

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
(MINISTRY OF EDUCATION)



SOCIAL STUDIES
COMMON CORE PROGRAMME (CCP)
CURRICULUM FOR JHS 1 – JHS 3
JANUARY 2024

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MINISTRY OF EDUCATION

REPUBLIC OF GHANA

Social Studies Curriculum for JHS1- JHS3

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Ministry of Education

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FOREWORD

The Ministry of Education, acting through the National Council for Curriculum and Assessment (NaCCA), has, in recent times, been working on curriculum and assessment reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in Ghana. This curriculum, known as the Common Core Programme (CCP), is a sequel to the kindergarten-primary standards-based school curriculum, the implementation of which commenced in the 2019/2020 academic year. The CCP is carefully designed for learners in Junior High School 1 to Junior High School 3 (JHS 1 – JHS 3) as part of a holistic learning experience that prepares them for post-secondary education, the world of work or both. The curriculum focuses on building character and nurturing values, ensuring a seamless progression for all learners from JHS to SHS and creating clear pathways for academic and career-related programmes from Senior High School 1 to Senior High School 3 (SHS1 - SHS3).

In the 21st century, memorising facts and figures is no longer a sufficient learner attribute. Therefore, the CCP focuses on the acquisition of the 4Rs (Reading, wRiting, aRithmetic and cReativity) and core competencies to afford learners the ability to apply knowledge innovatively to solve everyday problems. Personal projects, community projects and community service have been integrated into the CCP as part of a comprehensive assessment programme, including an assessment of knowledge, skills, attitudes and values that mainly emphasise what learners can do. The content of this curriculum will promote better high school education that meets the varied learning needs of the young people in the country and addresses the shortfalls in the current school curriculum about learning and assessment.

The Ministry of Education is committed to ensuring that our schools develop globally competitive high school graduates with the requisite employable skills and workplace ethos. The CCP curriculum will, therefore, play an important role in this regard. The Ministry will support the effective implementation of the CCP, including the capacity development of all teachers, to ensure improved learning experiences and outcomes for our young people.

Dr Yaw Osei Adutwum (MP)
*The Honourable Minister of
Education*

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ACKNOWLEDGEMENTS

This Common Core Programme (CCP) was developed with the National Pre-tertiary Learning Assessment Framework (NPLAF) and Teacher’s and Learner’s Resource Packs. The National Council for Curriculum and Assessment (NaCCA) created all these documents, under the oversight and strategic direction of the Ministry of Education (MoE), with support from some MoE agencies and other relevant stakeholders.

NaCCA, acting on behalf of the Ministry of Education (MoE), would like to express its sincere gratitude to all its partners who participated in the professional conversations and discussions during the development of the CCP curriculum.

NaCCA also extends special commendations to the leadership of the Ghana Education Service (GES), National School Inspectorate Authority (NaSIA), National Teaching Council (NTC), Commission for Technical and Vocational Education and Training (Commission for TVET) and other agencies of the MoE.

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INTRODUCTION

In the three years of junior high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally benchmarked career and tertiary education readiness 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 JHS1 through JHS3.

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

Features of the learner attitudes

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches;
- learning context – engagement, service and project;
- learning areas – mathematics, science, computing, languages (English Language, Ghanaian Languages, French and Arabic), career technology, social studies, physical and health education, creative arts and design and religious and moral education.

These are elaborated subsequently as follows:

Learning and Teaching Approaches

- **The core competencies** describe the relevant *global skills acquired through learning* in addition to the 4Rs. These global skills allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators and collaborators. In addition, the CCP curriculum will make learners digitally literate, culturally sensitive and globally competitive citizens who are life-long learners with a keen interest in their personal development.
- **The CCP's pedagogical approaches emphasise creative and inclusive learning strategies** anchored on authentic and enquiry-based, collaborative, cooperative, differentiated, holistic, and cross-disciplinary learning.
- **The 4Rs** refer to Reading, wRiting, aRithmetic and cReativity, in which all learners must become proficient.

Learning Context

The CCP emphasises learners' engagement in classroom activities and projects (in and outside the classroom). These projects can involve individual or group tasks, which all learners must complete by the end of JHS 3. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in

various areas of human endeavour. Community service offers an opportunity for learners to nurture, for, and solve problems in their community.

Learning Areas

The CCP comprises the following learning areas:

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

This document sets the standards for learning Social Studies in the Common Core Programme (CCP). The standards are carefully set with the expectation that the CCP (JHS1 – JHS3) will offer quality education for all learners. The design of this curriculum is based on the features of the CCP, as shown in Figure 1.

It emphasises a set of high internationally-bench- marked career and tertiary education readiness standards. Learners need to acquire these competencies in Social Studies for post-secondary education, the world of work or both. The curriculum has been designed to be user-friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, the profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

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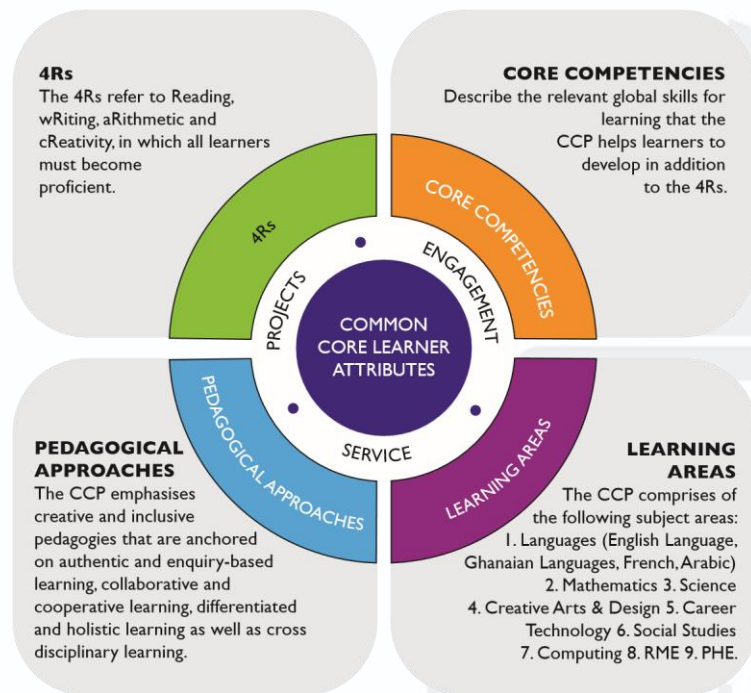


Figure 1: CCP Learner Attributes

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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 Ghanaian society. It allows the learner to apply concepts, theories and generalisations from various relevant disciplines to analyse, investigate and develop appropriate solutions to personal and societal problems. It allows them to explore their immediate environment and the world further. Therefore, Social Studies specifically focuses on developing the learner’s 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 intended to enable learners to acquire relevant tools to become effective, active and patriotic citizens.

PHILOSOPHY

Teaching Philosophy

The Social Studies curriculum will enable learners to develop knowledge, understanding, skills and competencies through social constructivism and social realism. These theories emphasise learning as an active process where the learner constructs knowledge rather than acquiring it. The curriculum allows learners to expand, change, enhance and modify their worldview. Teachers will adopt thematic and creative pedagogical approaches that engage learners in a rich and rigorous inquiry-driven environment, such as talk for learning, project-based learning, games, modelling, question brainstorming, demonstration and role-play, which are necessary for achieving learner-centred classrooms and developing learners into creative, honest and responsible citizens.

Learning Philosophy

The philosophy of learning Social Studies is based on the need to train citizens who are reflective, concerned, active and participatory citizens to fit into the ever-changing world and contribute their quota to society. Social Studies will provide avenues for learners to interact with people and interrogate issues to construct new knowledge and ideas, and describe, analyse and evaluate problems that are critical to the survival of the human race. In essence, the curriculum is designed to generate activities that will make learning more relevant by using learners' previous knowledge, experiences and environments to acquire competencies, including the following:

1. critical thinking and problem-solving skills to be able to compare and contrast, analyse, evaluate and apply geographical knowledge with little or no supervision;
2. creative thinking skills to be able to reconstruct important information confidently;
3. digital literacy skills to be able to use IT tools and resources efficiently for investigations and project works;
4. effective communication skills to be able to share information at various levels of interaction;
5. values to live as global citizens capable of learning about other peoples and cultures.

AIMS

General Aims

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

Specific Aims

Specifically, the subject will enable learners to:

1. explore and protect the environment;
2. exhibit a sense of belonging to the family and community;
3. appreciate themselves as unique individuals by deepening their awareness of stereotypes associated with their gender, abilities, ethnicity, and religion and how to challenge the me
4. demonstrate responsible citizenship;
5. develop attitudes for healthy and peaceful co-existence (embracing diversity)
6. ensure sustainable use of resources;
7. develop a sense of patriotism and national pride;
8. make themselves globally competitive.

PROFILE OF EXPECTED LEARNING BEHAVIOURS

Knowledge, Understanding and Application

A central aspect of this curriculum is the profile of learning behaviour dimensions that should be the basis for instruction and assessment. Learners may show understanding of concepts by comparing, summarising, rewriting 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 synthesise knowledge by integrating several ideas to formulate a plan, solve a problem and compose a story or a piece of music. Further, the learner may be required to evaluate, estimate and interpret a concept. At the last, highest level, learners may need to create, invent, compose, design and construct. These learning behaviours, “knowledge”, “understanding”, “application”, “analysis”, “synthesis”,

“evaluation”, and “creation”, fall under the cognitive domain.

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, and summarise* situations after teaching and learning has been completed suggests that the learner has acquired *knowledge*. In the past, in most cases, teaching stressed knowledge acquisition to the detriment of other higher-level behaviours, such as application and analysis. In this 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 various activities to stimulate their critical thinking abilities.

The weighting of the profile of learning behaviour dimensions

The three profiles of learning behaviour dimensions that have been specified for teaching, learning and assessment are:

- Knowledge and Understanding 30%
- Application of Knowledge 40%
- Attitudes, Values and Process Skills 30%

The weights indicated on the right of the dimensions show the relative emphasis the teacher should give in the teaching, learning and assessment processes. Emphasising the three domains of learning (cognitive, affective and psychomotor) in your teaching will ensure that Social Studies will not only be taught and studied at the mental level but will also lead learners to the acquisition of positive attitudes and skills that will enable them to deal effectively with life in general.

The explanation of the keywords involved in each profile of learning behaviour dimensions is as follows:

Knowing: this has to do with the ability to *remember, recall, identify, define, describe, list, name, match and 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 on 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 called “Use of Knowledge.” It is the ability to use or apply knowledge, rules, methods, principles, and theories to new and unfamiliar situations. It also involves the ability to produce, solve, plan, demonstrate, and discover, among other things.

Analysing: is the ability to break down material/information into parts, differentiate, compare, distinguish, outline, separate, and identify significant points. It also includes recognising unstated assumptions and logical fallacies, *inferences* from facts, etc.

Synthesis: is the ability to combine parts or ideas to form a new whole. It involves combining, compiling, composing, planning, revising, organising, creating, and generating new ideas and solutions.

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

Creating: uses information or materials to plan, compose, produce, manufacture, *or construct* other products.

According to Bloom's Taxonomy, creating constitutes the highest form of learning. Therefore, this standards-based Social Studies curriculum emphasises creating as a core behavioural attribute. Teachers should 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 society. Knowledge acquisition alone cannot cause expected behavioural change to make learners function properly in 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: refers to love for one's country, national pride, and a willingness to sacrifice oneself for the country's development.

Flexibility in ideas: the willingness to change one's opinion in the face of more plausible evidence.

Respect for evidence: it is the willingness to collect and use data from one's investigation and respect for data collected by others.

Reflection: refers to the habit of critically reviewing how an investigation or observation has been carried out to identify possible flaws and ways to improve it.

Comportment: the ability to conform to acceptable societal norms.

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

Responsibility: it is the ability to act independently and make decisions, to be morally accountable for one's actions, and to be 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

The acquisition of values is at the core of the standards-based Social Studies curriculum. These values help individuals to define their identity and uphold high moral standards. Learners are expected to 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 or religious background to ensure peaceful co-existence and national integration.

