

SOCIAL STUDIES

CURRICULUM FOR SECONDARY
EDUCATION (SHS 1 – 3)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION



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REPUBLIC OF GHANA

SOCIAL STUDIES
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(SHS 1-3)

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**NATIONAL COUNCIL FOR
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SCOPE AND SEQUENCE

Social Studies Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS 1	LO 1	LI 1	CS 2	LO 2	LI 2	CS 3	LO 3	LI 3
1	Identity, Significance and Purpose	A Geographical and Historical Sketch of Africa	1	1	3	-	-	-	-	-	-
		Identity and National Cohesion	-	-	-	1	1	3	-	-	-
2	Environment and Sustainability	Environmental Policies and Laws in Ghana	-	-	-	-	-	-	1	1	3
		Environmental Literacy and Sustainability	-	-	-	1	1	2	-	-	-
3	Law and Order in the Ghanaian Society	Law Enforcement Mechanisms in Ghana	-	-	-	1	1	2	-	-	-
		Wars and Conflicts and their Implications	-	-	-	-	-	-	1	1	2
		Legal Frameworks	-	-	-	-	-	-	1	1	2
		Civic Ideals and Practices	1	1	4	-	-	-	-	-	-
4	Nationalism and Nationhood	European Encounter, Colonialism and Neo-Colonialism	-	-	-	1	1	3	1	1	2
		Nationalism, Citizenship and Nation-building	-	-	-	1	1	2	2	2	4
5	Ethics and Human Development	Indigenous Knowledge Systems	1	1	1	-	-	-	-	-	-
		Ethics and Human Values	1	1	2	-	-	-	1	1	2
		Civilisations of Africa	2	2	2	-	-	-	-	-	-
		Leisure and Tourism	-	-	-	1	1	2	-	-	-
		Revolutions that Changed the World	1	1	1	1	1	2	-	-	-
		The Youth and National Development	-	-	-	1	1	3	-	-	-
6	Production, Exchange and Creativity	Economic activities in Africa	1	1	1	1	1	2	-	-	-
		Entrepreneurship, Workplace Culture and Productivity	1	1	2	1	1	3	1	1	2
		Consumer Rights, Protection and Responsibilities	1	1	2	1	1	2	-	-	-
		Financial Literacy	1	1	3	1	1	2	1	1	2
		Globalisation	-	-	-	-	-	-	1	1	2
Total			11	11	21	12	12	28	10	10	21

Overall Totals (SHS 1 – 3)

Content Standards	33
Learning Outcomes	33
Learning Indicators	70

YEAR ONE

Subject **Social Studies**
Strand **I. Identity, Significance and Purpose**
Sub-Strand **I. A geographical and historical sketch of Africa**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.I.I.LO.1</p> <p>Use maps to describe key geographical features of Africa and how they shaped Africa’s ancient societies</p>	<p>Geographical Knowledge and Skills: Learners develop geographical skills as they:</p> <ul style="list-style-type: none"> ● locate and identify key geographical features of Africa on a map. ● analyse physical maps to understand variations in terrain, climate, and vegetation across different regions <p>Critical Thinking and Problem-Solving Skills: Learners develop critical thinking skills as they:</p> <ul style="list-style-type: none"> ● draw conclusions and make inferences about the relationship between geography and societal development ● analyse historical maps showing the locations of ancient settlements, trade routes, and empires in relation to geographical features ● debate potential challenges and opportunities presented by different geographical environments for early societies ● formulate hypotheses about how specific features might have influenced social organisation, political systems, and cultural practices <p>Communication & Collaboration skills: Learners develop Communication skills as they:</p> <ul style="list-style-type: none"> ● effectively communicate geographical information and analysis using maps, visuals, and written explanations ● present their findings to the class using visuals, maps, and clear explanations <p>Historical Understanding and Inquiry Skills: Learners build historical understanding as they use historical evidence to understand the lives of people in ancient African societies</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way through cross-sharing knowledge and understanding among groups and individuals will be empowered to:</p> <ul style="list-style-type: none"> ● challenge traditional narratives that exclude the perspectives of marginalised groups ● highlight gendered roles and activities by discussing how geographical features influenced the lives of women and men differently, considering access to resources, division of labour, and participation in trade and cultural practices <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge injustices and their impact on their learning ● collaborate effectively with diverse peers ● discuss the ethical implications of using maps and historical narratives to represent different groups of people

		National Values to be embedded in the relevant pedagogy: <ul style="list-style-type: none">● Tolerance● Honesty● Truthfulness● Respect● Diversity● Loyalty● Social Cohesion
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
I.1.1.CS.1	I.1.1.LI.1	I.1.1.AS.1
Demonstrate understanding of the diverse geographical features and resources of Africa and their impact on early human development	<p>Describe the major geographic features and ecosystems of Africa, e.g., rivers, deserts, mountains, coastlines, vegetations</p> <p>Interactive map exploration:</p> <ul style="list-style-type: none"> • With the aid of maps of Ghana, learners identify geographical features, e.g., rivers (Pra, Ankobra, Volta, etc.), mountains (Akwapim-Togo Range, Gambaga escarpment, etc.), vegetations (savannah, forest, coastal) • With the aid of maps of Africa, learners identify the location of major geographic features and ecosystems of Africa, e.g., rivers (Nile, Niger, Congo), deserts (Sahara, Namib, Kalahari), mountains (Kilimanjaro, Guinea and Ethiopian Highlands), coastlines, vegetation • With the aid of maps, videos or pictures, learners explore these features interactively and describe them 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	I.1.1.LI.2	I.1.1.AS.2
	<p>Analyse how geographical features and ecosystems influenced the development of agriculture, trade networks, and settlement patterns in early African societies</p> <p>Problem-based learning:</p> <ul style="list-style-type: none"> • In small groups, formulate historical questions to analyse how River valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation, enabling the cultivation of crops and supporting dense populations • Use different sources to analyse how the highlands and vegetations of Africa offered diverse agro-ecological conditions and allowed the cultivation of a variety of crops e.g., Savanna (Groundnut, millet, etc.), Forest (kola nut, oil palm tree, etc.), Coastal (coconut, oil palm tree, etc.) • Learners explore historical sources to explain how geographic features, such as rivers, coastlines, deserts, and mountains, served as natural pathways for trade networks to flourish in early African societies, e.g., the Nile River provided a vital transportation route for trade, the Sahara Desert became a vital trade route through the development of the trans-Saharan trade 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>

	<p>Talk for learning: In pairs, learners discuss how Africa’s geographical features can be exploited to enhance Africa’s development, e.g., Rivers like the Nile, Congo, and Niger can be harnessed for clean and renewable energy</p>		
	1.1.1.LI.3		1.1.1.AS.3
	<p>Analyse how climate change influenced the movements and adaptations of early African populations, such as the transition from nomadic hunter-gatherer lifestyles to settled agricultural communities</p> <p>Experiential learning:</p> <ul style="list-style-type: none"> • In small groups, learners research how climatic conditions that influenced the distribution of resources, adoption of different lifestyles and patterns of settlement in Africa, e.g., unpredictable rainfall and unavailability of fertile lands caused movement of people • In a jigsaw activity, learners role-play different factors that influenced the transition from hunter-gatherer lifestyles to settled agricultural communities, e.g., technological advancements, discovery of fire, population growth, climate change 		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Maps of Ghana and Africa showing different geographical features • Pictures, videos and digital maps showing different geographical features and ecosystems in Africa 	<ul style="list-style-type: none"> • Age-appropriate texts exploring the impact of geography on agriculture, trade, and settlement patterns • Documentaries and educational videos exploring specific themes like the Nile River's role in Egyptian agriculture 	<ul style="list-style-type: none"> • Interactive maps and websites with historical and physical maps allowing students to explore geographical features, trade routes, and settlement patterns across Africa.

Subject **Social Studies**
Strand **3. Law and Order in the Society**
Sub-Strand **4. Civic Ideals and Practices**

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹ , SEL ² and Shared National Values
<p>I.3.4.LO.1</p> <p>Analyse the causes and consequences of road accidents in Ghana and propose effective interventions to enhance road safety</p>	<p>Computer/ digital literacy: Learners will watch videos on the causes and impact of road accidents</p> <p>Critical Thinking and Problem-solving: Learners identify a given problem or task based on the outcome/indicator(s) of the lesson to formulate questions, collect data, analyse the data and draw conclusions</p> <p>Collaboration: Learners work in a safe/conducive environment to share ideas</p> <p>Communication: Learners share ideas/information orally during lessons, observe, listen attentively to the resource person and ask questions</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● Show respect for individuals of different backgrounds ● be sensitive to the inter-relatedness of the various spheres of life ● value and work in favour of an inclusive society <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge injustices and their impact ● collaborate effectively with diverse peers <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open-mindedness ● Commitment ● Integrity

¹ Gender Equality and Social Inclusion

² Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
I.3.4.CS.1	I.3.4.LI.1	I.3.4.AS.1
Recognise and appreciate the importance of being an informed, concerned, participatory and responsible road user in the Ghanaian society	<p>Explain the meaning and purpose of road safety in the Ghanaian society</p> <p>Experiential learning:</p> <ul style="list-style-type: none"> • Learners conduct research to explain the meaning and purpose of road safety • Learners in groups, make a class presentation of their research findings 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	I.3.4.LI.2	I.3.4.AS.2
	<p>Discuss the causes of road accidents, their socio-economic implications and how to minimise road accidents in Ghana</p> <p>Talk for Learning: Invite a resource person (e.g., from the National Road Safety Authority [NRSA] / Motor Traffic and Transport Department [MTTD] of the Ghana police service) to give a talk on the causes and implications of road accidents</p> <p>Experiential learning: Learners watch or observe videos/pictures of cases of road accidents and discuss their causes and implications</p> <p>Project-based learning: Learners prepare oral or written presentations on ways of minimising road accidents in Ghana</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	I.3.4.LI.3	I.3.4.AS.3
<p>Describe road signs and markings and their implications for road safety in Ghana</p> <p>Experiential Learning: Search for materials (documentaries, videos, pictures) on road signs and markings and discuss their meanings</p> <p>Collaborative learning: In mixed-ability groups, learners discuss the implications of road signs and markings for their safety as road users</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p>	

			Level 4 Extended critical thinking and reasoning
	1.3.4.LI.4		1.3.4.AS.4
	<p>Discuss the institutions responsible for maintaining road safety, the challenges they face and how these challenges can be addressed</p> <p>Initiating Talk for Learning: Learners, in groups, identify the institutions responsible for the maintenance of road safety in the Ghanaian society</p> <p>Project-based learning: In differentiated task groups, learners research into the challenges confronting the institutions responsible for maintaining road safety</p> <p>Collaborative learning: In pairs, learners discuss how to address the challenges facing institutions responsible for maintaining road safety to make them effective</p>		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Internet access • Computer 	<ul style="list-style-type: none"> • Phones • Standard textbooks 	<ul style="list-style-type: none"> • Projectors • Video clips on cases of road accidents

