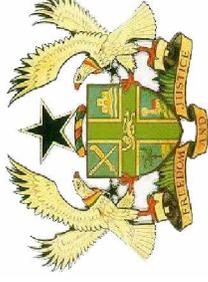# REPUBLIC OF GHANA

MINISTRY OF EDUCATION SCIENCE AND SPORTS

Republic of Ghana

TEACHING SYLLABUS FOR SOCIAL STUDIES

(JUNIOR HIGH SCHOOL)

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TEACHING SYLLABUS FOR SOCIAL STUDIES

(JUNIOR HIGH SCHOOL)

RATIONALE FOR TEACHING SOCIAL STUDIES

Social Studies is a study of the problems of society. The subject prepares the individual to fit into society by equipping him/her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future. The subject is multi-disciplinary and takes its sources from geography, history, sociology, psychology, economics and civic education. Essential elements of the knowledge and principles from these disciplines are integrated into a subject that stands on its own. As a subject, Social Studies helps pupils to understand their society better; helps them to investigate how their society functions and hence assists them to develop that critical and at the same time developmental kind of mind that transforms societies. Our society has been a slow moving society. It is hoped that as pupils understand the Ghanaian society better, and are able to examine the society's institutions and ways of life with a critical and constructive mind, the country will surely be on the path to better and faster growth in development.

GENERAL AIMS

This syllabus is designed to help the pupil to:

1. understand the interrelationships between the social and the physical environment and their impact on the development of Ghana

2. appreciate the impact of history on current and future development efforts of the country.

3. appreciate the various components of the environment and how these could be maintained to ensure sustainable development.

4. recognize the major challenges facing Ghana and be able to develop basic knowledge and skills for dealing with such challenge.

5. understand the dynamics of development in the world and their impact on development in Ghana.

6. develop the knowledge, skills and attitudes needed for personal growth, peaceful co-existence, and respect for peoples of other nations.

7. develop a sense of national consciousness and national identity.

SCOPE OF CONTENT

Social Studies at the Junior High School level is concerned with equipping the pupil with an integrated body of knowledge, skills and attitudes that will help the pupil develop a broader perspective of Ghana and the world. The integration is achieved in the three sections of the syllabus each of which focuses respectively on.

1. The Environment
2. Governance, Politics and Stability
3. Social and Economic Development

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

The pre-requisite skills needed for effective study of Social Studies are knowledge and understanding of Citizenship Education at the Primary School Level, observational skills and a critical mind to life.

ORGANIZATION OF THE SYLLABUS

The syllabus has been structured to cover the three years of Junior High School. Each year's work consists of three sections with each section comprising a number of units. The units can be re-arranged to suit the teacher's scheme of work. The structure and organization of the syllabus is presented on the next page.

JUNIOR HIGH SCHOOL: STRUCTURE AND ORGANIZATION OF THE SYLLABUS

JHS 1	JHS 2	JHS 3
SECTION 1 **ENVIRONMENT**	**SECTION 1** **ENVIRONMENT**	**SECTION 1** **ENVIRONMENT**
UNIT 1: The Environment and Environmental Problems	UNIT 1: Our Culture	UNIT 1: Significance of some Natural Features of the earth
UNIT 2: Adolescent Reproductive Health	UNIT 2: Mapping our Environment	UNIT 2: Population Growth and Development
	UNIT 3: Our Country Ghana	
SECTION 2 **GOVERNANCE, POLITICS AND STABILITY**	**SECTION 2** **GOVERNANCE, POLITICS AND STABILITY**	**SECTION 2** **GOVERNANCE, POLITICS AND STABILITY**
UNIT 1: Ghana as a Nation	UNIT 1: Our Constitution	UNIT 1: Government and Society
UNIT 2: Colonization And National Development	UNIT 2: Law and Order in our Community	UNIT 2: Promoting Political Stability in Ghana
UNIT 3: Independence and Nationhood	UNIT 3: Conflict Prevention and Management	
UNIT 4: Citizenship and Human Rights	UNIT 4: Ghana's Co-operation with Other Nations.	
SECTION 3 **SOCIO-ECONOMIC DEVELOPMENT**	**SECTION 3** **SOCIO-ECONOMIC DEVELOPEMNT**	**SECTION 3** **SOCIO-ECONOMIC DEVELOPMENT**
UNIT 1: The Use of Land in Our Community	UNIT 1: Tourism, Leisure and Development	UNIT 1: Problems of Development in Ghana
UNIT 2: Our Natural and Human Resources	UNIT 2: Education and Productivity	UNIT 2: Sustainable Development
UNIT 3: Production IN GHANA	UNIT 3: Entrepreneurship	
UNIT 4: Managing Our Finances		

TIME ALLOCATION

Social Studies is allocated three periods of 35 minutes each, a week. It is suggested the periods should be organized into one double period and a single period.

SUGGESTIONS FOR TEACHING THE SYLLABUS

A basic advice for teaching this subject is to use experienced resource persons as much as possible in teaching the subject. Resource persons could be obtained from the drivers union, the Police, various government Ministries, politicians, business persons, and persons from a variety of professions. Using experienced resource persons will expose pupils to persons who have real-life experiences to share with pupils. This will create the excitement that will lead to very valuable learning.

The syllabus has been structured to cover each of the three years in the JHS programme. Teachers are required to develop a scheme of work for each term to be able to cover each year's work appropriately. Teaching and learning should be participatory.

GENERAL OBJECTIVES

General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives flow from the general aims for teaching English listed on page (ii) of this syllabus. The general objectives form the basis for the selection and organization of the unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

SECTIONS AND UNITS

The syllabus has been planned on the basis of Sections and Units as stated already. Each year's work is divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related homogeneous body of knowledge and skills. Each unit presents one coherent topic within the broader section.

Each section of the syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

COLUMN 1 – UNITS

The units in Column 1 are divisions of the major topic of the section. You are expected to follow the unit topics according to the learner order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so. Each unit has an accompanying problem that highlights the critical issue in the unit and which should be addressed in the course of teaching the unit. The problem is not exhaustive. Teachers are encouraged to identify other related problems for teaching the unit.

COLUMN 2 – SPECIFIC OBJECTIVES

Column 2 shows the Specific Objective for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as 'Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, a reference number such as 1.3.5 refers to specific objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives 2.2.1. - 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note that specific objectives have been stated in terms of the pupil i.e. what the pupil will be able to do after instruction and learning in the unit. Each specific objective hence starts with the following, 'The pupil will be able to..' This in effect, means individualizing your instruction as much as possible such that the majority of pupils will be able to master the objectives of each unit of the syllabus.

COLUMN 3 – CONTENT

The content in the third column of the syllabus presents a selected body of information that you can use in teaching particular objectives of the unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the
Content presented. Nonetheless, try to find more information through reading and personal investigations, to add to the content provided.

COLUMN 4 – TEACHING AND LEARNING ACTIVITIES (T/LA)

T/LA activities that will ensure maximum pupil participation in the lessons are presented in Column 4. Try to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, as already stated, and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary, in order to achieve optimum pupil learning. As implied already, the major purpose of teaching and learning is to make pupils able to apply their knowledge in dealing with issues both in and out of school. Pupils must be taught valuable skills and attitudes as a result of having gone through this programme, and must above all be taught to be problem solvers.

COLUMN 5 – EVALUATION

Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercise can be in the form of oral questions, quizzes, class exercises, essays, structured questions, project work and investigations. Try to ask questions and set task and assignments that will challenge your pupils to apply their knowledge to issues and problems as we have already said above, and that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop or create other evaluation exercises to ensure that pupils have mastered the instruction and behaviours implied in the specific objectives of each unit.

Lastly, bear in mind the syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

DEFINITION OF PROFILE DIMENSIONS

The concept of profile dimensions was made central to the syllabuses developed from 1998 onwards. A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective may be stated with an action verb as follows: The pupil will be able to describe...... etc. Being able to "describe" something after the instruction has been completed means that the pupil has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the pupil has understood the lesson taught.

Similarly, being able to develop, plan, solve problems, construct, etc. means that the pupil can "apply" the knowledge acquired in some new context. Each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the pupil will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching and learning in schools. It has been realized unfortunately that schools still teach the low ability thinking skills of knowledge and understanding and ignore the higher ability thinking skills. Instruction in most cases has tended to stress knowledge acquisition to the detriment of the higher ability behaviours such as application, analysis, etc. The persistence of this

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situation in the school system means that pupils will only do well on recall items and questions and perform poorly on questions that require higher ability thinking skills such as application of mathematical principles and problem solving. For there to be any change in the quality of people who go through the school system, pupils should be encouraged to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to solve mathematical problems while still in school. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

Profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Social Studies, the three profile dimensions for teaching, learning and testing are as follows:

Knowledge and Understanding	25%
Use of Knowledge	25%
Attitudes and Values	50%

Each of the dimensions has been given a percentage weight that should be considered in teaching and testing. The weights indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and testing processes in the subject. Combining the three dimensions in the teaching and learning process will ensure that Social Studies is taught and studied not only at the cognitive level, but will also lead to the acquisition of positive attitudes and values on the part of pupils.

The explanation and key words involved in each of the profile dimensions are as follows:

KNOWLEDGE AND UNDERSTANDING (KU)

Knowledge   The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

Understand   The ability to explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend.

USE OF KNOWLEDGE (UK)

This dimension may also be referred to as 'Application of knowledge'. The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

Application The ability to apply rules, methods principles, theories, etc., to concrete situations that are new and unfamiliar. It also involves the ability to produce solve, operate, plan, demonstrate, discover etc.

