

**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT**

(MINISTRY OF EDUCATION)



**SOCIAL STUDIES
COMMON CORE PROGRAMME (CCP)
CURRICULUM FOR B7/JHS1 - B9/JHS3**

SEPTEMBER 2020



MINISTRY OF EDUCATION
REPUBLIC OF GHANA

Social Studies Curriculum for B7/JHS I - B9/JHS3

Enquiries and comments on this Curriculum should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P. O. Box CT PMB 77 Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh



Ministry of Education

©2020 National Council for Curriculum and Assessment (NaCCA).

This publication is not for sale. All rights reserved. No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.



FOREWORD

The Ministry of Education, acting through the National Council for Curriculum and Assessment (NaCCA) has, in recent times, been working on curriculum and assessment reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in Ghana. This curriculum, known as the Common Core Programme (CCP), is a sequel to the Kindergarten-Primary standards-based school curriculum, the implementation of which commenced with the 2019/2020 academic year. The CCP is carefully designed for learners in Basic Year 7 to Basic Year 9 (JHS 1 – JHS3) as part of a holistic learning experience that prepares them for post-secondary education, the world of work or both. The curriculum focuses on building character and nurturing values, in addition to ensuring a seamless progression for all learners from JHS to SHS and creates clear pathways for academic and career-related programmes from Basic 10 to Basic 12 (SHS1 - SHS3).

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

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

Dr Matthew Opoku Prempeh (MP)
The Honourable Minister of Education



ACKNOWLEDGEMENTS

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

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

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

Additionally, NaCCA acknowledges the contributions of staff from various Universities and Colleges of Education as well as teachers and learners within the Ghana Education Service.

Special thanks go to those who also contributed to shaping this curriculum content through the consultation process, including the national stakeholder engagement conducted in Accra in February, 2020.

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

CONTENT

FOREWORD	iii
ACKNOWLEDGEMENTS	iv
INTRODUCTION	viii
PHILOSOPHY	xii
AIMS	xiii
PROFILE OF EXPECTED LEARNING BEHAVIOURS	xiv
ATTITUDES, VALUES AND PROCESS SKILLS	xvi
ASSESSMENT	xix
CREATIVE PEDAGOGICAL APPROACHES	xxiii
CORE COMPETENCIES	xxvii
INSTRUCTIONAL EXPECTATIONS	xxix
ORGANISATION AND STRUCTURE OF THE CURRICULUM	xxx
SCOPE AND SEQUENCE	xxxiii
Basic Year 7	1
STRAND 1: ENVIRONMENT	2
SUB-STRAND 1: ENVIRONMENTAL ISSUES	2
SUB-STRAND 2: MAPPING SKILLS	7
SUB-STRAND 3: UNDERSTANDING OUR NATURAL WORLD	9
STRAND 2: FAMILY LIFE	12
SUB-STRAND 1: ADOLESCENT REPRODUCTIVE HEALTH	12
SUB-STRAND 3: SOCIALISATION	14
SUB-STRAND 4: POPULATION	16
STRAND 3: SENSE OF PURPOSE	18
SUB-STRAND 1: SELF-IDENTITY	18
STRAND 4: LAW AND ORDER	20
SUB-STRAND 1: CITIZENSHIP AND HUMAN RIGHTS	20
STRAND 5: SOCIO-ECONOMIC DEVELOPMENT	22
SUB-STRAND 1: HUMAN RESOURCE DEVELOPMENT	22

