**Table 2** Benchmarks, levels of proficiency and the grade level descriptors

| <b>Level of Proficiency</b>     | <b>Benchmark</b> | <b>Grade Level Descriptor</b>   |
|---------------------------------|------------------|---|
| 1: Highly proficient (HP)       | 80% +            | Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.       |
| 2: Proficient (P)               | 68-79%           | Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer them independently through authentic performance tasks   |
| 3: Approaching Proficiency (AP) | 54-67%           | Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks |
| 4: Developing (D)               | 40-53%           | Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks                                  |
| 5: Emerging (E)                 | 39% and below    | Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.   |

The grading system presented, shows the letter grade system and equivalent grade boundaries.

In assigning grades to pupils' test results, or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E]), indicate the meaning of each grade.

In addition to the school-based assessment (SBA), a national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievement.

## CREATIVE PEDAGOGICAL APPROACHES

The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, holistic learning, cross disciplinary learning (i.e. the 4Rs across the Curriculum) as well as developing the core competencies. This section describes some of the creative pedagogical approaches required for the CCP.

### **Core Competencies**

The core competencies describe a body of skills that teachers at the basic level should seek to develop in their learners. The competencies describe a connected body of core skills that are acquired throughout the processes of teaching and learning. They are the relevant global skills for learning that allow learners to develop, in addition to the 4Rs, to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, culturally identified individuals, digitally literate and global citizens who have keen interest in their personal development. In using this curriculum, we hope the core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

#### ***Critical thinking and Problem solving (CP)***

Develop learners' cognitive and reasoning abilities to enable them analyse issues and situations, leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned and from their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

#### ***Creativity and Innovation (CI)***

Learners acquire entrepreneurial skills through their ability to think about new ways of solving problems and develop technologies to addressing the problem at hand. This competency requires ingenuity of ideas in arts, technology and enterprise. It enables learners to think independently and creatively.

#### ***Communication and Collaboration (CC)***

This competency aims to promote in learners the ability to make use of languages, symbols and texts to exchange information about themselves the world around them. Learners actively participate in sharing their ideas and engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

### ***Cultural identity and Global Citizenship (CG)***

This competency aims to develop learners who put country and service as foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental, and economic awareness. Learners make use of the knowledge, skills, attitudes acquired to contribute meaningfully towards the socio-economic development of the country. They develop skills to critically analyse cultural trends, identify and contribute to the global community.

### ***Personal Development and Leadership (PL)***

This competency is aimed at improving self-awareness, self-knowledge; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; self-regulation and responsibility, and developing a love for lifelong learning.

### ***Digital Literacy (DL)***

It involves guiding learners to discover, acquire skills in, and communicate through ICT to support their learning and make use of digital media responsibly.

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix A for details of the components of the core competencies. These details comprise the unpacked skills such as: listening, presenting and team work for collaboration.

These include the approaches, methods, strategies, appropriate relevant teaching and learning resources for ensuring that every learner benefits from teaching and learning process. The curriculum emphasises the:

1. creation of learning-centred classrooms through the use of creative approaches to ensure learner empowerment and independent learning;
2. positioning of inclusion and equity at the centre of quality teaching and learning;
3. use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;

4. use of Information Communications Technology (ICT) as a pedagogical tool;
5. identification of subject specific instructional expectations needed for making learning in the subject relevant to learners;
6. integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy; and questioning techniques that promote deep learning.

### LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the high school level, the progression phases are from B7 to B10.

The Curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they learn in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas through the inspiration of the teacher. The learners then become actively engaged in looking for answers, working in groups to solve problems. They also research for information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

1. makes learners feel safe and accepted;
2. helps learners to interact with varied sources of information in a variety of ways;
3. helps learners to identify a problem suitable for investigation through project work;
4. connects the problem with the context of the learners' world so that it presents realistic opportunities for learning;
5. organises the subject matter around the problem, not the subject;
6. gives learners responsibilities for defining their learning experiences and planning to solve the problem;
7. encourages learners to collaborate in learning; and

8. expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centred classroom.

## DIFFERENTIATION AND SCAFFOLDING

**Differentiation** is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support or outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through task, support from the Guidance and Counselling Unit and learning outcomes.

**Differentiation by task** involves teachers setting different tasks for learners of different abilities. E.g. in sketching the plan and shape of their school compound and community, some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.

**Differentiation by support** involves the teacher giving the needed support and referring weak learners to the Guidance and Counselling Unit for academic support.

**Differentiation by outcome** involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

**Scaffolding** in education refers to the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read and engaging them to discuss the excerpt to improve comprehension. The teacher goes ahead to guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher are:

1. giving learners a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time;

2. describing or illustrating a concept, problem, or process in multiple ways to ensure understanding;
3. giving learners an exemplar or a model of an assignment, they will be asked to complete;
4. giving learners a vocabulary lesson before they read a difficult text;
5. describing the purpose of a learning activity clearly and the learning goals they are expected to achieve; and
6. describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

## INCLUSION

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The Curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration. The curriculum therefore promotes:

1. learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities
2. learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
3. the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Information Communications Technology (ICT) has been integrated into the Social Studies curriculum as part of the common core programme. Thus, the curriculum is designed to use ICT as a teaching and learning tool to enhance deep and independent learning. For instance, the teacher in certain instances is directed to use multimedia to support the teaching and learning process.

ICT has the potential to innovate, accelerate, enrich, and deepen skills. It also motivates and engages learners to relate school experiences to work practices. It provides opportunities for learners to fit into the world of work. Some of the expected outcomes that this curriculum aims to achieve are:

- improved teaching and learning processes
- improved consistency and quality of teaching and learning
- increased opportunities for more learner-centered pedagogical approaches
- improved inclusive education practices
- improved collaboration, creativity, higher order thinking skills
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners access to large quantities of information online and offline. It also provides the framework for analyzing data to investigate patterns and relationships in a geographical context. Once learners have made their findings, ICT can help them organize, edit and print information in many different ways.

Learners need to be exposed to various ICT tools around them including calculators, radios, cameras, phones, television sets, computers, and related software. The exposure that learners are given at the high school level to use ICT in exploiting learning will build their confidence and will increase their level of motivation to apply the use of ICT in later years, both within and outside of education. The use of ICT in teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

## ORGANIZATION AND STRUCTURE OF THE CURRICULUM

The Social Studies curriculum draws on the following disciplines:

- Geography
- Sociology

- Government
- Economics
- History

The thematic areas are organised under six strands:

- Strand 1: Environmental Issues
- Strand 2: Family Life
- Strand 3: Sense of Purpose
- Strand 4: Law and Order
- Strand 5: Socio-economic Development
- Strand 6: Nationhood

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## CURRICULUM REFERENCE NUMBERS

The curriculum has been structured into Strands, Sub-strands, Content standards, Indicators and exemplars, and Core Competencies. Each strand, sub-strand, content standard and Indicators have unique identification numbers(codes). The annotation is indicated in Table 1.

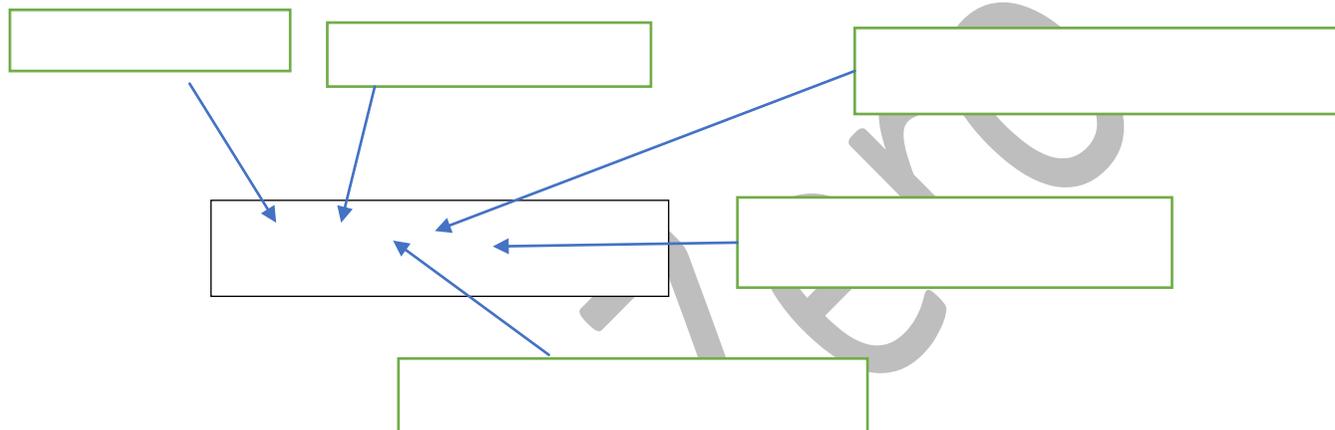
**Table 1: Interpretation of Curriculum Reference Numbers**

**Example: Social Studies: B7.1.1.2.1**

| ANNOTATION | MEANING / REPRESENTATION  |
|------------|---------------------------|
| B7.        | Basic Year 7              |
| 1.         | Strand Number             |
| 1.         | Sub-Strand Number.        |
| 2.         | Content Standard Number   |
| 1.         | Learning Indicator Number |

- **Strands** are the broad areas/sections in the curriculum to be studied.
- **Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.
- **Content Standards** indicate what all learners should know, understand and be able to do.
- **Indicators** are clear statements of specific things learners should know and be able to do within each content standard.
- **Exemplars** refer to support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could be taken to support the facilitators/teachers in the delivery of the curriculum.