Analysis The ability to break down a piece of material into its component parts, to differentiate, compare distinguish, outline, separate, identify significant points etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts etc
.

Synthesis The ability to put parts together to form a new whole; It involves the ability to combine, compile, compose, device, plan, revise, design, organize, create and generate new ideas and solutions.

Evaluation The ability to appraise, compare feature's of different things and make comments or judgment, contrast, criticize, justify, support, conclude, make
recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on specified criteria.

ATTITUDES AND VALUES (AV)

Attitudes and values belong to the affective domain of knowledge and behaviour. The dimension consists of a number of learning and behavioural levels such as receiving, responding, valuing and organizing. The specific behaviours in each of the four levels are as follows:

receiving The ability to follow directions, listen, show awareness and sensitivity, accept, ask questions, and reply to questions etc.

responding The ability to greet, participate, conform, enjoy, present, show interest, volunteer for duties, respect the rights of others.

valuing The ability to demonstrate attitudes, demonstrate beliefs, initiate, invite, propose, report, share work, read.

organising The ability to assimilate new and different values to form a new and consistent value system. It refers to the ability to accept, defend, arrange, formulate, generalize, modify, and defend a belief or good cause.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions. This will ensure that you give your pupils the chance to develop and demonstrate good thinking skills and the capacity for excellent performance in examinations and in practical life. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

FORM OF ASSESSMENT

It is important that both instruction and assessment be based on the specified profile dimensions. In developing assessment procedures, try to select specific objectives in such a way that you will be able to assess a representative samples of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. the assessment procedure you use i.e. class tests, home work, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example below shows an examination consisting of two papers, Paper 1 and Paper 2, with School Based Assessment (SBA). Paper 1 will usually be an objective-type paper. Paper 2 will consist of structured questions, essentially testing. "Application of Knowledge", and also consisting of some questions on "Knowledge and Understanding" and "Attitudes and Values". The SBA will be based on all the three dimensions. The distribution of marks for the objective test items, structured questions and the continuous assessment should be in line with the weights of the profile dimensions already indicated, and as shown in the last column of the table.

In the examination structure below, Paper 1 is marked out of 100, and SBA is marked out of 60, giving a total of 200 marks. The last row shows the weight of marks allocated to each of the three test components. The two test papers are weighted differently to reflect their individual importance in the total examination.

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Distribution of Examination Paper Weights and Marks

Dimensions	Paper 1 (Objective Test)	Paper 2 (Structured Question paper)	Continuous Assessment	Total Marks	% Weight of Dimensions
Knowledge and Understanding	10	30	10	50	25
Application of Knowledge	10	30	10	50	25
Attitudes and Values	20	40	40	100	50
Total Marks	40	100	60	200	
% Contribution of Papers	20	50	30		100

You will note from the last row that Paper 1 has a contribution of 20% to the total marks; Paper 2 has a contribution of 50% to the total marks; and Continuous Assessment has a contribution of 30% to the total marks.

The last but one row, shows the raw total marks allocated to each of the dimensions. Of the total marks of 200, 50 marks, equivalent to 25% of the total marks, are allocated to Knowledge and Understanding; 50 marks, equivalent to 25% of the total marks, are allocated to "Application of Knowledge"; 100 marks, equivalent to 50% of the marks are allocated to "Attitudes and Values". The weight of each of the three dimensions is indicated in the last column.

GUIDELINES FOR SCHOOL BASED ASSESSMENT

A new School Based Assessment system (SBA), formally referred to as Continuous Assessment, will be introduced into the school system from September 2008. SBA is a very effective system for teaching and learning if carried out properly. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all schools in the country
- Provide reduced assessment tasks for each of the primary school subjects
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each class of the school system
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve pupil performance

The new SBA system will consist of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This will mean a reduction by 64% of the work load compared to the previous continuous assessment system. The 12 assessments are labeled as Task 1, Task 2, Task 3 and Task 4. Task 1-4 will be administered in Term 1; Tasks 5-8 will be administered in Term 2, and Tasks 9-12 administered in Term 3. Task 1 will be administered as an individual test coming at the end of the first month of the term. The equivalent of Task 1 will be Task 5 and Task 9 to the administered in Term 2 and Term 3 respectively. Task 2 will be administered as a Group Exercise and will consist of two or three instructional objectives that the teacher considers difficult to teach and learn. The selected objectives could also be those objectives considered very important and which therefore need pupils to put in more practice. Task 2 will be administered at the end of the second month in the term. Task 3 will also be administered as individual test under the supervision of the class teacher at the end of the 11th or 12 week of the term.

Task 4 (and also Task 8 and Task 12) will be a project to be undertaken throughout the term and submitted at the end of the term. Schools will be supplied with 9 project topics divided into three topics for each term. A pupil is expected to select one project topic for each term. Projects for the second term will be undertaken by teams of pupils as Group Projects. Projects are intended to encourage pupils to apply knowledge and skills acquired in the term to write an analytic or investigative paper, write a poem 9 (as may be required in English and Ghanaian Languages), use science and mathematics to solve a problem or produce a physical three-dimensional product as may be required in Creative Arts and in Natural Science.

Apart from the SBA, teachers are expected to use class exercises and home work as processes for continually evaluating pupils' class performance, and as a means for encouraging improvements in learning performance.

MARKING SBA TASKS

Pupils at Lower and Upper Primary Levels are expected to undertake assignments that may involve investigations and extended writing etc in English. The following guidelines are provided for marking assignments of such nature.

1. Introduction   20%
2. Main Text
    -Descriptions, use of charts etc.   60%
3. Conclusion   20%

Young people have to be taught how to use charts and other forms of diagrammes in their writing pieces. They have to be taught to start with an introduction and conclude their writing appropriately.

The marks derived from projects, the end of month tests and home work specifically designed for the SBA should together constitute the School Based Assessment component marked out of 60 per cent. The emphasis is to improve pupils' learning by encouraging them to produce essays, poems, and other pieces of writing and drama. The SBA will hence consist of:

    End-of-month tests
    Home work assignments (specially designed for SBA)
    Project

Other regulations for the conduct of SBA will reach schools from GES.

Combining SBA marks and End-of-Term Examination Marks

The new SBA system is important for raising pupils' school performance. For this reason, the 60 marks for the SBA will be scaled to 50. The total marks for the end of term test will also be scaled to 50 before adding the SBA marks and end-of-term examination marks to determine pupils' end of term results. The SBA and the end-of-term test marks will hence be combined in equal proportions of 50:50. The equal proportions will affect only assessment in the school system. It will not affect the SBA mark proportion of 30% used by WAEC for determining examination results at the BECE.

GRADING PROCEDURE

In marking your class examination scripts, it is very important that you develop a marking scheme. A marking scheme, as you may be aware, consists of the points for the best answer you expect for each essay question or structured question, and the mark(s) allocated for each point raised by the pupil as well as the total marks for the question. For instance, if a question carries 10 marks and you expect 4 points in the best answer, you could allocate 2 marks (or part of it, depending upon the quality of the

point raised by the pupil) to each point raised, totalling 8 marks, and then give the remaining 2 marks or part of it, for organization of answer. For objective test papers, you may develop an answer key to speed up the marking.

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades:

Grade A: 80 - 100%   -   Excellent
Grade B: 70 - 79%   -   Very Good
Grade C: 60 - 69%   -   Good
Grade D: 45 - 59%   -   Credit (Satisfactory)
Grade E: 35 - 44%   -   Pass
Grade F: ≤ 34%   -   Fail

The grading system presented above shows the letter grade system and equivalent grade boundaries. In assigning grades to pupils' test results, or any form of evaluation, you may apply the above grade boundaries and the descriptors. The descriptors (Excellent, Very Good etc) indicate the meaning of each grade. For instance, the grade boundary for "Excellent" consists of scores between 80 - 89. Writing "80%" for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. "Excellent", does not provide the pupil with enough information to evaluate his/her performance in the assessment. You therefore have to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, it will be important also to write a short diagnosis of the points the pupil should consider in order to do better in future tests etc. Comments such as the following may also be added to the grades:

Keep it up
Has improved
Could do better
Hardworking
Not serious in class
More room for improvement, etc.

Note that the grade boundaries above are also referred to as grade cut-off scores. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a pupil must make a specified score to earn the appropriate grade. This system of grading challenges pupils to study harder to earn better grades. It is hence very useful for achievement testing and grading.