Equity: The socio-cultural and economic environment across the country is uneven. Consequently, it is necessary to be deliberate in addressing learners' specific needs and ensure an equitable distribution of resources. Ghana's learners have varied needs influenced by their gender, abilities, economic status geographical background, which requires the provision of equal opportunities to all. Every citizen, irrespective of their socio-economic background and condition, should be treated fairly regarding access to national resources and state power. All learners should have equal opportunities for a fair learning environment to enable them to harness their potential 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 function in their society. 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 tolerance and mutual understanding. This will instil in them the virtues of living harmoniously with members of the larger society.

Truth and Integrity: Learners must be encouraged to tell the truth irrespective of the consequences. In addition, the curriculum aims to make them morally upright and willing to live the values of honesty and compassion. Equally important, the ethos or culture of the workplace, 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 activities or tasks indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons and developing exemplars and are the core of inquiry-based learning. This is the skill of using our senses to gather information about objects or events. This also includes using instruments to extend our senses' range.

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

Comparing: This is 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 - spoken, written, pictorial, tabular or graphical.

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

Analysing: 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 alternatives beyond the obvious or preferred one.

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

Recording: is the skill of boldly drawing or making a graphical representation that is well-labelled and pertinent to the issue at hand

Aligning: This is the skill of using and applying the conclusions arrived at in an activity to what could happen in similar situations.

ASSESSMENT

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Depending on its purpose, assessment may be formative, summative, diagnostic, or evaluative. It is integral to the teaching-learning process, promotes student learning, and improves instruction. In the CCP, it is suggested that assessment involves assessment for learning, assessment of knowledge, 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 teachers to decide where the learners are 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 William, 1998). Assessment for Learning also refers to all activities undertaken by teachers or their learners, which provide information for feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved by 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. Various strategies and questioning are used to measure the learning that has taken place. It is a continuous process that happens at all stages of the instructional process to monitor a learner's progress and offer feedback or change teaching strategies to achieve lesson performance standards.

Assessment as Learning (AaL)

Assessment as Learning develops and supports learners' sense of ownership and efficacy in their learning through reflective practices. This form of self-assessment helps build learners' competencies and better understand their knowledge and what they are taught.

Assessment of Learning (AoL)

Assessment of learning provides a picture of the teacher's achieved standards and learners' performance 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 to which learners have attained in expected learning outcomes at the end of their grade or programme.

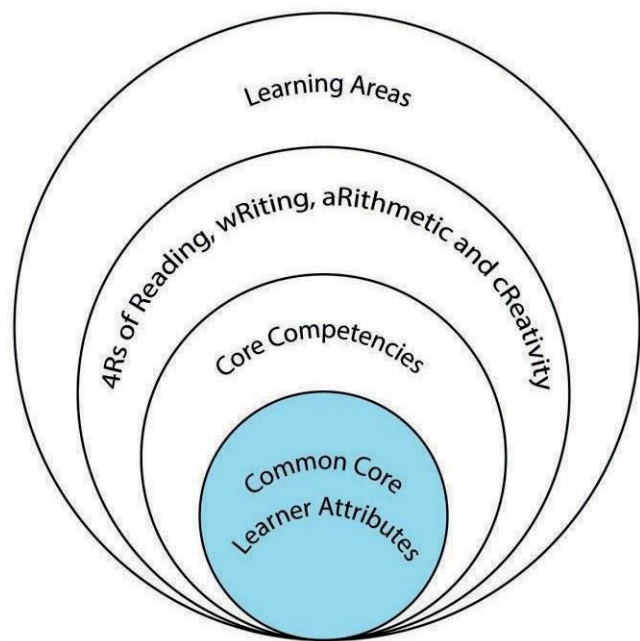
What do we assess?

Assessment in the CCP emphasises:

- the Common Core Learner Attributes, which are essential outcomes in the three domains of learning (i.e. cognitive, psychomotor, and affective);
- knowledge and skills with emphasis on the 4Rs;
- the core competencies with emphasis on attitudes and values. The process is illustrated in Figure 2.

Figure 2: Essential Assessment Features

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How do we monitor progress?

The School Assessment (SBA) covers all forms/modes of assessment, including AfL, AaL and AoL (see Table 1), that can be undertaken by any school-level actor (learner, teacher, head teacher) to monitor the learner’s achievement over some time. Data collection and record keeping are central to the conduct of SBA.

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Table 1 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 practical)	End of year	Project work
Class Assessment Task (CAT)		Checklist
		Questionnaire

The following are relevant records that can be kept on the learner's learning.

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

The National Pre-tertiary Learning Assessment Framework (NPLAF) document (Ministry of Education, 2020a) and the School-Based Assessment Guidelines (Ministry of Education, 2020b) provide details of SBA guidelines.

Reporting School-Based Assessment (SBA) in the CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. Throughout the three-year duration, school-based assessment is done against criteria linked to performance standards. The CCP provides proficiency levels to be attained and descriptors for all grade levels of the programme (see Table 2). Individual schools cannot change these levels and descriptors, which are common to all learners and learning areas nationwide. For each assessment criterion or benchmark for the level of proficiency, several descriptors are defined, as shown in Table 2.

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

LEVEL OF PROFICIENCY	BENCHMARK	GRADE LEVEL DESCRIPTOR
1: Highly proficient (HP)	80% +	The learner shows a 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%	The learner demonstrates a sufficient level of proficient knowledge, skills, and core understanding and can transfer them independently through authentic performance tasks.
3: Approaching Proficiency (AP)	54-67%	The 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 a developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks.
5: Emerging (E)	39% and below	The learner is emerging with minimal understanding 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 learners’ 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 of 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), and developing the core competencies. This section describes some of the creative pedagogical approaches required for the CCP.

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, focusing on the 4Rs – Reading, wRiting, aRithmetic and cREativity. At each curriculum phase, learners are expected to 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 prepared to progress with their classmates. The progression phases at the high school level are from JHS1 to JHS3.

The curriculum encourages the creation of a learner-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home what they learn in school and what they know from outside of school. The learner-centred classroom allows the learners to discuss ideas through the teacher's inspiration. Learners then actively look for answers and work in groups to solve problems. They also research, analyse and evaluate information. The learner-centred classroom aims to enable learners to take ownership of their learning. It provides the opportunity for 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. Expect all learners to demonstrate the results of their learning through a product or performance.

In a learner-centred classroom, it is more productive for learners to find answers to their questions rather than for teachers to provide the answers and their opinions.

Inclusion

Inclusion is recognising that learners come from diverse backgrounds with diverse needs and must be uniquely supported through the learning process. Learners can be disadvantaged based on gender, ability, ethnicity, economic status, and religious affiliation. Therefore, inclusion ensures 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 to quality education is met. The Curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process, including addressing stereotypes that seek to limit the learners' interests and abilities. 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 motivation levels for learning. Therefore, planning, delivery and reflection on daily learning experiences should consider these differences.

The curriculum, therefore, promotes:

1. learning that is linked to the learners' background and 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 enabling them to assess their learning outcomes.

Differentiation and Scaffolding

Differentiation is a process by which differences (learning styles, interests 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 to ensure each learner benefits adequately from the curriculum delivery can be achieved in the classroom through tasks, support from the Guidance and Counselling Unit and learning outcomes.

- **Differentiation by task** involves teachers setting different tasks for learners of various abilities. For example, in sketching the plan and shape of their school compound and community, some learners could sketch with a free hand while others 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 using various instructional techniques to move 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 providing them with the support they need to learn each part. The process may require a teacher to assign an excerpt of a longer text for learners to read and engage them to discuss the excerpt to improve comprehension. The teacher guides keywords/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 gradually increasing 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 and asking them to complete it;
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.

Information Communication Technology

Information Communication Technology (ICT) has been integrated into the Social Studies curriculum as part of the core of education, alongside reading, writing, and numeracy. Thus, the curriculum is designed to use ICT as a teaching and learning tool to enhance deep and independent learning. For instance, in certain cases, the teacher 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 and provides opportunities for them to fit into the world of work.

Some of the expected outcomes that this curriculum aims to achieve through ICT use are:

1. improved teaching and learning processes;
2. improved consistency and quality of teaching and learning;
3. increased opportunities for more learner-centred pedagogical approaches;
4. improved inclusive education practices where learners with special education and social needs such as disabilities and gender differences are uniquely catered for
5. improved collaboration, creativity, higher order thinking skills; and
6. enhanced flexibility and differentiated approach to delivery.
- 7, improved gender, equality, equity and social inclusion

ICT is a teaching and learning tool that provides learners access to large quantities of online and offline information. It also provides the framework for analysing data to investigate patterns and relationships in the computing context. Once learners have made their findings, ICT can help them organise, edit, and print the 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 like Microsoft Office packages - Word, PowerPoint and Excel - as teaching and learning tools. The exposure that learners are given from JHS 1 to JHS 3 to use ICT in exploiting learning will build their confidence and increase their motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance learners' quality and competence.

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 a keen interest in their personal development. Using this curriculum, we hope the core competencies will be developed in learners to help them build our country, Ghana. These competencies include:

Critical Thinking and Problem solving (CP)

Develop learners' cognitive and reasoning abilities to analyse issues and situations, leading to problem resolution. This skill allows learners to draw on and demonstrate what they have learnt, analyse situations from their own experiences, and choose the most appropriate solution out of several possible solutions. It requires learners to embrace the problem, persevere, and take responsibility for their learning.

Creativity and Innovation (CI)

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

Communication and Collaboration (CC)

This competence aims to teach learners to use languages, symbols, and texts to exchange information about themselves and the world around them. Learners actively share their ideas and engage in dialogue 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 competence aims to develop learners who put country and service foremost through understanding what it means to be active citizens by inculcating a strong sense of environmental and economic awareness. Learners use the knowledge, skills and attitudes acquired to contribute meaningfully towards the country's socio-economic development. They develop skills to critically analyse cultural trends and identify and contribute to the global community.

Personal Development and Leadership (PL)

This competence aims to improve self-awareness and self-knowledge, build and renew self-esteem, identify and develop talents, fulfil dreams and aspirations and develop other people or meet different 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 life-long learning.

Digital Literacy (DL)

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

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix 1 for details of the components of the core competencies. These details comprise the unpacked skills such as listening, presenting and teamwork for collaboration.

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

NB: Please refer to Appendix 1 to choose core competencies for your lessons.

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INSTRUCTIONAL EXPECTATIONS

The following are the major roles the teacher is expected to play in the implementation of the curriculum:

1. Guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their learning based on their unique differences.
2. Select content, adapt and plan lessons to meet learners' interests, knowledge, understanding, abilities and experiences. It should be noted that in the standards-based curriculum, lessons are not expected to be limited to only learning outcome(s) but should broadly cover the processes of learning for the learners to cumulatively engage in activities/experiences to demonstrate what they know and can do (i.e. the indicators) as well as develop such core competencies.
3. Work together as colleagues within and across disciplines and grade levels to develop communities of learners who exhibit enquiry skills, attitudes and social values conducive to learning.
4. Use multiple methods and systematically gather data about learners' understanding and abilities to guide Social Studies teaching and learning, with arrangements to provide feedback to learners and parents.
5. Design and manage learning environments that provide learners with the time, space, and resources needed to learn Social Studies.
6. Help learners make sense of problems and persevere in solving them, including using higher-order reasoning and problem-solving skills.
7. Aid learners to identify and challenge stereotypes about gender, disability, religion, ethnicity, economic, status etc
8. Get learners to think critically about tasks and their solutions by asking questions and challenging each other's views until a consensus is reached.
9. Encourage learners to present their ideas in ways that make sense to others and critique each other's reasoning.
10. Enable learners to work together to represent real-life situations in multiple ways (e.g. oral, text, pictures, diagrams, equations, etc.).
11. Support learners using appropriate technologies to solve problems embedded in their culture and society.
12. Provide opportunities for learners to realise that flexibility is necessary when sharing ideas in social contexts. Also, allow them to support each other in all learning contexts.