## STRUCTURE



| Content standard  | Indicators/Exemplars   | Core competencies/Subject Specific Practices   |
|---|--|--|
| <b>B7.1.1.1 Demonstrate skills in dealing with environmental challenges</b> | <b>B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment</b><br>Exemplars<br>1. Explain:<br>i. environment<br>ii. sanitation<br>2. Discuss the types of environment (physical and social)<br>3. Identify some environmental problems including, sanitation | Critical thinking and Problem solving<br>Communication and collaboration<br>Digital Literacy<br><br>Environmental awareness<br>Observation |

## SCOPE AND SEQUENCE

| STRAND                            | SUB-STRAND                                  | B7 | B8 | B9 | B10 |
|-----------------------------------|---|----|----|----|-----|
| <b>ENVIRONMENT</b>                | Environmental Issues                        | ✓  | ✓  | ✓  | ✓   |
|                                   | Mapping Skills                              | ✓  | ✓  |    |     |
|                                   | Understanding our Natural World             | ✓  | ✓  |    |     |
|                                   | Our Natural and Human Resources             |    |    | ✓  |     |
| <b>FAMILY LIFE</b>                | Adolescent Reproductive Health              | ✓  |    |    |     |
|                                   | The Family                                  |    | ✓  | ✓  | ✓   |
|                                   | Socialisation                               | ✓  |    |    |     |
|                                   | Population                                  | ✓  | ✓  | ✓  | ✓   |
| <b>SENSE OF PURPOSE</b>           | Self-Identity                               | ✓  |    |    |     |
|                                   | The Individual and the Community            |    | ✓  |    |     |
|                                   | Culture and National Identity               |    |    | ✓  |     |
|                                   | Youth and National Development              |    |    |    | ✓   |
| <b>LAW AND ORDER</b>              | Citizenship                                 | ✓  |    |    |     |
|                                   | Citizenship and Human Rights                |    | ✓  |    |     |
|                                   | Conflict Prevention and Management          |    | ✓  |    |     |
|                                   | The 1992 Constitution                       |    |    | ✓  |     |
|                                   | Peace and Security in Our Nation            |    |    | ✓  |     |
|                                   | Promoting Democracy and Political Stability |    |    | ✓  |     |
|                                   | Democracy and Nation Building               |    |    |    | ✓   |
| <b>SOCIO-ECONOMIC DEVELOPMENT</b> | Human Resource Development                  | ✓  |    |    |     |
|                                   | Tourism                                     | ✓  | ✓  |    |     |
|                                   | Entrepreneurial Skills                      |    | ✓  |    |     |
|                                   | Science and Technology                      |    |    | ✓  |     |
|                                   | Sustainable Development                     |    |    |    | ✓   |
| <b>NATIONHOOD</b>                 | Independent Ghana                           | ✓  |    |    |     |
|                                   | The Republics                               |    | ✓  | ✓  |     |
|                                   | Military Rule                               |    | ✓  |    |     |
|                                   | Ghana and its Neighbours                    |    |    |    | ✓   |

# Basic 7

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## STRAND I: ENVIRONMENT

### Sub-Strand I: Environmental Issues

| Content standard  | Indicators/Exemplars  | Core Competencies/<br>Subject Specific Practices   |
|---|---|--|
| <p><b>B7.1.1.1 Demonstrate skills in dealing with environmental challenges</b></p>                            | <p><b>B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment</b><br/> <b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain:               <ol style="list-style-type: none"> <li>i. environment</li> <li>ii. sanitation</li> </ol> </li> <li>2. Discuss the types of environment (physical and social)</li> <li>3. Identify some environmental problems including, sanitation</li> <li>4. Examine cultural practices and their related problems for sanitation in the community, including sweeping, washing of bowl and kitchen utensils in the morning, communal rubbish dumps, communal toilet facilities</li> <li>5. Discuss the effects of poor sanitation practices</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to effectively define goals towards solving a problem</li> <li>-Ability to explain plans for attaining goals</li> </ul> |
| <p><b>B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana</b></p> | <p><b>B7 1.1.2.1. Examine the sources of energy</b><br/> <b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain energy</li> <li>2. Through the use of internet, videos or pictures, describe the sources of energy in Ghana including fuel wood, hydro, solar, thermal etc.</li> <li>3. In groups categorise sources of energy into renewable and non-renewable.</li> <li>4. In groups, learners discuss and make posters to show how different sources of energy are used.</li> </ol>  | <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Identify words or sentences in context or appropriately</li> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li> </ul>                          |

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|  | <ol style="list-style-type: none"> <li>5. In groups, learners discuss how sun or wind can be used to heat or perform work.</li> <li>6. Through group discussion, come out with the ways of using energy.</li> <li>7. In groups, discuss why Ghana sometimes imports energy.</li> </ol> | <p>-Demonstrate behaviour and skills of working towards group goals</p> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Environmental awareness<br/>Observation</p> |
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## STRAND 1: ENVIRONMENT

### Sub-Strand 2: Mapping Skills

| Content standard  | Indicators/Exemplars  | Core Competencies/ Subject Specific Practices  |
|---|---|--|
| <p><b>B7.1.2.1 Demonstrate a range of mappingskills</b></p> | <p><b>B7.1.2.1.1. Demonstrate skills involved in mapping andlocating places in the environment</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain the following concepts: “maps” “scale”.</li> <li>2. Identify types of maps, including street maps, maps showing landscape features, National maps and a selection of Atlas maps of up to world scale.</li> <li>3. Discuss the importance of maps.</li> <li>4. Identify components of maps, ‘including North arrow, scale, map key allowing representation of physical features (including rivers, lakes, mountains and coastline) and human features (including settlements, plantations and industrial developments) using names, symbols and use of colour/shading.’</li> <li>5. Sketch a map of the school compound, marking the main features.</li> <li>6. Locate some important landmarks in the community using maps, for example, the bank is 500metres North of the Junior High School.</li> </ol> | <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to look at alternative in creating new things</li> <li>-Ability to merge simple/ complex ideas to create novel situation or thing</li> <li>-Ability to select the most effective creative tools for working and preparedness to give explanations</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li>-Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</li> <li>-Provide new insight into controversial situation or task</li> <li>Implement strategies with accuracy</li> <li>-Identify and prove misconceptions about a generalised concept or fact specific to a task or situation</li> </ul> <p><b>Communication and</b></p> |

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|  |  | <p><b>collaboration</b><br/> Identify words or sentences in context or appropriately</p> <ul style="list-style-type: none"> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas.</li> </ul> <p>Share a narrative or extended answer while speaking to a group</p> <ul style="list-style-type: none"> <li>-Demonstrate behaviour and skills of working towards group goals</li> </ul> <p>Measurements<br/> Drawing<br/> Map reading</p> |
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## STRAND I: ENVIRONMENT

### Sub-Strand 3: Understanding Our Natural World

| Content standard   | Indicators/Exemplars   | Core Competencies/ Subject Specific Practices  |
|--|--|--|
| <p><b>B7.1.3.1 Show understanding of the world around us</b></p> | <p><b>B7.1.3.1.1. Examine major physical features of the earth</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Identify some major features of the earth such as mountain ranges, rivers, oceans, hot deserts and tropical rainforest.</li> <li>2. With the use of maps, find the locations of the following major physical features:               <ol style="list-style-type: none"> <li>(i) mountain ranges including Akuapim-Togo, Gambaga, Kwahu, Himalayas, Rockies, Andes and Alps</li> <li>(ii) rivers including the River Bia, Tano, Ankobra, Pra, Densu, Volta, Nile, Niger, Congo, Ganges, Yangtze, Amazon, Mississippi</li> <li>(iii) oceans: Atlantic, Arctic, Southern, Indian, Pacific</li> <li>(iv) hot deserts, including Sahara, Kalahari, Gobi, Arabian</li> <li>(v) tropical rainforest, including the Amazon Rainforest</li> </ol> </li> <li>3. Discuss human activities that affect the following features and ways of protecting them:               <ol style="list-style-type: none"> <li>(i) major mountain ranges</li> <li>(ii) rivers</li> <li>(iii) oceans</li> </ol> </li> </ol> | <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> <li>-Anticipate and overcome difficulties relating initiatives</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li>-Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem</li> <li>-Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</li> <li>-Provide new insight into controversial situation or task</li> <li>-Identify and prove misconceptions about a generalised concept or fact specific to a task or situation</li> </ul> |

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|  |  | <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"><li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li><li>-Demonstrate behaviour and skills of working towards group goals</li><li>-Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.</li></ul> <p>Understand and use interpersonal skills</p> <p>Observation<br/>Drawing<br/>Identification</p> |
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| Content standard  | Indicators/Exemplars   | Core Competencies/ Subject Specific Practices  |
|---|--|--|
| <p><b>B7.1.3.2 Assess the issue of natural disasters and their management</b></p> | <p><b>B7.1.3.2.1. Examine natural disasters in the environment</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain natural disasters.</li> <li>2. Watch documentaries on some natural disasters.</li> <li>3. Mention examples of natural disasters including flood, drought, landslide, wildfire, earthquake, sea erosion.</li> <li>4. Identify natural disasters in Ghana.</li> <li>5. Suggest ways to manage disasters.</li> </ol> | <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to look at alternative in creating new things</li> <li>-Ability to merge simple/ complex ideas to create novel situation or thing</li> <li>-Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <p>Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem</p> <ul style="list-style-type: none"> <li>-Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</li> <li>-Provide new insight into controversial situation or task</li> <li>-Identify and prove misconceptions about a generalised concept or fact specific to a task or situation</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while</li> </ul> |

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|  |  | <p>speaking to a group</p> <ul style="list-style-type: none"> <li>-Understand roles during group activities</li> <li>-Anticipate different responses from the audience and plan for them.</li> </ul> <p>Observation<br/>Identification</p> |
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**STRAND 2: FAMILY LIFE**

### Sub-Strand I: Adolescent Reproductive Health

| Content standard  | Indicators/Exemplars  | Core Competencies/ Subject Specific Practices  |
|---|---|--|
| <p><b>B7.2.1.1</b><br/> <b>Demonstrate understanding of adolescent behaviour and Reproductive Health Issues</b></p> | <p><b>B7.2.1.1.1. Examine issues on adolescent behaviour and reproductive health</b><br/> <b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts:               <ol style="list-style-type: none"> <li>(i) Adolescence</li> <li>(ii) Reproductive Health</li> </ol> </li> <li>2. Discuss what constitutes adolescent behaviours.</li> <li>3. Discuss adolescent behaviours including chastity that would support reproductive health.</li> <li>4. Discuss in groups why healthy behaviour during adolescence is important, both for the individual and for the country as a whole.</li> <li>5. Invite a resource person, such as a doctor or nurse, to talk about how some adolescent behaviour can harm their reproductive health and cause other problems.</li> <li>6. Explain changes that adolescents go through (physical, cognitive, social and emotional).</li> <li>7. Discuss some challenges faced by adolescents.</li> </ol> | <p><b>Critical thinking and Problem solving</b><br/>           -Ability to explain plans for attaining goals<br/>           -Identify important and appropriate alternative<br/>           -Ability to identify important and appropriate criteria to evaluate each alternative</p> <p><b>Communication and Collaboration</b><br/>           -Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.<br/>           -Understand and use interpersonal skills<br/>           -Understand roles during group activities</p> <p><b>Personal Development and Leadership</b><br/>           Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others</p> |

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|  |  | <ul style="list-style-type: none"> <li>-Demonstrate sense of feeling or belongingness to a group</li> <li>-Division of task into solvable units and assign group members to task units</li> <li>-Ability to manage and resolve conflict</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>- to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> <li>-Ability to find and consume digital content</li> </ul> <p>Tolerance<br/>Self-control<br/>Endurance<br/>Peaceful co-existence</p> |
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## STRAND 2: FAMILY LIFE