J H S

YEAR ONE

SECTION 1

THE ENVIRONMENT

General Objectives: The pupil will:

1. appreciate the value of the environment
2. recognize the importance of reproductive health and chastity

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **THE ENVIRONMENT AND ENVIRONMENTAL PROBLEMS** *The Problem* *Knowledge of the value of the environment and how to sustain it is vital for the continued existence of humanity. Environment degradation is one of the key problems confronting Ghana today. There is therefore the urgent need for Ghanaians to become aware of this problem so as to adopt the necessary measures to solve the problem.*	The pupil will be able to: 1.1.1 explain the meaning of "environment" and the components of the environment	The environment consists of the things surrounding us. These things are either living or non-living things. E..g. air, water, land, living organisms, buildings, etc. these together constitute the physical environment. Types of environment are the physical and the social Physical – Air, water, land, living organisms etc. Social – cultural, religious, political, etc	Pupils brainstorm for the meaning of "environment". Discuss the physical and social environments and show how each affects the other.	Explain the term "environment". State types of environment

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UNIT	SPECIFIC OBJECTIVES		CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) **THE ENVIRONMENT AND ENVIRONMENTAL PROBLEMS**	1.1.2	describe the types and causes of environmental degradation.	Environmental degradation refers to - Air pollution - Water pollution - Land degradation etc	Teacher takes pupils out to observe some or any of the environmental problems in the content.	State some of the causes of environmental problems in your area.
	1.1.3	explain the effects of environmental degradation.	Effects of air Pollution Respiratory diseases Skin diseases Destruction of vegetation etc. Effects of land degradation Removal of top soil Removal of vegetation and habitat for animals Effects of Water Pollution Water borne diseases like cholera Destruction of aquatic life etc.	Pupils discuss the types and causes of each of the three types of environmental degradation mentioned in the content.	Project: Pupils undertake a project to control erosion in the school or community and secondly provide effective waste disposal system in the school Give suggestions for controlling and minimizing air pollution, water pollution and land degradation involving destruction of the land and destruction of vegetation.
	1.1.4	ways by which the environment can be protected	Ways of protecting the environment: - reducing air pollution - reducing water pollution - protecting the land from degradation	Pupils discuss various ways by which the environment can be protected. **NOTE** If the Internet is available in the community, help pupils to use it to see how people in other countries are solving the problem of environmental degradation.	Suggest three ways to protect the environment from damage.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **ADOLESCENT REPRODUCTIVE HEALTH** *The Problem* *Adolescents have little knowledge about their reproductive health. Unfortunately they are not able to consult the right source for information on their health. This leads them with very little valuable information on matters of their reproductive health. Little information or wrong information leads them to unhealthy choices about their reproductive health. It is therefore important to give them the right information regarding their reproductive health, personal hygiene and the need to stay chaste.*	The pupils will be able to: 1.2.1 explain the concept of adolescence 1.2.2 explain reproductive health 1.2.3 examine some of the effects of irresponsible adolescent behavior 1.2.4 explain what chastity is 1.2.5 examine the benefits of chastity	Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. (refer to WHO 1968) Reproductive health is a state of complete physical, mental and social well being in all matters relating to the reproductive system and to its functions and processes. Some effects of irresponsible adolescent behavior – STI's including HIV/AIDS drug abuse, streetism, school drop-out, etc. Chastity is the total abstinence from sexually related activities 1. Benefits of chastity - uninterrupted education - free from STIs including HIV/AIDS - self-confidence - self dignity - approval from adults etc. 2. Not being chaste may result in - sexually transmitted diseases (STIs) including HIV/AIDs - unwanted pregnancy - drop-out from school - stigmatization etc.	Pupils brainstorm for the meaning of adolescence. Guide pupils to discuss the characteristics that mark adolescence. Teacher guides class to explain the meaning of reproductive health. (WHO 1968 definition) Use Future's wheel to guide pupils come out with the effects of irresponsible adolescent behavior. Pupils brainstorm the meaning of chastity Class discuss the benefits of staying chaste and the effects of immoral behaviour. Discuss the effect of not staying chaste.	State some characteristics of adolescence State some of the effects irresponsible adolescent behavior Explain chastity Mention some ways of staying chaste and the disadvantages of not being chaste

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JUNIOR HIGH 1

SECTION 2

GOVERNANCE, POLITICS AND STABILITY

General Objectives: The pupil will

1. be aware of the reasons why people moved to settle in Ghana
2. appreciate the problems that preceded the attainment of independence in Ghana
3. develop positive attitudes and values for contributing to nation building
4. recognize his/her rights as a citizen of Ghana
5.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **GHANA AS A NATION** *The Problem* *Almost all the ethnic groups in Ghana historically moved from different places at one time or the other, to their present place. We have lived together in this nation in the past as different ethnic groups. The problem facing us presently as a people is how to accelerate the unification of all peoples of this country without ethnic prejudice, so that we can move together into the future in unity.*	The pupil will be able to: 2.1.1 trace the migration routes of the major ethnic groups to Ghana; where they originally settled and their present location	The migration routes of the Akan, the Ewe, the Ga-Adangbe, the Mole-Dagbon and the Guan. A number of the ethnic groups migrated from old Ghana empire which covered the area presently occupied by parts of Mauritania, Senegal and Mali. The Mole Dagbon group came from the area around Lake Chad, while others like the Ewe and the Ga-Adangbes came from Benin and Nigeria respectively. Original settlements of ethnic groups in present Ghana: Akans originally settled in the Pra Valley; the Gas settled on the coast in the Eastern part of Ghana. etc	Using a map of West Africa, teacher to assist pupils to trace the migration routes of the five major ethnic groups to present day Ghana Using a map of Ghana, guide pupils to locate the present traditional home of the major ethnic groups of Ghana,	Pupils to draw a map of West Africa and show by arrows and labels, the routes of the major ethnic groups to present day Ghana. Pupils in groups, to select one of the following and investigate why they left their original locations to their present traditional homes: the Guans of the Akwapim ridge, the Ashantis, the Anlos, the Dangmes, Gas etc. (Each group to present a report for class discussion)

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **GHANA AS A NATION**	The pupil will be able to 2 1.2 explain the common reasons for the migration of the different ethnic groups into Ghana 2.1.3 suggest ways for sustaining unity among the different ethnic groups into Ghana.	People migrated into Ghana for peace and security, fertile land for farming and trade - respect for others cultures - valuing peace and stability - being development conscious - encouraging inter-ethnic marriages etc.	Pupils discuss the reasons for moving from one place to another e.g. from rural area to urban area. Following the above discussion, pupils to discuss why the ethnic groups migrated t Ghana. Guide pupils to explain the need to sustain unity among the various ethnic groups of Ghana. Pupils discuss ways of sustaining peace, stability, unity and development in Ghana.	Explain why there are different ethnic groups in Ghana. In what ways can Ghana maintain unity among the ethnic groups of the country?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **COLONIZATION AND NATIONAL DEVELOPMENT** *The Problem* *The coming of the Europeans brought formal education, Christianity and other infrastructural development. However the Europeans also started Trans-Atlantic Slave Trade and later colonization. These events pushed the African into a dependency mentality to the extent that even after independence the Ghanaian is still struggling to become self reliant. It is therefore important for us to re-orientate our mentality from continual dependency to pave way for national development.*	The pupil will be able to: 2.2.1 explain the concept of colonization 2.2.2 state the positive effects of colonization on Africa. 2.2.3 state the negative effects of colonization on Africa. 2.2.4 explain how colonization retards progress in Ghana. 2.2.5 give suggestions on how to correct our negative attitudes and values as a result of colonization.	Taking control of the administration of a people or a country by another country <u>Positive Effects of colonialism</u> Education, infrastructure development, plantation farming, architecture development, machines etc. <u>Negative Effects</u> Dependence on colonial masters Taste for foreign goods Loss of true identity Distortion of cultures etc. Reduction of our human resources through Transatlantic Slave Trade Colonization made us develop taste for foreign goods at the expense of made in Ghana goods, depend on colonial masters to the detriment of self reliance, lose our true identity as a result of destruction of our cultures etc. We should grow what we eat and eat what we grow. We should not accept foreign ideas without thinking through etc.	Guide/assist pupils to brainstorm for the meaning of colonization Put pupils in groups to discuss the positive effects of colonization in Ghana. Put pupils in groups to discuss the negative effects of colonization in Ghana Class discussion on how colonial mentality retards development in Ghana. Students brainstorm in groups to come out with suggestions for correcting negative attitudes and values from colonization.	What is the meaning of colonization <u>Project:</u> Pupils to investigate the contribution of Philip Quarcoe, Thomas Birch Freeman and John Mensah Sarbah to education Mention some effects of colonialism in Ghana and suggest solutions. Describe how colonization retards development in Ghana. Write an essay on how to correct negative attitudes and values as a result of colonization.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **INDEPENDENCE AND NATIONHOOD** *The Problem* *The earlier leaders of this country went through a lot of struggles before the major push for independence initiated by the UGCC and later accelerated by Dr Kwame Nkrumah. The founding leaders gave this country the common goal of self government" which is premised on political, economic and social self-reliance. The critical problem facing the nation is how to achieve, economic and social independence.*	The pupil will be able to 2. 3.1 describe the major political events that took place in the process of establishing self government In the Gold Coast between 1800 and 1900. 2 3.2 describe the major developmental and political events that took place from 1900 to 1957 leading to Independence 2.3.3 mention the founding leaders and show how they fought for independence 2.3.4 explain what independence means to us.	The major events Include. I) The Bond of 1844; the reasons and events leading to It. II) Poll Tax Ordinance of 1852; causes and effects. III) Sagranti War of 1874; causes and effects IV) The Yaa Asantewa War; causes and effects. The major developmental and political events include i) The events during the Guggisberg period. These were essentially developmental, but also included some political events. Founding leaders were the men and women who led us to independence and nationhood. The founding leaders include Dr. J. B Danquah; Dr. Kwame Nkrumah, Obetsebi Lamptey, Akuffo Addo, Ako Adjei, William Ofori Atta (The Big Six), George Grant, Komla Gbedemah, Kojo Botsio, Hanna Cudjoe, Imoro Egala, Akua Asabea, Sophia Doku, Susanna Halm and Casely Hayford. Freedom from colonial rule, external and internal suppression. The source of the political, economic and social development of the country arises from the common goal the founding leaders left the country.	Assist pupils to discuss the causes of the events list In the content, and how the events influenced the agitation for self-government Pupils to discuss the role of each of the events listed In the content in the process of building the new nation of Ghana. Pupils to list the founding leaders and discuss the role they played towards independence Pupils to search for the meaning of independence from various sources. Pupils to suggest ways by which the country could maintain and build upon our political system, economic development, social institutions and values.	Assess the importance of each of the listed events towards the attainment of independence. Project: Investigate and write on the life of two of the founding leaders What is economic independence? Devise a plan by which the nation can maintain and build upon the principles of the common goal
	2.3.5 suggest ways by which the country could build upon our political, economic and social life			