STRAND 5: SOCIO-ECONOMIC DEVELOPMENT	24
SUB-STRAND 2: FINANCIAL AND INVESTMENT ISSUES.....	24
SUB-STRAND 3: TOURISM	26
STRAND 6: NATIONHOOD	29
SUB-STRAND 1: INDEPENDENT GHANA	29
Basic Year 8	37
STRAND 1: ENVIRONMENT	38
SUB-STRAND 1: ENVIRONMENTAL ISSUES.....	38
STRAND 1: ENVIRONMENT	43
SUB-STRAND 3: UNDERSTANDING OUR NATURAL WORLD	43
SUB-STRAND 2: MAPPING SKILLS.....	48
STRAND 2: FAMILY LIFE.....	50
SUB-STRAND 2: THE FAMILY.....	50
SUB-STRAND 4: POPULATION.....	54
STRAND 3: SENSE OF PURPOSE	55
SUB-STRAND 2: THE INDIVIDUAL AND THE COMMUNITY	55
STRAND 4: LAW AND ORDER	59
SUB-STRAND 1: CITIZENSHIP AND HUMAN RIGHTS.....	59
STRAND 4: LAW AND ORDER	61
SUB-STRAND 2: CONFLICT PREVENTION AND MANAGEMENT	61
STRAND 5: SOCIO-ECONOMIC DEVELOPMENT.....	64
SUB-STRAND 2: FINANCIAL AND INVESTMENT ISSUES.....	64
SUB-STRAND 3: TOURISM	65
STRAND 6: NATIONHOOD	67
SUB-STRAND 2: THE REPUBLICS.....	67
BASIC YEAR 9	72
STRAND 1: ENVIRONMENT	73
SUB-STRAND 1: ENVIRONMENTAL ISSUES.....	73
SUB-STRAND 4: OUR NATURAL AND HUMAN RESOURCES.....	77

STRAND 2: FAMILY LIFE.....	81
SUB-STRAND 2: THE FAMILY.....	81
STRAND 2: FAMILY LIFE.....	85
SUB-STRAND 4: POPULATION.....	85
STRAND 3: SENSE OF PURPOSE.....	87
SUB-STRAND 3: CULTURE AND NATIONAL IDENTITY.....	87
STRAND 4: LAW AND ORDER.....	89
SUB-STRAND 3: THE 1992 CONSTITUTION.....	89
STRAND 4: LAW AND ORDER.....	93
SUB-STRAND 4: PEACE AND SECURITY IN OUR NATION.....	93
STRAND 4: LAW AND ORDER.....	95
SUB-STRAND 5: PROMOTING DEMOCRACY AND POLITICAL STABILITY.....	95
STRAND 5: SOCIO-ECONOMIC DEVELOPMENT.....	102
SUB-STRAND 4: SCIENCE AND TECHNOLOGY.....	102
STRAND 5: SOCIO-ECONOMIC DEVELOPMENT.....	105
SUB-STRAND 2: FINANCIAL AND INVESTMENT ISSUES.....	105
STRAND 6: NATIONHOOD.....	107
SUB-STRAND 2: THE REPUBLICS.....	107
APPENDICES.....	113
BIBLIOGRAPHY.....	119

NOT FOR SALE
BUT FOR TRAINING PURPOSES

INTRODUCTION

In the three years of junior high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, inter-nationally- benchmarked career and tertiary education readiness standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The CCP runs from Basic 7 through Basic 9

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

Features of the learner attitudes

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

These are elaborated subsequently as:

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

Learning and Teaching Approaches

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

Learning Context

The CCP places emphasis on engagement of learners in the classroom activities and projects (in and outside classroom). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 9. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour: Community service offers an opportunity for learners to nurture, love and care for, and solve problems in their community.

Learning Areas

The CCP comprises the following learning areas:

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

This document sets out the standards for learning Social Studies in the Common Core Programme (CCP). The standards in the document are carefully set with the expectation that the CCP (B7/JHS1 – B9/JHS3) will offer quality education for all learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1.