Suggested Time Allocation

From JHS 1/JHS1 to JHS 3/JHS3, three periods a week, each lasting 50 minutes, are allocated to teaching Social Studies.

ORGANISATION 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: Identity, Significance and Purpose
- Strand 2: Environment and Sustainability
- Strand 3: Law and Order in the Ghanaian Society
- Strand 4: Ethics and Human Development
- Strand 5: Production, Exchange and Creativity
- Strand 6: Nationalism and 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 Indicator have a unique identification number (code). The annotation is indicated in Table 3.

Table 3: Interpretation of Curriculum Reference Numbers

Example: **Social Studies: JHS1.1.1.2.1**

ANNOTATION	MEANING/REPRESENTATION
JHS1.	Junior High School 1
1.	Strand Number
1.	Sub-Strand Number.
2.	Content Standard Number
1.	Learning Indicator Number

Strands are the broad learning areas or domains of the Social Studies content to be studied.

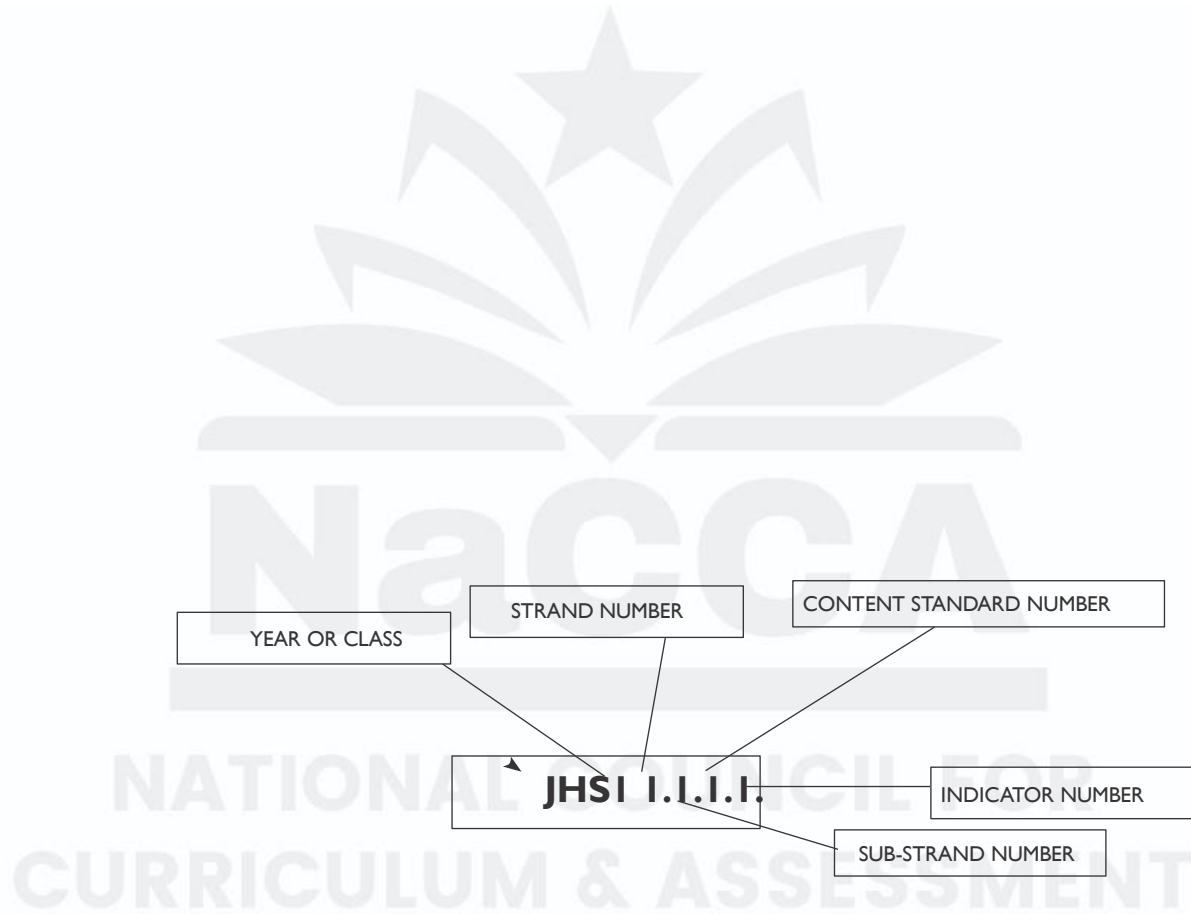
Sub-strands are the sub-divisions of the broad learning areas or strands.

Content Standard refers to the pre-determined level of knowledge, skill and attitude that a learner attains by a set stage of education.

Indicators are clear outcomes or milestones that learners must exhibit each year to meet the content standard expectation. They represent the minimum expected standard in a year.

Exemplars clearly explain the expected outcomes of indicators and serve as support and guidance to the facilitator/teacher in delivering the curriculum.

Structure



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SCOPE AND SEQUENCE

STRAND	SUB-STRAND	JHS 1/JHS1	JHS 2/JHS2	JHS 3/JHS3
1. IDENTITY, SIGNIFICANCE AND PURPOSE	1. The People of Ghana	Ü		
	2. Socio-cultural Practices in Ghana		Ü	Ü
	4. The Individual and Community Development		Ü	
2. ENVIRONMENT AND SUSTAINABILITY	1. Environmental Issues	Ü		Ü
	2. Mapping Skills			Ü
	3. Resources in Ghana	Ü		
3. LAW AND ORDER IN THE GHANAIAN SOCIETY	1. Citizenship and Human Rights	Ü	Ü	
	2. Conflict, Peace and Security		Ü	Ü
	3. Political Institutions and Structures in Ghana	Ü		

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STRAND	SUB-STRAND	JHS1	JHS2	JHS3
4. ETHICS AND HUMAN DEVELOPMENT	1. Indigenous Knowledge Systems	Ü		
	2. Population and National Development		Ü	
	3. Socialisation	Ü		
5. PRODUCTION, EXCHANGE AND CREATIVITY	1. Promoting Economic Activities in Ghana	Ü	Ü	
	2. Self-employment		Ü	
	3. Consumer Rights, Protection, and Responsibilities			Ü
	4. The Citizen and Investment			Ü
6. NATIONALISM AND NATIONHOOD	1. European Encounter and the Slave Trade	Ü		
	2. Colonialism and Nationalism	Ü	Ü	Ü
	3. The Republics and Military Rule		Ü	Ü

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JHS 1

NaCCA

STRAND 1: IDENTITY, SIGNIFICANCE AND PURPOSE

SUB-STRAND 1: THE PEOPLE OF GHANA

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.1.1.1 Demonstrate understanding of the movement of major ethnic groups into Ghana.</p>	<p>JHS 1.1.1.1.1 Trace the original homes and movement patterns of the major ethnic groups in Ghana.</p> <p>Exemplars:</p> <ol style="list-style-type: none">1. In pairs, learners identify the major ethnic groups in Ghana, including the Gonja, Mole-Dagbani, Guan, Akan, Ewe, and Ga-Adangbe.	<p>Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG), Creativity and Innovation (CI)</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. Learners use a historical map of Africa to trace the original homes of the major ethnic groups.</p> <p>3. Using maps or cardinal points, learners draw simple directional signs to describe the movement patterns of the major ethnic groups to their present location in Ghana, including places they temporarily settled.</p>	<p>CC7.3: Provide feedback on ideas, organisation, voice, word choice, and sentence fluency in communication.</p> <p>CC7.4: Identify underlying themes, implications and issues when listening.</p> <p>CG5.3: Develop and express respect, recognition and appreciation of others' cultures.</p> <p>CG5.4: Develop and exhibit a sense of cultural identity.</p> <p>CI 5.2: Combining simple/complex ideas to create novel situations or things.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>JHS 1.1.1.1.2 Assess the factors and impact of the migration of the major ethnic groups into Ghana.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using the Jigsaw strategy, learners analyse the pull and push factors of migration of major ethnic groups into Ghana. 	<p>CI 6.2: Ability to reflect on creative task approaches and evaluate the tools' effectiveness.</p> <p>CI 6.3: Ability to select the most effective creative tools for work and give reasons for the choice.</p> <p>Communication and Collaboration (CC), Critical Thinking and Problem-Solving (CP), Creativity and Innovation (CI)</p> <p>CC 9.3: Understand roles during group activities.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC7.5: Identify and analyse different points of view of the speaker.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. In small groups, learners create charts to explain the pull and push factors of migration of the major ethnic groups into Ghana.</p> <p>3. Using the thought shower strategy, learners explain the effects of migration of the major ethnic groups into Ghana.</p>	<p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.6: Ability to combine information and ideas from several sources to conclude.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p>

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.1.1.2 Students should demonstrate knowledge of the factors responsible for the rise and decline of major states and kingdoms in Ghana.</p>	<p>JHS 1.1.1.2.1 Recount the factors for the rise and decline of the major states and kingdoms in Ghana.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. In small groups, learners explore different sources to explain the factors (political, economic, geographical, cultural, etc.) that contributed to the rise of major states and kingdoms in Ghana. 2. Using a jigsaw technique, learners develop charts, models, and written or oral presentations on factors that led to the decline of some major states and kingdoms in Ghana. 	<p>Communication and Collaboration (CC), Personal Development and Leadership (PL), Critical Thinking and Problem-Solving (CP)</p> <p>PL 6.1: Ability to serve group members effectively.</p> <p>CC 9.6: Ability to work with all group members to complete a task successfully.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p>

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>JHS 1.1.1.2.2 Discuss the roles of matriarchs and patriarchs of the major kingdoms and states in precolonial Ghana.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. In small groups, learners explore primary and secondary sources to identify the contributions of major leaders in the rise of their states and kingdoms. 2. Learners role-play the contributions of identified patriarchs and matriarchs in the rise of their states and kingdoms. 	<p>Communication and Collaboration (CC), Critical Thinking and Problem-Solving (CP), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage their contributions.</p> <p>PL5.4: Ability to understand one’s personality traits.</p> <p>CG5.4: Develop and exhibit a sense of cultural identity.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. Learners compose epic poems to recognise the contributions of identified patriarchs and matriarchs of the various states and kingdoms.</p>	<p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p>

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STRAND 1: IDENTITY, SIGNIFICANCE AND PURPOSE

SUB-STRAND 3: THE INDIVIDUAL AND COMMUNITY DEVELOPMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.1.3.1 Demonstrate understanding of ‘self-identity’.</p>	<p>JHS 1.1.3.1.1. Examine the concept of self-identity.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using think-pair-share, learners explain the concepts of “self” and “self-identity.” 	<p>Critical Thinking and Problem Solving (CP), Personal Development and Leadership (DL), Communication and Collaboration (CC)</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>PL 5.3: Recognise one’s emotional state and their preparedness to apply emotional intelligence.</p> <p>PL 5.5: Desire to accept one’s true self and overcome weaknesses.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. Using the question-and-answer technique, learners discuss the reasons for knowing oneself, e.g., accepting oneself and identifying one’s potential and abilities.</p> <p>3. Using the say-something strategy, learners identify attitudes that enhance self-worth, such as self-confidence, can-do spirit, and positive attitude towards life.</p> <p>4. In small groups, learners identify their strengths and weaknesses and how to use them to promote personal development.</p>	<p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p> <p>CC 8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>5. Using the graffiti wall strategy, learners describe how individuals can develop their capabilities, including education and training, counselling, and continuous practice.</p>	<p>PL5.5: Desire to accept one’s true self and overcome weaknesses.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p>

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STRAND 4: ETHICS AND HUMAN DEVELOPMENT