Subject **Social Studies**
Strand **5. Ethics and Human Development**
Sub-Strand **1. Indigenous Knowledge Systems**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³ , SEL ⁴ and Shared National Values
<p>1.5.1.LO.1</p> <p>Use historical sources to investigate the development and impact of indigenous technological advancements in Africa</p>	<p>Critical Thinking & Problem-Solving: Learners:</p> <ul style="list-style-type: none"> ● critically evaluate diverse sources like written documents, artefacts, oral traditions, and archaeological evidence to understand indigenous technologies ● consider the challenges faced by African societies and evaluate how existing technologies addressed them, or imagine solutions based on historical understanding <p>Communication & Collaboration: Learners:</p> <ul style="list-style-type: none"> ● communicate and collaborate with peers to research, analyse, and present findings on indigenous technologies ● create presentations, reports, or multimedia projects to share information effectively with diverse audiences <p>Creativity & Innovation: Learners:</p> <ul style="list-style-type: none"> ● consider how principles or components of historical technologies could be relevant to solving contemporary challenges ● propose creative solutions or interpretations based on historical evidence and understanding <p>Information Literacy & Digital Fluency: Learners integrate digital tools for research, communication, and presentation of findings.</p> <p>Global Citizenship & Responsibility: Learners share knowledge and appreciation of indigenous technologies with others to foster understanding and global citizenship.</p>	<p>GESI: Learners :</p> <ul style="list-style-type: none"> ● highlight the contributions of marginalized groups in developing and utilizing these technologies ● create a safe and inclusive space where all learners feel comfortable sharing their thoughts and perspectives <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● recognise personal biases ● develop strategies to manage strong emotions that may arise during discussions <p>National Values:</p> <ul style="list-style-type: none"> ● Patriotism ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity ● Diligence ● Solidarity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
1.5.1.CS.1	1.5.1.LI.1		1.5.1.AS.1
<p>Demonstrate understanding of indigenous technological advancement and its impact on African societies</p>	<p>Investigate the impact of indigenous technologies, such as metalworking, irrigation systems, and transportation, in ancient Africa</p> <p>Technology-enhanced learning:</p> <ul style="list-style-type: none"> • Learners create multimedia presentations on how the presence of copper, iron ore, and gold deposits across Africa stimulated the development of metalworking skills in various regions • Learners watch documentaries on how early African societies mastered techniques for smelting, forging, and shaping metals, creating tools, weapons, ornaments, and other objects that enhanced their daily activities <p>Collaborative learning:</p> <ul style="list-style-type: none"> • In small groups, learners discuss how rainfall and the availability of water bodies shaped the advancement of irrigation systems in parts of Africa, e.g., the invention of the Shaduf in ancient Egypt • Use primary sources to explore how early African societies utilized various modes of transportation, e.g., canoes and boats for navigating waterways, camels for traversing deserts, and carts and wagons for transporting goods and people over land <p>Project-based learning: In a jigsaw activity, learners discuss how indigenous technology can be blended with modern technologies to serve as a unique tool for solving problems in the community</p>		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Computers/Laptops • Audio devices • Stationery 	<ul style="list-style-type: none"> • Documentary on how early African societies mastered techniques in indigenous technologies • Pictures of irrigation methods 	<ul style="list-style-type: none"> • Pictures/Videos of the Shaduf • Pictures of artefacts produced from metalworking • Pictures/videos on modes of transportation in ancient Africa

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Subject **Social Studies**
Strand **5. Ethics and Human Development**
Sub-Strand **2. Ethics and Human Values**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁵ , SEL ⁶ and Shared National Values
<p>1.5.2.LO.1</p> <p>Discuss the relevance of ethics and ethical behaviour in the development of the individual and society</p>	<p>Leadership: Learners take up leadership roles in class, school and in their communities</p> <p>Communication and Collaboration: Learners:</p> <ul style="list-style-type: none"> ● communicate to enhance teamwork ● share ideas confidently and ethically ● learn from others and understand their perspectives <p>Critical Thinking and Problem-solving: Learners think deeply on the ethics and ethical behaviour in the Ghanaian context and share their views with their peers</p>	<p>GESI: Learners will be encouraged to:</p> <ul style="list-style-type: none"> ● respect the views of individuals of different backgrounds ● value and work in favour of an inclusive society ● identify injustice in society and advocate for change <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● recognise personal biases ● develop strategies to manage strong emotions that may arise during discussions <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open-mindedness ● Patience ● Commitment ● Hard work and integrity

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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
1.5.2.CS.1	1.5.2.LI.1		1.5.2.AS.1
Appreciate the need for ethics and ethical behaviour in the Ghanaian society	<p>Examine the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society</p> <p>Initiating Talk for Learning & Talk for Learning:</p> <ul style="list-style-type: none"> • Through thought shower, learners share ideas on the meanings of ethics and ethical behaviour and give examples • In groups, learners discuss the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society <p>Play-based learning: In groups, learners role-play the lessons learned from stories embedded with ethical issues (e.g., Ananse stories)</p>		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	<p>1.5.2.LI.2</p> <p>Analyse the consequences of unethical behaviour</p> <p>Experiential Learning: Through role-play, learners enact a scenario that concludes with the statement, "<i>Had I known is always at last</i>"</p> <p>Collaborative Learning: In pairs, learners discuss the consequences of unethical behaviour and make a presentation</p>		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Stationery • Smartphone/Tablets 	<ul style="list-style-type: none"> • Folktales 	<ul style="list-style-type: none"> • Standard textbooks

Subject **Social Studies**
Strand **5. Ethics and Human Development**
Sub-Strand **3. Civilisations of Africa**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁷ , SEL ⁸ and Shared National Values
<p>I.5.3.LO.1</p> <p>Use historical sources to analyse the common features of Ancient African civilisations</p>	<p>Critical Thinking & Problem-Solving: Learners:</p> <ul style="list-style-type: none"> critically evaluate and compare different historical sources to understand common features of ancient African civilisations analyse historical information to identify common features across different civilisations, considering factors like political structures, social organisation, religion, economic systems, and cultural practices <p>Communication & Collaboration: Learners:</p> <ul style="list-style-type: none"> work effectively in teams to research, analyse, and debate various features of ancient African civilisations clearly communicate findings and interpretations through presentations, discussions, and written work, using historical evidence to support claims <p>Creativity & Innovation: Learners</p> <ul style="list-style-type: none"> utilize creative methods like mind maps, timelines, or visual models to represent and analyse common features across different civilisations draw inferences and create narratives based on historical evidence to understand daily life and experiences in ancient African civilisations <p>Information and Digital Literacy: Learners critically assess the accuracy, bias, and context of digital information related to ancient African civilisations</p> <p>Global Citizenship & Responsibility: Learners critically analyse and challenge Eurocentric narratives that may misrepresent or downplay the achievements of ancient African civilisations</p>	<p>GESI: Learners will be encouraged to:</p> <ul style="list-style-type: none"> highlight the diverse roles men and women played in leadership, trade, religion, and society use gender-neutral terms where appropriate and acknowledge the fluidity of gender roles in some societies select sources that reflect the experiences of marginalized groups <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> recognize personal biases cultivate a classroom environment where diverse viewpoints are heard and respected <p>National Values:</p> <ul style="list-style-type: none"> Patriotism and National Awareness Honesty and Integrity Adaptability and Resilience Respect and Diversity Open-mindedness National Cohesion

I.5.3.LO.2		
<p>Trace the origins, rise and fall of empires in Western Sudan using historical sources</p>	<p>Critical Thinking & Problem-Solving: Learners critically evaluate and compare diverse historical sources to understand the origins, rise, organisation, and fall of Western Sudanese empires</p> <p>Communication & Collaboration: Learners work effectively in teams to research, analyse, and debate different aspects of Western Sudanese empires</p> <p>Creativity & Innovation: Learners utilize creative methods like timelines, maps, or simulations to represent the rise, organisation, and fall of Western Sudanese empires</p> <p>Information and Digital Literacy: Learners critically assess the accuracy, bias, and context of digital information related to Western Sudanese empires</p> <p>Global Citizenship & Responsibility: Learners critically analyse narratives that may misrepresent or downplay the achievements of Western Sudanese empires</p>	<p>GESI: Learners will:</p> <ul style="list-style-type: none"> ● be mindful of how Western historical perspectives might have marginalized certain groups or downplayed their contributions ● question simplistic narratives and consider the complexities of historical events from diverse perspectives <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● explore their own identities and how they might connect to the history of Western Sudan ● practice respectful dialogue and appreciation for diverse viewpoints <p>National Values:</p> <ul style="list-style-type: none"> ● Patriotism ● Adaptability and Resilience ● Respect and Diversity ● Open-mindedness ● National Cohesion ● Responsibility and Integrity

⁷ Gender Equality and Social Inclusion

⁸ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
I.5.3.CS.1	I.5.3.LI.1	I.5.3.AS.1
<p>Demonstrate understanding of the common features of Ancient African civilisations</p>	<p>Discuss the common features of ancient African civilisations</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> ● In small groups, learners discuss common political features of ancient African civilisations, e.g., <i>centralisation of political power, divine status of kings, bureaucracy, council of elders, military base</i> ● Learners form concentric circles to discuss common social features of ancient African civilisations, e.g., <i>the existence of complex social hierarchies, strong communal bonds</i> <p>Experiential learning:</p> <ul style="list-style-type: none"> ● Learners watch and discuss documentaries on common economic systems of ancient African civilisations, e.g., <i>unique agricultural techniques, diversified economies, and craft specialisation</i> ● In small groups, learners observe pictures and watch documentaries on common intellectual and scientific advancements of ancient African civilisations, e.g., <i>development of writing skills, calendar system, record keeping, preserving bodies (mummification), invention of the Shaduf</i> ● Learners embark on Virtual Field Trips (VFTs) and discuss common arts, architectural and religious features of ancient African civilisations, e.g., <i>belief systems, construction of pyramids and obelisks, paintings</i> <p><i>NB: Teachers describe scenes of documentaries and pictures on the common features of African civilisation to learners with visual and hearing impairment</i></p> <p>Collaborative learning: In mixed-ability groups, learners analyse how common features from ancient civilisations might have influenced or are reflected in contemporary African societies and cultures</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
I.5.3.CS.2	I.5.3.LI.1	I.5.3.AS.1
<p>Demonstrate knowledge and understanding of the rise and fall of major</p>	<p>Examine the origins, rise and fall of empires in the Western Sudanese region of Africa</p> <p>Collaborative learning:</p>	<p>Level 1 Recall</p>

<p>empires that existed in the Western Sudanese region of Africa</p>	<ul style="list-style-type: none"> • In a jigsaw activity, learners trace the origins of the ancient empires of Ghana, Mali, Songhai, and Kanem Bornu • In small groups, learners develop chronological timelines to show the origin of the empires of Western Sudanese States <p>Project-based learning: Learners explore sources to analyse the factors that led to the rise and spread of the Western Sudanese States, e.g., <i>leadership, role of religion, strategic location</i></p> <p>Cooperative learning: In a graffiti wall activity, learners discuss factors that led to the fall and eventual collapse of the Western Sudanese States</p> <p>Project-based learning: In a jigsaw activity, learners create charts, timelines and simulations on how the legacies of Western Sudanese empires are reflected in contemporary societies</p>			<p>Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Ancient map of Africa showing the Western Sudanese States • Internet access 	<ul style="list-style-type: none"> • A chronological timeline showing the origins of the Western Sudanese States • Primary sources on the emergence of the Western Sudanese States 	<ul style="list-style-type: none"> • Virtual Field Trips (VFTs), on arts, architectural and religious features of ancient African civilisations • Stationery 	

Subject **Social Studies**
Strand **5. Ethics and Human Development**
Sub-Strand **5. Revolutions that Changed the World**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁹ , SEL ¹⁰ and Shared National Values
<p>I.5.5.LO.1</p> <p>Assess the impact of the Industrial Revolution of the eighteenth century on the African continent</p>	<p>Communication & Collaboration: Learners work effectively in teams to research, analyse, and debate the multifaceted impact of the Industrial Revolution on different African regions and communities</p> <p>Creativity & Innovation: Learners use creative methods like timelines, maps, or simulations to depict the changing dynamics of African societies due to the Industrial Revolution</p> <p>Global Citizenship & Responsibility: Learners critically analyse narratives that downplay or misrepresent the agency and experiences of African communities during the Industrial Revolution</p>	<p>GESI: Learners will:</p> <ul style="list-style-type: none"> ● acknowledge the diverse experiences of Africans during the Industrial Revolution ● be mindful of how Western historical perspectives might have marginalized certain groups or downplayed their contributions ● avoid perpetuating stereotypes about Africa or its people <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● consider the experiences of people from different backgrounds during the industrial revolutions ● cultivate a classroom environment where diverse viewpoints are heard and respected <p>National Values:</p> <ul style="list-style-type: none"> ● Adaptability and Resilience ● Respect and Diversity ● Open-mindedness ● National Cohesion ● Responsibility and Integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
I.5.5.CS.I	I.5.5.LI.I		I.5.5.AS.I
Demonstrate knowledge and understanding of the industrial revolution of the eighteenth century and its impact on the African continent	<p>Analyse the origin, the characteristics and impact of the Industrial Revolution on the African continent</p> <p>Initiating talk for learning: Learners form concentric circles to discuss the meaning and historical context of “Industrial Revolutions”</p> <p>Technology-enhanced learning: Using interactive maps, learners identify and examine the major centres of the Industrial Revolution and the factors that contributed to the spread of industrialisation in Africa</p> <p>Project-based learning: In a jigsaw strategy, learners evaluate the impact of the Industrial Revolution on global trade, transportation, and communication systems, recognising both the opportunities and challenges it presented for Africa’s development</p>		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Interactive maps/ World Map/ Globe 	<ul style="list-style-type: none"> ● Internet access ● Stationery 	<ul style="list-style-type: none"> ● Pictures or videos showing the impact of Industrial Revolution on different sectors