### Sub-Strand 2: Socialisation

| Content standard  | Indicators/Exemplars  | Core Competencies/ Subject Specific Practices  |
|---|---|--|
| <p><b>B7. 2.2.1</b><br/> <b>Exhibit knowledge of the importance of socialisation in nation building</b></p> | <p><b>B7.2.2.1.1 Examine the place of socialisation in developing the individual</b><br/>                     Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of socialisation.</li> <li>2. Identify the agencies and agents of socialisation, including family, schools, parents, and teachers.</li> <li>3. Discuss the roles of agencies and agents in the socialisation process.</li> <li>4. Role-play and embark on a socialising project involving the school and the community.</li> <li>5. With the use of the internet learners find out the need for socialisation and the challenges associated with it.</li> </ol> | <p><b>Critical thinking and Problem solving</b><br/>                     -Ability to explain plans for attaining goals<br/>                     -Identify important and appropriate alternative<br/>                     -Ability to identify important and appropriate criteria to evaluate each alternative</p> <p><b>Communication and Collaboration</b><br/>                     -Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.<br/>                     -Understand and use interpersonal skills<br/>                     -Understand roles during group activities</p> <p><b>Personal Development and Leadership</b><br/>                     Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others</p> |

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|  |  | <ul style="list-style-type: none"> <li>-Demonstrate sense of feeling or belongingness to a group</li> <li>-Division of task into solvable units and assign group members to task units</li> <li>-Ability to manage and resolve conflict</li> </ul> <p>Tolerance<br/>Self-control<br/>Endurance<br/>Peaceful co-existence<br/>Societal values</p> |
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## STRAND 2: FAMILY LIFE

### Sub-Strand 3: Population

| Content standard  | Indicators/Exemplars   | Core Competencies/<br>Subject Specific Practices   |
|---|--|--|
| <p><b>B7.2.3.1 Analyse population structure in Ghana and its related issues</b></p> | <p><b>B7.2.3.1.1 Examine the components of population growth</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of population growth.</li> <li>2. Discuss how population in Ghana has changed in the recent past.</li> <li>3. Compare Ghana's population growth with that of some other countries in Africa/ other countries in the world.</li> <li>4. Discuss the following factors of population change:               <ol style="list-style-type: none"> <li>(a) birth rate,</li> <li>(b) death rate</li> <li>(c) migration</li> </ol> </li> <li>5. Investigate the causes of the following components of population growth in Ghana:               <ol style="list-style-type: none"> <li>(a) high birth rates</li> <li>(b) high death rates</li> </ol> </li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to explain plans for attaining goals</li> <li>-Identify important and appropriate alternative</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.</li> <li>-Understand and use interpersonal skills</li> <li>-Understand roles during group activities</li> </ul> <p><b>Personal Development and Leadership</b></p> <p>Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others</p> |

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|  |  | <ul style="list-style-type: none"><li>-Demonstrate sense of feeling or belongingness to a group</li><li>-Division of task into solvable units and assign group members to task units</li><li>-Ability to manage and resolve conflict</li></ul> <p>Peaceful coexistence<br/>Tolerance</p> |
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## STRAND 3: SENSE OF PURPOSE

### Sub-Strand I: Self-Identity

| Content standard   | Indicators/Exemplars   | Core Competencies/<br>Subject Specific Practices  |
|--|--|---|
| <p><b>B7.3.1.1 Show Understanding of Self as a unique individual</b></p> | <p><b>B7.3.1.1.1. Exhibit knowledge of self-identity</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain the concepts “self” and “self-identity”</li> <li>2. Identify attitudes that enhance self-worth including self-confidence, can-do spirit, positive attitude towards life</li> <li>3. Identify one’s strengths and weaknesses as unique individuals and discuss with their peers</li> <li>4. Examine the reasons for knowing one’s self including accepting one’s self, identification of one’s potential and abilities.</li> <li>5. Describe how an individual can develop his/her capabilities including education and training, counselling, continuous practice.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> <li>-Ability to select alternative(s) that adequately meet selected criteria</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Demonstrate behaviour and skills of working towards group goals</li> <li>-Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Demonstrate sense of feeling or belongingness to a group</li> </ul> |

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|--|--|---|
|  |  | <ul style="list-style-type: none"><li>-Ability to manage time effectively</li><li>-Ability to manage and resolve conflict</li></ul><br><ul style="list-style-type: none"><li>Tolerance</li><li>Self-control</li><li>Endurance</li><li>Peaceful co-existence</li><li>Positive attitude</li></ul> |
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## STRAND 4: LAW AND ORDER

### Sub-strand I: Citizenship

| Content standard   | Indicators/Exemplars  | Core Competencies/<br>Subject Specific Practices  |
|--|---|---|
| <p><b>B7.4.1.1 Analyse the responsibilities of a citizen</b></p> | <p><b>B7.4.1.1.1 Examine the value of citizenship in nation building.</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain the concept of “citizenship”.</li> <li>2. Discuss the various ways of acquiring citizenship in Ghana including citizenship by birth, by adoption, by registration, and by naturalisation.</li> <li>3. Examine the responsibilities of a Ghanaian citizen including obeying rules and regulations, protection of state property, reporting criminals, respecting national symbols, payment of taxes.</li> <li>4. Dramatize the various ways (communal labour, career roles, reporting crime) in which citizens contribute to the development of the country</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> <li>-Ability to select alternative(s) that adequately meet selected criteria</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Demonstrate behaviour and skills of working towards group goals</li> <li>-Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Demonstrate sense of feeling or belongingness to a group</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>-Ability to manage time effectively</li><li>-Ability to manage and resolve conflict</li></ul><br><ul style="list-style-type: none"><li>Patriotism</li><li>Tolerance</li><li>Self-control</li><li>Peaceful co-existence</li><li>Positive attitude</li><li>Civic duties</li></ul> |
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## STRAND 5: SOCIO-ECONOMIC DEVELOPMENT

### Sub-Strand I: Human Resource Development

| Content Standards  | Indicators/Exemplars   | Core Competencies/<br>Subject Specific Practices  |
|--|--|---|
| <p><b>B7.5.1.1. Demonstrate knowledge of Human Resource Development in Ghana</b></p> | <p><b>B7.5.1.1.1. Mention ways of developing human resource in Ghana</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain the concepts:               <ol style="list-style-type: none"> <li>i. human resource</li> <li>ii. human resource development</li> </ol> </li> <li>2. Identify ways of developing human resource in Ghana including education, training and retraining, career counselling, role taking, mentoring.</li> <li>3. Discuss the importance of human resource development in Ghana.</li> <li>4. Assess the challenges associated with Human Resource Development in Ghana.</li> <li>5. Suggest solutions to problems facing human resource development in Ghana.</li> </ol> | <p><b>Critical thinking and Problem solving</b><br/>-Ability to explain plans for attaining goals<br/>-Ability to identify important and appropriate criteria to evaluate each alternative</p> <p><b>Communication and collaboration</b><br/>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures<br/>-Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication</p> <p><b>Personal Development and Leadership</b><br/>-Recognise one's emotional state and preparedness to apply emotional intelligence<br/>-Desire to accept one's true self and overcome weakness<br/>-Ability to set and maintain</p> |

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|  |  | personal standards and values<br>Patriotism<br>Tolerance<br>Self-control<br>Peaceful co-existence<br>Positive attitude<br>Endurance |
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## STRAND 5: SOCIO-ECONOMIC DEVELOPMENT

### Sub-Strand 2: Tourism

| Content Standards   | Indicators/Exemplars  | Core Competencies/<br>Subject Specific Practices   |
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| <p><b>B7.5.2.1. Demonstrate Knowledge on how Tourism and Leisure promote National Development</b></p> | <p><b>B7.5.2.1.1. Examine the role of tourism and leisure in socio-economic development of Ghana</b></p> <p>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain the concepts:               <ol style="list-style-type: none"> <li>i. tourism</li> <li>ii. leisure</li> </ol> </li> <li>2. Identify some attractive places or sceneries in the locality.</li> <li>3. Examine reasons for which people go on tour to different places.</li> <li>4. Discuss the economic and social importance of tourism to the nation's development.</li> <li>5. Explain challenges faced in the tourism industry.</li> <li>6. Suggest ways of solving the challenges faced in the tourism industry.</li> <li>7. Discuss ways of promoting tourism in Ghana.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> <li>-Ability to select alternative(s) that adequately meet selected criteria</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Demonstrate behaviour and skills of working towards group goals</li> <li>-Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.</li> </ul> <p><b>Personal Development and</b></p> |

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|  | <p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">Draft Zero</p> | <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>-Demonstrate sense of feeling or belongingness to a group</li> <li>-Ability to manage time effectively</li> <li>-Ability to manage and resolve conflict</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Use digital tools to create novel things</li> <li>-Ability to find and consume digital content</li> <li>-Adhere to behavioural protocols that prevail in cyberspace</li> </ul> <p>Patriotism<br/>Tolerance<br/>Self-control<br/>Peaceful co-existence<br/>Positive attitude<br/>Observation<br/>Endurance</p> |
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## STRAND 6: NATIONHOOD

### Sub-Strand 1: Independent Ghana

| Content Standards   | Indicators/Exemplars   | Core Competencies/<br>Subject Specific Practices  |
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| <p><b>B7.6.1.1. Demonstrate Understanding of how Ghana became an Independent Nation</b></p> | <p><b>B7.6.1.1.1 Explain how events after the 1948 riots speeded up the move towards independence.</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Show documentaries or listen to personal accounts on the 28<sup>th</sup> February riots in Accra / visit the spot where the ex-servicemen were killed.</li> <li>2. Discuss the documentaries or what they witnessed on the visit.</li> <li>3. Discuss the reasons for the formation of the Watson commission.</li> <li>4. Examine how the Watson Commission helped the move towards independence.</li> <li>5. With the use of the internet or any other sources of information, write down the bio data of the three ex-service men (Sgt. Adjetej, Sgt. Odartey Lamptey and Corporal Attipoe) and how this can inspire them.</li> </ol> | <p><b>Critical thinking and Problem solving</b><br/>-Ability to combine Information and ideas from several sources to reach a conclusion<br/>-Create simple logic trees to think through problems<br/>-Ability to identify important and appropriate criteria to evaluate each alternative</p> <p><b>Communication and collaboration</b><br/>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p> <p><b>Personal Development and Leadership</b><br/>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)<br/>-Ability to serve group members effectively</p> |

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|  |  | <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Cultural Identity and Global Citizenship</b><br/>         -Develop and exhibit a sense of cultural identity<br/>         -Exhibit a sense of nationality and global identity</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p><b>Patriotism</b><br/> <b>Nationalism</b><br/> <b>Civic duties</b><br/> <b>Tolerance</b><br/> <b>Peaceful co-existence</b><br/> <b>Positive attitude</b></p> |
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| Content Standards   | Indicators/Exemplars   | Core Competencies/<br>Subject Specific Practices  |
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| <p><b>B7.6.1.1. Demonstrate Understanding of how Ghana became an Independent Nation</b></p> | <p><b>B7.6.1.1.2 Recount the formation of the Convention People’s Party (CPP) in 1949.</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. With the use of internet/pictures show and discuss a picture of Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP.</li> <li>2. Discuss the role of other groups including trade unions, ‘veranda boys’ in the activities of the CPP.</li> <li>3. Use resource persons, including retired educationalist, veteran soldier, and retired police officer, senior citizens to tell them about the ‘positive action’ <b>OR</b> find out from the community/parents what is meant by ‘positive action’.</li> <li>4. In groups, create a poster on one of the following personalities indicating their bio data including the position they occupied in government: Kwame Nkrumah, K. A. Gbedemah and Kojo Botsio</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative,</li> </ul> |