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **CITIZENSHIP AND HUMAN RIGHTS** *The Problem* *Independence and self-government imposes certain rights and responsibilities on citizens of the country. To enable citizens to carry out their responsibilities effectively, their human rights must be guaranteed and safeguarded.*	The pupil will be able to: 2.4.1 explain the concept citizenship and how it is acquired. 2.4.2 explain the characteristics desired of a citizen for nation building 2.4.3 identify the rights and responsibilities of the Ghanaian citizen	Citizenship means membership of a country The Ghana constitution defines a citizen as a person who has been accepted as a Ghanaian either by reason of birth, by adoption or by registration (naturalization). Characteristics desired of citizens include the values and attitudes deemed necessary for nation building. The values and attitudes include; democratic living at home and in the work place; respect for elders and for authority, hard and productive work attitude, voting during elections, joining neighbourhood associations and doing neighbourhood work, maintaining public property, tolerating one another and participation in community activities. Rights of the Ghanaian citizen as enshrined in the 1992 constitution of Ghana include: - right to life - right to personal liberty - right to freedom from slavery and servitude - equality before the law - freedom from discrimination - right to work etc. Our responsibilities include: - defending the 1992 constitution of Ghana - paying our taxes - assisting the police during investigations, etc. - protecting national property etc.	Pupils discuss the meaning of citizenship Pupils discuss the characteristics that are considered necessary for nation building. Pupils to discuss the relationship between rights and responsibilities and state at least four rights and four responsibilities enshrined in the constitution. Teacher to mix up various rights and responsibilities and ask pupils to group them under "Rights" and "Responsibilities"	Identify the ways by which citizenship in Ghana may be acquired. State and discuss some rights of a Ghanaian citizen and give its corresponding responsibility.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (Cont'd) **CITIZENSHIP AND HUMAN RIGHTS**	2.4.4 explain "human rights abuse" and how such abuses occur.	Human rights abuse is the infringement on the rights and freedom of the individual. The abuses include; domestic slavery, bullying, child abuse, child labour, sex trade, all forms of discrimination e.g. religious discrimination gender discrimination social discrimination etc.	Pupils to discuss the meaning of "human rights abuses" and give examples of abuses.	Select any three human rights abuses and make a presentation for class discussion.
	2.4.5 identify groups which suffer "human rights abuse" more than other sectors of the Ghanaian population	Such groups include: Women, children, the physically challenged and mentally handicapped and sometimes minority groups in communities. Reasons why such groups suffer abuses include low education, ignorance, poverty and lack of political representation,	Pupils to cite groups that are easily abused in parts of the country Pupils to give reasons why such groups generally suffer more human rights abuses than other groups of the population.	Pupils in groups, to produce reports on abuses suffered by children in the Ghanaian society. Pupils to describe the work of one of the institutions listed in the content.
	2.4.6 analyse ways by which human rights abuses can be prevented.	Human rights abuses can be prevented through the following: i. Education. ii. The role of the Courts and the Department of Social Welfare iii. The role of institutions such as Commission on Human Rights and Administrative Justice (CHRAJ), Amnesty International etc	Pupils discuss the work of the various institutions and organizations involved in the prevention of human rights abuses and show how they prevent such abuses.	Write a letter to your teacher describing a case of human rights abuse in your community.

JUNIOR HIGH 1

SECTION 3

SOCIAL AND ECONOMIC DEVELOPMENT

General Objectives: The pupil will

1. be aware of the natural and human resource distribution of the country
2. be aware of the importance of the different levels of production in economic development

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING	EVALUATION
UNIT 1 **THE USE OF LAND IN OUR COMMUNITY** *The Problem* *In many parts of Ghana, settlements are not built according to the layout plan of the area. The result of this is that beauty is ignored in the development of our towns and villages. Slums therefore easily develop making it difficult for authorities to supply utilities and services. Such problems have resulted in the loss of life and property in times of disaster.*	The pupil will be able to: 2.3.1 explain the terms layout, settlement, slum, and natural disaster,	Layout is the arrangement of a site for settlements. A settlement is a place where people reside. A slum is an overcrowded settlement where the buildings are not arranged in any order, due to improper planning. Slums are usually found in cities. Natural disaster can be described as any misfortune that occurs from natural phenomena e. g. floods, earthquake, outbreak of diseases	Pupils brainstorm for the meaning of layout, settlement, slum and natural disaster. Pupils discuss how a good layout of a settlement prevents the creation of slums. View situations of natural disasters from the internet and books.	State four advantages of a good layout.
	2.3.2 describe the various ways in which land is used in the community	Lands in our community is used for - houses - farms - markets - roads - recreational fields - industries etc.	Pupils draw a sketch of their neighbourhood, using conventional signs, to show what the land is used for.	State five uses of land.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) **THE USE OF LAND IN OUR COMMUNITY**	The pupil will be able to: 2.3.3 explain why a good layout is necessary for a decent settlement.	Importance of layout for a settlement - makes movement within settlement easy - makes it easy for supply of utilities and services. - ensures proper location of facilities - makes settlement beautiful etc.	Teacher to take pupils on a field trip to an area with proper layout and then to an area with improper layout (Show pictures if field trip is not possible) See examples of layouts from the internet and other sources.	Develop an improved layout of your neighbourhood/ schools
	2.3.4 describe how layouts for settlements are made.	A layout is based on how the land is zoned. Zoning is identifying what every portion of the land is suitable for. The location of facilities in the settlement is based on the layout plan of the area.	Teacher to invite a resource person from the Town and Country Planning Department to give a talk on how layouts are made. **NOTE:** Where it is not possible to get a resource person as above, teacher to show pictures of well planned town	
	2.3.4 analyse the need for preventive action against badly laid out settlements.		Pupils debate on the issue of whether to demolish or not to demolish unauthorized structures and structures that stand in unapproved areas of settlements	Suggest ways for ensuring that estate developers and kiosk owners follow a layout that will improve movement and supply of utility services in settlements

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **OUR NATURAL AND HUMAN RESOURCES** *The Problem* *Ghana is endowed with abundant natural resources that are essential for development. Unfortunately, the human resource base of the country is largely under-developed. There is a rural population that essentially has no adequate training and education necessary for the efficient exploitation of our resources.*	The pupil will be able to: 3.1.1 identify the natural resources of the country and show their location on a map of Ghana. 3.1.2. explain why natural resources are essential for the development of the country. 3.1.3 give reasons to explain why the resources have not been efficiently exploited. 3.1 4 explain why an educated and trained human resource is the most important resource of the country. 3.1 5 explain how both human and natural resources of the country can be efficiently used for production of goods and services	Ghana has a land area of 238,537 sq. km out of which about 1.8 million hectares is covered by forest. The country has: - minerals - water bodies - marine and coastal eco-systems - attractive sceneries The development of a country depends among other things on the quantity and quality of the available resources. The inefficient exploitation and utilization of the resources is due to low level of training, lack of skilled personnel, lack of managerial skills, etc. It is the human resource which identifies other resources and harnesses capital for the production of capital goods and services. Efficient utilization of human resources can occur by: I. improving the quality of human resources II. proper placement of human resources III. supervision and motivation IV. formulating effective policies for human resource utilization V. using appropriate technology VI. Ensuring safety on our roads	Pupils to mention some of the natural resources of the country and explain their role in the country's development. Read about Ghana's natural resources in Ghana's website ghana.com. Using examples of Ghana's resources, assist pupils to give reasons why the natural resources are important for the development of the country. Guide pupils to discuss whether our resources are being judiciously exploited or not, and whether they are being efficiently utilized or not. Pupils discuss resources in The community which are either over exploited or not exploited and explain why Guide pupils to discuss the importance of an educated human resource for the country. Pupils to discuss how the human and natural resources of the country can be used efficiently.	List some of the natural resources of the country and explain their role in the country's development. What could be done to put a country's resources to good use? How can our natural resources be used in a sustainable way? Examine how education and training contribute to the development of the human resource of the country Explain ways of ensuring safety on our roads.