⁹ Gender Equality and Social Inclusion

¹⁰ Socio-Emotional Learning

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **1. Economic activities in Africa**

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹¹ , SEL ¹² and Shared National Values
<p>1.6.1.LO.1</p> <p>Use historical sources to analyse earliest domestic and external forms of trade in Africa</p>	<p>Critical Thinking & Problem-Solving: Learners:</p> <ul style="list-style-type: none"> ● analyse complex trade dynamics, considering cultural motivations, political pressures, and environmental factors ● propose solutions to address historical injustices or propose alternative trade models <p>Global Collaboration & Awareness: Learners:</p> <ul style="list-style-type: none"> ● recognise the interconnectedness of past trade networks and their influence on today's globalised world ● collaborate with international peers to explore shared historical narratives and perspectives 	<p>GESI: Learners:</p> <ul style="list-style-type: none"> ● highlight the roles of marginalized groups in trade ● use inclusive language and imagery <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● foster empathy for the diverse individuals and communities involved in the trade ● appreciate the diversity of trading practices and traditions across Africa <p>National Values:</p> <ul style="list-style-type: none"> ● Respect and Diversity ● Open-mindedness ● National Cohesion ● Responsibility and Integrity ● Equity ● Accountability

¹¹ Gender Equality and Social Inclusion

¹² Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
1.6.1CS.1	1.6.1.LI.1		1.6.1.AS.1
Demonstrate knowledge and understanding of earliest domestic and external forms of trade in Africa	<p>Examine the origin and development of earliest domestic and external forms of trade in Africa</p> <p>Talk for learning: In a think-pair share activity, learners discuss the nature of trade in pre-colonial Africa, e.g., the <i>forms of exchanges (barter), adoption of different legal tenders, items of trade</i></p> <p>Problem-based learning: Learners form hypothesis to examine domestic/internal trade and external/long-distance trade that existed in pre-colonial Africa</p> <p>Cooperative learning: In a fishbowl activity, learners discuss the reasons for the emergence of the Trans- Saharan trade</p> <p>Technology-enhanced learning:</p> <ul style="list-style-type: none"> ● In mixed-ability groups, learners create multimedia presentations on the effects of the Trans-Saharan Trade on African kingdoms ● Learners research on the factors responsible for the decline of the Trans-Saharan Trade <p>Collaborative learning:</p> <ul style="list-style-type: none"> ● In mixed-ability groups, learners discuss the legacies of early African trade on contemporary issues like fair trade and economic justice ● In small groups, learners develop charts showing advocacy skills to promote responsible and equitable trade practices 		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Pictures/documentaries showing the nature of trade in pre-colonial Africa 	<ul style="list-style-type: none"> ● Pictures of different forms of early currencies such as cowry, gold dust, gold bars, etc. 	<ul style="list-style-type: none"> ● Internet access ● Stationery ● Computer/Laptop, Projector

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **2. Entrepreneurship, Workplace Culture and Productivity**

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹³ , SEL ¹⁴ and Shared National Values
<p>1.6.2.LO.1</p> <p>Analyse the importance of entrepreneurship and its relationship with self-employment</p>	<p>Entrepreneurial Knowledge and Skills: Learners:</p> <ul style="list-style-type: none"> ● develop knowledge in linking self-employment to entrepreneurship ● acquire knowledge of the importance of entrepreneurship to their personal development <p>Critical Thinking and Problem-Solving Skills: Learners develop critical thinking skills as they:</p> <ul style="list-style-type: none"> ● identify the differences and similarities between self-employment and entrepreneurship ● analyse the importance of entrepreneurship to their personal development <p>Communication & Collaboration skills: Learners develop Collaborative and Communication skills as they:</p> <ul style="list-style-type: none"> ● effectively communicate the link between self-employment and entrepreneurship ● apply the importance of entrepreneurship to their personal development 	<p>GESI: Learners will be encouraged to:</p> <ul style="list-style-type: none"> ● promote awareness of the different economic backgrounds in Ghana ● challenge traditional gendered roles and activities by discussing how entrepreneurship influences the lives of females and males differently <p>SEL: Through different learning experiences and exposure, learners: acknowledge the importance of personal development</p> <p>National Values:</p> <ul style="list-style-type: none"> ● Hard work and determination ● Honesty ● Truthfulness ● Respect ● Diversity ● Accountability and Integrity

¹³ Gender Equality and Social Inclusion

¹⁴ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
1.6.2.CS.1	1.6.2.LI.1		1.6.2.AS.1
Demonstrate understanding of the importance of entrepreneurship and its relationship with self-employment	<p>Discuss the importance of entrepreneurship to personal development</p> <p>Talk for learning:</p> <ul style="list-style-type: none"> • In a think-pair-share activity, learners discuss the meaning of entrepreneur and entrepreneurship • Learners debate the advantages and disadvantages of entrepreneurship to their personal development 		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>1.6.2.LI.2</p> <p>Analyse the similarities and differences between self-employment and entrepreneurship</p> <p>Collaborative learning: In mixed-ability groups, learners analyse the similarities and differences between self-employment and entrepreneurship</p>		<p>1.6.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Stationery 	<ul style="list-style-type: none"> • Computers/ laptops 	<ul style="list-style-type: none"> • Standard textbooks

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **3. Consumer Rights, Protection and Responsibilities**

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹⁵ , SEL ¹⁶ and Shared National Values
<p>1.6.3.LO.1</p> <p>Explain the types of consumer rights and the importance of consumer protection</p>	<p>Research Skills: Learners develop research skills through finding information on consumer protection</p> <p>Digital Literacy Skills: Learners develop digital literacy skills through consumer protection as they will acquire knowledge in being mindful of personal information shared online</p> <p>Communication & Collaboration skills: Learners develop Collaborative and Communication skills as they:</p> <ul style="list-style-type: none"> ● highlight how the consumer can be protected ● effectively communicate the types of consumer rights 	<p>GESI: Learners will be encouraged to challenge traditional gendered roles and activities by discussing how consumer protection influences the lives of females and males differently</p> <p>SEL: Through different learning experiences and exposure, learners: acknowledge the importance of personal interest and the interest of others</p> <p>National Values:</p> <ul style="list-style-type: none"> ● Honesty ● Integrity ● Truthfulness ● Respect ● Diversity

¹⁵ Gender Equality and Social Inclusion

¹⁶ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
1.6.3.CS.1	1.6.3.LI.1		1.6.3.AS.1
Demonstrate understanding of the types of consumer rights and the importance of consumer protection	<p>Examine the types and relevance of consumer rights</p> <p>Cooperative learning:</p> <ul style="list-style-type: none"> ● In differentiated task groups, learners examine the various types of consumer rights ● In small groups, learners discuss the relevance of consumer rights 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	<p>1.6.3.LI.2</p> <p>Discuss the meaning, importance of consumer protection and how the consumer can be protected in Ghana</p> <p>Talk for learning:</p> <ul style="list-style-type: none"> ● In a pyramid discussion, learners explain the meaning and importance of consumer protection ● In a fishbowl activity, learners discuss ways in which a consumer can be protected, e.g., data protection, information transparency, consumer warranty, privacy protection, consumer education 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Stationery 	<ul style="list-style-type: none"> ● Computers/ laptops 	<ul style="list-style-type: none"> ● Standard textbooks

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **4. Financial Literacy**

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹⁷ , SEL ¹⁸ and Shared National Values
<p>1.6.4.LO.1</p> <p>Examine the concept of financial literacy and efficient ways of using individual and public finances and managing individual finances in ways that can ensure financial security</p>	<p>Communication and collaboration: Learners communicate effectively and share their views on the meaning of financial literacy</p> <p>Computer/ digital literacy: Learners exhibit a strong understanding of ICT and confidence in its application in financial literacy</p>	<p>GESI: Learners will be encouraged to:</p> <ul style="list-style-type: none"> ● develop respect for individuals of different backgrounds ● value and work in favour of an inclusive society <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge the importance of financial literacy <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment and hard work

¹⁷ Gender Equality and Social Inclusion

¹⁸ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
1.6.4.CS.1	1.6.4.LI.1	1.6.4.AS.1
Demonstrate understanding of the need to be financially literate and apply it in establishing a secure personal and public financial security	<p>Discuss the concept and features of financial literacy</p> <p>Group work and collaboration:</p> <ul style="list-style-type: none"> • In differentiated task groups, learners discuss the meaning of financial literacy • Learners research on the features of financial literacy and discuss findings 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	1.6.4.LI.2	1.6.4.AS.2
	<p>Examine strategies for ensuring financial security</p> <p>Problem-Based Learning: Learners research and discuss strategies (budgeting, avoiding impulse buying, saving, etc.) to ensure financial security</p> <p>Collaborative learning: In small groups, learners discuss how lack of financial planning affects individual financial security</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	1.6.4.LI.3	1.6.4.AS.3
<p>Examine ways of ensuring sustainable use of public finances</p> <p>Collaborative Learning: In pairs, learners discuss how lack of financial planning affects public financial security</p> <p>Talk for learning: Invite a resource person to give a talk on avenues for financial security</p> <p>Case Study: Learners research on cases of financial risks and present findings</p> <p>Experiential learning: Learners role-play/ dramatize scenarios on the implications of bad and prudent financial decisions</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>	

Teaching and Learning Resources	<ul style="list-style-type: none">• Stationery• Smartphone/Tablets	<ul style="list-style-type: none">• Computers/ laptops• Internet access	<ul style="list-style-type: none">• Standard textbooks• Resource person
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YEAR TWO

Subject **Social Studies**
Strand **1. Identity Significance and Purpose**
Sub-Strand **2. Identity and National Cohesion**

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹⁹ , SEL ²⁰ and Shared National Values
<p>2.1.2.LO.1</p> <p>Analyse Ghanaian values and traditions that promote national cohesion</p>	<p>Critical thinking and Problem-solving: Learners analyse diverse perspectives on traditions and values, identify potential challenges to national cohesion, and propose solutions</p> <p>Communication & Collaboration: Learners work effectively in groups, engage in respectful dialogue, and present findings clearly and concisely</p> <p>Digital Literacy: Learners research effectively using digital tools, evaluate sources critically, and present information ethically</p> <p>Creativity and Innovation: Learners think creatively about Ghanaian traditions and values, and propose innovative ways to address social issues</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● recognise and challenge biases and stereotypes that may hinder national cohesion, and promote understanding and respect for diverse groups ● become sensitive to the inter-relatedness of the various spheres of life <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge injustices and their impact ● collaborate effectively with diverse peers <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open-mindedness ● Patience ● Commitment and hard work

¹⁹ Gender Equality and Social Inclusion

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
2.1.2.CS.1	2.1.2.LI.1	2.1.2.AS.1
Demonstrate knowledge and understanding of Ghanaian values and traditions and how they promote or challenge national cohesion	<p>Discuss values and traditions that identify a Ghanaian</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> In groups, learners discuss traditional and national symbols that showcase the Ghanaian identity and values In differentiated task groups, learners discuss the similarities and differences in values and traditions across various societies in Ghana 	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.2.LI.2	1.1.1.AS.2
	<p>Examine the concept of false identity and its implications for personal development</p> <p>Talk for Learning: In small groups, learners discuss the concept of false identity and its implications for personal development</p> <p>Experiential learning: Learners role-play a scenario to deepen understanding of the challenges and opportunities in resisting false identities</p>	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.2.LI.3	2.X.3.1.AS.4
	<p>Discuss ways of promoting national cohesion in Ghana</p> <p>Experiential learning: Learners watch videos/pictures on the re-enactment of the Independence Day celebration, national durbar on cross-cultural displays, etc.</p> <p>Collaborative learning: Learners in small groups sing and reflect on patriotic songs and their relevance in promoting national cohesion</p>	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

²⁰ Socio-Emotional Learning

	Talk for Learning: Learners role-play scenarios on how to promote national cohesion in Ghana			
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Stationery ● Smart Phones/Tablets/iPad 	<ul style="list-style-type: none"> ● Projector ● Library facilities 	<ul style="list-style-type: none"> ● Computers with internet access ● Standard textbooks 	

Subject **Social Studies**
Strand **3. Environment**
Sub-Strand **2. Environmental Literacy and Sustainability**