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|  |  | <p>seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Patriotism<br/>         Nationalism<br/>         Civic duties<br/>         Tolerance<br/>         Peaceful co-existence<br/>         Positive attitude</p> |
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| Content Standards   | Indicators/Exemplars   | Core Competencies/<br>Subject Specific Practices   |
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| <p><b>B7.6.1.1. Demonstrate Understanding of how Ghana became an Independent Nation</b></p> | <p><b>B7.6.1.1.3. Discuss the outcome of the 1951, 1954 and 1956 elections</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Using sources of evidence including YouTube- <a href="https://www.eaumf.org/ejm-blog/2018/2/15/february-13-1951-gov-sir-charles-arden-clarke-invites-nkrumah-to-form-a-government">https://www.eaumf.org/ejm-blog/2018/2/15/february-13-1951-gov-sir-charles-arden-clarke-invites-nkrumah-to-form-a-government</a>, pictures discuss the outcome of the 1951 election and why Kwame Nkrumah was released from prison.</li> <li>2. Discuss the role of Kwame Nkrumah as leader of Government business (1951 up to 1952).</li> <li>3. Examine why a new constitution was drawn up in 1954 (For example, the CPP was dissatisfied with the provisions of the 1950 constitution and called for a new constitution to be drawn up for the Gold Coast).</li> <li>4. Discuss what happened after the CPP won the 1956 election.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |

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|  |  | <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Patriotism<br/>         Nationalism<br/>         Civic duties<br/>         Tolerance<br/>         Peaceful co-existence<br/>         Positive attitude</p> |
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| Content Standards   | Indicators/Exemplars  | Core Competencies/<br>Subject Specific Practices   |
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| <p><b>B7.6.1.1. Demonstrate Understanding of how Ghana became an Independent Nation</b></p> | <p><b>B7.6.1.1.4 Analyse the nature of government from 1957 to 1960.</b></p> <p>Exemplars</p> <ol style="list-style-type: none"> <li>1. Discuss the power-sharing arrangement between the British government and elected Ghanaian officials.</li> <li>2. Discuss the advantages and disadvantages of power-sharing from March 1957 to July 1960.</li> <li>3. Use the internet and other sources of information to find out the portfolios held by British officials and those occupied by Ghanaian officials.</li> <li>4. Discuss the composition of the cabinet from March 1957 to July 1960.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing</li> </ul> |

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|  |  | <p>possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Patriotism<br/>         Nationalism<br/>         Civic duties<br/>         Tolerance<br/>         Peaceful co-existence<br/>         Positive attitude</p> |
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# **BASIC 8**



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|  | <p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">Draft Zero</p> | <p>answer while speaking to a group</p> <ul style="list-style-type: none"> <li>-Demonstrate behaviour and skills of working towards group goals</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Environmental awareness<br/>Observation<br/>Teamwork</p> <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to effectively define goals towards solving a problem</li> <li>-Ability to explain plans for attaining goals</li> </ul> |
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|  | <p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">Draft Zero</p> | <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Identify words or sentences in context or appropriately</li> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li> <li>-Demonstrate behaviour and skills of working towards group goals</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Environmental awareness<br/>Observation<br/>Teamwork</p> |
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## STRAND I: ENVIRONMENT

### Sub-Strand 2: Understanding our natural world

| Content standard   | Indicators/exemplars   | Core competencies/Subject Specific Practices   |
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| <p><b>B8.1.2.1 Demonstrate understanding of disasters and their management</b></p> | <p><b>B8.1.2.1.1. Discuss natural disasters</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Watch some documentaries on natural disasters.</li> <li>2. Examine natural disasters and share their understanding of the term, including the idea that it involves great damage and often also loss of life. Examples of natural disasters are flooding, rainstorms, earthquake, volcanoes (Wildfires, drought).</li> <li>3. Examine the causes of flooding, including human action – including urban development - which can make flooding more likely or more extreme.</li> <li>4. Investigate the effects of flooding on the environment</li> <li>5. Carry out a project to raise awareness in the community for the need for certain flood control measures and for careful planning of any new development.</li> </ol> | <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> <li>-Anticipate and overcome difficulties relating initiatives</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li>-Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem</li> <li>-Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</li> <li>-Provide new insight into controversial situation or task</li> <li>-Identify and prove misconceptions about a</li> </ul> |

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|  |  | <p>generalised concept or fact<br/>specific to a task or situation</p> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li> <li>-Demonstrate behaviour and skills of working towards group goals</li> <li>-Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.</li> </ul> <p>Understand and use interpersonal skills</p> <p>Environmental awareness<br/>Observation</p> |
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## STRAND I: ENVIRONMENT

### Sub-Strand 3: Mapping Skills

| Content standard  | Indicators/exemplars   | Core competencies/<br>Subject Specific Practices  |
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| <p><b>B8.1.3.1 Demonstrate skills in sketching maps and interpreting landscapes from maps</b></p> | <p><b>B8.1.3.1.1 Sketch maps and interpret landscapes from maps</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Sketch a map of the school compound.</li> <li>2. Draw a diagram showing an eight-point compass (showing North, South, East and West; North East, North West, South East, South West).</li> <li>3. Using a map with grid squares (locate) some important landmarks.</li> <li>4. Draw/ sketch the map of the community indicating important landmarks.</li> <li>5. Sketch a map of the school compound to scale.</li> <li>6. Show directions to important places in the community.</li> <li>7. Sketch maps showing the positions or directions to the learners' homes using compass directions.</li> </ol> | <p><b>Creativity and Innovation</b><br/>-Ability to visualise alternative, seeing possibilities, problems and challenges<br/>-Imagining and seeing things in a different way<br/>-Anticipate and overcome difficulties relating initiatives</p> <p><b>Critical Thinking and Problem Solving</b><br/>-Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem<br/>-Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation<br/>-Provide new insight into controversial situation or task<br/>-Identify and prove misconceptions about a generalised concept or fact specific to a task or situation</p> <p><b>Communication and Collaboration</b><br/>-Speak clearly and explain ideas. Share</p> |

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|  |  | <p>a narrative or extended answer while speaking to a group</p> <ul style="list-style-type: none"> <li>-Demonstrate behaviour and skills of working towards group goals</li> <li>-Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.</li> </ul> <p>Understand and use interpersonal skills</p> <p>Environmental awareness<br/>         Observation<br/>         Teamwork<br/>         Drawing<br/>         Measurement</p> |
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**STRAND 2: FAMILY LIFE**

### Sub- Strand I: The Family

| Content standard   | Indicators/exemplars   | Core competencies/<br>Subject Specific Practices  |
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| <p><b>B8.2.1.1 Show understanding of the Family and Family Life Issues</b></p> | <p><b>B8.2.1.1.1 Examine the composition and functions of the nuclear and the extended families</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of family.</li> <li>2. Differentiate Nuclear from Extended family systems.</li> <li>3. Identify the roles of various members of the nuclear family.</li> <li>4. Explain the roles of the extended family.</li> <li>5. Discuss the advantages and disadvantages of the nuclear family systems.</li> <li>6. Discuss the advantages and disadvantages of the extended family systems.</li> <li>7. In groups, discuss the importance of the family as an institution.</li> <li>8. Discuss the role of the family in supporting gender equality.</li> </ol> <p><b>B8.2.1.1.2. Discuss the issues of inheritance in Ghana</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. In pairs, discuss the concept of inheritance and share thoughts with the class.</li> <li>2. Identify and discuss the systems of inheritance in Ghana including matrilineal, patrilineal, intestate succession.</li> <li>3. Invite a resource person in the community to talk about any of the systems of inheritance.</li> <li>4. Discuss the positive and negative effects of the inheritance systems in Ghana.</li> <li>5. Suggest ways of improving the indigenous inheritance system.</li> <li>6. Role play one system of inheritance in Ghana.</li> <li>7. Debate the intestate succession law versus the indigenous</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to effectively define goals towards solving a problem</li> <li>-Ability to explain plans for attaining goals</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Identify words or sentences in context or appropriately</li> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li> <li>-Demonstrate behaviour and skills of working towards group goals</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is</li> </ul> |

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|  | <p>inheritance system in Ghana.</p> | <p>needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Peaceful co-existence<br/>         Societal values<br/>         Teamwork</p> |
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**STRAND 2: FAMILY LIFE**

## Sub-Strand 2: Population

| Content standard  | Indicators/exemplars  | Core competencies/<br>Subject Specific Practices   |
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| <p><b>B8.2.2.1 Analyse population structure in Ghana and its related issues</b></p> | <p><b>B8.2.2.1.1. Compare the population structure of high-income and middle/low income countries</b></p> <p>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain what population structure means.</li> <li>2. Draw/Sketch the population structure of your school.</li> <li>3. Examine the population structure of Ghana, set out in a population pyramid.</li> <li>4. Examine the population structure of any high-income country in the world, for example China, Japan, Canada.</li> <li>5. Compare the population structures of high-income and middle/low income countries, including commenting on birth rates and death rates for each.</li> <li>6. Suggest reasons for the population pyramids of middle/low income and high-income countries having a very different shape, including smaller families, higher standards of living, and high-quality healthcare in high-income countries.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to effectively define goals towards solving a problem</li> <li>-Ability to explain plans for attaining goals</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Identify words or sentences in context or appropriately</li> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li> <li>-Demonstrate behaviour and skills of</li> </ul> |

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|  |  | <p>working towards group goals</p> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Tolerance<br/>Peaceful co-existence<br/>Societal values<br/>Drawing</p> |
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## STRAND 3: SENSE OF PURPOSE

### Sub-Strand I: The Individual and the Community

| Content standard  | Indicators/exemplars  | Core competencies/<br>Subject Specific Practices  |
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| <p><b>B8.3.1.1 Demonstrate knowledge of the role of the Individual in the Community</b></p> | <p><b>B8.3.1.1 .1 Examine the role of the individuals in the community</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain the concept community.</li> <li>2. Watch a documentary about different communities and discuss their observations.</li> <li>3. Explain what community development involves (the values vision, initiative and drive in the process of community development).</li> <li>4. Explain the factors to be considered in community decision-making process, including investigation, develop alternative, evaluate alternative.</li> <li>5. Invite a resource person to talk about the importance of community development.</li> <li>6. Identify a specific need or problem of their community and show how they can help solve it.</li> </ol> <p><b>B8.3.1.1.2 Discuss the relevance of volunteerism to community development</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain the concept of volunteerism.</li> <li>2. Examine the ways by which you can volunteer in the community including doing household chores, doing shopping or cleaning for an elderly person, helping clean</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to effectively define goals towards solving a problem</li> <li>-Ability to explain plans for attaining goals</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Identify words or sentences in context or appropriately</li> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas.</li> </ul> |