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

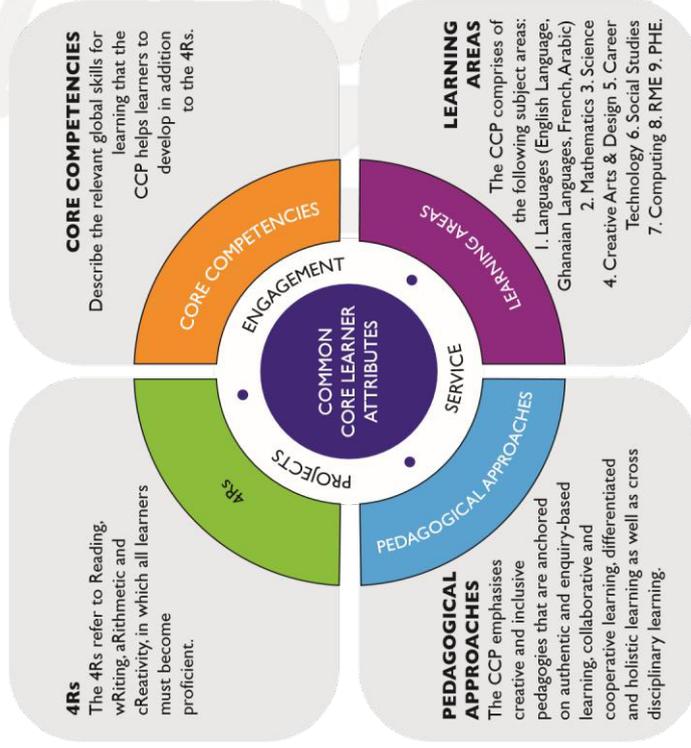


Figure 1: CCP Learner Attributes

NOT FOR SALE
BUT FOR TRAINING PURPOSES

RATIONALE

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

NACCA

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

PHILOSOPHY

Teaching Philosophy

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

Learning Philosophy

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

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

AIMS

General Aims

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

Specific Aims

Specifically, the subject will enable learners to:

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

NOT FOR SALE
BUT FOR TRAINING PURPOSES

PROFILE OF EXPECTED LEARNING BEHAVIOURS

Knowledge, Understanding and Application

A central aspect of this curriculum is the profile of learning behaviour dimensions that should be the basis for instruction and assessment. Learners may show understanding of concepts by comparing, summarising and re-writing in their own words, and constructing meaning from instruction.

The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem and compose a story or a piece of music. Further, the learner may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours, “knowledge”, “understanding”, “application”, “analysis”, “synthesis”, “evaluation” and “creation”, fall under the cognitive domain.

Learning indicators are stated with action verbs to show what the learner should know and be able to do. The ability of the learner to *describe, explain, examine, discuss, and summarise* situations after teaching and learning has been completed, suggests that the learner has acquired *knowledge*. In the past, teaching in most cases, stressed knowledge acquisition to the detriment of other higher-level behaviours such as application and analysis among others. In this curriculum, learners are challenged to solve personal and societal problems. In this respect, they demonstrate their ability to “apply” the knowledge acquired. Learners must, therefore, be engaged in a variety of activities to stimulate their critical thinking abilities.

Weighting of profile of learning behaviour dimensions

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

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

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

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

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

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

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

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

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

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

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

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

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

ATTITUDES, VALUES AND PROCESS SKILLS

Attitudes

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

Commitment: the determination to contribute to national development.

Tolerance: the willingness to respect the views of others.

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

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

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

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

Comportment: the ability to conform to acceptable societal norms.

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

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

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

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

Values

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

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

Diversity: Ghana is a multicultural society; therefore, learners must be encouraged to respect all persons irrespective of their ethnic or religious

background to ensure peaceful co-existence and national integration.

Equity: The socio-cultural and economic environment across the country is uneven, consequently it is necessary to be deliberate in addressing the specific needs of learners and to ensure an equitable distribution of resources. Ghana's learners have varied needs influenced by their gender, abilities, economic status geographical background which requires the provision of equal opportunities to all. Every citizen, irrespective of their socio-economic background and condition should be treated fairly in terms of access to national resources and state power. Equal opportunities should be given to all learners for a fair learning environment to enable them harness their potentials and capabilities.

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

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

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

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

Process Skills

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

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

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

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

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

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

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

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

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

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

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

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

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

ASSESSMENT

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

Assessment for Learning (AfL)

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and the teachers to decide where the learner is in their learning, where they need to be (the desired goal), and how best to get them there. AfL is one of the most suitable methods for improving learning and raising standards (Black and William, 1998). Assessment for Learning also refers to all activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning and feedback.

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

Assessment as Learning (AaL)

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

Assessment of Learning (AoL)