Learning Outcomes	21 st Century Skills and Competencies	GESI ²¹ , SEL ²² and Shared National Values
<p>2.3.2.LO.1</p> <p>Analyse the interdependent relationship between humans and the physical environment and ways of developing a sense of responsibility towards the environment</p>	<p>Critical thinking and Problem-solving: Learners analyse how human activities impact the environment, identify environmental challenges, and propose solutions grounded in scientific understanding</p> <p>Communication & Collaboration: Learners work effectively in groups to design and implement projects that address environmental issues, communicating effectively with diverse stakeholders</p> <p>Digital Literacy: Learners research on environmental issues using digital tools, critically evaluate sources, and communicate findings ethically and effectively</p> <p>Creativity and Innovation: Learners think creatively about solutions to environmental challenges, drawing on diverse knowledge and perspectives</p> <p>Global citizenship and intercultural understanding: Learners recognise the global interconnectedness of environmental issues, understand the impact of environmental degradation on different communities, and promote sustainable practices for the benefit of all</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● recognise and analyse how environmental issues impact different genders differently, considering access to resources, traditional roles, and potential vulnerability ● understand the environmental concerns of marginalised communities and how they are disproportionately affected, emphasizing the need for inclusive solutions ● promote environmental practices that prioritize ecological justice and ensure equitable access to resources and benefits for all <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge injustices and their impact ● collaborate effectively with diverse peers <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness

		<ul style="list-style-type: none">● Open-mindedness● Patience● Commitment and hard work
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²¹ Gender Equality and Social Inclusion

²² Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
2.3.2.CS.1	2.3.2.LI.1		2.3.2.AS.1
Demonstrate knowledge and understanding of the interdependent relationship between humans and the physical environment and how they promote sustainable development	<p>Examine the relationship between humans and the physical environment and how they promote sustainable development</p> <p>Talk for Learning: In pairs, learners explain the concepts of physical environment and sustainable development</p> <p>Initiating Talk for Learning:</p> <ul style="list-style-type: none"> ● In differentiated task groups, learners conduct research on the relationship between humans and the physical environment for class discussion ● In small groups, learners explain how the relationship between humans and the physical environment can promote sustainable development 		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	2.3.2.LI.2		2.3.2.AS.2
	<p>Examine ways of developing a sense of responsibility among the youth towards the physical environment with emphasis on environmental sanitation</p> <p>Problem-based learning: In small groups, learners identify an environmental problem within the school or community and investigate the source(s) of the problem, its effects, and measures to address the problem and share their findings</p> <p>Experiential Learning: Learners watch a documentary on some environmental issues in Ghana and discuss how they feel about the damage to the physical environment</p> <p>Project-based learning: Learners design posters to be used in educating the community on a sense of responsibility towards the physical environment</p>		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Library facilities ● Standard textbooks 	<ul style="list-style-type: none"> ● Stationery ● Projector 	<ul style="list-style-type: none"> ● Smart Phones/Tablets/iPad ● Computers with internet access

Subject **Social Studies**
Strand **3. Law and Order in the Society**
Sub-Strand **1. Law Enforcement Mechanisms in Ghana**

Learning Outcomes	21 st Century Skills and Competencies	GESI ²³ , SEL ²⁴ and Shared National Values
<p>2.3.1.LO.1</p> <p>Analyse the need for the existence of law enforcement institutions and mechanisms in Ghana</p>	<p>Communication & Collaboration: Learners engage in respectful dialogue about complex issues surrounding law enforcement, collaborate effectively with diverse groups, and communicate findings in a clear and concise manner</p> <p>Digital Literacy: Learners critically evaluate information from various sources (academic research, media reports, government documents) regarding law enforcement in Ghana, using digital tools effectively</p> <p>Civic Engagement and Global Citizenship: Learners develop an understanding of the role of law enforcement in a democratic society, analyse its impact on human rights and social justice, and engage constructively in civic discourse</p> <p>Intercultural Understanding and Perspective-taking: Learners consider diverse perspectives on law enforcement from different communities and social groups within Ghana, promoting empathy and understanding</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● analyse how law enforcement practices and policies impact different genders differently, considering issues like representation, access to justice, and potential vulnerabilities ● identify and challenge biases within law enforcement systems that may disproportionately affect marginalised communities, advocating for inclusive practices and equitable access to justice <p>SEL: As learners effectively communicate during class discussions, they:</p> <ul style="list-style-type: none"> ● build good social relationships through working together in groups and with partners ● develop sympathy and empathy for other individuals through group works <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Courage ● Confidence

		• Teamwork
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²³ Gender Equality and Social Inclusion

²⁴ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
2.3.1.CS.1	2.3.1.LI.1	2.3.1.AS.1
Demonstrate knowledge and understanding of law enforcement in Ghana	<p>Discuss the institutions mandated to enforce law and order in the Ghanaian society and how their functions help to maintain law and order</p> <p>Build on what others say: In a thought-shower session, learners explain the meaning of constitution, law and order, and rule of law</p> <p>Talk for Learning: In pairs, learners discuss why there is the need to obey school rules and regulations</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> ● In mixed-ability groups, learners discuss how the constitution and rule of law can be used in maintaining law and order in Ghana ● Learners examine the functions of institutions responsible for the enforcement of law and order in the Ghanaian society <p>Experiential Learning: Learners embark on a field trip to a nearby institution that enforces law and order, interact and document activities for presentation in class OR learners watch documentaries on activities of institutions responsible for law enforcement in the Ghanaian society and discuss their functions in small groups</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	2.3.1.LI.2	2.3.1.AS.2
	<p>Examine the challenges of law enforcement in Ghana and how these challenges can be addressed</p> <p>Collaborative learning: In a think-pair-share activity, learners discuss the challenges of law enforcement in the Ghanaian society, e.g., political interference, bribery and corruption, lack of education</p> <p>Problem-based learning: In small groups, learners suggest innovative measures to deal with the identified challenges of law enforcement in the Ghanaian society</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

Teaching and Learning Resources	<ul style="list-style-type: none">• Standard textbooks• Resource person	<ul style="list-style-type: none">• Stationery	<ul style="list-style-type: none">• Documentaries on activities of institutions that enforce law and order in Ghana
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Subject **Social Studies**
Strand **4. Nationalism and Nationhood**
Sub-Strand **1. European Encounter, Colonialism and Neo-Colonialism**

Learning Outcomes	21 st Century Skills and Competencies	GESI ²⁵ , SEL ²⁶ and Shared National Values
<p>2.4.1.LO.1</p> <p>Evaluate the historical narratives surrounding European exploration and colonialism, highlighting the perspectives of the African people</p>	<p>Critical Thinking & Problem-Solving: Learners:</p> <ul style="list-style-type: none"> ● analyse primary and secondary sources by reading, interpreting, and comparing diverse types of evidence (written, visual, oral) to identify bias, limitations, and different perspectives ● evaluate historical narratives by questioning accepted narratives, considering counter-arguments, and forming independent conclusions based on evidence <p>Communication & Collaboration: Learners:</p> <ul style="list-style-type: none"> ● engage in respectful dialogue by listening to and discussing diverse perspectives on exploration and colonialism with empathy and understanding ● collaboratively build knowledge by sharing research findings, engaging in constructive debate, and co-creating new understandings of the past <p>Digital Literacy: Learners leverage digital tools for analysis by employing multimedia tools (e.g., mapping software, timelines, data visualisation) to analyse historical data and present findings effectively</p> <p>Creativity & Innovation: Learners develop alternative narratives by creating new interpretations of historical events by incorporating African perspectives and voices often marginalized in traditional narratives</p> <p>Global Citizenship & Intercultural Understanding: Learners:</p> <ul style="list-style-type: none"> ● analyse how historical narratives have been shaped by Western perspectives and consider the limitations of this approach 	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● use gender-neutral language and pronouns when possible ● recognise and challenge the ways in which colonialism reinforced existing social inequalities within African societies, promoting understanding of the diverse experiences of different groups <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● consider the human cost of exploration and colonialism on African communities ● reflect on their own cultural biases and assumptions about Africa and colonialism <p>National Values:</p> <ul style="list-style-type: none"> ● Reconciliation ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity ● Diligence

	<ul style="list-style-type: none">• recognise the richness and complexity of African cultures and societies before, during, and after colonialism	<ul style="list-style-type: none">• Solidarity
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²⁵ Gender Equality and Social Inclusion

²⁶ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
2.4.1.CS.1	2.4.1.LI.1	2.4.1.AS.1
Demonstrate understanding of European encounter and colonialism in Africa, recognising the limitations and biases inherent in traditional Eurocentric narratives	<p>Explain the motivations behind European exploration of Africa</p> <p>Project-based learning:</p> <ul style="list-style-type: none"> • With the aid of a world map, learners identify the major European powers or countries involved in the exploration of Africa and their competing interests • Create multimedia presentations on the role of technological advancements, such as caravels and navigation instruments, in facilitating the European exploration of Africa <p>Collaborative learning: In a jigsaw activity, learners identify the economic, political, and religious factors that drove European interest in Africa</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	2.4.1.LI.2	2.4.1.AS.2
	<p>Explain the concept of the "Scramble for and Partition of Africa" and its impact on the African continent</p> <p>Technology-enhanced learning:</p> <ul style="list-style-type: none"> • With the aid of internet or library sources, learners discuss the major events leading up to the Berlin Conference of 1884-85 • With the aid of maps and documentaries, learners identify European countries that took part in the Berlin Conference of 1884-85 <p>Collaborative learning:</p> <ul style="list-style-type: none"> • In small groups, learners debate the reasons for the scramble and partition of Africa • Using primary sources, learners analyse how the scramble and partition of Africa eventually led to colonisation of some African states 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
2.4.1.LI.3	2.4.1.AS.3	
	<p>Analyse the different forms and legacies of European colonialism in Africa and propose solutions for present-day challenges arising from colonial legacies</p> <p>COOPERATIVE LEARNING:</p> <ul style="list-style-type: none"> • In a jigsaw activity, learners compare and contrast the methods of colonisation employed by different European powers, such as direct rule and indirect rule 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p>

	<ul style="list-style-type: none"> ● In mixed-ability groups, learners evaluate the economic, social, and political impact of colonialism on African societies, e.g., the exploitation of resources, the imposition of new social hierarchies <p>Collaborative learning:</p> <ul style="list-style-type: none"> ● In small groups, learners discuss the long-term impact of colonialism on contemporary African states, e.g., issues of national identity, political instability, and economic underdevelopment. ● In think-group-share, learners use real-world examples to draw connections between colonialism and its impact, and propose ways to address present-day issues arising from colonial legacy 	<p>Level 4 Extended critical thinking and reasoning</p>	
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> ● World map/globe ● Stationery ● Internet access 	<ul style="list-style-type: none"> ● Library sources ● Standard textbooks ● Computer/laptop ● Cartoons on Berlin Conference 	<ul style="list-style-type: none"> ● Audio devices ● Documentaries/pictures on Berlin Conference

Subject **Social Studies**
Strand **4. Nationalism and Nationhood**
Sub-Strand **2. Nationalism, Citizenship and Nation building**

Learning Outcomes	21 st Century Skills and Competencies	GESI ²⁷ , SEL ²⁸ and Shared National Values
<p>2.4.2.LO.1</p> <p>Analyse the origins and impact of Pan-Africanist ideals on the decolonisation process in Africa, highlighting how these ideals can be used to solve contemporary problems faced by African countries</p>	<p>Communication and Collaboration: Learners work in groups to analyse primary and secondary sources, discuss interpretations, and build collective understanding</p> <p>Critical Thinking and Problem-Solving: Learners:</p> <ul style="list-style-type: none"> ● critically evaluate the credibility and bias of historical sources, including speeches, documents, and artwork ● use evidence from sources to support their claims and interpretations of Pan-Africanism's impact on decolonisation <p>Personal Development and Leadership: Learners:</p> <ul style="list-style-type: none"> ● take the initiative in researching Pan-Africanism, seeking additional information and resources beyond assigned materials ● ask insightful questions, challenge assumptions, and develop their own informed opinions on Pan-Africanism's legacy <p>Cultural Identity and Global Citizenship: Learners recognise the diverse cultural and political contexts that shaped Pan-Africanism and decolonisation across Africa</p> <p>Creativity and Innovation: Learners propose original ideas and solutions, considering alternative perspectives on Pan-Africanism and its long-term impact</p> <p>Digital Literacy: Learners practice ethical online behaviour, citing sources appropriately and acknowledging intellectual property rights</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● use gender-neutral language and pronouns when possible ● discuss the ongoing need for inclusivity within Pan-African ideals and contemporary solutions <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● foster empathy for the diverse experiences of individuals and communities involved in the Pan-Africanism movement and its legacy ● reflect on their own cultural biases and assumptions about Pan-Africanism <p>National Values:</p> <ul style="list-style-type: none"> ● Reconciliation ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity ● Diligence ● Cooperation