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|  | <p>the community.</p> <ol style="list-style-type: none"> <li>3. Identify some volunteering roles in the community and their contribution to community development.</li> <li>4. Discuss the importance of volunteerism to socio-economic development of the community.</li> <li>5. Project work: form voluntary clubs and discuss their focus, functions and roles within the community.</li> <li>6. Do a voluntary work in the community and write a report.</li> </ol> | <p>Share a narrative or extended answer while speaking to a group<br/>         -Demonstrate behaviour and skills of working towards group goals</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Peaceful co-existence<br/>         Societal values<br/>         Teamwork</p> |
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**STRAND 4: LAW AND ORDER**  
**Sub-Strand 1: Citizenship and Human Rights**

| Content standard  | Indicators/exemplars   | Core competencies/<br>Subject Specific Practices |                  |               |                               |                    |                            |               |                     |  |
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| <p><b>B8.4.1.1 Investigate the rights and responsibilities of a citizen</b></p> | <p><b>B8.4.1.1.1 Examine importance of human rights in Ghanaian society.</b><br/> Exemplars</p> <ol style="list-style-type: none"> <li>5. Explain the concept “human rights”.</li> <li>6. Examine the United Nation declaration of human rights.</li> <li>7. Identify some examples of human rights enshrined in the 1992 constitution for citizens.</li> <li>8. Assess the importance of human rights protection.</li> <li>9. Examine the rights and responsibilities of a citizen.</li> </ol> <table border="1" data-bbox="636 754 1480 906" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">Rights</th> <th style="text-align: center;">Responsibilities</th> </tr> </thead> <tbody> <tr> <td>Right to life</td> <td>Obeying rules and regulations</td> </tr> <tr> <td>Right to education</td> <td>Protecting public property</td> </tr> <tr> <td>Right to work</td> <td>Reporting criminals</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>10. Role play rights and responsibilities of citizens.</li> <li>11. Project on raising awareness in the community on their rights and how to safeguard them (do a data collection of human right issues in the community).</li> </ol> | Rights   | Responsibilities | Right to life | Obeying rules and regulations | Right to education | Protecting public property | Right to work | Reporting criminals | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to effectively define goals towards solving a problem</li> <li>-Ability to explain plans for attaining goals</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Identify words or sentences in context or appropriately</li> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li> </ul> |
| Rights  | Responsibilities   |  |                  |               |                               |                    |                            |               |                     |  |
| Right to life   | Obeying rules and regulations  |  |                  |               |                               |                    |                            |               |                     |  |
| Right to education  | Protecting public property   |  |                  |               |                               |                    |                            |               |                     |  |
| Right to work   | Reporting criminals  |  |                  |               |                               |                    |                            |               |                     |  |

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|  |  | <p>-Demonstrate behaviour and skills of working towards group goals</p> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Tolerance<br/>Peaceful co-existence<br/>Societal values<br/>Teamwork<br/>Civic responsibilities</p> |
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## STRAND 4: LAW AND ORDER

### Sub-Strand 2: Conflict Prevention and Management

| Content standard   | Indicators/exemplars   | Core competencies   |
|--|--|---|
| <p><b>B8.4.2.1 Analyzeways of preventing and managing conflict</b></p> | <p><b>B8.4.2.1.1 Examine the ways of preventing and managing conflict in the community</b><br/>                     Exemplars<br/>                     1. Explain the following terms:<br/>                         (i) conflict<br/>                         (ii) conflict prevention<br/>                         (iii) conflict management<br/>                     2. Watch and discuss video or pictures on conflict and its effects on the larger society.<br/>                     3. Identify and discuss some causes of conflicts in a community.<br/>                     4. Discuss the effects of conflicts in a community.<br/>                     5. Examine attitudes and values needed to prevent conflict in a community.<br/>                     6. Assess the role of women in conflict prevention and management.<br/>                     7. Suggest ways to manage conflict situations in a community.</p> | <p><b>Critical thinking and Problem solving</b><br/>                     -Ability to combine Information and ideas from several sources to reach a conclusion<br/><br/>                     -Analyse and make distinct judgment about viewpoints expressed in an argument<br/>                     -Ability to effectively define goals towards solving a problem<br/>                     -Ability to explain plans for attaining goals</p> <p><b>Communication and Collaboration</b><br/><br/>                     -Identify words or sentences in context or appropriately<br/><br/>                     -Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures<br/>                     -Speak clearly and explain ideas. Share a narrative or extended answer while</p> |

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|  |  | <p>speaking to a group<br/>         -Demonstrate behaviour and skills of working towards group goals</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Peaceful co-existence<br/>         Societal values<br/>         Teamwork</p> |
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**STRAND 5: SOCIO-ECONOMIC DEVELOPMENT**

### Sub-Strand I: Entrepreneurial Skills

| Content standard  | Indicators/exemplars  | Core competencies/<br>Subject Specific Practices   |
|---|---|--|
| <p><b>B8.5.1.1 Demonstrate Entrepreneurial Skills</b></p> | <p><b>B8.5.2.1.1. Examine the skills for creating enterprises</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain the concepts               <ol style="list-style-type: none"> <li>(i) entrepreneur</li> <li>(ii) entrepreneurship</li> </ol> </li> <li>2. Discuss the qualities of an entrepreneur including, problem solver, good communicator, and hard worker.</li> <li>3. Examine ways of acquiring good entrepreneurial skills.</li> <li>4. Discuss the role of women in entrepreneurship including agro industries, small scale industries.</li> <li>5. Invite a resource person to share ideas about the role of small-scale enterprises in economic development.</li> <li>6. Discuss negative attitudes that people exhibit at work and their implications on work output.</li> <li>7. Role play positive attitudes that employers expect from their employees.</li> <li>8. Learners in small groups to come up with an idea for an enterprise and set up and run it for a given number of weeks.</li> </ol> <p><b>B8.5.2.1.2. Show understanding of financial management</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Explain financial management</li> <li>2. Examine the need to make savings towards the future</li> <li>3. Discuss ways of investing money</li> <li>4. Describe the proper way of handling the currency of the country</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to effectively define goals towards solving a problem</li> <li>-Ability to explain plans for attaining goals</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Identify words or sentences in context or appropriately</li> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li> <li>-Demonstrate behaviour and skills of working towards group goals</li> </ul> |

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|  |  | <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Societal values<br/>         Teamwork<br/>         Economic empowerment<br/>         Initiative<br/>         Risk taking</p> |
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**STRAND 5: SOCIO-ECONOMIC DEVELOPMENT**

## Sub-Strand 2: Tourism

| Content standard   | Indicators/exemplars   | Core competencies/<br>Subject Specific Practices   |
|--|--|--|
| <p><b>B8.5.2.1 Evaluate tourism as an important economic sector for national development</b></p> | <p>.</p> <p><b>B8.5.2. 1.1 Assess the importance of tourism to socio-economic development of Ghana</b></p> <ol style="list-style-type: none"> <li>8. use videos/ pictures to identify some tourist sites</li> <li>9. Discuss the trends of tourism</li> <li>10. Visit tourist sites and suggest ways of improving them</li> <li>11. Discuss how new tourist sites can be developed</li> <li>12. Examine the importance of tourism to socio-economic development</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Analyse and make distinct judgment about viewpoints expressed in an argument</li> <li>-Ability to effectively define goals towards solving a problem</li> <li>-Ability to explain plans for attaining goals</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>-Identify words or sentences in context or appropriately</li> <li>-Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures</li> <li>-Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</li> <li>-Demonstrate behaviour and skills of working towards group goals</li> </ul> |

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|  |  | <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Peaceful co-existence<br/>         Societal values<br/>         Teamwork</p> |
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**STRAND 6: NATIONHOOD**

**Sub-Strand I: The Republics**

| Content standard  | Indicators/exemplars  | Core competencies/<br>Subject Specific Practices   |
|---|---|--|
| <p><b>B8.6.2.1 Analyze the main developments in the Republics between 1960 and 1972</b></p> | <p><b>B8.6.2.1 .1 Explain how the First Republic came into being</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Use the internet, print media and oral sources to find out how the First Republic was established.</li> <li>2. Discuss the 27<sup>th</sup> April 1960 constitutional referendum.</li> <li>3. Discuss the outcome of the 27<sup>th</sup> April 1960 presidential elections.</li> <li>4. Dramatize the inauguration of Kwame Nkrumah as president of the first republic on 1 July 1960</li> <li>5. Produce a chart showing major political events from 1951 to July 1960.</li> </ol> <p><b>B8.6.2.1 .2 Explain Developments under the First Republic (political development-1960 Constitution)</b><br/>Exemplars</p> <ol style="list-style-type: none"> <li>1. Identify the main features of the First Republican Constitution.</li> <li>2. Examine the main changes in the 1960 Constitution.</li> <li>3. Debate the effects of the changes on the status of the country. E.g. The introduction of a presidential system of government</li> <li>4. Describe the membership of the cabinet under the 1960 Constitution.</li> </ol> <p><b>B8.6.2.1 .3 Explain how the Second Republic came into being</b><br/>Exemplars</p> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |

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|  | <ol style="list-style-type: none"> <li>1. Use the internet, print media and oral sources to find out how the Second Republic was established.</li> <li>2. Discuss the outcome of the 1969 general elections.</li> <li>3. Dramatize the handing over of power from the NLC to Dr. K. A Busia's Progress Party</li> <li>4. Compare the first Republican Constitution and the second Republican Constitution</li> </ol> <p><b>B8.6.2.1. 4 Explain Developments under the Second Republic (Political development)</b></p> <p>Exemplars</p> <ol style="list-style-type: none"> <li>1. Examine the main features of the 1969 Second Republican Constitution.</li> <li>2. Debate the effects of the changes on the status of the country under Second Republican Constitution</li> <li>3. Discuss the membership of the cabinet under the 1969 Constitution.</li> </ol> | <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Tolerance<br/>Peaceful co-existence<br/>Societal values<br/>Chronology<br/>Teamwork<br/>Patriotism<br/>Imagination</p> |
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## STRAND 6: NATIONHOOD

### Sub-Strand2: Military Rule

| Content standard  | Indicators/Exemplars  | Core Competencies/ Subject Specific Practices   |
|---|---|---|
| <p><b>B10.6.2.1. Demonstrate Understanding of Developments under Military Rule in Ghana from 1966 to 1992</b></p> | <p><b>B10.6.2.1.1. Explain how military rule was established in 1966, 1972, 1978, 1979 and 1982.</b></p> <p>Exemplars</p> <ol style="list-style-type: none"> <li>1. Identify the military regimes in the order in which they ruled Ghana.</li> <li>2. Discuss why each republic was overthrown.</li> <li>3. With the use of the internet/pictures/documentaries, identify the composition of the various military governments</li> <li>4. Produce a chart showing the various military regimes, their leaders and the duration of their government</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative,</li> </ul> |