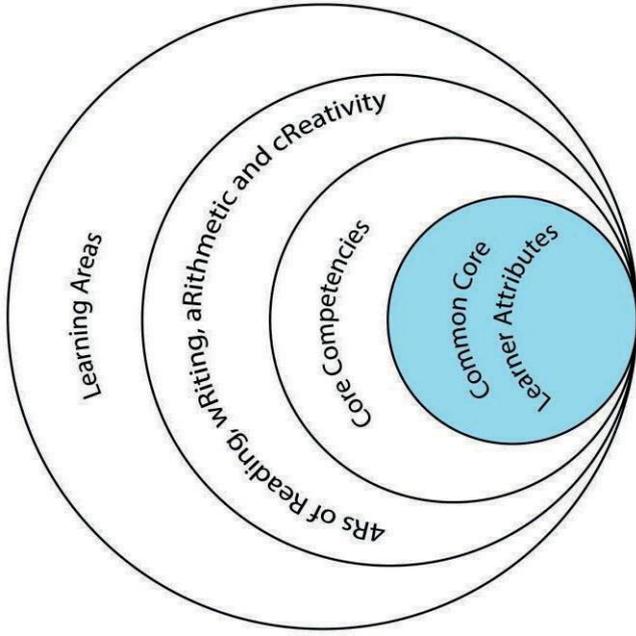
Assessment of learning provides a picture of the achieved standards of the teacher and performance of learners at the terminal stage of the learning process. This information provides data for accountability and educational decisions such as grading, selection and placement, promotion and certification.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

What do we assess?

Assessment in the CCP emphasises:

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

Figure 2: Essential Assessment Features



How do we monitor progress?

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

Table 1 Modes of Assessment

ASSESSMENT FOR LEARNING	ASSESSMENT OF LEARNING	ASSESSMENT AS LEARNING
Class exercises	Class Assessment Task (CAT)	Portfolio
Quizzes	End of term	Journal entries

Class tests (written, oral, aural and/or practical)	End of year	Project work
Class Assessment Task (CAT)		Checklist
		Questionnaire

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

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

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

Reporting School-Based Assessment (SBA) in the CCP

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

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

LEVEL OF PROFICIENCY	BENCHMARK	GRADE LEVEL DESCRIPTOR
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer them independently through authentic performance tasks

3: Approaching Proficiency (AP)	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

The grading system presented, shows the letter grade system and equivalent grade boundaries. In assigning grades to learners' test results or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E]), indicate the meaning of each grade. In addition to the school-based assessment (SBA), a national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievement.

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

CREATIVE PEDAGOGICAL APPROACHES

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

Learning-Centred Pedagogy

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with their classmates. At the high school level, the progression phases are from B7/JHS1 to B9/JHS3.

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

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

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

Inclusion

Inclusion is recognising that learners come from diverse backgrounds with diverse needs and they must be uniquely supported through the learning process. Learners can be disadvantaged based on their gender, ability, ethnicity, economic status, religious affiliation among other. Inclusion is therefore ensuring access and learning for all learners, especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is met. The Curriculum suggests a variety of approaches that addresses learners' diversity and their special needs in the learning process including addressing stereotypes that seek to limit the learners' interest and abilities. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Therefore, planning, delivery and reflection on daily learning experiences should take these differences into consideration.

The curriculum therefore promotes:

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

Differentiation and Scaffolding

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

- **Differentiation by task** involves teachers setting different tasks for learners of different abilities. For example in sketching the plan and shape of their school compound and community, some learners could be made to sketch with free hand while others trace the outline of the plan.
- **Differentiation by support** involves the teacher giving the needed support and referring weak learners to the Guidance and Counselling Unit for academic support.
- **Differentiation by outcome** involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

Scaffolding in education refers to the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately

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

Common scaffolding strategies available to the teacher are:

1. giving learners a simplified version of a lesson, assignment or reading, and gradually increasing the complexity, difficulty or sophistication over time;
2. describing or illustrating a concept, problem or process in multiple ways to ensure understanding;
3. giving learners an exemplar or a model of an assignment and asking them to complete;
4. giving learners a vocabulary lesson before they read a difficult text;
5. describing the purpose of a learning activity clearly and the learning goals they are expected to achieve; and
6. describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

Information Communication Technology

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

ICT has the potential to innovate, accelerate, enrich and deepen skills. It also motivates and engages learners to relate school experiences to work practices. It provides opportunities for learners to fit into the world of work.

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

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

7, improved gender, equality, equity and social inclusion

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

Learners need to be exposed to various ICT tools around them including calculators, radios, cameras, phones, television sets and computers and related software like Microsoft Office packages - Word, PowerPoint and Excel - as teaching and learning tools. The exposure that learners are given from Basic Year 7 to 9, to use ICT in exploiting learning, will build their confidence and increase their motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and competence level of learners.