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
2.4.2.CS.1	2.4.2.LI.1	2.4.2.AS.1
Demonstrate understanding of the origins and impact of Pan-Africanist ideals, highlighting how these ideals can be used to solve contemporary problems faced by African countries	<p>Analyse the origins and impact of Pan-Africanism on the growth of nationalist consciousness in Africa</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> • In a think-pair-share activity, learners explain the concept of Pan-Africanism • In pairs, learners identify images of prominent Pan-Africanists like Kwame Nkrumah, Jomo Kenyatta, W.E.B DuBois and Marcus Garvey <p>Source analysis:</p> <ul style="list-style-type: none"> • Learners explore primary sources to analyse excerpts from a Pan-Africanist speech or writing, focusing on the following questions: <ul style="list-style-type: none"> - <i>What were the main ideas expressed in the text?</i> - <i>How does the text/speech define Pan-Africanism and its goals?</i> - <i>What were the challenges facing Africa at the time?</i> - <i>How did Pan-Africanism inspire hope and action for liberation?</i> • In a jigsaw technique, learners create posters summarizing their analysis of the primary source for a gallery walk 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	2.4.2.LI.2	2.4.2.AS.2
	<p>Analyse challenges faced by African nations after decolonisation and suggest solutions informed by Pan-Africanist ideals</p> <p>Case studies:</p> <ul style="list-style-type: none"> • In jigsaw groups, learners select a case study of an African country in the post-independence era, highlighting challenges like: <ul style="list-style-type: none"> - <i>Economic dependence (e.g., cash crop economies, unfair trade agreements)</i> - <i>Political instability and conflict (e.g., ethnic tensions, military coups, civil wars)</i> 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning</p>

²⁷ Gender Equality and Social Inclusion

²⁸ Socio-Emotional Learning

	<ul style="list-style-type: none"> - <i>Social and cultural issues (e.g., poverty, health disparities, brain drain)</i> ● In the same groups, learners discuss core principles of Pan-Africanism, like unity, self-determination, and economic cooperation, highlighting how these ideals can be applied to address the identified challenges <p>Action project: In mixed-ability groups, learners develop an action project that addresses a specific post-colonial challenge in their community or region, drawing inspiration from Pan-Africanist ideals</p>	<p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> ● Pictures/documentaries about Pan-Africanists 	

Subject **Social Studies**
Strand **5. Ethics and Human Development**
Sub-Strand **4. Leisure and Tourism**

Learning Outcomes	21 st Century Skills and Competencies	GESI ²⁹ , SEL ³⁰ and Shared National Values
<p>2.5.4.LO.1</p> <p>Explore opportunities for leisure and recreation in Ghana and how leisure and recreation can contribute to individual and national development</p>	<p>Critical Thinking and Problem-Solving: Learners:</p> <ul style="list-style-type: none"> ● analyse the diverse leisure and recreation opportunities available in Ghana, considering accessibility, affordability, and cultural relevance ● identify potential challenges and propose solutions to promote wider participation <p>Communication & Collaboration: Learners work effectively in groups to research and present on different leisure and recreation options, communicating findings clearly and engagingly to diverse audiences</p> <p>Digital Literacy: Learners use digital tools effectively to research leisure and recreation options, evaluate online resources critically, and share information responsibly</p> <p>Creativity and Innovation: Learners think creatively about designing new leisure and recreation options that cater to diverse needs and interests</p> <p>Global Citizenship and Intercultural Understanding: Learners analyse how leisure and recreation reflect and shape Ghanaian culture, appreciating diverse traditions and promoting cultural exchange</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● analyse how access to leisure and recreation can differ based on gender, considering socio-cultural norms, safety concerns, and economic disparities ● advocate for inclusive and equitable participation in leisure activities ● recognise and challenge barriers that prevent marginalized communities from accessing leisure and recreation ● promote responsible leisure practices that protect the environment and cultural heritage, contributing to the sustainable development of Ghana <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● reflect on their own cultural biases and assumptions about leisure and tourism <p>National Values:</p> <ul style="list-style-type: none"> ● Patriotism ● Honesty and Integrity ● Truthfulness

		<ul style="list-style-type: none">● Respect● Diversity● Diligence● Open-mindedness
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²⁹ Gender Equality and Social Inclusion

³⁰ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
2.5.4.CS.1	2.5.4.LI.1	2.5.4.AS.1
Appreciate the relevance of leisure and recreation to personal and national development	<p>Investigate opportunities for leisure and recreation</p> <p>Initiating talk for Learning and Talk for learning:</p> <ul style="list-style-type: none"> • Through thought shower, learners explain the concepts of leisure and recreation, considering their significance for personal well-being and development • Conduct a community-based research project, visiting local leisure and recreational facilities like parks, sports centres, or cultural centres, to identify the opportunities they offer for leisure and recreation • Collaborate in small groups to present findings through a multimedia presentation, highlighting the specific opportunities for personal development that can be harnessed through engaging in leisure and recreational activities 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	2.5.4.LI.2	2.5.4.AS.2
	<p>Discuss the relevance of leisure and recreation to personal and national development</p> <p>Experiential Learning: Learners listen to an expert in the field of leisure and recreation to deliver a talk on the importance of these activities for personal development</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In small groups, learners explore and articulate the ways in which leisure and recreation contribute to personal growth, physical health, mental well-being, and social interactions • Learners conduct research using various resources to gather evidence and examples that support the significance of leisure and recreation in fostering personal development • Learners develop a personal plan for incorporating leisure and recreation into daily activities to enhance personal well-being and development <p>Talk for learning:</p> <ul style="list-style-type: none"> • In a fishbowl activity, learners discuss the economic benefits of leisure and tourism • In a case study, learners examine the economic benefits of leisure and tourism 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	Project-based learning: Engage in a project-based learning task to create a personal plan for incorporating leisure and recreational activities into daily routines		
Teaching and Learning Resources	<ul style="list-style-type: none"> • Stationery • Internet access 	<ul style="list-style-type: none"> • Smartphone/Tablet • Standard textbooks 	<ul style="list-style-type: none"> • Resource person

Subject **Social Studies**
Strand **5. Ethics and Human Development**
Sub-Strand **5. Revolutions that changed the World**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³¹ , SEL ³² and Shared National Values
<p>2.5.5.LO.1</p> <p>Analyse the evolution of scientific ideas and its impact on the world</p>	<p>Critical Thinking and Problem-Solving: Learners:</p> <ul style="list-style-type: none"> ● analyse evidence and identify fallacies by evaluating the strengths and weaknesses of historical evidence used to support scientific claims ● analyse how scientific ideas have been understood and debated over time <p>Communication & Collaboration: Learners:</p> <ul style="list-style-type: none"> ● actively participate in group discussions and debates about the evolution of scientific ideas and their impact and respectfully critique arguments and present evidence-based counterpoints ● work in teams to prepare presentations, written reports, or digital multimedia projects that clearly explain the evolution of scientific ideas and their impact on the world, using appropriate language and visuals <p>Creativity and Innovation: Learners:</p> <ul style="list-style-type: none"> ● go beyond traditional narratives and propose alternative explanations for the development and impact of scientific ideas ● explore the intersection of science with history, philosophy, ethics, or other relevant fields to gain a broader perspective <p>Digital Literacy: Learners use digital tools to present research findings in engaging and informative ways, incorporating multimedia elements like images, videos, or interactive timelines</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● acknowledge historical contributions of marginalized groups in science ● question traditional narratives of scientific discovery that may exclude diverse perspectives <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● reflect on their own biases and preconceived notions about science and history ● foster empathy and understanding of how scientific advancements throughout history have impacted marginalized groups <p>National Values:</p> <ul style="list-style-type: none"> ● Reconciliation ● Honesty and Integrity ● Truthfulness ● Diversity ● Diligence

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
2.5.5.CS.1	2.5.5.LI.1	2.5.5.AS.1
Demonstrate knowledge and understanding of the Scientific Revolution of the sixteenth century and its impact on the world	<p>Examine the major events leading to the rise of the scientific revolution in the sixteenth century</p> <p>Inquiry-based learning:</p> <ul style="list-style-type: none"> • In graffiti wall activity, learners explain the meaning and establish the historical context of the Scientific Revolution • Learners explore internet or library sources to identify and explain key figures and their contributions to the Scientific Revolution, e.g., Copernicus, Galileo Galilei, Isaac Newton, and others who challenged established beliefs and advanced scientific knowledge. NB: <i>Search for female contributors to Scientific Revolution</i> <p>Technology-enhanced learning: In a jigsaw activity, learners watch documentaries and discuss major scientific discoveries and advancements made during the Scientific Revolution in areas like astronomy, physics</p> <p>Project-based learning: In mixed-ability groups, learners create posters to explain the impact of the Scientific Revolution on the world, e.g., changes in worldview, the rise of secularism, and the development of modern technology</p>	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.5.5.LI.2	2.5.5.AS.2
	<p>Evaluate the relevance of the Scientific Revolution in shaping the modern world, considering its lasting impact</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> • In pairs, learners identify emerging scientific technologies and their role in the human society 	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning

³¹ Gender Equality and Social Inclusion

³² Socio-Emotional Learning

	<ul style="list-style-type: none"> In small groups, learners analyse contemporary ethical debates arising from scientific advancements influenced by the Scientific Revolution (e.g., artificial intelligence) 		Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	<ul style="list-style-type: none"> Stationery Internet access Standard textbooks AI technologies and software 	<ul style="list-style-type: none"> Documentaries on the scientific revolution A timeline showing major events that occurred during the scientific revolution 	<ul style="list-style-type: none"> Pictures or videos of key figures who contributed to the Scientific Revolution

Subject **Social Studies**
Strand **5. Ethics and Human Development**
Sub-Strand **6. The Youth and National Development**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³³ , SEL ³⁴ and Shared National Values
<p>2.5.6.LO.1</p> <p>Analyse the expectations of the Ghanaian youth, the challenges they face, and ways of addressing these challenges</p>	<p>Critical Thinking and Problem-Solving: Learners:</p> <ul style="list-style-type: none"> ● analyse diverse data sources (surveys, interviews, research reports) to understand the aspirations, needs, and concerns of Ghanaian youth ● identify root causes of challenges and propose evidence-based solutions <p>Communication & Collaboration: Learners work effectively in diverse groups to research, discuss, and present findings on youth expectations and challenges</p> <p>Digital Literacy: Learners use digital tools responsibly to gather information, create presentations, and engage in online discussions about youth issues</p> <p>Creativity and Innovation: Learners think creatively about solutions to address youth challenges, drawing on diverse knowledge and perspectives</p> <p>Global Citizenship and Intercultural Understanding: Learners analyse the global context of youth challenges (e.g., unemployment, climate change), considering their interconnectedness and promoting international cooperation for solutions</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● analyse how expectations and challenges differ for young men and women in Ghana, considering factors like gender roles, access to education ● advocate for solutions that promote gender equality and empower both genders <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● reflect on their own biases and preconceived notions about youth expectations and needs <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open-mindedness ● Patience ● Commitment and integrity

³³ Gender Equality and Social Inclusion

³⁴ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
2.5.6.CS.1	2.5.6.LI.1		2.5.6.AS.1
Demonstrate understanding of the expectations of the Ghanaian youth, the challenges they face, and ways of addressing these challenges	<p>Assess the expectations of the Ghanaian youth and how they can be met</p> <p>Structuring Talk for Learning:</p> <ul style="list-style-type: none"> In a panel group discussion, learners assess the expectations of the Ghanaian youth In a whole class discussion, learners explore ways through which the expectations of the Ghanaian youth can be met <p>Inquiry-based learning: Learners research on the nation’s expectations of the Ghanaian youth and present their findings</p>		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.5.6.LI.2</p> <p>Examine the challenges faced by the Ghanaian youth and how the challenges can be addressed</p> <p>Structuring Talk for Learning</p> <ul style="list-style-type: none"> In a panel group discussion, learners examine challenges faced by the youth in Ghana In a whole class discussion, learners explore ways through which the challenges of the Ghanaian youth can be addressed 		<p>2.5.6.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.5.6.LI.3</p> <p>Discuss ways in which the youth can be empowered to contribute to the development of their communities</p> <ul style="list-style-type: none"> In differentiated task groupings, learners conduct research on areas that can be exploited to empower the youth to contribute to national development 		<p>2.5.6.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	Teaching and Learning Resources		<ul style="list-style-type: none"> Ghana's National Youth Policy (2022-2032) Projectors Smart Phones/Tablets