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UNIT	SPECIAL OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **PRODUCTION IN GHANA** *The Problem* *Ghana depends largely on primary production. This is one of the factors responsible for our inability to improve the living standards of the people of the country. It is therefore a matter of urgency for Ghana to move into secondary and tertiary production as the only viable way for ensuring sustained development*	The pupil will be able to 3.3.1 explain the meaning of primary production.	Production is the process by which things are made. Primary Production is the process of producing or extracting raw materials.	Guide pupils to describe kinds of primary production	List kinds of vocations in your locality.
	3.3.2 examine the contribution of primary production to the economy of Ghana.	Ghana's primary industries Include the following cocoa industry, timber industry, fishing Industry, and the mining industry. The primary industries together employ over 65% of the working population. It generates much foreign exchange for the country	Guide pupils to discuss the contribution of the primary industry to the economy of the country.	
	3.3.3 examine the problems of primary production in Ghana.	Some of the problems of primary production in Ghana include poor road network and transportation, marketing, storage and preservation etc.	Pupils to discuss the problems faced by the primary production industry in Ghana.	State some problems of primary production in Ghana.
	3.3.4 suggest ways to add value to primary products in Ghana.	We can add value to primary products by processing them.	Teacher leads pupils to discuss ways to improve primary production Use the internet to read about how other countries are adding value to their primary products.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **MANAGING YOUR FINANCES** *The Problem* *Most Ghanaians for many years have been handling our notes in a poor manner by writing on them and crumpling them.* *These make the notes defaced and shorten their life span* *A lot of people have not cultivated the habit of savings Also many Ghanaians do not show interest in securing their property and themselves in the form of insurance. This brings about difficulty for people when accident occur or they are no more in active service.*	The pupil will be able to: 3.4.1 describe the proper ways of handling the currency of the country 3.4.2 develop the habit of savings 3.4.3 identify avenues for saving towards future security	Currency is the property of the state and must be handled properly. It is important that we do not deface the money. This can be done by not doing the following; - Handling money when hands are dirty or wet - Folding to destroy the money - Using any material to write on the notes - Perforating holes in the coins, etc. Problems arising from using defaced notes; - Rejection of the notes - Extra cost is needed to print new notes to replace defaced notes, etc. The habit of savings can be developed by desisting from unnecessary spending. Save some money away in the following forms; - money box - susu - credit unions - bank savings accounts - post office savings etc Avenues for saving towards future security are; - SSNIT - Insurance - Savings - Investments e.g. shares, bills etc.	Guide pupils to identify proper ways of handling the nation's currency Pupils to discuss problems that arise from poor handling of money. Guide pupils to discuss the need to save money. Guide pupils to discuss how to spend money wisely. Invite a resource person to talk on avenues for saving for the future Research on avenues for savings and investment from the internet.	Mention ways by which money can be properly handled. List problems of poor handling of money Mention ways of savings. Mention three ways by which one can plan for the future.

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JUNIOR HIGH 2

SECTION 1

THE ENVIRONMENT

General Objectives: The pupil will

1. recognize the influence of culture on development and the factors that cause cultural change.
2. appreciate the impact of the geography of the country on social and economic development.
3. be aware of the effects of environmental degradation on social and economic development

UNIT	SPECIFIC OBJECTIVES		CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil should be able to;				
OUR CULTURE	1.1.1	explain the meaning of culture.	Culture refers to the way of life of a people. Some aspects of culture are language, art, dance, dressing etc.	Pupils from different ethnic groups to describe aspects of the way of life of their societies, especially in relation to building technology, occupations, language, festivals, music etc.	Explain the meaning of culture
The Problem				Pupils to compare the descriptions given to see differences in cultures in the country	
It is culture that powers a nation forward into development. If culture becomes static a society loses it's capacity to advance. In this wise any society that desires development must constantly re-examine and improve it's cultural practices in order to make it dynamic.	1.1.2	identify the factors that can cause change in culture.	Factors that are responsible for cultural change include; - Education - Trade - Inventions - Traveling - Inter marriages	Guide pupils to discuss some of the factors that are responsible for change in culture. Read about different cultures using the internet if this is available.	Mention and explain the factors that have brought about change in the life of Ghanaians
	1.1.3	explain why some societies develop faster than others.	Culture is never static. Societies that develop faster change their cultural practices faster and adopt practices that can improve their societies. On the other hand, societies that are unwilling to adopt new cultural practices are often slow in development.	Assist pupils to explain the meaning of "cultural assimilation" and give examples of foreign cultural aspects that have been assimilated by Ghanaians. Pupils to compare aspects of cultures of developed countries with aspects of cultures of developing countries from information collected from magazines and other sources	Explain why some societies develop faster than others.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) **OUR CULTURE**	The pupil will be able to 1.1.4 explain why a society sometimes accepts or resists change	When change is gradual it is often acceptable because societies would have assessed and adopted aspects that suit their situation, but when change is imposed or sudden, the existing culture is disrupted and because some changes are not in line with the people's own culture, they will resist the change.	Through question and answer, guide pupils to describe the ways in which our way of life has changed over the past few years. Let pupils now identify aspects of culture in Ghana which have not changed and give reasons why these aspects have not changed	Explain why societies sometimes resist change.
	1.1.5 explain "parallel cultures" and their effects on life in Ghana	When two culturally different ways of doing the same things is adopted while only one way could suffice, the two ways are referred to as "parallel cultures". A typical example of parallel culture is a couple performing traditional marriage rites and later performing another Christian/Islamic marriage rite.	Discuss instances of parallel cultures in Ghana. Pupils to give examples of parallel cultures noticed in their community and give reasons why they think these are parallel cultures. Pupils to discuss the implications of practicing parallel cultures with reference to cost, convenience, time, etc.	Give three examples of parallel cultures in Ghana. Explain two reasons why parallel cultures are not necessary.
	1.1.6. examine the effects of outmoded cultures and superstition on society.	Some of the outmoded cultural practices include Female genital mutilation (FGM). Cruel widowhood rites, 'Trokosi' and such customs that violate the rights of the victims. Superstitious beliefs are fears of the unknown which cannot be proved e.g. belief in juju, witchcraft and curses etc. The effects are; suspicions/mistrust, tension, hatred, discouragement, unscientific thinking, unnecessary fear etc. Superstitions kill development initiative and can also prevent seeking appropriate solution to problems.	Assist pupil to explain outmoded customs and "superstitious beliefs" and give examples of their effect on society.	Mention some outmoded customs practised in the locality. Give reasons why these customs should be modified, or abolished.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **MAPPING OUR ENVIRONMENT** *The Problem* *People find it difficult finding their way around because of inadequate knowledge of cardinal points, landmarks and symbols. Knowledge of the cardinal points is therefore necessary for all of us.*	The pupil will be able to 1.2.1 show directions using the cardinal points and outstanding landmarks	The principal points of the compass are East. West, North and South. Landmarks are important features or objects which can be easily identified in the locality Outstanding landmarks include chapel, mosque, tall buildings, parks, Post Office, outstanding physical features, etc. "Bearing" is the direction or position in relation to a fixed point measured in degrees.	Guide pupils to relate the cardinal points with land marks (e.g. the chapel is in the north etc.) Pupils take turns to direct their friends from the school to their homes using cardinal points and land marks.	Draw the compass and show the major cardinal points. Write an essay directing their friends from the school to the market.
	1.2.2 explain the scale of a map.	Scale: It is the relationship between a distance measured between two points on the map and the actual distance on the ground.	Through demonstrations let pupils take measurements of objects on the ground and represent these distances on paper using a scale,	Draw a map of your. classroom to scale,
	1.2.3 differentiate between a 'sketch' and a 'map'	A sketch is a roughly drawn map usually not to scale. A map is a representation of the earth's surface or part of it drawn to scale.	Pupils in groups, to take measurements of different distances on the school compound and represent the distances taken on paper, using different scales.	
	1.2.4 draw a sketch of the neighbourhood indicating the major landmarks.	Landmarks are represented on maps by using conventional signs which are universal symbols. e.g, - fm for Farm, - H for Hospital, - ✝ for Chapel - Blue for water bodies, etc.	Pupils go out of the classroom and identify specific landmarks in their locality and represent these features on a sketch.	
	1.2.5 draw a map of the school compound to scale	Maps should always have a title, a scale and a key, The scale used should be appropriate (i. e, related to the size of the paper).	Pupils in groups, to measure the school compound using tapes, record their findings and convert their records into maps.	Draw the map of the school compound, showing the playing field, the school block, the urinal etc,

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **GHANA -MY COUNTRY** *The Problem* *Many Ghanaians tend to isolate themselves from issues of national concern. A fair knowledge of what the country is and means to the individual will rekindle the sense of belonging.*	The pupil will be able to: 1.3.1 state the symbols of national unity in Ghana.	The symbols of national unity include The National Pledge, Anthem, Flag, State Sceptre etc.	Pupils sing The National Anthem, recite The National Pledge and describe the other symbols of national unity. Check national symbols from ghana.com	Draw the Ghana flag and explain it.
	1.3.2 examine ways of fostering national unity and defending the integrity of the nation.	Ways to foster national unity include being patriotic, tolerant, respecting others culture etc. Ways of defending the integrity of the nation include responding to national assignment, reporting saboteurs etc.	Pupils in groups discuss ways to foster national unity and defend the nation's integrity.	Write an essay on how you can help to foster national unity.
	1.3.3 show the position of Ghana on the map of West Africa in relation to latitudes and longitudes	Ghana lies between latitudes 11 °N and 5° S. The Western extent reaches longitude 5°W and the Eastern extent reaches longitude 1°E. The Greenwich Meridian (Longitude 0°) passes through Tema.	Pupils to locate Ghana on the map of West Africa and show the countries that share the same boundaries with Ghana. Pupils to draw the map of Ghana showing the major longitudes and latitudes	Project: Make the map of West Africa showing Ghana with papier mâché/clay
	1.3.4 show on the map of Ghana, the ten administrative regions, their capitals and some important towns	Regions of Ghana and their capitals are: Greater Accra:-Accra, Central:-Cape Coast, Volta:-Ho, Ashanti:-Kumasi, Bono-Ahafo:-Sunyani, Northern:-Tamale, Upper East:-Bolgatanga, Upper West:-Wa, Western: Sekondi-takoradi, Eastern: Koforidua.	Pupils to draw the map of Ghana, show the ten administrative regions and their capitals. (Other important towns may be inserted on the map)	Draw the political map of Ghana.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (Cont'd) **GHANA - MY COUNTRY** **Relief and Drainage Features**	The pupil will be able to. 1.3.5 describe the main relief and drainage features on a sketch map of Ghana.	Relief features show the highlands and lowlands of an area. Highlands Akwapim-Togo range; Kwawu scarp; Mampong scarp; Gambaga scarp, etc. Lowlands The Volta basin, Volta basin, Coastal Plains The drainage features show the water bodies that exist in an area e.g River Pra	Pupils to discuss the benefits Ghana can derive from relief and drainage features. (Draw attention to the difference between a natural lake (Lake Bosomtwe) and a man-made lake like the Volta lake). Guide pupils to discuss and explain the importance of mountains and valleys in the country	Draw the map of Ghana and insert the important relief features, State and explain the benefits of relief features.
Mineral Deposits	1.3.6. explain the importance of mineral deposits to the socio- economic development of Ghana	Importance of mineral deposits in Ghana - source of employment - source of foreign exchange - provision of social amenities - sponsorship e.g. education, sports etc	Guide pupils in groups to discuss the economic and social contribution of the mining industry in Ghana.	Examine the economic and social position of a major mining town in Ghana. .
Seasons and Vegetation	1.3.7 describe the seasons and type of vegetation in Ghana.	There are two seasons in Ghana. - The Dry season Nov. - Feb. - The Wet season: March - July, and September -October i.e. minor raining season) Main rainfall patterns: south-western equatorial, dry equatorial, wet semi-equatorial, tropical equatorial Vegetation types; Equatorial forest, Semi-deciduous forest, Guinea savannah, Mangrove swamp.	Pupils to state the names of the two types of seasons in Ghana, describe each season and state the period when each season occurs. Pupils in groups discuss the effects of the seasons on the type of vegetation, economic and social life in Ghana.	