SUB-STRAND 1: INDIGENOUS KNOWLEDGE SYSTEMS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.4.1.1 Demonstrate knowledge of the various indigenous medicinal practices in pre-colonial Ghana.</p>	<p>JHS 1.4.1.1.1 Identify indigenous medicinal plants used in the pre-colonial era to provide health care.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using pictures or real samples of local medicinal plants, learners work in small groups to identify medicinal plants used in the pre-colonial era. 	<p>Communication and Collaboration (CC), Creativity and Innovation (CI), Cultural Identity and Global Citizenship (CG)</p> <p>CG5.2: Develop and exhibit the ability to defend one’s cultural beliefs, practices and norms.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage their contributions.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. In pairs, learners match pictures of medicinal plants to the diseases they cured in the pre-colonial era.</p> <p>3. In mixed groups (gender, ability, etc.), learners discuss the concept of traditional medicine and its importance.</p> <p>JHS 1.4.1.1.2 Investigate the processes and methods of indigenous medicinal practitioners in pre-colonial Ghana.</p> <p>Exemplars:</p> <p>1. Learners watch and discuss documentaries on different methods of providing indigenous health care.</p>	<p>CI 6.1: Exhibit strong memory, intuitive thinking, and respond appropriately.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet specified criteria.</p> <p>CG5.3: Develop and express respect, recognition and appreciation of others' cultures.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>Digital Literacy (DL), Communication and Collaboration (CC), Critical Thinking and Problem-Solving (CP)</p> <p>DL5.3: Ability to find and utilise digital content.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. In a jigsaw activity, learners research different healthcare delivery methods commonly used in pre-colonial Ghana. <i>Hint: Encourage learners to gather information from community elders, herbalists, traditional birth attendants, etc.</i></p> <p>3. Learners role-play different methods of indigenous health care delivery.</p>	<p>DL5.6: Preparedness to make better decisions using available information.</p> <p>DL5.1: Ability to ascertain when information is needed and identify, locate, evaluate and effectively use it to solve a problem.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC 9.5: Appreciate the importance of including all team members in discussions and actively encourage their contributions.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p>

STRAND 3: LAW AND ORDER IN THE GHANAIAN SOCIETY

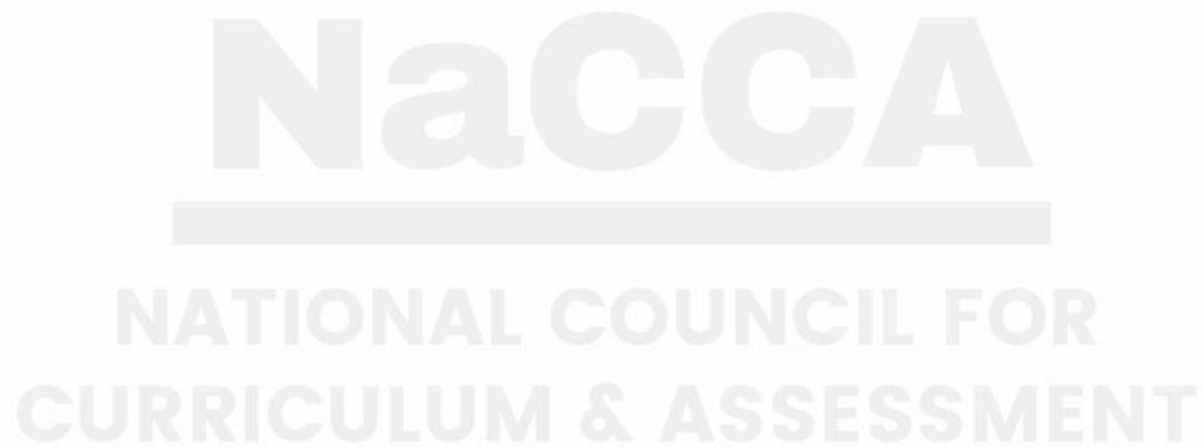
SUB-STRAND 3: POLITICAL INSTITUTIONS AND STRUCTURES IN GHANA

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.3.3.1 Demonstrate knowledge and understanding of pre-colonial Ghanaian political systems and their relevance in contemporary Ghana.</p>	<p>JHS 1.3.3.1.1 Analyse the indigenous political systems in pre-colonial Ghana and their relevance today.</p> <p>Exemplars:</p> <p>1. In pairs, learners create charts showing pre-colonial Ghana's major states and kingdoms and the political systems practised.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid gray; padding: 5px; width: 25%;"> <p>Centralised</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Akan (Fante, Asante, Denkyira, Akwamu, etc)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Mole-Dagbani (Mamprusi, Dagomba, Nanumba)</p> </div> </div> <div style="border: 1px solid gray; padding: 5px; width: 25%;"> <p>Non-centralised</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Vagala, Sisala, Tallensi, Kokomba, Koma, Tampilensi, Chamba, Guans who lived West of the White Volta, etc.</p> </div> </div> <div style="border: 1px solid gray; padding: 5px; width: 25%;"> <p>Theocratic</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Guan</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Ga-Adangbe</p> </div> </div> </div>	<p>Communication and Collaboration (CC), Creativity and Innovation (CI), Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem-Solving (CP)</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CG5.1: Show a strong sense of belongingness to one's culture.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. In mixed-ability groups, learners create posters describing the political systems in pre-colonial Ghana.</p> <p>3. In small groups, learners compare and contrast the different forms of political systems in pre-colonial Ghana.</p> <p>4. In mixed-ability groups, learners elaborate on the importance of Indigenous Political Institutions in contemporary Ghana.</p>	<p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage their contributions.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage their contributions.</p> <p>CC9.8: Demonstrate an awareness of team dynamics and work to minimise conflicts in the team.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	5. Using the think-pair-share technique, learners discuss the role of women in the structure of the chieftaincy institution (e.g. Queen mother, female chiefs, etc.).	CC7.5: Identify and analyse different points of view of the speaker.
JHS 1.3.3.2 Demonstrate understanding of modern political institutions in Ghana.	JHS 1.3.3.2.1 Examine the nature of modern political institutions in Ghana. Exemplars 1. In groups, learners explain the concepts of political institutions, power and authority. 2. Using pictures and videos, learners identify the types of political institutions in the state, such as the executive, legislature, and judiciary.	Personal Development and Leadership (PL), Communication and Collaboration (CC), Digital Literacy (DL) CC9.5: Appreciate the importance of including all team members in discussions and actively encourage their contributions. PL6.1: Ability to serve group members effectively. DL5.1: Ability to ascertain when information is needed and identify, locate, evaluate and effectively use it to solve a problem.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	3. Building on what others say, learners discuss the effect of power and authority on political institutions.	CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.



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STRAND 5: PRODUCTION, EXCHANGE AND CREATIVITY

SUB-STRAND 1: PROMOTING ECONOMIC ACTIVITIES IN GHANA

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.5.1.1 Demonstrate knowledge and understanding of key economic activities in pre-colonial Ghana.</p>	<p>JHS 1.5.1.1.1 Explore the role of pre-colonial Ghanaian economic activities on the economy of Ghana today.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> learners in small groups recount some pre-colonial Ghanaian economic activities (agricultural and industries). 	<p>Communication and Collaboration (CC), Creativity and Innovation (CI), Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem-Solving (CP)</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CC9.2: Understand and use interpersonal skills.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. In a jigsaw activity, learners create multimedia presentations on pre-colonial Ghanaian economic activities in their communities today (farming, fishing, hunting, craft industries, mining, salt production etc.).</p> <p>3. In mixed-ability groups, learners research and present findings on sustainable methods or practices in agriculture and indigenous industries.</p> <p>4. learners discuss the continuity and changes in pre-colonial Ghanaian economic activities in mixed-ability groups.</p>	<p>CI 6.3: Ability to select the most effective creative tools for work and give reasons for the choice.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p> <p>CP 5.5: Effectively evaluate the success of solutions to a complex problem.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC8.4: Anticipate different responses from the audience and plan for them.</p> <p>CC9.8: Demonstrate an awareness of team dynamics and work to minimise conflicts in the team.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>5. In pairs, learners discuss how pre-colonial Ghanaian economic activities have shaped the economy of Ghana today.</p>	<p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CC9.2: Understand and use interpersonal skills.</p>

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STRAND 6: NATIONALISM AND NATIONHOOD

SUB-STRAND 1: EUROPEAN ENCOUNTER AND THE SLAVE TRADE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.6.1.1 Exhibit knowledge and understanding of European exploration and expansion in the Gold Coast.</p>	<p>JHS 1.6.1.1.1 Examine the coming of Europeans to the Gold Coast.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. With the help of a historical map, learners identify European countries that sailed to Ghana. 	<p>Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. In mixed-ability groups, learners research and build a chronological timeline that shows the order in which European countries came to the Gold Coast (Ghana).</p> <p>3. Using the Internet or library sources, learners search for the various reasons Europeans came to the Gold Coast.</p>	<p>CG 6.4: Exhibit a sense of nationality and global identity.</p> <p>CC 9.7: Effectively perform multiple roles within the group,</p> <p>DL 5.6: Preparedness to make better decisions using available information.</p> <p>DL 5.1: Ability to ascertain when information is needed and identify, locate, evaluate, and effectively use it to solve a problem.</p> <p>DL6.3: Use digital tools to create novel things.</p>
	<p>JHS 1.6.1.1.2 Explore the early interactions between Europeans and the indigenous people</p>	<p>Communication and Collaboration (CC), Digital Literacy (DL)</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>Exemplars:</p> <ol style="list-style-type: none"> 1. Learners role-play scenes of the meeting between the Portuguese and Nana Kwamena Ansa I of Elmina. 2. Learners use the internet or maps to identify areas on the Gold Coast where the Europeans first settled. 3. In the Think-Pair-Share activity, learners identify some castles and forts built by Europeans and the purposes they served. 	<p>CC9.3: Understand roles during group activities.</p> <p>CC9.7: Effectively perform multiple roles within the group.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>DL5.1: Ability to ascertain when information is needed and identify, locate, evaluate and effectively use it to solve a problem.</p> <p>CC9.2: Understand and use interpersonal skills.</p> <p>CC7.4: Identify underlying themes, implications and issues when listening.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>4. In small groups, learners identify the items Europeans brought in exchange for indigenous goods.</p>	<p>CC9.4: Help group work on relevant activities.</p> <p>CC8.4: Anticipate different responses from the audience and plan for them</p>
<p>JHS 1.6.1.2 Demonstrate understanding of the Trans-Atlantic Slave Trade.</p>	<p>JHS 1.6.1.2.1 Describe the origins and development of the Trans-Atlantic slave trade.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using historical maps, learners explain the concept of the Trans-Atlantic Slave Trade/ Triangular trade and trace the continents involved in it. In mixed-ability groups, learners discuss how the slave trade started on the Gold Coast. 	<p>Communication and Collaboration (CC), Digital Literacy (DL), Critical Thinking and Problem-Solving (CP)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CP 6.7: Implement strategies with accuracy.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CC9.7: Effectively perform multiple roles within the group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. Learners watch documentaries and discuss the methods used to capture enslaved people on the Gold Coast.</p> <p>4. Learners use the Internet or other historical sources to research and present reasons for the increased volume of the Slave Trade in the 18th Century.</p>	<p>DL5.3: Ability to find and utilise digital content.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>DL5.6: Preparedness to make better decisions using available information.</p>
	<p>JHS 1.5.1.2.2 Analyse the impact of the slave trade on Ghanaian society.</p> <p>Exemplars:</p> <p>1. In small groups, learners discuss the effects of the slave trade on Ghanaian society, including the depopulation of the people of Gold Coast and the disruption of traditional, social and economic structures.</p>	<p>Communication and Collaboration (CC)</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. Learners debate on the impact of the Trans-Atlantic Slave Trade.</p>	<p>CC9.2: Understand and use interpersonal skills.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

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STRAND 6: NATIONALISM AND NATIONHOOD