NACCA

**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT**

**NOT FOR SALE
BUT FOR TRAINING PURPOSES**

CORE COMPETENCIES

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

Critical Thinking and Problem solving (CP)

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

Creativity and Innovation (CI)

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

Communication and Collaboration (CC)

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

Cultural Identity and Global Citizenship (CG)

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

Personal Development and Leadership (PL)

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

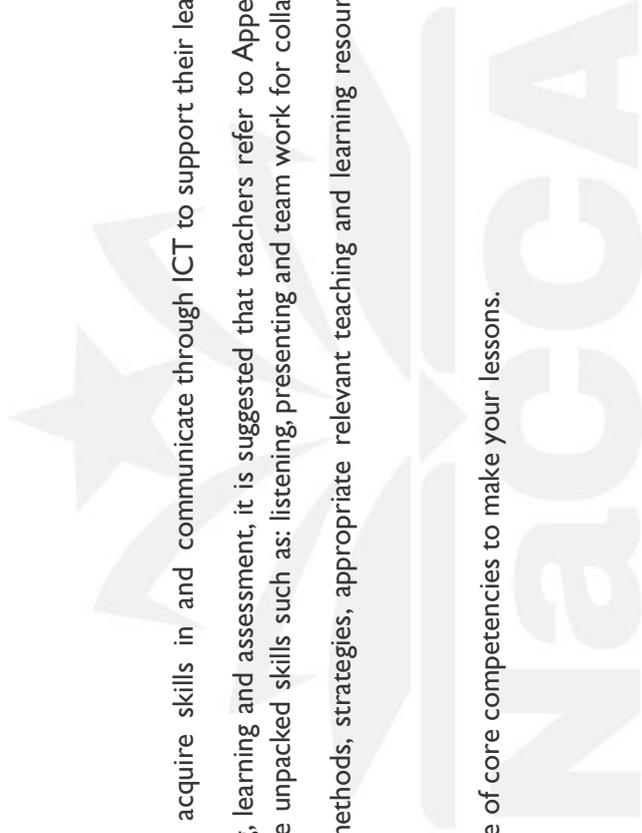
Digital Literacy (DL)

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

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

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

NB: Please refer to Appendix I for choice of core competencies to make your lessons.



NaCCA

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

**NOT FOR SALE
BUT FOR TRAINING PURPOSES**

INSTRUCTIONAL EXPECTATIONS

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

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

Suggested Time Allocation

A total of three periods a week, each period consisting of 50 minutes, is allocated to the teaching of Social Studies from B7/JHS1 to B9/JHS3.

ORGANISATION AND STRUCTURE OF THE CURRICULUM

The Social Studies curriculum draws on the following disciplines:

- Geography
- Sociology
- Government
- Economics
- History

The thematic areas are organised under six strands:

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

**NOT FOR SALE
BUT FOR TRAINING PURPOSES**

Curriculum Reference Numbers

The curriculum has been structured into Strands, Sub-strands, Content standards, Indicators and Exemplars and Core Competencies. Each Strand, Sub-strand, Content Standard and Indicator has a unique identification number (code). The annotation is indicated in Table 3.

Table 3: Interpretation of Curriculum Reference Numbers

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

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

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

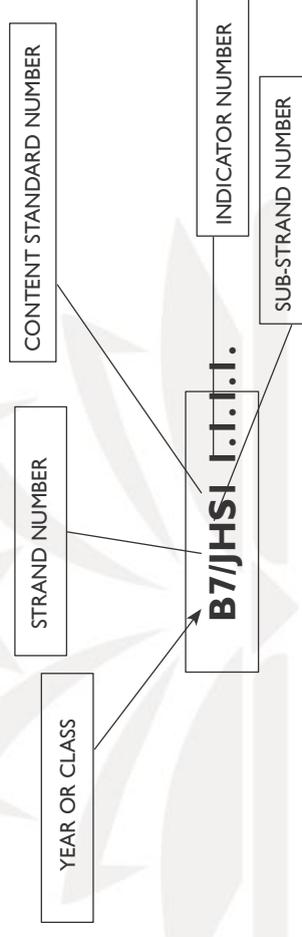
Sub-strands are the sub-divisions of the broad learning areas or strands.