JUNIOR HIGH 2

SECTION 2

GOVERNANCE, POLITICS AND STABILITY

General Objectives: The pupil will

1. recognize the structure of government in Ghana and the functions of the various arms of government
2. appreciate how law and order is maintained
3. recognize the various ways in which Ghana co-operates with other countries and organizations

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **OUR CONSTITUTION** *The Problem* *The constitution is the highest law of the land. It is the constitution that spells out the rights and responsibilities of the individual as well as how the country should be governed. It outlines the concept of the separation of powers. It is therefore in the interest of each citizen to acquaint himself/herself with the provision of the constitution*	The pupil will be able to: 2.1.1 explain the meaning of constitution 2..1.2 identify the three main organs of government 2.1.3 explain the concept of Separation of Powers 2.1.4 explain his/her rights, freedoms and obligations under the 1992 constitution.	A constitution is a set of rules for governing a country. A constitution may be written e.g. the 1992 constitution of Ghana or unwritten (as in Braitain). The three main organs of government are the Legislature, the Judiciary and the Executive Separation of Powers; it is a concept that means that the three organs of government (Legislature, Judiciary and the Executive) are expected to work independently of each other. Separation of powers however operates with the concept of Checks and Balances A right is a benefit an individual is entitled to under the constitution. Freedoms are the benefits the individual enjoys under the constitution without any Hindrance. Obligations are the duties and responsibilities of the individual under the Constitution.	Pupils brainstorm for the meaning of constitution. Guide pupils to discuss the duties of the three organs of government in Ghana Assist pupils to discuss the concept of separation of powers Teachers discuss the concept of checks and balances with pupils. Guide pupils to state some of the rights and obligation under the constitutions. NOTE Invite a resource person to help in this lesson and the appropriate values should be enphasised.	Discuss the advantages and disadvantages of Separation of Powers in Ghana. Discuss the importance of the freedoms and obligations of the individual under the 1992 constitution of Ghana.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **LAW AND ORDER IN OUR COMMUNITY** *The Problem* *Law and order is important for the success of every community. A society establishes institutions such as the Courts and the Police to maintain and enforce law and order. In spite of the existence of these institutions there is increasing rate of crime and indiscipline. There is therefore the need to step up efforts to stem the rising tide of lawlessness in our country.*	The pupil will be able to: 2.2.1. explain the terms 'law' and 'order' 2.2.2. explain why law and order is needed in the community 2.2.3. examine how law and order is maintained in the home, school and community 2.2.4. describe the characteristics of a good law.	Law is the rules of conduct established and enforced by authority, legislation or custom of a given community, state or other group Order is a situation in which people obey the law and follow the accepted rule of social behaviour. Law and order is needed to promote peace by controlling and regulating behaviour, and by ensuring that people follow proper ways for doing things in the community. Law and order is in effect needed to promote stability and good governance. Law and order is maintained in the home, school and community through - enforcing the law, - obedience / compliance - moral uprightness - respect - fear of sanctions A good law i. must be in the interest of the people ii. must be reasonable iii. must apply to everybody equally iv. should be publicized and made known to the people. v. should be capable of being enforced.	Guide pupils to brainstorm for the meaning of 'law' and 'order' Pupils to discuss why law and order is needed in any society or community? Pupils to discuss how law and order is maintained in the school, home and community. Invite a resource person (police, lawyer, etc). Pupils to discuss the characteristics of a good law. Pupils to describe some of the rules at home or school and state whether the rules can be described as good or not and why.	Give reasons why law and order is needed at home, school and in the community? Pupils debate on the topic 'The best way to maintain law and order is through corporal punishment. Suggest ways by which the individual can help reduce lawlessness in society. Describe characteristics of a good law.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **MANAGING AND PREVENTING CONFLICT** *The Problem* *For years, conflicts have affected life and property in Ghana. Many attempts have been made to resolve these conflicts but many still persist. These conflicts are affecting the development of individuals, families and the nation. It is important therefore to develop better ways of preventing and managing such situations.*	The pupil will be able to: 2.3.1 explain the meaning of 'conflict', 'conflict prevention' and 'conflict management' 2.3.2 identify the sources of conflicts in the community	Conflict is a disagreement among individuals or groups which affects peace and stability in the community. Conflict Prevention The process of identifying signals of conflict and encouraging people to work out their differences to avoid clashes. Conflict Management Refers to the use of various initiatives and mechanisms to reduce tension during periods of conflict to facilitate resolution. Conflicts in the community can emanate from the following sources; - Location/sitting a public facility - Ownership of land or property - Unacceptable way of choosing leaders - Looking down on other minority groups - Infringing on the rights of a section of the people - Suspicion - Intolerance e.g. ethnic, religious, - Stereotyping - Negative attitude towards other people e.g. derogatory remarks, etc	Teacher leads pupils to brainstorm for the meaning of: - conflict - conflict prevention - conflict management Read from the internet or library. Guide pupils to role-play and discuss how conflicts emerge in the community.	Explain the terms: - conflict - conflict prevention - conflict management State sources of conflict in the community.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (Cont'd) **MANAGING AND PREVENTING CONFLICT**	2.3.3 explain the effects of conflict on the community	Conflict affects life and property. - it creates insecurity - life and property are lost - it affects social and economic life e.g. production may cease, etc.	Organize group discussion on effects of conflicts in the community	Write on the effects of conflicts.
	2.3.4 describe attitudes and values needed to prevent conflict in the community.	Individuals and groups need positive attitudes and values like: - respect for one another - tolerance - forgiveness - love - honesty - trust - fairness etc.	Guide class to discuss various attitudes needed for conflict prevention in the community.	Explain attitudes and values needed to prevent conflicts in the community.
	2.,3.5 suggest ways to manage conflict situations in the community.	Conflicts can be managed in ways such as, - law enforcement - negotiation - reconciliation - arbitration etc.	Invite a resource person to assist pupils discuss ways of managing conflict.	Explain ways of managing conflict in the community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **GHANA'S COOPERATION WITH OTHER NATIONS** *The Problem* *Co-operation with other nations of the world is most important for the social and economic growth of the country. It strengthens the bond of friendship among nations. Ghana should however carefully consider the terms of co-operation before entering into co-operative arrangements. The interest of the country must always come first.* .	The pupil will be able to: 2.4.1 state ways by which Ghana co-operates with other countries and international bodies. 2.4.2 explain why it is necessary for Ghana to co-operate with other countries. 2.4.3. identify a set of basic rules for accepting aid, help or co-operation. 2.4.4 show interest in foreign matters	Ghana co-operates with other countries politically, economically and culturally, and by being a member of organizations such as the African Union (AU), ECOWAS, NEPAD, the United Nations (UN), and the commonwealth, etc. Examples of cases where Ghana has offered co-operation: UN Peace Keeping Force, Establishment of Refugee Centres e.g. Budumbura *(C/R)* and Klikor (V/R) etc. Ghana needs to co-operate with other countries in order to: - maintain friendly relations - benefit from their knowledge and help especially in times of difficulty (Peace Corps, Voluntary Service Overseas, Development Partners etc.) - be part of the global fight against hunger, disease, human rights abuses, poverty, terrorism etc. - promote cultural solidarity i. examine co-operation agreements very well to make sure there is fairness. ii. investigate whether the co-operation will not lead to any negative effects on the individual or on the country etc. Citizens can help Ghana co-operate better with other countries by taking interest in foreign matters. They can express their views through the press, their MPs, etc. advising government on how to handle specific foreign issues.	Invite resource persons to talk to pupils on how Ghana co-operates with other countries and international organizations. Assist pupils to discuss the importance of the international organizations Through question and answer, guide pupils to state the importance of cooperation Pupils discuss ways of deriving maximum benefits from co-operation agreements Pupils brainstorm on what they as individuals can do to influence decision-making in foreign matters. (Use newspaper cuttings or readers letters to illustrate how individuals can participate in shaping foreign policy).	Explain the differences between political, cultural and economic co-operation. State the types of help Ghana has given or received from other countries. Write an essay on what to consider before entering into agreements Mention sources of information on foreign matters.