SUB-STRAND 2: COLONIALISM AND NATIONALISM

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.6.2.1 Demonstrate knowledge of the European colonial period in Ghana.</p>	<p>JHS 2.6.2.1.1 Use historical sources to examine the colonial period in Ghana (1874-1957).</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using historical maps of Ghana, learners identify areas constituting the Gold Coast Colony, Asante, Northern Territories and the Trans-Volta Togoland. In small groups, learners create a chronological timeline to explain the processes leading to establishing British colonial rule in Ghana, including the proclamation of the Gold Coast as a Crown Colony. 	<p>Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem-Solving (CP), Digital Literacy (DL)</p> <p>CG6.4: Exhibit a sense of nationality and global identity.</p> <p>DL5.1: Ability to ascertain when information is needed and identify, locate, evaluate and effectively use it to solve a problem.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CG6.4: Exhibit a sense of nationality and global identity.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. In a jigsaw activity, learners discuss major events leading to the annexation of Asante and the Northern Territories.</p> <p>4. Using document analysis, learners analyse how the Trans-Volta Togoland was adopted under British rule.</p> <p>5. Learners re-enact the Plebiscite of 1956 and discuss its relevance to Ghana's Independence in 1957.</p>	<p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage their contributions.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CI 6.7: Look and think about things differently and from different perspectives.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CI 6.1: Exhibit strong memory, intuitive thinking, and respond appropriately.</p>

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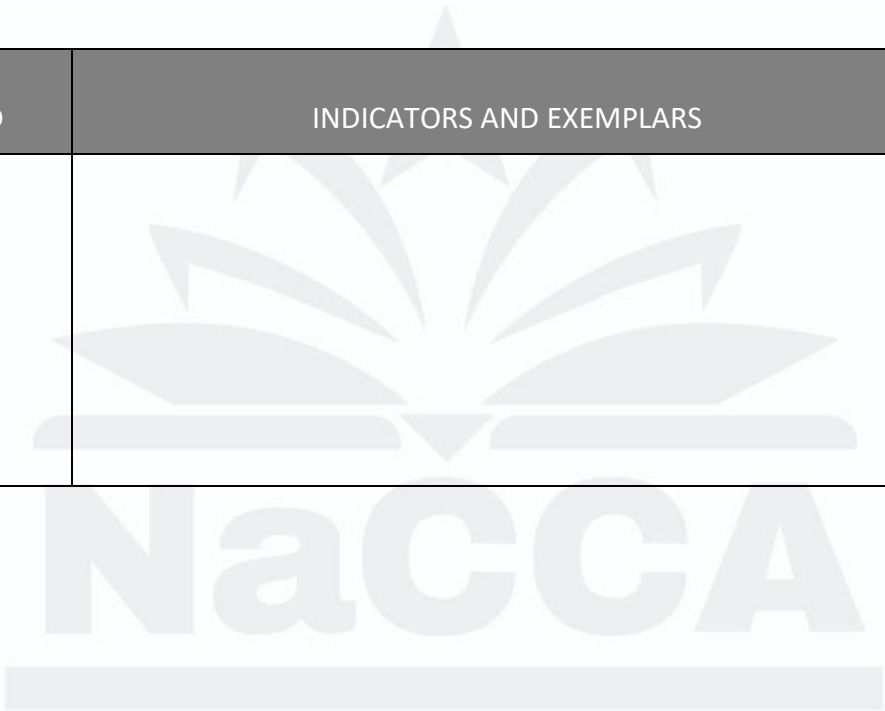
STRAND 2: ENVIRONMENT AND SUSTAINABILITY

SUB-STRAND 1: ENVIRONMENTAL ISSUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.2.1.1 Demonstrate understanding and skills in dealing with environmental challenges.</p>	<p>JHS 1.2.1.1.1. Examine ways of dealing with environmental challenges in the society.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using the thought shower strategy, learners explain the following terms: <ol style="list-style-type: none"> I. Environment II. Environmental challenges III. Pollution. 2. In mixed-ability groups, learners discuss the types of environmental challenges. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CC 7.5: Identify and analyse different points of view of the speaker.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. In small groups, learners identify the impact of human activities on the environment.</p> <p>4. Invite a resource person to assist learners in discussing the effects of environmental challenges.</p> <p>5. Learners embark on a project to manage environmental problems in the community and do a presentation.</p>	<p>CC 9.2: Understand and use interpersonal skills.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CC 7.4: Identify underlying themes, implications and issues when listening.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC7.5: Identify and analyse different points of view of the speaker.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
		<p>CP 6.1: Ability to effectively define goals towards solving a problem.</p> <p>CP 6.2: Ability to explain plans for attaining goals.</p>



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STRAND 2: ENVIRONMENT AND SUSTAINABILITY

SUB-STRAND 3: RESOURCES IN GHANA

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.2.3.1. Demonstrate knowledge and understanding of resources in Ghana.</p>	<p>JHS 1.2.3.1.1 Examine the nature and role of resources in the development of Ghana.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using the think-pair-share strategy, learners explain what resources mean. In small groups, learners identify the various types of resources using concept maps. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 6.4 Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CI 5.3: Identify the requirements of a given situation and justify using more than one suitable creative tool.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. Using videos or pictures, learners identify the types of natural resources (Renewable and non-renewable).</p> <p>4. Using the internet, learners generate a map of Ghana showing the location of natural resources.</p> <p>5. In mixed groupings, learners discuss the importance of resources in Ghana,</p>	<p>DL5.3: Ability to find and utilise digital content.</p> <p>DL5.5: Evaluate the quality and validity of the information.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CC7.4: Identify underlying themes, implications and issues when listening.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>6. Using the thought shower strategy, learners discuss ways of developing resources in Ghana and the challenges involved.</p> <p>7. In pairs, learners explain how Ghana’s human resources can be used to ensure sustainable exploitation of natural resources.</p>	<p>CI 6.7: Look and think about things differently and from different perspectives.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p>

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STRAND 3: LAW AND ORDER IN THE GHANAIAN SOCIETY

SUB-STRAND 1: CITIZENSHIP AND HUMAN RIGHTS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.3.1.1. Exhibit knowledge and understanding of citizenship.</p>	<p>JHS 1.3.1.1.1 Examine the value of citizenship in nation-building.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using say something strategy, learners explain the concept of “citizenship”. Using the thought shower strategy, learners discuss the various ways of acquiring citizenship in Ghana, such as citizenship by birth, adoption, marriage, and registration. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC)</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. Using the graffiti wall strategy, learners discuss the responsibilities of a Ghanaian, e.g., obeying regulations, protecting state property, reporting crime, respecting national symbols and payment of taxes, among others.</p> <p>4. Learners role-play how citizens contribute to the country's development (e.g., learner attitudes towards school work, positive work attitudes, paying taxes).</p>	<p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

STRAND 4: ETHICS AND HUMAN DEVELOPMENT

SUB-STRAND 3: SOCIALISATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 1.4.3.1. Exhibit knowledge and understanding of the importance of socialisation.</p>	<p>JHS 1.4.3.1.1 Examine the place of socialisation in the development of the individual.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using the thought shower technique, learners explain the following terms; <ol style="list-style-type: none"> i. Socialisation ii. Agencies of socialisation iii. Agents of socialisation. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. In small groups, learners identify the agencies and agents of socialisation.</p> <p>3. In mixed groups, learners discuss the roles of agencies and agents in the socialisation process.</p> <p>4. Learners embark on a socialisation project involving the school and the community.</p>	<p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals while speaking to a group.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards the group.</p>

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JHS 2

STRAND 1: IDENTITY, SIGNIFICANCE AND PURPOSE

SUB-STRAND 2: SOCIO-CULTURAL PRACTICES IN GHANA

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.1.2.1 Demonstrate knowledge of the socio-cultural practices in Ghana since the pre-colonial era.</p>	<p>JHS 2.1.2.1.1 Assess some socio-cultural practices or organisations that have shaped Ghanaian society since the pre-colonial era.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using the Socratic seminar strategy, learners discuss the inheritance and succession patterns in pre-colonial Ghana. 	<p>Communication and Collaboration (CC), Creativity and Innovation (CI), Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem-Solving (CP), Leadership (PL)</p> <p>CP 5.4: Generate a hypothesis to help answer complex problems.</p> <p>CG5.4: Develop and exhibit a sense of cultural identity.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. Learners work in groups to discuss the structure of the Ghanaian family system.</p> <p>3. Learners use graphic organisers to explain the cultural relevance of the Ghanaian family system.</p> <p>4. Learners use simulations to discuss how naming ceremonies and puberty rites were performed in the past and how these socio-cultural practices affected people's thinking about themselves and their communities.</p>	<p>CI 6.6: Being open-minded, adapting and modifying ideas to achieve creative results.</p> <p>CG9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CG5.1: Show a strong sense of belongingness to one's culture.</p> <p>PL6.7: Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and backgrounds of others.</p> <p>CG5.4: Develop and exhibit a sense of cultural identity.</p> <p>CG6.2: Recognise resistance to global practices that are damaging to our culture.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
		<p>CI 6.7: Look and think about things differently and from different perspectives.</p> <p>CG5.4: Develop and exhibit a sense of cultural identity</p>

SUB-STRAND 4: THE INDIVIDUAL AND COMMUNITY DEVELOPMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.1.4.1. Demonstrate Knowledge and understanding of the role of the individual in the community.</p>	<p>JHS 2.1.4.1.1. Examine the role of the individual in community development.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using the thought shower technique, learners explain the concepts: <ol style="list-style-type: none"> i. individual ii. community iii. community development. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Personal Development and Leadership (PL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. Learners watch documentaries/pictures on different community engagements and compare individual participation levels.</p> <p>3. Using think-group-share, learners discuss how individual values, vision, initiative and drive contribute to community development.</p> <p>4. Using the question-and-answer strategy, learners discuss the factors to be considered in the community decision-making process.</p> <p>5. Invite a resource person to assist learners in discussing the importance of community development.</p>	<p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>PL6.1: Ability to serve group members effectively.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CP 5.4: Generate a hypothesis to help answer complex problems.</p> <p>CC7.4: Identify underlying themes, implications and issues when listening.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>6. Using the question-and-answer strategy, learners identify the community's specific problems and show how they can contribute to solving them.</p>	<p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures. CC7.5: Identify and analyse different points of view of the speaker.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument. CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group. PL5.3: Recognise one's emotional state and their preparedness to apply emotional intelligence.</p>
	<p>JHS 2.1.4.1.2. Discuss the relevance of volunteerism to community development.</p> <p>Exemplars:</p> <p>1. Using thought shower, learners explain the concept of volunteerism.</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude. CP 6.1: Ability to effectively define goals towards solving a problem.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. Using concept maps, learners identify volunteering roles in the community and their contribution to community development (E.g., communal activity, community fundraising, etc.).</p> <p>3. In mixed grouping, learners discuss the importance of volunteerism to the community's socio-economic development.</p>	<p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CG5.3: Develop and express respect and appreciation of others' cultures.</p> <p>CC9.4: Help group work on relevant activities.</p> <p>CP 5.5: Effectively evaluate the success of solutions to a complex problem.</p>

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STRAND 3: LAW AND ORDER IN THE GHANAIAN SOCIETY

SUB-STRAND 2: CONFLICT, PEACE AND SECURITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
JHS 2.3.2.1 Demonstrate understanding of the causes and consequences of wars and conflicts	<p>JHS 2.3.2.1.1 Use historical narratives to investigate the causes and effects of conflicts in Ghana</p> <p>Exemplars:</p>	Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem-Solving (CP)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<ol style="list-style-type: none"> 1. In a think-pair-share activity, learners explain the meaning of conflict. 2. Learners work in mixed-ability groups to analyse the causes of inter-ethnic conflicts in pre-colonial Ghana. 3. In small groups, learners discuss the impact of inter-ethnic conflicts in the pre-colonial era. 4. In mixed-gender groups (where applicable), learners form concentric circles to discuss how groups used diplomacy and alliances to promote peace and stability. 	<p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CG5.3: Develop and express respect, recognition and appreciation of others' cultures.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude. CP 5.7: Provide new insight into a controversial situation or task.</p> <p>CG6.3: Know the global discourse about the roles of males and females. CG6.2: Recognise resistance to global practices that are damaging to our culture.</p>
<p>JHS 2.3.2.1. Demonstrate knowledge and skills in conflict prevention and management.</p>	<p>JHS 2.3.2.1.1 Examine ways of preventing and managing conflict in the community.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using think-write-pair-share strategy, learners explain the following terms: <ol style="list-style-type: none"> i. conflict prevention 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>ii. conflict management</p> <p>2. In small groups, learners describe attitudes, values and strategies needed to prevent conflict in the community.</p> <p>3. Using think-pair-share, learners assess the role of women in conflict prevention and management.</p>	<p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