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|  |  | <p>seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Peaceful co-existence<br/>         Honesty<br/>         Empathy<br/>         Resilience<br/>         Commitment<br/>         Respect for rule of Law<br/>         Comportment<br/>         Political Awareness</p> |
| <p><b>B10.6.2.1. Demonstrate Understanding of Developments under Military Rule in Ghana from</b></p> | <p><b>B10.6.2.1.2. Discuss the main developments under the different regimes from 1966 to 1992:</b></p> <p>Exemplars</p> | <p><b>Critical thinking and Problem solving</b><br/>         -Ability to combine Information and ideas from several sources to</p>   |

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| <p><b>1966 to 1992</b></p> | <ol style="list-style-type: none"> <li>I. Discuss political developments under the;             <ol style="list-style-type: none"> <li>a. National Liberation Council (NLC)</li> <li>b. National Redemption Council (NRC)</li> <li>c. Supreme Military Council (SMC) 1 &amp; 2</li> <li>d. Armed Forces Revolutionary Council (AFRC)</li> <li>e. Provisional National Defense Council (PNDC)</li> </ol> </li> <li>2. Debate the challenges associated with military regimes</li> </ol> | <p>reach a conclusion</p> <ul style="list-style-type: none"> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> |
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|  |  | <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Peaceful co-existence<br/>Resilience<br/>Commitment<br/>Respect for rule of Law<br/>Political Awareness<br/>Chronology</p> |
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# BASIC 9



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| <p><b>B9.1.3.1 Demonstrate understanding of disasters and skills in managing them</b></p> | <p>3. In groups, create posters on the advantages of energy conservation to educate others in the community, including saving money, making the most of our scarce energy resources, reducing air pollution</p> <p>4. Submit and discuss report on energy conservation education carried out</p> <p><b>B9.1.3.1.1. Discuss human induced disasters</b></p> <p>Exemplars</p> <ol style="list-style-type: none"> <li>1. Examine human induced disasters (bushfires, domestic fires, industrial fires).</li> <li>2. Watch some documentaries on activities of human beings that induce disasters.</li> <li>3. Discuss the causes of human induced disasters.</li> <li>4. Investigate the effects human induced disasters.</li> <li>5. Learners to work on ways of raising awareness in the community about the effects of bush fires.</li> </ol> | <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p>Tolerance<br/>Observation<br/>Endurance<br/>Teamwork</p> <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a</li> </ul> |
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|  |  | <p>conclusion</p> <ul style="list-style-type: none"> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group</li> </ul> |
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|  | <p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-45deg);">Draft Zero</p> | <p>members effectively</p> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p>Tolerance<br/>Observation<br/>Teamwork</p> <p>Critical thinking and<br/>Problem solving</p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> |
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|  |  | <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> </ul> |
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|  |  | <p>-Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b></p> <p>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</p> <p>-Use digital tools to create novel things</p> |
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**STRAND 1: ENVIRONMENT**

**Sub- Strand 2: Our Natural and Human Resources**

| Content Standard | Indicator/ Exemplars | Core Competencies/Subject |
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| <p><b>B9.1.2.1 Investigate the Natural and Human Resources around us</b></p> | <p><b>B9.1.2.1.1. Examine the importance of natural resources to the development of Ghana</b><br/><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain what is meant by natural resources</li> <li>2. Through the use of videos or pictures, identify the natural resources of the country, to include renewable (including timber) and non-renewable resources (including gold, bauxite and oil).</li> <li>3. On the Map of Ghana, show the location of the natural resources.</li> <li>4. Discuss efficient ways of exploiting natural resources.</li> <li>5. Explain the importance of natural resources for the development of the country.</li> <li>6. Discuss the difficulty in exploiting natural resources effectively including low level of technology, limited technical expertise, and limited capital resources.</li> </ol> <p><b>B9.1.2.1.2. Evaluate the importance of human resources to the development of Ghana</b><br/><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain what is meant by human resource</li> <li>2. Identify ways of developing human resource</li> <li>3. Through group work, discuss why an educated and trained human resource is the most important resource of the country.</li> <li>4. Explain how human resource of Ghana can be</li> </ol> | <p><b>Specific Practices</b></p> <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members</li> </ul> |
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|  | <p>efficiently used in the production of goods and services</p> <p>5. Investigate how some people in the community use their human resource abilities to help the community develop</p> <p>6. Initiate new ways by which they would use their human resource abilities to help develop the community</p> | <p>effectively</p> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> |
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| <p><b>Parenting in the Family</b></p> | <p><b>parenting within the family system</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts:             <ol style="list-style-type: none"> <li>(i) Parenthood</li> <li>(ii) Parenting</li> </ol> </li> <li>2. Differentiate parenthood from parenting</li> <li>3. Discuss the responsibilities of parents including providing food, clothes, shelter, loving and stable for the upbringing of children,</li> <li>4. Discuss irresponsible parenting behaviour and its consequences including failure to provide the basic needs of children, drunkenness.</li> <li>5. Examine ways children can cause their parents to be irresponsible including disobedience, indiscipline, refusal to go to school, refusal to perform house chores.</li> <li>6. Suggest ways for handling parent-child conflicts including dialogue, effective communication</li> <li>7. Carry out an Education programme in the community on the need for parents to be responsible</li> </ol> | <p>-Ability to visualise alternative, seeing possibilities, problems and challenges</p> <p>-Imagining and seeing things in a different way</p> <p><b>Critical thinking and Problem solving</b></p> <p>-Ability to combine Information and ideas from several sources to reach a conclusion</p> <p>-Create simple logic trees to think through problems</p> <p>-Ability to identify important and appropriate criteria to evaluate each alternative</p> <p><b>Communication and collaboration</b></p> <p>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p> <p><b>Personal Development and Leadership</b></p> <p>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</p> <p>-Ability to serve group members effectively</p> <p><b>Creativity and innovation</b></p> |
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|  |  | <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Tolerance<br/>Confidence<br/>Observation<br/>Endurance<br/>Societal values</p> |
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## STRAND 2: FAMILY LIFE

### Sub-Strand 2: Population

| Content Standard   | Indicator/Exemplars   | Core competencies/Subject Specific Practices  |
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| <b>B9.2.2.1 Analyse population structure in Ghana and its related issues</b> | <b>B9. 2.2.1.1 Assess population structure in Ghana and associated development issues.</b> <ol style="list-style-type: none"> <li>1. Recap on B8 work on population structure in Ghana. With the use of the internet or a chart examine the structure of the Ghanaian population.</li> <li>2. In groups, analyse the effects of rapid population growth on the family, the community and the nation.</li> <li>3. Dramatize the effects of large family size on the upkeep of the family</li> <li>4. Suggest ways in which social problems and rapid population growth could be minimized including public education on having small family, guidance and counselling.</li> </ol>      | <b>Critical thinking and Problem solving</b> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <b>Communication and Collaboration</b>  |
|  | <b>B9. 2.2.1.1 Assess population structure in Ghana and associated development issues.</b> <ol style="list-style-type: none"> <li>1. Recap on Basic 8 work on population structure in Ghana. With the use of the internet or a chart examine the structure of the Ghanaian population.</li> <li>2. In groups, analyse the effects of rapid population growth on the family, the community and the nation.</li> <li>3. Dramatize the effects of large family size on the upkeep of the family</li> <li>4. Suggest ways in which social problems and rapid population growth could be minimized including public education on having small family, guidance and counselling.</li> </ol> | <b>Critical thinking and Problem solving</b> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul><br>Communication and collaboration <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for</li> </ul> |

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|  |  | <p>narrative, persuasive, imaginative and expository purposes</p> <p>Personal Development and Leadership</p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> </ul> |
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## STRAND 3: SENSE OF PURPOSE

### Sub-Strand 1: Culture and National Identity

| Content Standard   | Indicator/Exemplars   | Core competencies/Subject Specific Practices   |
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| <p><b>B9.3.1.1. Evaluate the place of Culture in National Identity</b></p> | <p><b>B9.3.1.1.1. Assess the significance of symbols, music and ceremonies in promoting national identity.</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of National identity.</li> <li>2. Sing patriotic songs and discuss how songs promote national identity.</li> <li>3. With the use of internet/pictures, identify some national and traditional symbols and discuss their features and significance e.g. National Flag, Coat of Arms, the Staff of Office of the President, the Mace, Adinkra and other Ghanaian symbols</li> <li>4. Interpret some national and traditional symbols and evaluate their importance in fostering national unity.</li> <li>5. Discuss ways of fostering national unity and defending the integrity of the nation.</li> <li>6. Discuss how national ceremonies can be used to foster national unity.</li> <li>7. Discuss how respecting the customs and culture of other groups plays a part in celebrating diversity in Ghana and helps draw together the whole nation. E.g. Homowo celebrated by the Gas, Hogbetsoto by the Anlos, Kundum by the Nzema</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |

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|  |  | <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Observation<br/>         Endurance<br/>         Patriotism</p> |
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**STRAND 4: LAW AND ORDER**  
**Sub-Strand I: The 1992 Constitution**

| Content Standard   | Indicator/Exemplars  | Core competencies/Subject Specific Practices  |
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| <p><b>B9.4.1.1 Assess the relevance of the 1992 Constitution</b></p> | <p><b>B9.4.1.1.1. Examine the 1992 Constitution and its significance to national development.</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain the meaning of a Constitution</li> <li>2. Outline the main features of the 1992 Constitution</li> <li>3. Use videos or pictures to identify the functions of three main organs of government (the legislative, the executive and the judiciary)</li> <li>4. In groups, discuss the rights, freedoms and obligations of citizens under the 1992 Constitution.</li> <li>5. Examine the conditions under which the rights of a citizen can be curtailed in the 1992 Constitution</li> <li>6. Explain the importance of the 1992 Constitution to Ghanaians</li> </ol> | <p>Critical thinking and Problem solving</p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |
| <p><b>B9.4.1.1 Assess the relevance of the</b></p>                   | <p><b>B9.4.1.1.2. Discuss the rights of the child as enshrined in the 1992 Constitution</b></p>  | <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing</li> </ul>   |

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| <p><b>1992 Constitution</b></p> | <ol style="list-style-type: none"> <li>1. Explain the concepts of <b>child rights</b>.</li> <li>2. Examine the provisions of child rights in the 1992 Constitution.</li> <li>3. Invite resource person to discuss the need for children’s rights.</li> <li>4. Carry out a project on the responsibilities of children.</li> <li>5. Explain the concept of child abuse.</li> <li>6. Identify acts that constitute child abuse including child labour, early marriages</li> </ol> <p>Examine the effects of child abuse including physical injury, psychological trauma, poor health</p> | <p>possibilities, problems and challenges<br/>-Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>-Use digital tools to create novel things</p> <p>Tolerance<br/>Observation<br/>Endurance<br/>Civic duties<br/>Patriotism</p> |
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**STRAND 4: LAW AND ORDER**