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **1. Economic Activities in Ghana**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³⁵ , SEL ³⁶ and Shared National Values
<p>2.6.1.LO.1</p> <p>Examine the benefits and challenges of local production and consumption and how to address the challenges</p>	<p>Critical Thinking and Problem-Solving Skills: Learners develop critical thinking skills as they:</p> <ul style="list-style-type: none"> ● examine the concept of local production ● examine the benefits of local production to national development <p>Communication & Collaboration skills: Learners communicate confidently, ethically, and effectively in appreciating the diversity of local production across communities.</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● promote awareness of the different economic backgrounds in Ghana ● highlight gendered roles and activities by discussing how entrepreneurship influences the lives of women and men differently <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge the importance of personal development <p>National Values:</p> <ul style="list-style-type: none"> ● Hard work ● Honesty ● Truthfulness ● Respect ● Diversity ● Accountability

³⁵ Gender Equality and Social Inclusion

³⁶ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
2.6.1.CS.1	2.6.1.LI.1		2.6.1.AS.1
Demonstrate knowledge and understanding of the concept of local production and consumption and their benefits to national development	<p>Explain the concepts of local production and local consumption</p> <p>Talk for learning: In think-pair-share, learners explain the meaning of local production and local consumption</p> <p>Collaborative learning: In buzz grouping, learners identify made-in-Ghana products</p>		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.6.1.LI.2</p> <p>Discuss the challenges of local production and how the consumption of made-in-Ghana products can be promoted</p> <p>Problem recognition task (case study)/ talk for learning:</p> <ul style="list-style-type: none"> ● In a mixed-ability group, learners analyse a case study to identify the challenges faced by local producers and the need to patronize made-in-Ghana products ● In buzz groups, learners discuss ways of promoting the consumption of made-in-Ghana products in Ghana and the rest of the world ● In buzz groups, learners examine the negative impacts of reliance on foreign products <p>Project-based learning: Learners develop posters to educate members of the community on the need to patronise made-in-Ghana products</p>		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Stationery 	<ul style="list-style-type: none"> ● Computers/ laptops 	<ul style="list-style-type: none"> ● Standard textbooks

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **2. Entrepreneurship, Workplace Culture and Productivity**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³⁷ , SEL ³⁸ and Shared National Values
<p>2.6.2.LO.1</p> <p>Evaluate the role of an entrepreneur in national development</p>	<p>Critical Thinking and Problem-Solving: Learners analyse the diverse ways entrepreneurs contribute to national development, considering economic, social, and environmental factors</p> <p>Communication & Collaboration: Learners work effectively in groups to research and present case studies of impactful entrepreneurs in Ghana and beyond</p> <p>Digital Literacy: Learners use digital tools effectively to research successful entrepreneurs, access global databases and reports, and critically evaluate online information sources</p> <p>Creativity and Innovation: Learners think creatively about how entrepreneurs can address specific challenges in Ghana, proposing innovative solutions and business models that promote sustainable development</p> <p>Global Citizenship and Intercultural Understanding: Learners analyse the global context of entrepreneurship and its role in achieving Sustainable Development Goals, understanding the interconnectedness of different economies and challenges</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● appreciate their uniqueness in relation to others ● develop respect for individuals of different backgrounds <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge the importance of personal development ● control their emotions by finding and using different ways to deal with stress <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment and hard work

³⁷ Gender Equality and Social Inclusion

³⁸ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
2.6.2.CS.1	2.6.2.LI.1	2.6.2.AS.1
Demonstrate knowledge and understanding of the relevance of an entrepreneur to national development	<p>Apply knowledge of the traits of an entrepreneur to assess one’s capabilities in setting up a business</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> • In pairs, learners research to identify the traits of an entrepreneur and present their findings • Learners use these traits as a guide to assess their own capabilities 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	2.6.2.LI.2	2.6.2.AS.2
	<p>Examine the role entrepreneurs play in national development</p> <p>Project-based learning:</p> <ul style="list-style-type: none"> • Learners research on the benefits of entrepreneurship to national development • Learners listen to an entrepreneur in the community on the benefits of entrepreneurship to national development 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
2.6.2.LI.3	2.6.2.AS.3	
<p>Discuss challenges facing entrepreneurs in Ghana and how to sustain a business</p> <p>Talk for learning: Learners in groups examine the challenges entrepreneurs face in the operation of their businesses</p> <p>Experiential learning:</p> <ul style="list-style-type: none"> • Learners embark on Virtual Field Trip (VFTs) to a business centre or enterprise and watch documentary/videos on challenges entrepreneurs face and how they overcome them • Learners watch online videos/documentaries and discuss how to sustain business enterprises 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>	

Teaching and Learning Resources	<ul style="list-style-type: none">● Stationery● Smartphones● Standard textbooks	<ul style="list-style-type: none">● Internet access● Computer● Projector	<ul style="list-style-type: none">● Library facilities● TV● Resource person
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Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **3. Consumer Rights, Protection and Responsibilities**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³⁹ , SEL ⁴⁰ and Shared National Values
<p>2.6.3.LO.1</p> <p>Examine the various forms of consumer responsibilities towards the nation</p>	<p>Research Skills: Learners develop research skills through finding information on consumer responsibility</p> <p>Critical Thinking Skills: Learners develop critical thinking skills as they identify the forms of consumer responsibility</p> <p>Communication & Collaboration skills: Learners develop Collaborative and Communication as they:</p> <ul style="list-style-type: none"> ● effectively communicate the forms of consumer responsibilities ● highlight the forms of consumer responsibilities towards the community 	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● promote awareness of the different economic backgrounds in Ghana <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge the importance of personal development ● control their emotions by finding and using different ways to deal with stress <p>National Values:</p> <ul style="list-style-type: none"> ● Hard work or determination ● Honesty ● Truthfulness ● Respect ● Diversity

³⁹ Gender Equality and Social Inclusion

⁴⁰ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
2.6.3.CS.1	2.6.3.LI.1		2.6.3.AS.1
Demonstrate knowledge and understanding of the various forms of consumer responsibilities towards the nation	<p>Discuss the consumer responsibilities in choosing sustainable and eco-friendly products, as well as proper product recycling</p> <ul style="list-style-type: none"> ● Collaborative learning and problem-based learning: In pairs, learners research on the various forms of consumer responsibilities towards the nation and discuss the results of their research 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	<p>2.6.3.LI.2</p> <p>Examine how the various forms of consumer responsibilities ensure national growth and development</p> <p>Collaborative learning: Learners discuss how to choose sustainable and eco-friendly products</p> <p>Talk for learning:</p> <ul style="list-style-type: none"> ● Learners in various groupings discuss proper disposal of products and product recycling ● Learners use thought shower activity to discuss energy conservation practices 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Stationery ● Smartphones ● Standard Textbooks 	<ul style="list-style-type: none"> ● Internet access ● Computer ● Projector 	<ul style="list-style-type: none"> ● Library facilities ● TV ● Resource person

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **4. Financial Literacy**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁴¹ , SEL ⁴² and Shared National Values
<p>2.6.4.LO.1</p> <p>Examine ways of developing responsible and effective saving habits to achieve financial goals</p>	<p>Analytical Skills: Learners develop analytical skills as they discuss the importance of savings</p> <p>Research Skills: Learners develop research skills by finding information on effective saving habits</p> <p>Communication & Collaboration skills: Learners develop Collaborative and Communication as they:</p> <ul style="list-style-type: none"> ● communicate effective saving habits in achieving financial goals ● highlight the importance of saving and achieving financial goals 	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p> <ul style="list-style-type: none"> ● promote awareness of the different economic backgrounds in Ghana <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● acknowledge the importance of personal development ● control their emotions by finding and using different ways to deal with stress <p>National Values:</p> <ul style="list-style-type: none"> ● Hard work or determination ● Honesty ● Truthfulness ● Respect ● Diversity

⁴¹ Gender Equality and Social Inclusion

⁴² Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
2.6.4.CS.1	2.6.4.LI.1		2.6.4.AS.1
Demonstrate knowledge and understanding of effective saving habits to achieve financial goals	<p>Explain the importance of saving and its role in achieving financial goals</p> <p>Talk for learning:</p> <ul style="list-style-type: none"> ● Learners think-pair and share the meaning of saving ● Learners debate the advantages and the disadvantages of saving in achieving financial goals ● Learners discuss the importance of saving in achieving financial goals ● Learners identify the different ways of saving and where to save 		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	2.6.4.LI.2		2.6.4.AS.2
	<p>Create a personalised saving plan based on short-term and long-term financial goals</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> ● With graffiti wall, learners indicate their short and long–terms financial goals ● In mixed-ability groups, learners create saving plans based on short and long-terms financial goals ● Learners use case studies to describe how to develop responsible and effective saving habits 		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Stationery ● Standard Textbooks 	<ul style="list-style-type: none"> ● Internet access ● Computer 	<ul style="list-style-type: none"> ● Smartphones ● Projector

YEAR THREE

Subject **Social Studies**
Strand **2. Environment and Sustainability**
Sub-Strand **1. Environmental Policies and Laws in Ghana**

Learning Outcomes	21 ST Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.1.LO.1</p> <p>Explore the key laws and policies on environmental protection in Ghana</p>	<p>Critical thinking and Problem-solving: Learners critically examine Ghana's environmental laws, engage in activities emphasizing the importance of the environment at individual, community, and national levels, and analyse and propose solutions to environmental degradation challenges</p> <p>Communication & Collaboration: Learners effectively collaborate, communicate, and engage in group discussions to understand, respect, and work with their peers on environmental laws and policies</p> <p>Creativity & Innovation: Learners develop creativity and innovation by proposing new sustainable approaches and solutions to address environmental challenges</p> <p>Digital literacy: Learners develop digital literacy using technology to access, analyse, and present environmental laws, building skills in research and digital communication</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● develop respect for individuals of different backgrounds ● examine and dispel misconceptions and myths in society that lead to discrimination <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● ask for or provide assistance and support when needed ● stand up for the rights of others and for the environment <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open-mindedness ● Patience ● Commitment and integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
3.2.1.CS.1	3.2.1.LI.1	3.2.1.AS.1
Demonstrate knowledge and understanding of key environmental laws and policies in Ghana	<p>Discuss the key environmental laws and policies in Ghana</p> <p>Talk for Learning:</p> <ul style="list-style-type: none"> In a graffiti wall activity, learners identify the key environmental laws and policies in Ghana, e.g., <i>Environmental Protection Act, 1994 (Act 490)</i>, <i>Environmental Sanitation Policy</i>, <i>Climate Change Policy</i>, <i>Mining and mineral laws</i>, <i>Environmental conservation and wildlife and Water resource policies</i> In pairs, learners explain the objectives of Act 490 in Ghana <p>Collaborative learning: In mixed-ability groups, learners select one of the environmental policies or laws highlighting the key issues the policy seeks to address</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	3.2.1.LI.2	3.2.1.AS.2
	<p>Identify the regulatory authorities responsible for enforcing the environmental laws and policies in Ghana and describe their responsibilities, e.g., EPA, Mineral Commission, Forestry Commission</p> <p>Initiating Talk for Learning:</p> <ul style="list-style-type: none"> In differentiated task groups, learners identify key regulatory bodies responsible for enforcing environmental laws and policies in Ghana In mixed-ability groups, learners discuss the roles and responsibilities of the regulatory bodies responsible for enforcing environmental laws and policies in Ghana <p>Project-based learning: Learners conduct research on the role of the youth in contributing towards environmental sustainability in Ghana</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning:</p>
3.2.1.LI.3	3.2.1.AS.3	
<p>Outline the challenges environmental regulatory bodies face in enforcing environmental laws and policies and suggest ways of addressing the challenges</p> <p>Initiating Talk for Learning:</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p>	

	<ul style="list-style-type: none"> • Learners listen to a resource person from any of the regulatory bodies, e.g., EPA, Minerals Commission, Forestry Commission on the challenges they face in enforcing environmental laws and policies in Ghana • In a think-pair-share activity, learners suggest ways to address the challenges faced by the regulatory bodies <p>Experiential Learning: Learners embark on an outreach in their community to sensitise community members on the laws and policies governing environmental protection in Ghana</p>	Level 4 Extended critical thinking and reasoning	
Teaching and Learning Resources	<ul style="list-style-type: none"> • Resource person 	<ul style="list-style-type: none"> • Stationery • Standard textbooks 	<ul style="list-style-type: none"> • Copies of Environmental policies and laws