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STRAND 6: NATIONALISM AND NATIONHOOD

SUB-STRAND 2: COLONIALISM AND NATIONALISM

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.6.2.1 Demonstrate understanding of the origins and development of nationalism in Ghana.</p>	<p>JHS 2.6.2.1.1 Analyse the historical roots of Ghanaian nationalism, including the role of traditional leaders and resistance movements.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using documentaries, pictures or other sources, learners identify key traditional leaders who opposed British colonial rule (E.g. <i>Awulae Kaku Ackah (Aka) of Nzema, Nana Badu Bonsu II of Ahanta, King Tackie Tawiah I of Ga, King Aggrey of Cape Coast, Otumfuo Prempeh I of Asante, Nana Yaa Asantewaa of Edweso, Nana Adwoa Arduah of Wassa Fiase, etc.</i>). Using close reading protocol, learners examine the factors that contributed to the rise of nationalism (1874-1957). 	<p>Digital Literacy (DL), Critical Thinking and Problem-Solving (CP), Communication and Collaboration (CC)</p> <p>DL6.5: Recognition of societal issues emanating from the use of digital technologies.</p> <p>CG6.2: Recognise resistance to global practices that are damaging to our culture.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p>

3. Using a jigsaw strategy, learners analyse the activities of key nationalist movements in Ghana, including *the Aborigines Rights Protection Society (ARPS), National Congress of British West Africa (NCBWA), Gold Coast Youth Conference (GCYC), United Gold Coast Convention (UGCC), Convention People's Party (CPP).*

4. Learners create a chronological timeline identifying key political events that led to Ghana's Independence (E.g., *the 1948 Riots, the arrest of the "Big Six," the setting up of the Watson Commission and the Coussey Committee, the Declaration of Positive Action, the 1951, 54, and 56 General Elections, the rise of the NLM, and the trans-volta Togoland plebiscite).*



CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.

CG6.4: Exhibit a sense of nationality and global identity.

CG5.2: Develop and exhibit the ability to defend one's cultural beliefs, practices and norms.

CG6.1: Understanding of influences of globalisation on traditions, languages and culture.

CG5.1: Show a strong sense of belongingness to one's culture.

	<p>5. Learners assess the role of women in the struggle for Ghana’s independence. (E.g., <i>Sophia Oboshie Doku</i>, <i>Rebecca Naa Dedei Aryeetey</i>, etc.).</p>	<p>CG6.3: Know the global discourse about the roles of males and females CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable. CI 6.10: Reflect on work and explore the thinking behind thoughts and processes.</p>
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STRAND 6: NATIONALISM AND NATIONHOOD

SUB-STRAND 3: THE REPUBLICS AND MILITARY RULE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.6.3.1 Demonstrate knowledge and understanding of military regimes in Ghana.</p>	<p>JHS 2.6.3.1.1 Assess the military rule era in Ghana (1966-1991).</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. In small group discussions, learners explain the term military rule. 2. Using internet sources, learners search for the various military regimes that ruled Ghana. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Personal Development and Leadership (PL)</p> <p>CG5.3: Develop and express respect, recognition and appreciation of others' cultures.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>DL5.5: Evaluate the quality and validity of information</p> <p>DL5.3: Ability to find and utilise digital content.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<ol style="list-style-type: none"> 3. Using information from the internet, learners discuss the factors that led to the overthrow of civilian regimes. 4. In small group discussions, learners examine the impacts of military rule in Ghana. 	<p>DL5.6: Preparedness to make better decisions using available information</p> <p>DL5.5: Evaluate the quality and validity of the information.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL6.7: Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and backgrounds of others.</p> <p>CP 5.7: Provide new insight into a controversial situation or task.</p>
<p>JHS 2.6.3.2 Demonstrate knowledge and understanding of the main developments leading to the First and Second Republics.</p>	<p>JHS 2.6.3.2.1 Explain how the First Republic came into being.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using the thought shower strategy, learners explain the term Republic. 2. Learners research how the First Republic was established Using the Internet, print media and oral sources. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CC8.4: Anticipate different responses from the audience and plan for them.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>DL5.3: Ability to find and utilise digital content</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. In groups, learners identify the main features of the 1960 Constitution of the First Republic, such as the introduction of a presidential system of government.</p> <p>4. learners identify the major achievements under the First Republic using think-pair-share.</p>	<p>DL5.1: Ability to ascertain when information is needed and identify, locate, evaluate and effectively use it to solve a problem.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage their contributions.</p> <p>CC7.1: Identify words or sentences in context appropriately.</p> <p>CC9.8: Demonstrate an awareness of team dynamics and work to minimise conflicts in the team.</p> <p>CC7.5: Identify and analyse different points of view of the speaker.</p>
	<p>JHS 2.5.3.2.2 Explain how the Second Republic came into being</p> <p>Exemplars:</p> <p>1. Using a resource person or documentaries, learners recount the events that led to the formation of the Second Republic, e.g., the National Civic Education etc.</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Personal Development and Leadership (PI)</p> <p>DL5.6: Preparedness to make better decisions using available information.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CC7.5: Identify and analyse different points of view of the speaker.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. In small groups, learners describe the main features of the 1969 Constitution of the Second Republic, such as the creation of the office of the Prime Minister.</p> <p>3. Using build on what others say strategy, learners examine the major achievements under the Second Republic.</p>	<p>PL6.7: Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and backgrounds of others.</p> <p>CC7.1: Identify words or sentences in context appropriately.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

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STRAND 3: LAW AND ORDER IN THE GHANAIAN SOCIETY

SUB-STRAND 1: CITIZENSHIP AND HUMAN RIGHTS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.3.1.1 Exhibit knowledge and understanding of human rights and responsibilities of a citizen.</p>	<p>JHS 2.3.1.1.1. Examine the importance of human rights and responsibilities in the Ghanaian society.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using think-group-share, learners discuss the concepts of human rights and responsibilities. Learners use the internet to search and discuss the United Nations Declaration on Human Rights. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.5: Effectively evaluate the success of solutions used to solve a complex problem.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>DL5.6: Preparedness to make better decisions using available information.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. Engage learners in question-and-answer drills to identify human rights enshrined in the 1992 constitution and their importance.</p> <p>4. Using the fishbowl strategy, learners identify the rights and responsibilities of people in Ghana.</p> <p>5. Learners undertake a project in the community on human rights and how to safeguard them (collect data on human rights issues in the community).</p>	<p>CP 5.5: Effectively evaluate the success of solutions used to solve a complex problem.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CP 6.2: Ability to explain plans for attaining goals.</p>

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STRAND 3: LAW AND ORDER IN THE GHANAIAN SOCIETY

SUB-STRAND 2: CONFLICT, PEACE AND SECURITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.3.2.1 Demonstrate understanding of the causes and consequences of wars and conflicts</p>	<p>JHS 2.3.2.1.1 Use historical narratives to investigate the causes and effects of conflicts in Ghana</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 5. In a think-pair-share activity, learners explain the meaning of conflict. 6. Learners work in mixed-ability groups to analyse the causes of inter-ethnic conflicts in pre-colonial Ghana. 7. In small groups, learners discuss the impact of inter-ethnic conflicts in the pre-colonial era. 	<p>Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem-Solving (CP)</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CG5.3: Develop and express respect, recognition and appreciation of others' cultures.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CP 5.7: Provide new insight into a controversial situation or task.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>8. In mixed-gender groups (where applicable), learners form concentric circles to discuss how groups used diplomacy and alliances to promote peace and stability.</p>	<p>CG6.3: Know the global discourse about the roles of males and females. CG6.2: Recognise resistance to global practices that are damaging to our culture.</p>
<p>JHS 2.3.2.1. Demonstrate knowledge and skills in conflict prevention and management.</p>	<p>JHS 2.3.2.1.1 Examine ways of preventing and managing conflict in the community.</p> <p>Exemplars:</p> <p>4. Using think-write-pair-share strategy, learners explain the following terms:</p> <ul style="list-style-type: none"> iii. conflict prevention iv. conflict management <p>5. In small groups, learners describe attitudes, values and strategies needed to prevent conflict in the community.</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude. CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL5.3: Ability to find and utilise digital content. CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group. CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>6. Using think-pair-share, learners assess the role of women in conflict prevention and management.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

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STRAND 4: ETHICS AND HUMAN DEVELOPMENT

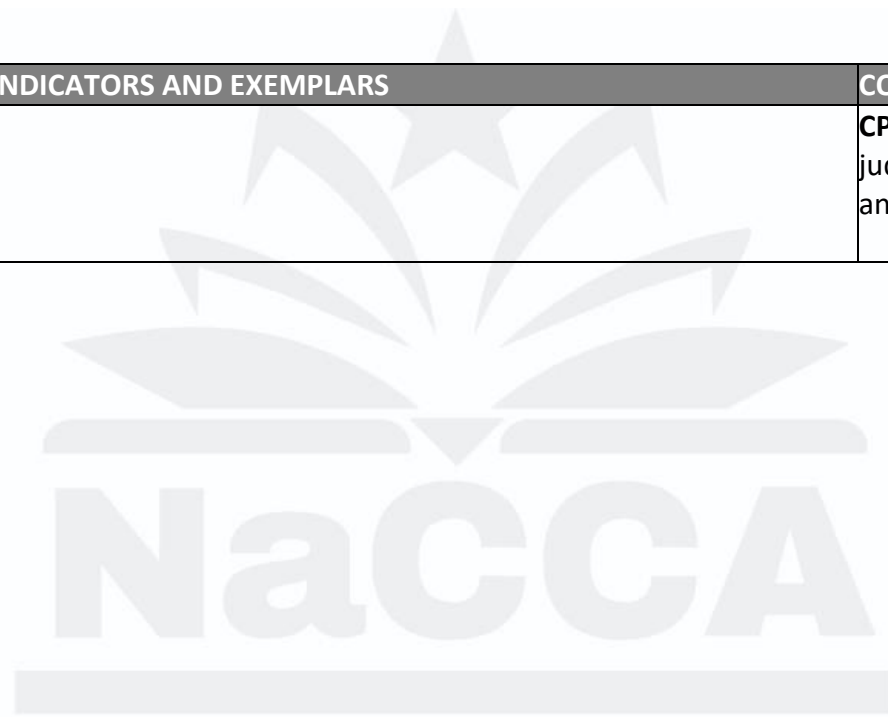
SUB-STRAND 2: POPULATION AND NATIONAL DEVELOPMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.4.2.1. Demonstrate knowledge and understanding of population growth in Ghana.</p>	<p>JHS 2.4.2.1.1 Examine the components of population growth.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using the round-robin technique, learners explain the concepts: <ol style="list-style-type: none"> i. population ii. population growth. 2. Learners use the Internet or library to search for information and discuss how the population of Ghana has changed in recent years. 3. In pairs, learners use information from previous population census to create a bar chart on district population changes. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP:5.1 Ability to combine information and ideas from several sources to conclude.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CP:5.1 Ability to combine information and ideas from several sources to conclude.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>4. Using think-group-share, learners discuss the following factors of population growth:</p> <ol style="list-style-type: none"> i. fertility ii. mortality iii. migration. <p>5. In groups, learners analyse the effects of rapid population growth on the community and the nation.</p> <p>6. Learners role-play the effects of large family size on the family.</p> <p>7. Using mind maps, learners suggest ways to minimise rapid population growth, including public education.</p>	<p>DL 5.6: Preparedness to make better decisions using information.</p> <p>CP 5.5: Effectively evaluate the success of solutions used to solve a complex problem.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CP 6.2: Ability to explain plans for attaining goals.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p>
<p>JHS 2.4.2.2 Exhibit knowledge and understanding of population structure and development in Ghana.</p>	<p>JHS 2.4.2.2.1 Analyse the population structure in Ghana and its related issues.</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using the sage in a circle strategy, learners explain population structure. 2. Using the Jigsaw strategy, learners describe the current population structure of Ghana. 3. In small groups, learners draw a bar graph representing the population structure of their school. 4. Using the onion ring strategy, learners discuss the relationship between Ghana's population structure and development. 	<p>PL6.1: Ability to serve group members effectively.</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>DL 5.6: Preparedness to make better decisions using available information.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CC 7.1: Identify words or sentences in context or appropriately.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
		<p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p>