## Sub-Strand 2: Peace and Security in Our Nation

| Content Standard   | Indicator/Exemplars  | Core competencies/Subject Specific Practices   |
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| <p><b>B9.4.2.1 Assess the role of peace and security in national development</b></p> | <p><b>B9.4.2.1.1. Examine the relevance of Peace and Security in our Community.</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts of Peace and Security.</li> <li>2. Discuss ways of promoting Peace and Security.</li> <li>3. With the use of video and pictures, compare a country destroyed by conflict and another that has enjoyed a long period of peace.</li> <li>4. Discuss the importance of peace and security in Community Development, including the way that it encourages confidence in individuals and business investors to put money and effort into their homes and enterprises.</li> <li>5. Role play how peace can be maintained in the neighborhood.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> |

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|  |  | <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Tolerance<br/>Societal values</p> |
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## STRAND 4: LAW AND ORDER

### Sub-Strand 3: Promoting Democracy and Political Stability

| Content Standard  | Indicator/Exemplars   | Core competencies/Subject Specific Practices  |
|---|---|---|
| <p><b>B9.4.3.1. Show understanding of the ways to promote democracy and political stability</b></p> | <p><b>B9.4.3.1.1. Examine election as a way for promoting democracy and political stability.</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts of democracy and election.</li> <li>2. Examine the role of free and fair election in promoting democracy.</li> <li>3. Discuss the processes involved in conducting an election.</li> <li>4. Identify and discuss the importance of electoral materials.</li> <li>5. Watch video of people casting their votes at a polling station peacefully and discuss their observation.</li> <li>6. Role play free and fair election by electing class leaders.</li> <li>7. Assess the role of the electoral commission.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Tolerance<br/>Civic duties<br/>Peaceful co-existence</p> |
| <p><b>B9.4.3.2 Evaluate the importance of</b></p>   | <p><b>B9.4.3.2.1. Assess the significance of political stability in national development</b></p>  | <p><b>Critical thinking and Problem solving</b></p>   |

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| <p><b>political stability in Ghana's development</b></p> | <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain political stability</li> <li>2. Examine the ways of achieving political stability</li> <li>3. Through the use of videos and picture, bring out some of the threat to political stability in the Country. E.g. vigilantism, political intolerance, abuse of freedom of speech through radio.</li> <li>4. Discuss the importance of political stability</li> </ol> <p>Suggest ways of promoting political stability in Ghana.</p> | <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> </ul> |
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## STRAND 5: SOCIO-ECONOMIC DEVELOPMENT

### Sub-Strand I: Science and Technology

| Content Standard  | Indicator/Exemplars  | Core competencies/Subject Specific Practices   |
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| <p><b>B9.5.1.1 Analyse the contribution of Science and Technology to National Development</b></p> | <p><b>B9.5.1.1.1, Examine how Science and Technology can be used to promote development</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts:               <ol style="list-style-type: none"> <li>(i) Science</li> <li>(ii) Technology</li> </ol> </li> <li>2. Differentiate between ‘science’ and ‘technology’.</li> <li>3. Discuss how science and technology is used for development and production in Ghana.</li> <li>4. Examine the role of Science and Technology in specific sectors of the economy including mining, education, agriculture, energy generation.</li> <li>5. With the use of the internet investigate and make presentations on the role of science and technology in the development of Ghana.</li> <li>6. Examine the problems holding back the development of science and technology in Ghana.</li> <li>7. Suggest ways of promoting science and technology in Ghana</li> <li>8. Project: Identify a problem in the school and use the knowledge acquired in Science and Technology to solve it</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |

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|  |  | <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Imagination<br/>         Applying</p> |
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## STRAND 6: NATIONHOOD

### Sub-Strand I: The Republics

| Content Standard  | Indicator/Exemplars   | Core competencies/Subject Specific Practices   |
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| <p><b>B9.6.1.1</b><br/> <b>Demonstrate understanding that Ghana had two republics between 1979 and 2000</b></p> | <p><b>B9.6.1.1.1 Explain how the third Republic came into being (1979-1981)</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>6. Use the internet, print media and oral sources to find out how the third Republic was established.</li> <li>7. Identify the main political parties that took part in the June 1979 elections and their respective candidates</li> <li>8. Discuss the outcome of the June 1979 election</li> <li>9. With the use of internet sources, dramatize the handing over of power from the AFRC to Dr. Hilla Liman’s People’s National Party</li> </ol> | <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |
| Content Standard  | Indicator/Exemplars   | Core competencies/Subject Specific   |

|   |  | <b>Practices</b>  |
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| <p><b>B9.6.1.1</b><br/> <b>Demonstrate understanding that Ghana had two republics between 1979 and 2000</b></p> | <p><b>B9 6.1.1 .2 Explain Developments under the third Republic (political development-1979 Constitution)</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>5. Identify the main features of the third Republican Constitution including the prohibition of a one-party state, limitation of the influence of the armed forces and the police.</li> <li>6. Discuss the impact of the third republican constitution on the political development of the country including the civilisation of the armed forces, promotion of multiparty system, national integration.</li> <li>7. Compare the features of the second and third Republican Constitution</li> </ol>   | <p><b>Creativity and innovation</b><br/>           -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>           -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>           -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>           -Use digital tools to create novel things</p>  |
|   | <p><b>B9.6.1.1 .3 Explain how the fourth Republic came into being</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>5. Use the internet, print media and oral sources to find out how the fourth Republic was established.</li> <li>6. Discuss the outcome of the 28 April 1992 referendum</li> <li>7. Identify the political parties that took part in the 1992 election and their respective leaders.</li> <li>8. Discuss the nature of the First Parliament of the Fourth Republic, including the boycott of the First Parliament of the Fourth Republic by the largest opposition party (the NPP)</li> <li>9. Dramatize the inauguration of the first president of the fourth republic.</li> <li>10. Analyze the 1992 constitution vis-a-vis the American constitution and the Westminster system of Government</li> </ol> | <p><b>Creativity and innovation</b><br/>           -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>           -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>           -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>           -Use digital tools to create novel things</p> <p>Tolerance<br/>           Self- confidence<br/>           Patriotism<br/>           National pride<br/>           National consciousness</p> |
| <b>Content Standard</b>   | <b>Indicator/Exemplars</b>   | <b>Core competencies/Subject Specific</b>   |

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| <p><b>B9.6.1.1</b><br/> <b>Demonstrate understanding that Ghana had two republics between 1979 and 2000</b></p> | <p><b>B.9.6.1.1.4. Explain Political Development under the fourth Republic</b></p> <ol style="list-style-type: none"> <li>1. Discuss the features of the fourth Republican constitution</li> <li>2. Debate the pros and cons of the nature of the first parliament of the Fourth Republic</li> <li>3. Debate the authority of the President Under the fourth Republican Constitution as Head of State, Government and Commander in Chief of the Ghana Arm Forces.</li> </ol> | <p><b>Practices</b></p> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Tolerance<br/> Self- confidence<br/> Patriotism<br/> National pride<br/> National consciousness</p> |
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**BASIC 10**

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**STRAND I: ENVIRONMENT**

### Sub-Strand I: Environmental Issues

| Content standard  | Indicators/Exemplars  | Core competencies/ Subject Specific Practices  |
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| <p><b>B10.1.1.1</b><br/> <b>Demonstrate skills in dealing with environmental challenges</b></p> | <p><b>B10.1.1.1.1. Examine the issue of land degradation as an environmental challenge</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of land degradation.</li> <li>2. Discuss the causes of land degradation, including illegal mining, poor agricultural practices.</li> <li>3. Examine the effects of land degradation, including deforestation, increase in soil acidity.</li> <li>4. Discuss various ways by which land degradation can be managed to minimise damage.</li> <li>5. Carry out a project to raise community awareness of land degradation and its management.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> |
| <p><b>B10.1.1.2 Examine the sources and ways of conserving energy in Ghana</b></p>              | <p><b>B10.1.1.2.1. Identify and discuss the role of institutions in charge of production and management of energy</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the role of Volta River Authority as one of the major producers of energy</li> <li>2. Investigate private sector participation in energy production and management</li> <li>3. Take a visit to power producing stations and discuss findings in class</li> </ol>   | <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing</li> </ul>  |

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|   | <ol style="list-style-type: none"> <li>4. Discuss other innovative ways of generating energy</li> <li>5. Role play ways of conserving energy in the community</li> <li>6. Carry out a project to educate people in the community on energy conservation</li> </ol>  | <p>possibilities, problems and challenges<br/>-Imagining and seeing things in a different way</p> <p>Environmental Awareness<br/>Commitment<br/>Comportment</p>   |
| <p><b>BI0.1.1.3</b><br/><b>Demonstrate understanding of strategies used in managing natural disasters</b></p> | <p><b>BI0.1.1.3.1 Discuss the various ways of managing disasters</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of disaster management.</li> <li>2. Investigate ways of reducing the risk of certain natural disasters including planting of trees to reduce flood risk.</li> <li>3. Design posters on disaster (floods, bushfires) management including early warning signs, planting of trees, proper town planning.</li> <li>4. Undertake a field trip to institutions/organisations that are responsible for disaster management.</li> </ol> | <p><b>Critical thinking and Problem solving</b><br/>-Ability to combine Information and ideas from several sources to reach a conclusion<br/>-Create simple logic trees to think through problems<br/>-Ability to identify important and appropriate criteria to evaluate each alternative</p> <p><b>Communication and collaboration</b><br/>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p> <p><b>Personal Development and Leadership</b><br/>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)<br/>-Ability to serve group members</p> |

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|  | <p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-45deg);">Draft Zero</p> | <p>effectively</p> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> |
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|  |  | <ul style="list-style-type: none"><li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li><li>-Ability to serve group members effectively</li></ul> <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"><li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li><li>-Imagining and seeing things in a different way</li></ul> |
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Draft Zero

## STRAND 2: FAMILY LIFE

### Sub-Strand I: The family

| Content standard   | Indicators/Exemplars  | Core competencies/ Subject Specific Practices  |
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| <p><b>B10.2.1.1 Analyse the issues related to Family Life Cycles</b></p> | <p><b>B10.2.1.1.1. Examine the characteristics and Challenges of the Four Stages of the Family Life cycle</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. With the use of video/ pictures explain the term Family Life Cycle.</li> <li>2. Examine the characteristics of the four stages of the family Life Cycle (coupling, parenting, middle years and retirement).</li> <li>3. Discuss the challenges associated with each of the Family Life Cycle.</li> <li>4. Suggest ways the family can adopt to deal with challenges associated with the various stages.</li> <li>5. Show and discuss a video on nuclear family.</li> <li>6. Project Work: Sketch your Family tree.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |

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|  |  | <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Self-control<br/>         Endurance<br/>         Peaceful co-existence<br/>         Honesty<br/>         Empathy<br/>         Resilience<br/>         Commitment<br/>         Compartment</p> |
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## STRAND 2: FAMILY LIFE