Subject **Social Studies**
Strand **3. Law and Order in the Society**
Sub-Strand **2. Wars and Conflicts and their Implications**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁴³ , SEL ⁴⁴ and Shared National Values
<p>3.3.2.LO.1</p> <p>Analyse historical records to describe the causes, stages and impact of major world wars on the African continent</p>	<p>Critical Thinking & Problem-Solving: Learners:</p> <ul style="list-style-type: none"> ● evaluate diverse sources for accuracy, bias, and perspective ● build arguments supported by evidence, considering multiple interpretations <p>Communication & Collaboration: Learners:</p> <ul style="list-style-type: none"> ● work effectively in groups to analyse complex information and perspectives ● present findings clearly and persuasively in various formats (oral, written, visual) <p>Global Citizenship & Social Responsibility: Learners:</p> <ul style="list-style-type: none"> ● consider the human cost of war and diverse experiences across various groups within Africa ● examine the global interconnectedness of conflicts and their impact on different regions <p>Information and Media Literacy: Learners evaluate the credibility and relevance of diverse sources of information while effectively employing digital tools for research, analysis, and presentation</p> <p>Creativity & Innovation: Learners propose ways to address ongoing challenges arising from the historical legacies of war</p> <p>Historical Thinking: Learners understand and utilize historical concepts like periodisation, causality, and change over time</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● avoid portraying Africans solely as victims or perpetrators ● refer to people with respectful and accurate terms, avoiding generalisations <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● appreciate the human cost of war from different viewpoints ● analyse historical sources critically and challenge biases <p>National Values:</p> <ul style="list-style-type: none"> ● Patriotism ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity ● Compassion ● Unity ● Solidarity

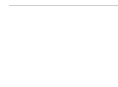
	Map Literacy: Learners interpret and analyse historical maps to understand spatial dimensions of the wars	
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⁴³ Gender Equality and Social Inclusion

⁴⁴ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
3.3.2.CS.1	3.3.2.LI.1	3.3.2.AS.1
<p>Demonstrate understanding of the major world wars in history and their impact, particularly on the African Continent</p>	<p>Analyse the causes and stages of the First and Second World Wars and their implications for Africa’s development</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In pairs, learners analyse historical maps to identify continents and countries that were involved in the First and Second World Wars ● In mixed-ability groups, learners explore different sources and discuss the immediate and remote causes of the First and Second World Wars ● In small groups, learners research and create chronological charts showing key events before and during the World War I (WWI) and World War II (WWII) <p>Talk for Learning:</p> <ul style="list-style-type: none"> ● In a fishbowl strategy, learners discuss how different European powers formed alliances, e.g. Allied and Central Powers (WWI) or Allied and Axis Powers (WWII) ● Learners cite scenarios to discuss questions relating to joining and forming alliances: e.g., <ul style="list-style-type: none"> - <i>Should you always support a friend, no matter what he or she does?</i> - <i>What might be the long-term consequences of refusing to help an ally?</i> <p>Cooperative Learning:</p> <ul style="list-style-type: none"> ● In a jigsaw strategy, learners explore the global impact of the World Wars beyond Europe, highlighting how Africans were affected, e.g., how Ghanaians were affected ● In pairs, learners reflect on the implications of the World Wars for present-day issues and potential actions for a more peaceful future 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	3.3.2.LI.2	3.3.2.AS.2
	<p>Evaluate the origins and nature of the Cold War and assess its impact on the world today</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> ● In pairs, learners explain the term “Cold War” ● In a snowball activity, learners discuss the causes of the Cold War 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning</p>

	<p>Project-based learning:</p> <ul style="list-style-type: none"> • Learners do oral or written presentations that describe the main stages of the Cold War • Learners research and present on how the Cold War's legacies continue to shape contemporary issues like nuclear proliferation, cyberwarfare, and proxy conflicts 			<p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Historical map of the world • Videos/documentaries on the causes of WWI and WWII 	<ul style="list-style-type: none"> • A chronological timeline on major events that took place before and during WWI and WWII • Audio devices 	<ul style="list-style-type: none"> • Stationery • Internet access • Laptop/computer • Projector and screen 	



Subject **Social Studies**
Strand **3. Law and Order in Society**
Sub-Strand **3. Legal Frameworks**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁴⁵ , SEL ⁴⁶ and Shared National Values
<p>3.3.3.LO.1</p> <p>Assess the need for fairness and social justice in the Ghanaian society, and how to utilise appropriate legal channels to address human rights issues</p>	<p>Critical thinking and problem-solving: Learners:</p> <ul style="list-style-type: none"> ● engage in deep thinking processes on legal channels to address human rights issues ● engage in thinking about the processes by which justice is enforced <p>Communication and collaboration: Learners:</p> <ul style="list-style-type: none"> ● communicate confidently, ethically and effectively in different legal contexts ● communicate effectively and share their views on legal channels to address human rights issues <p>Civic and ethical responsibility: Learners become empowered to contribute positively to society, make ethically informed decisions, and partake in the creation of a more just and sustainable world</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● understand and promote gender equality ● recognise and address social biases and prejudices ● advocate for social inclusivity and diversity <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● develop self-awareness and self-regulation ● develop empathy and compassion ● build healthy relationships <p>National Values:</p> <ul style="list-style-type: none"> ● Patriotism ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity

⁴⁵ Gender Equality and Social Inclusion

⁴⁶ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI		Assessment
3.3.3.CS.1	3.3.3.LI.1		3.3.3.AS.1
Demonstrate understanding of the role of the legal framework in addressing public concerns to ensure equitable outcomes in the Ghanaian society	<p>Explore the processes by which justice is administered in Ghana</p> <p>Collaborative Learning: In a jigsaw activity, learners explain the following legal framework concepts: Constitutional provision, Legislative Instrument (LI), Executive Instrument (EI) and Judicial Review</p> <p>Talk for Learning</p> <ul style="list-style-type: none"> • In a thought shower activity, learners discuss the structure of the judicial system • In a think-pair-share activity, learners discuss legal proceedings and court hierarchy • In small groups, learners discuss the relevance of fair and impartial trials in addressing societal injustices in Ghana 		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	3.3.3.LI.2	<p>Analyse the role of the judiciary in overseeing administrative actions of the government and providing avenues for redress</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> • In a snowball strategy, learners discuss the role of the judiciary in overseeing administrative actions of the government • In groups, learners explain the judicial remedies for abuse of ones right. e.g., <i>habeas corpus</i>, <i>mandamus</i>, <i>prohibition</i>, <i>certiorari</i>, <i>quo warranto</i>, <i>injunction and declaration</i> • In a jigsaw strategy, learners examine the conditions required for application for judicial remedies when one’s right is infringed upon • In a think-pair-share activity, learners discuss the limitations of legal frameworks and suggest ways of improving the framework 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Standard textbooks 	<ul style="list-style-type: none"> • Documentary evidence of court proceedings 	<ul style="list-style-type: none"> • The 1992 Constitution

Subject **Social Studies**
Strand **4. Nationalism and Nationhood**
Sub-Strand **1. European Encounter, Colonialism and Neo-Colonialism**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁴⁷ , SEL ⁴⁸ and Shared National Values
<p>3.4.1.LO.1</p> <p>Analyse the roots of neo-colonialism and its impact on Ghana</p>	<p>Critical Thinking & Problem-Solving: Learners analyse diverse historical sources (textual, visual, oral) for bias, perspective, and context</p> <p>Communication & Collaboration: Learners communicate complex ideas clearly and concisely, both orally and in writing, using various media (presentations, debates, creative projects)</p> <p>Information Literacy & Media Literacy: Learners identify media bias and propaganda techniques used to perpetuate neo-colonial narratives</p> <p>Creativity & Innovation: Learners brainstorm novel solutions and resistance strategies against neo-colonialism</p> <p>Global Citizenship & Intercultural Competence: Learners:</p> <ul style="list-style-type: none"> ● demonstrate empathy and understanding of diverse African experiences and perspectives ● analyse the global context of neo-colonialism, its interconnectedness with other power structures 	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● understand a diverse range of historical sources that represent various genders, ethnicities, and social groups within Africa ● highlight the differential impacts of neo-colonialism on different genders and social groups ● showcase the importance of inclusivity and collective action in overcoming neo-colonialism <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● reflect on their own biases and assumptions about Africa and neo-colonialism ● analyse historical sources critically and challenge biases <p>National Values:</p> <ul style="list-style-type: none"> ● Patriotism ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity ● Unity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
3.4.1.CS.1	3.4.1.LI.1	3.4.1.AS.1
Demonstrate knowledge and understanding of neo-colonialism and its impact on Ghana	<p>Trace the origins of neo-colonialism in Africa to the colonial period, identifying the economic and political structures that facilitated continued foreign influence after independence</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> ● In pairs, learners explain the concept neo-colonialism including its roots ● In an inquiry-based activity, learners research on international organisations such as the World Bank and the International Monetary Fund and their role in African economies <p>Project-based learning: In differentiated-task groups, learners create multimedia presentations on the impact of neo-colonialism on Ghana’s development (e.g., economic dependency, socio-cultural Influence, political Interference, resource exploitation)</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.4.1.LI.2</p> <p>Assess the potential for resistance in the face of neo-colonialism</p> <p>Inquiry-based learning: Learners explore different sources such as newspapers, news items, journals, etc. for examples of resistance movements against neo-colonialism in Ghana, such as anti-colonial protests, labour strikes, and calls for economic sovereignty</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> ● In a fishbowl activity, learners discuss the role of social movements and activism in challenging neo-colonial structures and advocating for social justice ● In groups, learners discuss the potential for Africa to break free from neo-colonial dependence and pursue a path of self-determination and sustainable development 	<p>3.4.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

⁴⁷ Gender Equality and Social Inclusion

⁴⁸ Socio-Emotional Learning

Teaching and Learning Resources	<ul style="list-style-type: none"> ● Internet access ● Laptops/Computer ● Projector and screen ● Audio device 	<ul style="list-style-type: none"> ● Stationery ● Primary sources ● Old newspapers ● News items/bulletins 	<ul style="list-style-type: none"> ● Journals ● Documentary on neo-colonialism in Africa
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Subject **Social Studies**
Strand **4. Nationalism and Nationhood**
Sub-Strand **2. Nationalism, Citizenship, and Nation-building**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁴⁹ , SEL ⁵⁰ and Shared National Values
<p>3.4.2.LO.1</p> <p>Examine the sources and role of taxes in nation-building as well as the challenges of taxation and how these challenges can be addressed</p>	<p>Communication and collaboration: Learners communicate confidently, ethically, and effectively in different social contexts</p> <p>Critical thinking and problem-solving: Learners engage in deep thinking processes and come up with sources of taxes</p> <p>Digital literacy: Learners exhibit a strong understanding of ICT and are confident in its application</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● develop respect for individuals of different backgrounds ● value and work in favour of an inclusive society ● interrogate and eradicate their stereotypes and biases <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● manage emotions, stress, self-discipline, motivation, goal-setting, organisation, leadership, and agency ● develop understanding of others' perspectives, and consider different viewpoints <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment and hard work
<p>3.4.2.LO.2</p> <p>Analyse the principles of democratic governance and</p>	<p>Critical thinking and Problem-solving: Learners critically evaluate the functioning of democratic governance systems and their impact on national development</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will be empowered to:</p>

<p>their relevance to national development</p>	<p>Civic literacy and citizenship: Learners develop understanding of the rights, responsibilities, and mechanisms of democratic governance within the context of national development</p> <p>Communication and media literacy: Learners critically analyse and interpret information related to democratic governance and national development from various sources</p> <p>Ethical and moral reasoning: Learners consider the ethical implications and moral principles underlying democratic governance and its impact on national development</p> <p>Global awareness and cross-cultural understanding: Learners recognise the diverse ways democratic governance can manifest in different national contexts and understanding global perspectives on governance and development</p>	<ul style="list-style-type: none"> ● promote awareness of the rich cultural heritage and achievements of all groups across different regions of Africa ● challenge traditional narratives that exclude the perspectives of marginalised groups <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● develop empathy ● become self-aware ● monitor and regulate emotions <p>National Values:</p> <ul style="list-style-type: none"> ● Patriotism ● Respect for Diversity ● Loyalty ● National Cohesion
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⁴⁹ Gender Equality and Social Inclusion