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

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

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

Structure



CONTENT STANDARD	INDICATORS/EXEMPLARS	CORE COMPETENCIES/SUBJECT SPECIFIC PRACTICES
B7/JHSI 1.1.1.1 Demonstrate skills in dealing with environmental challenges	<p>B7/JHSI 1.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment</p> <p>Exemplars</p> <ol style="list-style-type: none"> 1. Explain: <ol style="list-style-type: none"> i. Environment ii. Sanitation 2. Discuss the types of environment (physical and social) 3. Identify some environmental problems including ,sanitation 	<p>Critical thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Environmental awareness</p> <p>Observation</p>

SCOPE AND SEQUENCE

STRAND	SUB-STRAND	B7/JHS1	B8/JHS2	B9/JHS3
1. ENVIRONMENT	1. Environmental Issues	ü	ü	ü
	2. Mapping Skills	ü	ü	
	3. Understanding our Natural World	ü	ü	
	4. Our Natural and Human Resources			ü
2. FAMILY LIFE	1. Adolescent Reproductive Health	ü		
	2. The Family	ü	ü	ü
	3. Socialisation	ü		
3. SENSE OF PURPOSE	4. Population	ü	ü	ü
	1. Self-Identity	ü		
	2. The Individual and the Community		ü	
	3. Culture and National Identity			ü
	4. National Development			

STRAND	SUB-STRAND	B7/JHS1	B8/JHS2	B9/JHS3
4. LAW AND ORDER	1. Citizenship and Human Rights	ü	ü	
	2. Conflict Prevention and Management		ü	
	3. The 1992 Constitution			ü
	4. Peace and Security in Our Nation			ü
	5. Promoting Democracy and Political Stability			ü
	6. Democracy and Nation Building			
5. SOCIO-ECONOMIC DEVELOPMENT	1. Human Resource Development	ü		
	2. Financial and Investment Issues	ü	ü	ü
	3. Tourism	ü	ü	
	4. Science and Technology			ü
	5. Entrepreneurial Skills			
	6. Sustainable Development			
6. NATIONHOOD	1. Independent Ghana	ü		
	2. The Republics		ü	ü
	3. Military Rule			
	4. Ghana and its Neighbours			



Basic Year 7

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND I: ENVIRONMENT
SUB-STRAND I: ENVIRONMENTAL ISSUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS I.1.1.1. Demonstrate skills in dealing with environmental challenges</p>	<p>B7/JHS I.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment</p> <p>Exemplars:</p> <ol style="list-style-type: none"> I. Explain: <ol style="list-style-type: none"> i. Environment ii. Sanitation 2. Discuss the types of environment (physical and social). 3. Identify some environmental problems, including poor sanitation. 4. Examine cultural practices and their related problems for sanitation in the community. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC 7.1: Identify words or sentences in context or appropriately.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS I.I.I.I. Demonstrate skills in dealing with environmental challenges</p>	<p>5. Discuss the effects of poor sanitation practices</p> <p>6. Identify different ways of managing sanitation problems.</p> <p>7. Embark on a project with the aim of managing sanitation problems in the community.</p>	<p>CP 6.1: Ability to effectively define goals towards solving a problem</p> <p>CP 6.2: Ability to explain plans for attaining goals</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures</p> <p>CC 8.1: Speak clearly and explain ideas.</p> <p>CI 5.1: Examine alternatives in creating new things</p> <p>CI 6.1: Exhibit strong memory, intuitive thinking; and respond appropriately</p> <p>CI 6.4: Imagining and seeing things in a different way</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures</p> <p>CC 8.1: Speak clearly and explain ideas.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI 1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana</p>	<p>B7/JHSI 1.1.2.1. Examine the sources of energy.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain energy. 2. Through the use of internet, videos or pictures, describe the sources of energy in Ghana, including fuel wood, hydro, solar and thermal. 3. In groups, categorise sources of energy into renewable and non-renewable. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Personal Development and Leadership (PL), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL6.1: Ability to serve group members effectively.</p> <p>PL 6.3: Ability to manage time effectively.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS 1.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana</p>	<ol style="list-style-type: none"> 1. Examine the benefits of using renewable energy. 2. Examine the benefits of using non-renewable energy sources. 3. In groups, let learners discuss and design posters to show how different sources of energy are used. 	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL 6.1: Ability to serve group members effectively.</p> <p>PL 6.3: Ability to manage time effectively.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana</p>	<p>4. In groups, let learners discuss how sun or wind can be used to heat or perform work.</p> <p>5. Through group discussion, come out with ways of using energy.</p> <p>6. In groups, discuss why Ghana sometimes imports energy.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL 6.1: Ability to serve group members effectively.</p> <p>PL 6.3: Ability to manage time effectively.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL 6.1: Ability to serve group members effectively.</p> <p>PL 6.3: Ability to manage time effectively.</p>