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STRAND 3: LAW AND ORDER IN THE GHANAIAN SOCIETY

SUB-STRAND 1: CITIZENSHIP AND HUMAN RIGHTS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 2.3.1.1 Exhibit knowledge and understanding of human rights and responsibilities of a citizen.</p>	<p>JHS 2.3.1.1.1. Examine the importance of human rights and responsibilities in the Ghanaian society.</p> <p>Exemplars:</p> <p>6. Using think-group-share, learners discuss the concepts of human rights and responsibilities.</p> <p>7. Learners use the internet to search and discuss the United Nations Declaration on Human Rights.</p> <p>8. Engage learners in question-and-answer drills to identify human rights enshrined in the 1992 constitution and their importance.</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>DL5.6: Preparedness to make better decisions using available information.</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>9. Using the fishbowl strategy, learners identify the rights and responsibilities of people in Ghana.</p> <p>10. Learners undertake a project in the community on human rights and how to safeguard them (collect data on human rights issues in the community).</p>	<p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CP 6.2: Ability to explain plans for attaining goals.</p>

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JHS 3

STRAND 1: IDENTITY, SIGNIFICANCE AND PURPOSE

SUB-STRAND 2: SOCIO-CULTURAL PRACTICES IN GHANA

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 3.1.2.1 Demonstrate knowledge and understanding of the socio-cultural practices in Ghana since the pre-colonial era.</p>	<p>JHS 3.1.2.1.1 Assess the changes and continuity in indigenous Ghanaian marriages and funeral rites.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. In mixed-ability groups, learners observe photographs or paintings and short videos depicting different Ghanaian marriage rites from various ethnic groups and analyse the images discussing: <ul style="list-style-type: none"> - <i>Symbols and objects used in marriage rites</i> - <i>Facial expressions and body language of participants</i> - <i>The overall atmosphere and mood conveyed</i> 	<p>Communication and Collaboration (CC), Critical Thinking and Problem-Solving (CP), Digital Literacy (DL), Personal Development and Leadership (PL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CC9.7: Effectively perform multiple roles within the group.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>- <i>What the images tell us about the purpose and significance of marriage rites</i></p> <p>2. Learners form concentric circles to discuss the significance of funeral rites and how it has changed over time.</p>	<p>CC8.5: Vary the level of detail and the language used when presenting to make it appropriate to the audience.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>
	<p>JHS 3.1.2.1.2 Discuss the origins and purpose of selected Ghanaian festivals.</p> <p>Exemplars:</p> <p>1. Using the thought shower strategy, learners identify Ghanaian festivals and the people celebrating them.</p>	<p>Creativity and Innovation (CI), Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG), Personal Development and Leadership (PL)</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CP 5.3: Create simple logic trees to think through problems.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>2. Using a jigsaw strategy, learners research and discuss the origins of the festivals, the traditional customs and rituals associated with them and the significance of the festivals.</p> <p>3. Using the fishbowl strategy, learners discuss contemporary adaptations and changes in celebrating Ghanaian festivals today.</p> <p>4. In mixed-ability groups, learners create a large map of Ghana and mark the locations of various festivals celebrated throughout the year.</p> <ul style="list-style-type: none"> - <i>Use different symbols to represent different regions and ethnic groups on the map.</i> - <i>Add details to the map, including information about the dates, traditions, and significance of each celebration.</i> 	<p>CG5.2: Develop and exhibit the ability to defend one’s cultural beliefs, practices and norms.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CG5.2: Develop and exhibit the ability to defend one’s cultural beliefs, practices and norms.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p>

STRAND 2: ENVIRONMENT AND SUSTAINABILITY

SUB-STRAND 1: ENVIRONMENTAL ISSUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
JHS 3.2.1.1 Demonstrate understanding of energy and ways of conserving it.	<p>JHS 3.2.1.1.1. Examine ways of conserving energy.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using the thought shower strategy, learners explain the concepts: <ol style="list-style-type: none"> i. energy ii. energy conservation iii. energy sources. 2. Through the use of the internet, videos or pictures, learners identify and categorise sources of energy into renewable and non-renewable. Give examples of each. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Personal Development and Leadership (PL), Digital Literacy (DL)</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. Using fishbowl technique, learners identify the effects of irresponsible use of energy on the family, community and the nation.</p> <p>4. In small groups, learners discuss how energy conservation should be practiced in their community. (e.g., at home, school and institutions, etc).</p> <p>5. In mixed-ability groups, learners discuss the challenges of energy conservation.</p> <p>6. In small groups, learners create posters on the advantages of energy conservation to educate members of the community.</p>	<p>CP5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC7.2: Interpret correctly and respond to non-verbal communication, such as facial expressions, cues and gestures.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p>
<p>JHS 3.2.1.2 Demonstrate understanding of the significance of weather and climate to the environment.</p>	<p>JHS 3.2.1.2.1 Assess the significance of weather and climate.</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Personal Development and Leadership (PL), Digital Literacy (DL)</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using internet search, learners explain the concepts: <ol style="list-style-type: none"> i. climate ii. weather. 2. In mixed-ability groups, learners discuss the elements of weather and climate. 3. In small groups, learners identify the instruments for measuring each of the elements of weather and climate. 4. In pairs, learners create a map of Ghana indicating the different climatic zones. 5. In small groups, learners discuss the factors that affect weather and climate. 	<p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL6.7: Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and backgrounds of others.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>6. Using internet search, learners identify and discuss the effects of weather-related disasters.</p>	<p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p>



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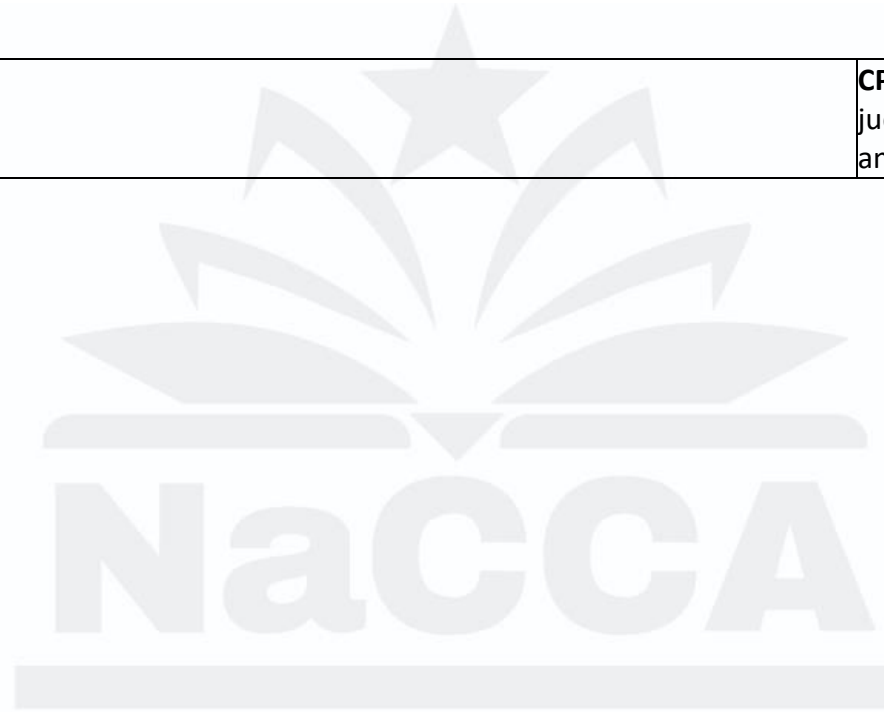
STRAND 2: ENVIRONMENT AND SUSTAINABILITY

SUB-STRAND 2: MAPPING SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 3.2.2.1 Demonstrate knowledge and skills in creating and using maps for locating places and navigation.</p>	<p>JHS 3.2.2.1.1 Examine ways of creating and interpreting maps.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Learners use the internet to search for the following: <ol style="list-style-type: none"> i. meaning of a map ii. types of maps iii. features of a map. 2. In pairs, learners create a map of the school compound, showing scale, key, and an eight-point compass (<i>North, South, East and West; North East, North West, South East, South West</i>). 3. In small groups, learners identify and describe the features of a given map. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Personal Development and Leadership (PL), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>DL5.6: Preparedness to make better decisions using available information.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>
	<p>JHS 3.2.2.1.2 Analyse ways of using maps to locate places and get directions.</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC),</p>

	<ol style="list-style-type: none"> 1. In mixed groups, learners describe how to use maps for locating places and navigation. 2. Using geo-techniques (navigation apps, GPS, Remote sensing, GIS, google earth, google maps, etc), learners locate and navigate to some important landmarks in the community. 3. Using storyboarding, learners explore the importance of maps. 4. Using the fish bowl strategy, learners discuss the challenges of map making and use in Ghana. 	<p>Personal Development and Leadership (PL), Digital Literacy (DL)</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>DL 5.3: Ability to find and utilise digital content.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.5: Ability to try new alternatives and different approaches.</p> <p>CI 6.3: Ability to select the most effective creative tools for working and preparedness to give explanations.</p> <p>PL6.7: 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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		CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument.
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STRAND 3: LAW AND ORDER IN THE GHANAIAN SOCIETY

SUB-STRAND 2: CONFLICT, PEACE AND SECURITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 3.3.2.1 Exhibit knowledge and understanding of the relevance of peace and security to national development.</p>	<p>JHS 3.3.2.1.1. Examine the relevance of peace and security to the development of Ghana.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> In pairs, learners explain the concepts of peace and security. In mixed-ability groups, learners discuss ways of promoting peace and security in the community. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Personal Development and Leadership (PL), Digital Literacy (DL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. Using the say something strategy, learners discuss the need for peace and security in Ghana.</p> <p>4. Using video/pictures, learners compare a country destroyed by conflict and another that has enjoyed peace.</p>	<p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>DL 6.3: Use digital tools to create novel things.</p>

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STRAND 5: PRODUCTION, EXCHANGE AND CREATIVITY

SUB-STRAND 3: CONSUMER RIGHTS, PROTECTION, AND RESPONSIBILITIES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 3.5.3.1 Demonstrate knowledge and understanding of consumer rights, protection and responsibilities.</p>	<p>JHS 3.5.3.1.1 Use appropriate information from the community to explore consumer rights, protection and responsibilities in Ghana</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using storytelling, video or life experiences, learners explain what consumer rights are and why they are important. 2. In mixed ability groups, learners employ document-based analysis to discuss the rights of the consumer (E.g. right to information, right to choose, right to safety, and right to redress). 	<p>Communication and Collaboration (CC), Critical Thinking (CP), Personal Development and Leadership (PL), Creativity and Innovation (CI)</p> <p>CC8.2: Explain ideas in a clear order with relevant detail using correct construction and structure of speech.</p> <p>DL 5.3: Ability to find and utilise digital content.</p> <p>PL6.7: 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> <p>CC9.2: Understand and use interpersonal skills.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goal.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>3. In small group discussion, learners discuss the responsibilities that come with consumer rights (<i>E.g. making informed choices, understanding product information, and using products responsibly</i>).</p> <p>4. In mixed ability groups, learners discuss the importance of understanding product information, including ingredients, expiration dates, and safety instructions.</p> <p>5. Learners create posters to educate members of the community about common consumer frauds and scams.</p>	<p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>PL5.3: Recognise one’s emotional state and their preparedness to apply emotional intelligence.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.5: Ability to try new alternatives and different approaches.</p> <p>CI 6.3: Ability to select the most effective creative tools for working and preparedness to give explanations.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.5: Ability to try new alternatives and different approaches.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>6. A. Through role-play and simulation, learners demonstrate practical experiences in dealing with consumer-related scenarios.</p> <p><i>OR</i></p> <p>B. Using case studies and real-life examples, learners illustrate the concept of consumer rights, protection and responsibilities.</p> <p><i>OR</i></p> <p>C. Arrange field trips to relevant places, such as markets or consumer protection agencies, to provide practical exposure to learners on the concept of consumer rights, protection and responsibilities.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.5: Ability to try new alternatives and different approaches.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CI 6.9: Interpret and apply learning in new contexts.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