### Sub-Strand 2: Population

| Content standard   | Indicators/Exemplars  | Core competencies/ Subject Specific Practices  |
|--|---|--|
| <p><b>B10.1.2.1 Analyse population structure in Ghana and its related issues</b></p> | <p><b>B10.1.2.1.1. Assess the effects of migration on development</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept 'migration'.</li> <li>2. Discuss the forms of migration.</li> <li>3. Explain the term "rural-urban drift" and its associated problems.</li> <li>4. Examine the causes of international migration.</li> <li>5. Watch and analyze a documentary on the effects of international migration.</li> <li>6. Investigate <i>the pros and cons</i> of youth migration.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |

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|  |  | <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Self-control<br/>         Peaceful co-existence<br/>         Empathy<br/>         Commitment</p> |
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### STRAND 3: SENSE OF PURPOSE

#### Sub-Strand I: Youth and National Development

| Content standard  | Indicators/Exemplars   | Core competencies/ Subject Specific Practices  |
|---|--|--|
| <p><b>BI0.3.1. I Analyse the role of the young people in National Development</b></p> | <p><b>BI0.3.1.1.1. Examine the role of young people in national development.</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Show pictures/videos depicting young people contributing to national development.</li> <li>2. Discuss the contribution of young people to national development.</li> <li>3. Make presentation in groups on some common challenges the youth face in their bid to contribute to national development</li> <li>4. Suggest ways of mitigating the challenges faced by young people.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> <p><b>Personal Development and Leadership</b></p> <ul style="list-style-type: none"> <li>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)</li> <li>-Ability to serve group members effectively</li> </ul> |

| Content standard  | Indicators/Exemplars  | Core competencies/ Subject Specific Practices   |
|---|---|---|
| <b>BI0.3.1.  Analyse the role of the young people in National Development</b> | <b>BI0.3.1.1.2. Examine the role of voluntary groups in national development</b><br><br><b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify voluntary organizations in the country.</li> <li>2. Do some internet research and/or Visit some voluntary organisations to find out their roles and how these can contribute to national development.</li> <li>3. Presentation on the roles of voluntary organizations</li> </ol> | <b>Creativity and innovation</b><br>-Ability to visualise alternative, seeing possibilities, problems and challenges<br>-Imagining and seeing things in a different way<br><br><b>Digital Literacy</b><br>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br>-Use digital tools to create novel things<br><br>Tolerance<br>Self-control<br>Endurance<br>Peaceful co-existence<br>Environmental Awareness<br>Honesty<br>Empathy<br>Resilience<br>Commitment<br>Respect for rule of Law<br>Comportment |

**STRAND 4: LAW AND ORDER**  
**Sub-Strand I: Democracy and Nation Building**

| Content standard   | Indicators/Exemplars   | Core competencies/ Subject Specific Practices   |
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| <b>B10.4.1.1 Exhibit knowledge of how democracy promotes Nation Building</b> | <b>B10.4.1.1.1 Assess the role of democracy in nation building</b><br><br>Exemplars <ol style="list-style-type: none"> <li>1. Explain the concepts of democracy and of nation building.</li> <li>2. Discuss the role of democracy in nation building.</li> <li>3. Examine the contribution of women in promoting democracy and nation building.</li> <li>4. Discuss reasons why Ghana should not embrace autocratic rule.</li> </ol> | <b>Critical thinking and Problem solving</b><br>-Ability to combine Information and ideas from several sources to reach a conclusion<br>-Create simple logic trees to think through problems<br>-Ability to identify important and appropriate criteria to evaluate each alternative<br><b>Communication and collaboration</b><br>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes |
| <b>Content standard</b>  | <b>Indicators/Exemplars</b>  | <b>Core competencies/ Subject</b>   |

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| <p><b>B10.4.1.1 Exhibit knowledge of how democracy promotes Nation Building</b></p> | <p><b>B10.4.1.1.2. Discuss the roles and responsibilities of citizens in nation building</b><br/> <b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Examine the roles/responsibilities of citizens in nation building.</li> <li>2. Discuss the benefits of citizens participating in nation building.</li> <li>3. Analyze the effects of irresponsible citizenship.</li> <li>4. Project work identifying some professional groups, including teachers, health workers, the police in the community and indicate their roles in nation building.</li> </ol>                              | <p><b>Specific Practices</b></p> <p><b>Personal Development and Leadership</b><br/>         -Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)<br/>         -Ability to serve group members effectively</p> <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p>   |
| <p><b>B10.4.1.1 Exhibit knowledge of how democracy promotes Nation Building</b></p> | <p><b>B10.4.1.1.3. Describe how the avoidance of human rights abuses can lead to national stability.</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts of human rights abuse and national stability</li> <li>2. Watch a documentary/ video on human rights abuses and discuss</li> <li>3. Document issues of human rights abuse in the country</li> <li>4. Identify human right abuses and their implications</li> <li>5. Discuss how human right abuses can retard national stability</li> </ol> <p>Suggest ways of mitigating human rights abuses</p> | <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p><i>Tolerance, Self-control, Endurance<br/>         Peaceful co-existence, Honesty, Empathy</i></p> |

**STRAND 5: SOCIO-ECONOMIC DEVELOPMENT**

### Sub-Strand I: Sustainable Development

| Content standard  | Indicators/Exemplars   | Core competencies/ Subject Specific Practices  |
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| <p><b>BI0.5.1.1</b><br/> <b>Demonstrate understanding of ways of promote sustainable development</b></p>                        | <p><b>BI0.5.1.1.1 Show ways of promoting sustainable national development</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of sustainable development.</li> <li>2. Discuss <i>UN Sustainable Development Goals (SDGs)</i> and their significance to the growth and development of Ghana.</li> <li>3. Identify factors which have impeded sustainability of growth and development in Ghana.</li> <li>4. Suggest ways by which growth and development can be sustained in Ghana.</li> <li>5. Examine the relationship between sustainable development and maintenance culture.</li> </ol> | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</li> </ul> |
| <p><b>BI0.5.1.2</b><br/> <b>Demonstrate understanding of women empowerment for the promotion of sustainable development</b></p> | <p><b>BI0.5.1.2.1. Examine how women empowerment under SDG5 contribute to sustainable development</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts gender, gender equality, gender equity and gender roles.</li> <li>2. Explain gender empowerment.</li> <li>3. Examine the dimensions of gender empowerment.</li> <li>4. Examine how women empowerment under SDG 5 contribute to sustainable development in Ghana.</li> </ol>   | <p><b>Critical thinking and Problem solving</b></p> <ul style="list-style-type: none"> <li>-Ability to combine Information and ideas from several sources to reach a conclusion</li> <li>-Create simple logic trees to think through problems</li> <li>-Ability to identify important and appropriate criteria to evaluate each alternative</li> </ul> <p><b>Communication and</b></p>   |

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|  | <p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-45deg);">Draft Zero</p> | <p><b>collaboration</b><br/>         -Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p> <p><b>Personal Development and Leadership</b><br/>         -Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)<br/>         -Ability to serve group members effectively</p> <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Self-control<br/>         Endurance</p> |
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|   |  | Peaceful co-existence<br>Honesty<br>Empathy<br>Resilience<br>Commitment<br>Respect for rule of Law<br>Comportment   |
| <b>BI0.5.1.3 Assess Production in Ghana</b> | <b>BI0.5.1.3.1. Examine Production issues in Ghana</b><br><br>Exemplars <ol style="list-style-type: none"> <li>1. Explain production in the manufacturing sector.</li> <li>2. Identify types of production.</li> <li>3. Discuss how the various types of production can lead to national economic development</li> <li>4. Show videos or documentary on production and learners to discuss them</li> <li>5. Identify problems of production in Ghana</li> <li>6. Suggest ways of adding value to primary products in Ghana</li> <li>7. Carry out projects to find out whether the environmental damage associated with mineral extraction in Ghana worth the benefit it brings.</li> </ol> | <b>Critical thinking and Problem solving</b><br>-Ability to combine Information and ideas from several sources to reach a conclusion<br>-Create simple logic trees to think through problems<br>-Ability to identify important and appropriate criteria to evaluate each alternative<br><br><b>Communication and collaboration</b><br>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes<br><br><b>Personal Development and Leadership</b><br>-Build a concept and understanding of one's self (strength and weaknesses, |

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|  |  | <p>goals and aspiration, reaction and adjustment to novel situation)<br/>         -Ability to serve group members effectively</p> <p><b>Creativity and innovation</b><br/>         -Ability to visualise alternative, seeing possibilities, problems and challenges<br/>         -Imagining and seeing things in a different way</p> <p><b>Digital Literacy</b><br/>         -Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem<br/>         -Use digital tools to create novel things</p> <p>Tolerance<br/>         Self-control<br/>         Endurance<br/>         Peaceful co-existence<br/>         Environmental Awareness<br/>         Honesty<br/>         Commitment<br/>         Comportment</p> |
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**STRAND 6: NATIONHOOD**

### Sub-Strand I: Ghana and its Neighbours

| Content standard   | Indicators/Exemplars  | Core competencies/ Subject Specific Practices  |
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| <b>B8.6.1.1 Assess Ghana's relationship with its regional Neighbours</b> | <b>B8.6.1.1.1. Explain why and how ECOWAS came into being</b><br><b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Examine the need to promote economic and political integration among the fifteen independent West African states</li> <li>2. Use the internet to find out the founding members of ECOWAS</li> <li>3. Examine the main features of the ECOWAS treaty</li> <li>4. Debate the achievements and failures of ECOWAS</li> </ol> | <b>Critical thinking and Problem solving</b><br>-Ability to combine Information and ideas from several sources to reach a conclusion<br>-Create simple logic trees to think through problems<br>-Ability to identify important and appropriate criteria to evaluate each alternative<br><br><b>Communication and collaboration</b><br>-Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes<br><br><b>Personal Development and Leadership</b><br>-Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)<br>-Ability to serve group members effectively |
| Content standard   | Indicators/Exemplars  | Core competencies/ Subject   |

|  |  | <b>Specific Practices</b>  |
|--|--|--|
| <b>B8.6.1.1 Assess Ghana's relationship with its regional Neighbours</b> | <p><b>B8.6.1.1.2 Recount how the African Union (AU) came to be founded in 2002 in Durban, South Africa</b></p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Use the internet and other sources of information to trace the history of the Organization of African Unity (OAU) and the coming into being of the AU</li> <li>2. Investigate the reasons for the formation of the OAU as the first continental body.</li> <li>3. Examine the features of the AU charter</li> <li>4. Debate the achievements and challenges of the AU</li> </ol> | <p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>-Ability to visualise alternative, seeing possibilities, problems and challenges</li> <li>-Imagining and seeing things in a different way</li> </ul> <p><b>Cultural Identity and Global Citizenship</b></p> <ul style="list-style-type: none"> <li>-Develop and exhibit a sense of cultural identity</li> <li>-Exhibit a sense of nationality and global identity</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</li> <li>-Use digital tools to create novel things</li> </ul> <p>Tolerance<br/>Peaceful co-existence<br/>Societal values<br/>Chronology<br/>Teamwork<br/>Patriotism<br/>Imagination</p> |