STRAND 1: ENVIRONMENT SUB-STRAND 2: MAPPING SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.1.2.1. Demonstrate a range of mapping skills</p>	<p>B7/JHSI.1.2.1.1. Demonstrate skills involved in mapping and locating places in the environment</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the following concepts: “maps” and “scale”. 2. Identify types of maps, including street maps, maps showing landscape features and national maps using an atlas. 3. Explore the importance of maps to different people, including airline managers, fisherfolk, farmers and, for example, a family which has moved from a rural area to a city. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Personal Development and Leadership (PL), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>DL 5.3: Ability to find and utilise digital content.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.1.2.1. Demonstrate a range of mapping skills</p>	<p>4. Identify components of maps, including north arrow, scale, map key allowing representation of physical features (including rivers, lakes, mountains and coastline) and human features (including settlements, plantations and industrial developments) using names, symbols and colours.</p> <p>5. Sketch a map of the school compound, marking the main features.</p> <p>6. Locate some important landmarks in the community using maps. For example, the bank is 500 metres north of the Junior High School.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.5 Ability to try new alternatives and different approaches.</p> <p>CI 6.3: Ability to select the most effective creative tools for working and preparedness to give explanations.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 1: ENVIRONMENT
SUB-STRAND 3: UNDERSTANDING OUR NATURAL WORLD

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.1.3.1. Show understanding of the world around us</p>	<p>B7/JHSI.1.3.1.1. Examine major physical features of the earth</p> <p>Exemplars:</p> <ol style="list-style-type: none"> I. Identify some major features of the earth such as mountain ranges, rivers, oceans, hot deserts and tropical rainforest. <ol style="list-style-type: none"> 2. With the use of maps, find the locations of the following major physical features: <ol style="list-style-type: none"> i. Mountain ranges, including Akuapim-Togo, Gambaga, Kwahu, Himalayas, Rockies, Andes and Alps ii. Rivers, including the River Bia, Tano, Ankobra, Pra, Densu, Volta, Nile, Niger, Congo, Ganges, Yangtze, Amazon, Mississippi iii. Oceans: Atlantic, Arctic, Southern, Indian, Pacific iv. Hot deserts, including Sahara, Kalahari, Gobi, Arabian v. Tropical rainforests, including the Amazon Rainforest 	<p>Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Communication and Collaboration (CC)</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CI 5.4: Ability to visualise alternatives, seeing possibilities, problems and challenges.</p> <p>CI 6.4: Imagining and seeing things in a different way.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS I.1.3.1. Show understanding of the world around us</p>	<p>3. Discuss human activities that affect the following features and ways of protecting them:</p> <ul style="list-style-type: none"> i. Major mountain ranges ii. Rivers iii. Oceans <p>4. Discuss the effects of plastic pollution on water bodies including streams, ponds, rivers, dams, lakes and oceans.</p>	<p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>CP 5.5: Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CI 6.4: Imagining and seeing things in a different way.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.1.3.2 Assess the issue of natural disasters and their management</p>	<p>B7/JHSI.1.3.2.1. Examine natural disasters in the environment.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain natural disasters. 2. Watch documentaries on some natural disasters. 3. Mention examples of natural disasters, including flood, drought, landslide, wildfire, earthquake and sea erosion. 4. Identify natural disasters in Ghana. 5. Suggest ways to manage disasters. 6. Discuss the role of institutions responsible for early detection and management of natural disasters in Ghana, including Ghana Meteorological Agency (GMA), National Disaster Management Organisation (NADMO). 	<p>Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Communication and Collaboration (CC)</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use to solve a problem.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>DL 6.5: Recognition of societal issues emanating from the use of digital technologies</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>DL 6.5: Recognition of societal issues emanating from the use of digital technologies.</p>