⁵⁰ Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
3.4.2.CS.1	3.4.2.LI.1	3.4.2.AS.1
Demonstrate knowledge and understanding of the sources and role of taxes in nation-building as well as the challenges of taxation and how these challenges can be addressed.	<p>Discuss the concept of taxation and the sources of taxes in Ghana</p> <p>Talk for learning: Learners use thought shower to discuss the meaning of taxation</p> <p>Problem-Based Learning: Learners research on sources of taxes in Ghana and present their findings</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	<p>3.4.2.LI.2</p> <p>Examine the role taxes play in nation building, challenges of taxation, and how the challenges can be addressed</p> <p>Talk for learning: Learners listen to a resource person on the role of taxes in Ghana</p> <p>Experiential learning: Learners role-play on the role of taxes in nation building</p> <p>Collaborative learning: Learners discuss the need for paying direct taxes in nation building</p> <p>Problem-based learning: Learners research on the problems of taxation in Ghana and discuss their findings using pyramid discussion</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
3.4.2.CS.2	3.4.2.LI.1	3.4.2.AS.1
Demonstrate understanding of the principles of democratic governance, advocacy and community engagement and their relevance to national development	<p>Discuss the democratic processes of decision making in Ghana</p> <p>Project-based learning:</p> <ul style="list-style-type: none"> Learners research on the relevance of participating actively in local governance activities In small group, learners discuss ways by which individuals can participate in democratic governance to promote development at the community level <p>Problem-based Learning:</p> <ul style="list-style-type: none"> Learners role-play activity that showcases a democratic process of decision making at the school level 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>

	<ul style="list-style-type: none"> Learners reflect on the benefits and challenges of democratic decision-making process 			
	3.4.2.LI.2			3.4.2.AS.2
	<p>Examine the relevance of advocacy and community engagement to Ghana's development, recognising the impact of positive and peaceful collective action on societal development</p> <p>Talk for Learning/Project-based Learning:</p> <ul style="list-style-type: none"> In a Socratic seminar strategy, learners discuss the relevance of advocacy and community engagement to Ghana's development In groups, learners discuss the impact of positive and peaceful collective action on societal development 			<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> Internet access Computer Projectors 	<ul style="list-style-type: none"> Smartphones Standard textbooks Stationery 	<ul style="list-style-type: none"> Video clips Resource person Audio devices 	

Subject **Social Studies**
Strand **5. Ethics and Human Development**
Sub-Strand **2. Ethics and Human Values**

Learning Outcomes	21 ST Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.5.2.LO.1</p> <p>Analyse the influence of the media on democracy and civic engagement in Ghana</p>	<p>Critical thinking & Problem-Solving: Learners think critically and articulate disparities between traditional and digital media and gather information on the challenges of the digital era</p> <p>Communication & Collaboration: Learners:</p> <ul style="list-style-type: none"> ● create a safe environment for learners to freely share ideas and provide respectful feedback ● share ideas and attentively observe discussions on media influences on democracy and civic engagement during lessons <p>Leadership: Learners will learn to persuade, encourage, and address challenges during group tasks and learning activities, demonstrating honesty and determination in using influence and authority</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● value and work in favour of an inclusive society ● examine and dispel misconceptions and myths in society that lead to discrimination ● appreciate the influence of socialisation in shaping gender roles and norms <p>SEL: Through different learning experiences and exposure, learners:</p> <ul style="list-style-type: none"> ● develop self-awareness by recognising assets, emotions and integrity <p>National Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment and integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
3.5.2.CS.1	3.5.2.LI.1	3.5.2.AS.1
Demonstrate knowledge and understanding of the influence of the media on democracy and civic engagement in Ghana	<p>Examine the influence of media on democracy and civic engagement in Ghana</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> • In pairs, learners identify examples of traditional media (<i>Radio, Television, Newspaper</i>) and digital media (<i>Social Media, Websites, Online Podcasts</i>) • Working in pairs, learners discuss the influence of the media in democracy and civic engagement (how the media can inform and misinform citizens) • In mixed-ability groups, learners outline the challenges of democracy and civic engagement in the era of digital media and suggest ways of overcoming these challenges • In a jigsaw activity, learners practise the use of different fact-checking strategies (5Ws1H, google fact-check) to verify the authenticity of media content <p>PROJECT BASED LEARNING</p> <ul style="list-style-type: none"> • Learners design posters to educate members of the community about how they can search for authentic information from the media 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	3.5.2.LI.2	3.5.2.AS.2
	<p>Analyse the impact of false information on the well-being of Ghanaians</p> <p>Collaborative learning: Form concentric circles to discuss ways that misinformation, disinformation, fake news and falsified information can affect the individual's well-being</p> <p>Project-based learning: Learners develop mind maps on the consequences of irresponsible use of the media and suggest remedies for victims affected by false information</p> <p>Talk for learning: In a fishbowl activity, learners discuss ways by which citizens (especially the youth) can use digital media responsibly and ethically</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Digital media • Smartphones • Standard textbooks 	<ul style="list-style-type: none"> • Laptops/Computers • Projector • Stationery
		<ul style="list-style-type: none"> • Newspapers • Radio • Television

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **2. Entrepreneurship, Workplace Culture and Productivity**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁵¹ , SEL ⁵² and Shared National Values
<p>3.6.2.LO.1</p> <p>Explore ways of developing skills and techniques to generate and implement business ideas for nation building</p>	<p>Creativity and Innovation Skills: Learners develop creativity and innovation skills through identification of business opportunities and generation of ideas</p> <p>Critical Thinking and Problem-Solving Skills: Learners develop critical thinking and problem-solving skills as they identify business opportunities provide solutions to societal problems through entrepreneurship</p> <p>Communication & Collaboration skills: Learners develop Collaborative and Communication skills by developing a simple business plan and effectively communicate their ideas</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> • promote awareness of the different economic backgrounds in Ghana • highlight gendered roles and activities by discussing how entrepreneurship influence the lives of women and men differently, considering access to resources, division of labour, and participation in trade and cultural practices <p>SEL: Through different learning experiences and exposure, learners acknowledge the importance of personal development</p> <p>National Values:</p> <ul style="list-style-type: none"> • Hard work or determination • Honesty • Truthfulness • Respect • Diversity

⁵¹ Gender Equality and Social Inclusion

⁵² Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI	Assessment
3.6.2.CS.1	3.6.2.LI.1	3.6.2.AS.1
Demonstrate knowledge and understanding of entrepreneurial idea generation and implementation for nation building	<p>Identify business opportunities emanating from societal problems in Ghana</p> <p>Collaborative Learning</p> <ul style="list-style-type: none"> ● In mixed-ability groups, learners: <ul style="list-style-type: none"> ▪ discuss the entrepreneurial mindset ▪ discuss case studies of successful entrepreneurs ▪ identify market gaps and pain points ▪ conduct market research and trend analysis to discover business opportunities <p>Project-Based Learning</p> <ul style="list-style-type: none"> ● In mind mapping and concept visualization, learners analyse business opportunities in Ghana ● In class presentations, learners discuss the divergent and convergent nature of their ideas and validate the ideas 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	3.6.2.LI.2	3.6.2.AS.2
	<p>Examine the key components of the implementation of an entrepreneurial idea</p> <p>Collaborative/Project-Based Learning:</p> <ul style="list-style-type: none"> ● In thought shower, learners discuss the components of entrepreneurial idea implementation plan ● In mixed ability groups, learners develop a plan that outlines their business concept, goals, strategies, marketing, operations, financial projections and how they will execute their ideas ● In differentiated task groups, learners choose a legal structure for their business (e.g., sole proprietorship, partnership, LLC etc.) ● Learners watch videos and discuss leadership and team management skills needed for the implementation of their ideas ● In a mixed ability group, learners explore ethical and sustainable business practices 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

Teaching and Learning Resources	<ul style="list-style-type: none">• Stationery• Projector	<ul style="list-style-type: none">• Computers/ laptops• Internet access	Standard textbooks
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Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **4. Financial Literacy**

Learning Outcomes	21st Century Skills and Competencies	GESI SEL and Shared National Values
<p>3.6.4.LO.1</p> <p>Examine how to take control of personal finances and make sound financial choices</p>	<p>Financial Literacy Skills: Learners develop research skills through finding information on consumer protection</p> <p>Critical Thinking Skills: Learners develop critical thinking skills as they create their personal budgets to achieving their financial goals</p> <p>Digital Literacy Skills: Learners develop digital literacy skills through:</p> <ul style="list-style-type: none"> ● usage of financial apps and online calculators to track their personal expenses ● the using Microsoft Excel to create their personal budgets <p>Communication & Collaboration skills: Learners develop Communication skills as they effectively communicate their budget</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● highlight gendered roles and activities by discussing how consumer protection influence the lives of women and men differently, considering access to resources ● value and promote patriotism, national cohesion and justice in society <p>SEL: Through different learning experiences and exposure, learner acknowledge the importance of personal interest and the interest of others</p> <p>National Values:</p> <ul style="list-style-type: none"> ● Honesty ● Truthfulness ● Respect ● Diversity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI			Assessment
3.6.4.CS.1	3.6.4.LI.1			3.6.4.AS.1
Demonstrate knowledge and understanding on how to take control of personal finances and make sound financial choices	Explain the concept of budgeting and its relevance to personal finance Talk For Learning: In whole class discussions, learners discuss the concept of budgeting in relation to achieving financial goals Learners role-play the relevance of budgeting in achieving personal financial goals			Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.6.6.LI.2			3.6.6.AS.2
	Create a personal budget based on income, expenses, and financial goals Technology-Based Learning: Learners utilize budgeting and personal finance apps, and digital tools to track their own expenses and create personal budgets Learners practice the use of Microsoft Excel to create their personal budget			Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	<ul style="list-style-type: none"> ● Stationery ● Microsoft Excel Software 	<ul style="list-style-type: none"> ● Computers/ laptops ● ICT laboratory 	<ul style="list-style-type: none"> ● Internet access ● Standard textbooks 	

Subject **Social Studies**
Strand **6. Production, Exchange and Creativity**
Sub-Strand **6. Globalisation**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.6.6.LO.1</p> <p>Analyse globalisation and its impact on the growth and development of Ghana</p>	<p>Collaboration: Learners collaborate to explore how individuals and nations become interdependent and receive feedback</p> <p>Communication: Learners share ideas orally, eg, through role-play, brainstorming, and group presentations for various assignments</p> <p>Creativity and Innovation: Learners develop independent, creative, and personalised approach to understanding interdependence</p> <p>Adaptability and Resourcefulness: Learners independently gather information, set criteria, select strategies, and evaluate outcomes for learning</p>	<p>GESI: Learners, having experienced different pedagogical strategies, will:</p> <ul style="list-style-type: none"> ● highlight gendered roles and activities by discussing how consumer protection influence the lives of women and men differently, considering access to resources ● value and promote patriotism, national cohesion and justice in society ● interrogate and eradicate their stereotypes and biases <p>SEL: Through different learning experiences and exposure, learners the importance of personal interest and the interest of others</p> <p>National Values:</p> <ul style="list-style-type: none"> ● Honesty ● Truthfulness ● Respect ● Diversity ● Tolerance ● Friendliness ● Open mindedness ● Patience

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI		Assessment
3.6.6.CS.1	3.6.6.LI.1		3.6.6.AS.1
Demonstrate knowledge and understanding of globalisation and its impact on the growth and development of Ghana	<p>Explain globalisation and its relevance to national development</p> <p>Initiate Talk for Learning: In a thought shower activity, learners explain the concept of globalisation, highlighting its significance in the context of individuals and nations</p> <p>Talk for Learning:</p> <ul style="list-style-type: none"> • In a Socratic seminar strategy, learners discuss the opportunities created by globalisation and explore how individuals and nations are connected • In groups, learners discuss specific global issues and how the issues impact on Ghana's development 		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	3.6.6.LI.2	<p>Discuss how the benefits of globalisation can be maximised for Ghana's development</p> <p>Talk for Learning: In a whole class discussion, learners talk about opportunities and challenges of globalisation</p> <p>Initiating talk for learning and talk for learning:</p> <ul style="list-style-type: none"> • Through think-pair-share, learners discuss the benefits Ghana derives from globalisation • In small groups, learners discuss ways Ghana maximises the benefits, considering factors such as economic competitiveness, cultural preservation, and sustainable development 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Standard textbooks • Stationery 	<ul style="list-style-type: none"> • Projector • Computer/Laptops 	<ul style="list-style-type: none"> • Internet access