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JUNIOR HIGH 2

SECTION 3

SOCIAL AND ECONOMIC DEVELOPMENT
General objectives: The pupil will:

1. realize the social and economic potential of tourism in the country
2. recognize the relationship between education and one's ability for increased production
3. recognize the contribution of enterprises to national development

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to			
TOURISM, LEISURE AND DEVELOPMENT	3.1.1 explain the terms tourism and leisure	Explanation of terms: Tourism - an activity involving travelling to see and enjoy facilities and sceneries in other places.	Pupils brainstorm to explain tourism and leisure. Also read form the internet and libraries.	Explain the differences in meaning of the terms tourism and leisure.
The Problem		Leisure - taking time off normal duty for relaxation, games or rest.	Plan a class visit to some selected local sceneries, for them to observe and make notes on their beauty, peculiarities and importance.	
Ghana abounds in places of beautiful and attractive sceneries. Unfortunately most of these places of beauty have not been adequately developed for tourist purposes. Besides most Ghanaians are so pre-occupied with their efforts to survive that they devote no time for rest and leisure. Consequently most Ghanaians do not see	3.1.2 name some attractive places or sceneries in the locality	Local sceneries include natural and man-made things e.g. beautiful set of buildings, rivers, lakes, lagoons, mountains, rock formations, vegetation, forts and castles, the Gambaga Scarp, the Kwahu Scarp, Boti falls, Vli falls, Mount Afadjato, Paga Crocodile Pond, the Volta Estuary,Cataracts, the Big Tree at Oda (E/R), Lake Bosomtwi, etc.	Pupils to name and describe some of the sceneries in the locality. Visit ghana.com.

NOTE
Teacher to find pictures and information on some of the sceneries listed in content for class to see and discuss. | Mention sceneries in Ghana and state where they can be found. |
| *the value of these places and therefore do not take advantage of them.* | 3.1.3 give reasons why people go on tour to different places. | For enjoyment and relaxation To see and learn new things. To acquire new artefacts from foreign places etc. | Guide pupils to discuss reasons why people travel to different places and the benefits they obtain. | Suggest the benefits we can derive from some of our sceneries |

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **TOURISM. LEISURE AND DEVELOPMENT**	The pupil will be able to: 3.1.4 suggest ways for promoting people's interest in visiting different sceneries in Ghana. 3.1.5. describe the economic, importance of tourism to the nation's development.	To promote tourism, tourist sites must be - advertised - beautified and kept clean - maintained well - tour guides well trained. - security ensured, - hotels, restaurants, etc available Economic importance of tourism: - Tourism is a big foreign exchange earner for the country. - Tourism encourages the improvement of the infrastructure of the country. - It provides employment etc.	Guide pupils to discuss ways and means of getting people interested in visiting different places and sceneries for relaxation and knowledge. Pupils in groups, to develop a plan for a tour to a selected tourist site and present in class. **NOTE** Consider the importance of hotels, restaurants and entertainment for promoting tourism Pupils in groups, to discuss and write report on the economic importance of tourism to the country and present their report for class discussion. Guide pupils to explore tourist sites using the internet.	Group presentations Write an essay on ways to get people interested in tourism Individual essay: Without tourism the country's development will suffer a great deal. Discuss Write on the economic importance of tourism

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **EDUCATION AND PRODUCTIVITY** *The Problem* *A country needs appropriate skills to produce its needs efficiently: Unfortunately in Ghana education tends to provide knowledge and skills which are not of the quality that will help the country's speedy development. This is because, opportunities for training are not very accessible, to many Ghanaians. The result is that we have people doing jobs for which they are ill-prepared, thus making productivity low.*	The pupil will be able to: 3.2.1 explain the meaning of education, training and productivity. 3.2.2 describe some of the factors that improve productivity 3.2.3 outline the advantages of technology in work	i. Education is a process of learning geared towards assisting the individual to acquire knowledge, skills and attitudes that will help him/her to improve his/her life. ii. Training is a form of education, except that training is more specific and geared toward acquisition of expertise in a particular vocation or profession. Iii. Productivity simply means output per man-hour. Productivity is said to be high when a person, within a given time, produces more goods or services Some factors that improve productivity include I. Education (Professional training) and continuous in-service training ii. Planning and target setting iii. Use of appropriate tools and equipment iv. Use of modern technology v. Supervision vi. Effective work ethic Advantages of technology -speeds up work -able to do complicated work -work more efficiently than humans -able to do work that is dangerous for humans etc.	Assist pupils to discuss the differences between education, training and productivity Pupils to identify and discuss the factors that lead to increased production. Guide pupils to discuss the advantages of using technology for work	What are the differences between education and training? What is meant by productivity? Suggest ways to improve production in Ghana. Give examples of modern technology used in work places

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **EDUCATION AND PRODUCTIVITY**	The pupil will be able to: 3.2.4 suggest some areas of work for which technology is vitally needed. 3.2.5 suggest ways for improving productivity in workplaces in Ghana.	Areas to consider: - agriculture - education - transport and communication - manufacturing industry - health Improving productivity in the following workplaces: - farms - factories - shops etc	Pupils in groups, to select two of the areas listed in content, discuss how technology has helped to improve output and present a report for class discussion. Read on technologies in agriculture from the internet if available. Assist pupils to discuss various ways for improving productivity in the work place (See workplaces listed in content)	Suggest areas of work where technology is needed and how it could be applied. Pupils use the internet to find out why some countries are more developed.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **ENTERPRENEURSHIP** *The Problem* *At the time of independence, the state had to established some enterprises that were vital for the country. State owned businesses were not run very well leading to their divestiture in the late 1990s. The emphasis now has shifted to making private business the major force for production in the country.*	The pupil will be able to: 3.3.1 explain the meaning of enterprise giving examples of enterprises, their advantages and disadvantages	An enterprise is a business unit that is established to render a service or produce goods for consumers. Enterprises are either owned privately or by the state. State owned enterprises are enterprises set up by the State. Examples are Electricity Company of Ghana, Ghana Water Company etc. Private enterprises are enterprises established by private individuals There are different types of enterprises in Ghana. Examples include; - sole proprietorship - partnerships - co-operatives - joint-stock companies (limited liability companies)	Guide pupils to brainstorm for the meaning of enterprise. Assist pupils to discuss and compare state owned enterprises and private enterprise. Guide pupils to state the differences between the two. Guide pupils to discuss the types of enterprises in Ghana (as in the content) and show the advantages and disadvantages of each of them. **NOTE:** Help pupils to understand how each of the four types of business is set up; three-four advantages of each type and three/four disadvantages of each type.	Examine the difference between state owned enterprises and private owned enterprises. Pupils to express their views on why private sector business is more effective than public sector business. Discuss any of the enterprises you will want to set up and explain why
	3.3.2 give reasons why the State owns some businesses.	The state needs to establish and control those businesses which are vital for the people of this country e.g. electricity, water, etc.	Assist pupils to discuss why the state owns some businesses. Pupils to state examples of businesses and give reasons why those businesses were established	Pupils to state the advantages of both private and state enterprises
	3.3.3 suggest the role that the state should play in promoting private sector business.	The role of the state in promoting enterprises is to create an enabling environment for enterprise e.g. - Provide infrastructure - Guarantee financial support for private business - Organize training courses for private business - Advertise the products of private enterprises in overseas countries through the Ghana embassies. - Sponsor trade missions overseas - Provide appropriate legal policy environment	Pupils In groups to suggest the kinds of support that the state should give to ensure continuous growth of private business in Ghana. (Groups to present their reports for class discussion) **NOTE:** A businessman or woman in the locality can be invited to give a talk on this objective	Express their views on why private sector business is more effective than public sector business

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) **ENTERPRENEURSHIP**	The pupil will be able to: 3.3.4 suggest the role private business should play to ensure continuous survival	To ensure survival, private enterprises should; - Produce quality goods - Sell at reasonable prices - Keep proper records - Fulfill their tax obligations - Contribute to social programmes of their community and of the country etc.	Pupils in groups, to suggest the kinds of things private business should do to ensure their continuous survival **NOTE**: A businessman in the locality may be invited to talk to the class	Pupils to suggest survival strategies that private enterprises can adopt to ensure growth.