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STRAND 5: PRODUCTION, EXCHANGE AND CREATIVITY

SUB-STRAND 4: THE CITIZEN AND INVESTMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 3.5.4.1 Demonstrate knowledge and understanding of Investment.</p>	<p>JHS 3.5.4.1.1 Use appropriate information from the community to explore issues on investment.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Through role play or drama, learners explain investment and why there is the need to invest. 2. In mixed-ability groups, learners discuss the difference between saving and investing. 3. A. Learners listen to an invited resource person(s), such as financial experts or entrepreneurs, to share their 	<p>Communication and Collaboration (CC), Critical Thinking (CP), Personal Development and Leadership (PI), Creativity and Innovation (CI)</p> <p>CC8.2: Explain ideas in a clear order with relevant detail using correct construction and structure of speech.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.5: Ability to try new alternatives and different approaches.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goal.</p> <p>CI 6.9: Interpret and apply learning in new contexts.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>experiences and insights on the various forms and types of investment opportunities available to citizens.</p> <p><i>OR</i></p> <p>B. Learners embark on field trips to financial institutions or businesses to get practical exposure on forms and types of investment opportunities for citizens.</p> <p><i>OR</i></p> <p>C. Learners conduct investment simulations or projects where they can practice making financial decisions and managing investments.</p> <p>4. Through small group discussions, learners explain the importance of investment in personal and national development.</p> <p>5. In small groups, learners discuss the forms of investment scams in Ghana.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.5: Ability to try new alternatives and different approaches.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards a group goal.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC8.5: Vary the level of detail and the language used when presenting to make it appropriate to the audience.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goal.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

STRAND 6: NATIONALISM AND NATIONHOOD

SUB-STRAND 3: THE REPUBLICS AND MILITARY RULE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>JHS 3.6.3.1 Demonstrate knowledge and understanding of the main developments in the Third and Fourth Republics.</p>	<p>JHS 3.6.3.1.1 Describe how the Third Republic came into being (1979-1981).</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Using the internet, print media and oral sources, learners discuss how the Third Republic was established. 2. Working in pairs, learners identify the political parties that contested in the June 1979 election and discuss the outcome. 3. Using document analysis, learners identify the main features of the Third Republican Constitution. (E.g., the prohibition of a one-party state, limitation on the influence of the armed forces and the police, etc.) 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CC7.5: Identify and analyse different points of views of speaker.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail using correct construction and structure of speech.</p> <p>CC7.1: Identify words or sentences in context appropriately.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>4. In small groups, learners prepare and present on the major achievements and setbacks under the third Republic.</p>	<p>PL6.7: interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others. CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>
	<p>JHS 3.5.3.1.2 Examine the major events that led to the emergence of the Fourth Republic.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Using the Internet, print media and oral sources, learners search for information on how the Fourth Republic was established. In small groups, learners discuss how the district assembly election were organised in later part of 1988 and early part of 1989 and its outcome. Using talk for learning strategy, learners discuss the recommendations of the committee of experts in May 1991 towards the establishment of the constitution. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Personal Development and Leadership (PI)</p> <p>DL5.6: Preparedness to make better decisions using available information DL 6.3: Use digital tools to create novel things.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail using correct construction and structure of speech. CC9.3: Understand roles during group activities.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>4. In small groups, learners identify the membership of the consultative assembly in June 1991 and the role they played towards the establishment of the 1992 constitution.</p> <p>5. In small groups, learners discuss the relevance of the 28th April 1992 referendum and its outcome.</p> <p>6. Using thought shower strategy, learners examine the relevance of the lifting of ban on politics to the establishment of the fourth Republic.</p> <p>7. In small groups, learners identify the political parties that contested in the 1992 general elections and the outcome of that election.</p>	<p>CC9.8: Demonstrate an awareness of team dynamics and work to minimise conflicts in the team.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.9: Identify and explain a confusion, uncertainty or a contradiction surrounding an event.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>
	<p>JHS 3.5.3.1.3 Assess the lessons and prospects of the Fourth Republic.</p> <p>Exemplars:</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Personal Development and Leadership (PL)</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<ol style="list-style-type: none"> 1. Using document analysis, learners discuss the features of the Fourth Republican Constitution. 2. In small groups, learners trace the sequence of governments that have ruled in the Fourth Republic and their leaders. 3. In a panel discussion, learners identify the major achievements and setbacks under the Fourth Republic. 4. In groups, learners plot a bar graph to explain the numerical changes that have taken place in the various parliaments within the fourth Republic. 	<p>PL6.7: Actively promote effective group interaction and expressing ideas and opinions in a way that is sensitive to the feelings and background of others.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>PL6.7: interaction and the expression of ideas and opinions in a way that is sensitive to others' feelings and backgrounds.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>CC7.1: Identify words or sentences in context appropriately.</p> <p>CC8.4: Anticipate different responses from the audience and plan for them.</p> <p>PL6.1: Ability to serve group members effectively.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>5. In a role-play activity, learners dramatise a mock parliament to debate on critical national issues in Ghana.</p> <p>6. In groups, learners develop proposals and implementation plans for what they can do differently to improve the Fourth Republic.</p> <p>7. Using think-pair-share, learners discuss lessons they have learned in the Fourth Republic.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to conclude.</p> <p>PL6.1: Ability to serve group members effectively.</p> <p>PL6.7: Actively promote effective group interaction and expressing ideas and opinions in a way that is sensitive to the feelings and background of others.</p> <p>CC9.3: Understand roles during group activities.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

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APPENDICES

APPENDIX 1: CORE COMPETENCIES AND SUBSKILLS OF THE COMMON CORE PROGRAMME (CCP)

1. COMMUNICATION AND COLLABORATION (CC)

JHS1-JHS3		
CC7: LISTENING	CC8: PRESENTING	CC9: TEAMWORK
CC7.1: Identify words or sentences in context appropriately	CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group	CC9.1: Demonstrate behaviour and skills of working towards group goals
CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures	CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech	CC9.2: Understand and use interpersonal skills
CC7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	CC8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	CC9.3: Understand roles during group activities
CC7.4: Identify underlying themes, implications and issues when listening	CC8.4: Anticipate different responses from the audience and plan for them	CC9.4: Help group work on relevant activities
CC7.5: Identify and analyse different points of view of speaker	CC8.5: Vary the level of detail and the language used when presenting to make it appropriate to the audience	CC9.5: Appreciate the importance of including all team members in discussions and actively encourage contributions from them
		CC9.6: Ability to work with all group members to complete a task successfully
		CC9.7: Effectively perform multiple roles within the group

		CC9.8: Demonstrate an awareness of team dynamics and work to minimise conflicts in the team
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2. CRITICAL THINKING AND PROBLEM-SOLVING (CP)

JHS1-JHS3	
CP5: CRITICAL THINKING	CP6: PROBLEM SOLVING
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion	CP 6.1: Ability to effectively define goals towards solving a problem
CP 5.2: Analyse and make distinct judgments about viewpoints expressed in an argument	CP 6.2: Ability to explain plans for attaining goals
CP 5.3: Create simple logic trees to think through problems	CP 6.3: Identify important and appropriate alternatives
CP 5.4: Generate hypothesis to help answer complex problems	CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives
CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem	CP 6.5: Ability to select alternative(s) that adequately meet selected criteria
CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation	CP 6.6: Preparedness to recognise and explain results after implementation of plans
CP 5.7: Provide new insight into controversial situation or task	CP 6.7: Implement strategies with accuracy
CP 5.8: Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	
CP 5.9: Identify and explain a confusion, uncertainty or contradiction surrounding an event	
CP 5.10: Develop and defend a logical, plausible resolution to a confusion, uncertainty or contradiction surrounding an event	

3. PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

JHS1-JHS3	
PL5: PERSONAL DEVELOPMENT	PL6: LEADERSHIP
PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations) in reacting and adjusting to novel situations	PL6.1: Ability to serve group members effectively
PL5.2: Demonstrate a sense of belongingness to a group	PL6.2: Division of tasks into solvable units and assigning group members to task units
PL5.3: Recognise one's emotional state and their preparedness to apply emotional intelligence	PL6.3: Ability to manage time effectively
PL5.4: Ability to understand one's personality traits	PL6.4: Ability to manage and resolve conflicts
PL5.5: Desire to accept one's true self and overcome weaknesses	PL6.5: Ability to monitor team members to ascertain progress
PL5.6: Ability to set and maintain personal standards and values	PL6.6: Ability to mentor peers
	PL6.7: 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
	PL6.8: Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes



4. CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

JHS1-JHS3	
CG5: CULTURAL IDENTITY	CG6: GLOBAL CITIZENSHIP
CG5.1: Show a strong sense of belongingness to one's culture	CG6.1: Understanding of influences of globalisation on traditions, languages and cultures
CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms	CG6.2: Recognise resistance to global practices that are inimical to our culture
CG5.3: Develop and express respect, recognition and appreciation of others' cultures	CG6.3: Know the global discourse about the roles of males and females
CG5.4: Develop and exhibit a sense of cultural identity	CG6.4: Exhibit a sense of nationality and global identity
CG5.5: Adjust to the demands of customs, traditions, values and attitudes of society	

5. CREATIVITY AND INNOVATION (CI)

JHS1-JHS3	

CI5: KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	CI6: REFLECTION AND EVALUATION
CI 5.1: Examine alternatives in creating new things	CI 6.1: Exhibit strong memory, intuitive thinking, and respond appropriately
CI 5.2: Ability to merge simple/complex ideas to create novel situations or things	CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used
CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	CI 6.3: Ability to select the most effective creative tools for work, and give reasons for the choice
CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges	CI 6.4: Imagining and seeing things in a different way
CI 5.5: Ability to try new alternatives and different approaches	CI 6.5: Anticipate and overcome difficulties relating to taking initiatives
CI 5.6: Understand and use analogies and metaphors	CI 6.6: Being open-minded, adapting and modifying ideas to achieve creative results
CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things	CI 6.7: Look and think about things differently and from different perspectives
	CI 6.8: Recognise and generalise information and experience; search for trends and patterns
	CI 6.9: Interpret and apply learning in new contexts
	CI 6.10: Reflect on work and explore the thinking behind thoughts and processes

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6. DIGITAL LITERACY (DL)

JHS1-JHS3	
DL5: PHOTO-VISUAL AND INFORMATION LITERACY	DL6: SOCIO-EMOTIONAL AND REPRODUCTION LITERACY
DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem	DL 6.1: Understand the sociological and emotional aspects of cyberspace
DL5.2: Ability to recognise and avoid traps in cyberspace	DL 6.2: Create a meaningful and original piece of work, or its interpretation by integrating existing information
DL5.3: Ability to find and utilise digital content	DL6.3: Use digital tools to create novel things
DL5.4: Ability to construct knowledge from a non-linear hyper-textual navigation	DL6.4: Adhere to behavioural protocols that prevail in cyberspace
DL5.5: Evaluate the quality and validity of information	DL6.5: Recognition of societal issues emanating from the use of digital technologies
DL5.6: Preparedness to make better decisions using available information	DL6.6: Knowledge and recognition of ethical use of information

Please note these inclusivity issues.

The core competencies outlined in this document must be assessed, taking into consideration learners with special needs (physical disabilities, learning disabilities, etc.). Consider using realia for visually challenged learners. A system of creating alternatives for tasks must also be adopted.

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