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JUNIOR HIGH 3

SECTION 1

THE ENVIRONMENT

General Objectives: The pupil wll

1. appreciate the significance of some natural features and their importance in the economic development of Ghana
2. recognize the effects of rapid population growth on social and economic development
3. be aware of the social and economic problems created by rural-urban drift and possible solutions

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **SIGNIFICANCE OF SOME NATURAL FEATURES OF THE EARTH** *The Problem* *Knowledge of natural phenomena including the solar system, the structures of the earth, and the divisions into which the world is categorized is essential for understanding the world, how it works and how it influences our lives. Without this type of essential knowledge, one cannot appreciate the gift of the natural world nor the demands on us to conserve it for our own benefit and the benefit of mankind.*	The pupil will be able to: 1.1.1 describe the solar system. 1.1.2 identify the major structures of the earth 1.1.3 describe the types of rainfall.	The solar system consists of the sun and the other planets. It also includes the moon, stars, comets and satellites. The earth has two movements: Rotation on its axis producing day and night; and revolution round the sun producing the seasons. Major structures: - Volcanic land forms - Mountains - Plateaux - Rift valleys Types of rainfall: Convectional rainfall Relief rainfall (Orographic rainfall) Cyclonic rainfall.	Using an atlas with illustration of the solar system, guide pupils to examine the relationships between the sun, planets, moon etc. in the solar system Use pictures / photographs to assist pupils Identify the following; -volcanic land forms -mountains, plateau, and rift valleys. Pupils to use the internet to assist in the study of land forms and volcanic eruptions where possible. Guide pupils to discuss the differences among the three types of rainfall.	Explain how day and night occur What is the significance of relief features? Illustrate the three types of rainfall.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd)	The pupil will be able to:			
SIGNIFICANCE OF SOME NATURAL FEATURES OF THE EARTH	1.1.4 identify the various geographical divisions into which the world is categorized	The division of the world into two by the equator The Northern Hemisphere and Southern Hemisphere. - North Pole 90° N - South Pole 90° S - Arctic Circle 66 1/2° N - Tropic of Cancer 23 1/2° N - Equator 0° - Tropic of Capricorn 23 1/2° S - Antarctic Circle 66 1/2° S International Date Line follows Longitude 180°	Using a globe, assist pupils to identify the various geographical divisions of the world following items in the content.	Explain the importance of the International Dateline.
	1.1.5 identify and locate the continents and oceans of the world.	Continents Africa Australia Asia Europe The Americas Oceans Atlantic ocean Arctic ocean Antarctic ocean Indian ocean Pacific ocean	Using the globe or atlas, pupils identify and locate continents and oceans. Pupils use templates to draw the world and show the continents and oceans.	On a world map show the major oceans.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EV ALUA TION
UNIT 2 **POPULATION GROWTH AND DEVELOPMENT IN GHANA** *The Problem* *In Ghana the rate of population growth is high. This does not correspond with economic growth and thus leads to a lot of socio-economic problems.*	The pupil will be able to 1.2.1 explain the term population	Population refers to the number of people living in a specific geographic area at a specific time.	Let pupils brainstorm to explain the meaning of population.	
	1.2.2 examine the structure of the Ghanaian population.	Population size: The estimated population of Ghana in 1997 was about 18 million. In the year 2000, the population was 18.4 million.	Pupils in groups to investigate the ages of members of their families and illustrate the results on a bar graph.	Describe the age structure of Ghana's population.
	1.2.3 analyze the effects of rapid population growth in Ghana on the family, the community and the nation.	Effects of rapid population growth - Poor maternal and child health - Disintegration of the family as a unit - High dependency burden on the family, community and nation - Pressure on existing facilities etc.	Let pupils use the Future's Wheel to illustrate the effects of rapid population growth	What are some of the effects of rapid population growth in Ghana?
	1.2.4 suggest ways in which social problems and rapid population growth could be minimized	Ways for reducing growth rate: - implementation of the National Population Policy, e.g. Family Planning - increasing gender equality - economic empowerment of women. - encourage girls education etc.	Pupils in groups, to identify and discuss possible solutions to the high population growth. Identify ways by which high population growth rate can be reduced	Suggest solutions to high population growth in Ghana.
	1.2.5 explain the term "rural-urban drift" and its associated problems	Rural-urban drift is the movement of people from rural areas to the urban areas. The is also rural-rural drift Problems created in the rural areas due to drift from rural areas include: - increased incidence of broken homes. - lack of parental control and supervision of children Problems created in the urban areas due to drift from rural areas include: - unemployment - pressure on facilities - increase in crime wave etc.	Let pupils in groups explain the meaning of "rural-urban" drift and "rural-rural" drift. Guide pupils in groups to discuss the causes of rural-urban drift Let pupils form two groups; one group to discuss problems created in rural areas due to movement from rural areas to urban areas; the second group to discuss problems created in urban areas due to movement from rural areas into urban areas. Each group to make a presentation for class discussion.	State causes and problems of rural-urban drift and suggest possible solutions to them.

JUNIOR HIGH 3

SECTION 2

GOVERNANCE, POLITICS AND STABILITY

General Objectives: The pupil wll

1. recognize how government operates at the national and district levels
2. recognize ways for promoting political stability in Ghana
3. be aware of the importance of self-reliance in national development

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **GOVERNMENT AND SOCIETY** *The Problem* *There are two main levels of government in Ghana, government at the national level and at the district level with the regions serving as co-coordinating links. The District level serves as the focus of development. Most of the District Assemblies are young, and do not have the resources and cannot cope with the expectations of the people. Nevertheless, for effective operation and management of life in the country, it is important that citizens became aware of the political organization and administration of the Country.*	The pupil will be able to 2.1 1 describe the structure of government at the national, regional and district levels. 2.1.2 describe how the District Assembly does its work of developing the district, and how the Local Council also assists in development of the district	The structure of government at the national level comprises the: Executive (The President, the Cabinet, the Civil Service etc) Legislature (Parliament) Judiciary (the Courts). At the regional level there is the Regional Minister and the Regional Co-coordinating Council. Modern government structure at the District level: District Chief Executive, District Assembly and Area Committee, Unit Committee. Traditional government structure: Chief and elders, clan heads, family heads. How the District Assembly is formed. Work of the District Assembly, Work of the District Chief Executive. The Local Council and its work for the district. The Traditional Council and its work for the district	Invite resource persons to talk to the class on government at the national, regional and district levels. Pupils to discuss how the District Assembly is formed i.e. how members of the assembly are elected etc. and how the district assembly works	State the three arms of Government at the national level and describe their functions List the number of regions In the country, tell the total number of districts in the country, and the number of districts in each region of the country. Describe the administrative structure of the district assembly.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) **GOVERNMENT AND SOCIETY**	2.1.3 identify some of the problems facing the district Assemblies and how they can be solved.	Some of the problems facing the district assemblies are as follows: ii. Inability to generate enough funds for development iii. Inadequate trained staff for the work of the districts. iv. Inability to develop clear plans for the development of the districts etc.	Pupils to identify some of the problems the District Assemblies face. Assist pupils to discuss ways and means of solving the problems District Assemblies face.	Name at least two problems which most district assemblies in Ghana face and suggest how they can be solved
	2.1.4 give reasons to show why District Assemblies are important in the development of the country	Importance of District Assemblies - They take care of development at the district level - They encourage grass root participation in government etc. - They mobilize local resources for development	Assist pupils to justify with reasons, why District Assemblies are important in the development process of the country.	

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **PROMOTING POLITICAL STABILITY IN GHANA** *The Problem* *Peace and stability are very essential for the progress and development of every nation. Unfortunately in Ghana ethnic and party rivalries have constantly created an atmosphere of instability. Besides, new sets of administrators often abandon policies and programmes started by previous administrations. This has stifled the steady growth of the nation. The problem of instability will be minimized when Ghanaians learn to tolerate opposing political views and when they learn that democratic living is the only major way for the country to tap the minds of citizens for the common good of all.*	The pupil will be able to: 2.2.1. examine the factors that promote the operation of democracy 2.2.2 suggest ways for promoting political stability in Ghana. .	Democracy is a system of government in which the wishes of the people are taken into account in the process of governance Factors that promote democracy are: - a good and workable constitution - respect for the rights and freedoms of the people - observance of the rule of law - the existence of political parties - free and fair elections etc. Political stability can be promoted by: - allowing freedom of speech, freedom of movement. etc - free and fair elections. - open government allowing criticism of policies - avoidance of dictatorship etc. **NOTE:** This lesson hinges on the rights and freedoms of the citizen: tolerance for each other's views; and not looking down on any ethnic, political or religious groups	Assist pupils to explain the meaning of 'democracy' Pupils identify and discuss some of the factors that promote democracy in the country. (You may invite a resource person to discuss with the class how political stability can be promoted in Ghana.) Pupils discuss the talk and then discuss various ways by which political stability can be promoted in Ghana. Pupils in groups, to discuss ways for preventing political conflicts in the country and present their reports to class.	Name factors that are necessary for the operation of democracy and give reasons. Group work State and explain factors that can promote political stability in Ghana and present a report for discussion. Class to discuss group reports and develop rules of conduct for preventing political conflicts

JUNIOR HIGH 3

SECTION 3

SOCIAL AND ECONOMIC DEVELOPMENT

General Objectives. The pupil will

1 be aware of the development problems facing Ghana and the agencies involved in national development.
2. recognize methods and techniques for sustainable development.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PROBLEMS OF DEVELOPMENT IN GHANA** *The Problem* *Development is a process that never really ends. Within the development process a lot of problems emerge which are both external and internal. Problems from the external world include the determination of prices for our primary commodities. The internal problems are however our own making. It is therefore important that we address the internal problems so as to prepare us to tackle the external problems.*	The pupil will be able to 3.1.1 discuss factors responsible for development problems in Ghana 3.1.2 suggest solutions for the problems of development in Ghana	Economic -Low agricultural production -High indebtedness -Aid dependency -High dependency on primary products etc. Social -High birth rate -Low literacy rate -Inadequate health facilities - road accidents etc. Political - lack of continuity - external influence - inability to mobilize funds - misappropriation and misapplication of funds etc.	Pupils to Identify and discuss some of the developmental problems facing Ghana. (Problems identified should be economic, social, political and others. Assist pupils to suggest solutions to development problems in Ghana. Guide pupils to discuss possible solutions for the development problems in Ghana	Suggest solutions to the development problems facing Ghana.