STRAND 2: FAMILY LIFE
SUB-STRAND 1: ADOLESCENT REPRODUCTIVE HEALTH

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.2.1.1.1. Demonstrate understanding of adolescent behaviour and reproductive health issues</p>	<p>B7/JHSI.2.1.1.1. Examine issues on adolescent behaviour and reproductive health</p> <p>Exemplars:</p> <ol style="list-style-type: none"> I. Explain the concepts: <ol style="list-style-type: none"> i. Adolescence ii. Reproductive Health 2. Discuss adolescent behaviours, including chastity that would support reproductive health. 3. Discuss in groups why healthy behaviour during adolescence is important, both for the individual and for the country as a whole. 	<p>Critical Thinking and Problem Solving (CP), Personal Development and Leadership (DL), Communication and Collaboration (CC)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.2.1.1. Demonstrate understanding of adolescent behaviour and reproductive health issues</p>	<p>4. Invite a resource person, such as a doctor or nurse, to talk about how some adolescent behaviours can harm their reproductive health and cause other problems.</p> <p>5. Explain changes that adolescents go through (physical, cognitive, social and emotional).</p> <p>6. Discuss some challenges faced by adolescents.</p>	<p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL 5.2: Demonstrate sense of belongingness to a group.</p> <p>PL 6.2: Division of tasks into solvable units and assign group members to task units.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL5.2: Demonstrate sense of belongingness to a group.</p> <p>PL 5.1: Division of task into solvable units and assign group members to task units.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

STRAND 2: FAMILY LIFE
SUB-STRAND 3: SOCIALISATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.2.3.1. Exhibit knowledge of the importance of socialisation</p>	<p>B7/JHS1.2.3.1.1 Examine the place of socialisation in developing the individual</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the meaning of socialisation (adapting behaviour to the norms of a culture or society). 2. Explain the terms: <ol style="list-style-type: none"> i. Agencies ii. Agents 3. Identify the agencies and agents of socialisation, including family, schools, parents and teachers. 4. Discuss the roles of agencies and agents in the socialisation process. 	<p>Critical Thinking and Problem Solving (CP), Personal Development and Leadership (DL), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.2.3.1. Exhibit knowledge of the importance of socialisation</p>	<p>5. Role-play and embark on a socialising project involving the school and the community.</p> <p>6. With the use of the Internet, let learners find out the need for socialisation and the challenges associated with it.</p>	<p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>DL 6.3: Use digital tools to create novel things.</p>

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 2: FAMILY LIFE
SUB-STRAND 4: POPULATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.2.4.1. Analyse the population structure in Ghana and its related issues</p>	<p>B7/JHSI.2.4.1.1 Examine the components of population growth</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of population growth. 2. Discuss how population in Ghana has changed in the recent past. 3. Compare Ghana's population growth with that of some other countries in Africa and in the world. 	<p>Critical Thinking and Problem Solving (CP), Personal Development and Leadership (DL), Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)</p> <p>CP:5.1 Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC8.1 Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP:5.1 Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC: 8.1 Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP:6.4 Ability to identify important and appropriate criteria to evaluate each alternative.</p> <p>CC:8.1 Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CG: Exhibit a sense of nationality and global identity.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.2.4.1. Analyse the population structure in Ghana and its related issues</p>	<p>4. Discuss the following factors of population change:</p> <ul style="list-style-type: none"> i. Birth rate ii. Death rate iii. Migration <p>5. Investigate the causes of the following in Ghana:</p> <ul style="list-style-type: none"> i. High birth rates ii. High death rates 	<p>CC8.1.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC:9.1 Demonstrate behaviour and skills of working towards group.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>DL 5.6: Preparedness to make better decision using information.</p>

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 3: SENSE OF PURPOSE
SUB-STRAND 1: SELF-IDENTITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.3.1.1. Show understanding of self as a unique individual</p>	<p>B7/JHSI.3.1.1.1. Exhibit knowledge of self-identity</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concepts “self” and “self-identity” 2. Identify attitudes that enhance self-worth, including self-confidence, can-do spirit and a positive attitude towards life. 3. Identify one’s strengths and weaknesses as unique individual and discuss with one’s peers. 	<p>Critical Thinking and Problem Solving (CP), Personal Development and Leadership (DL), Communication and Collaboration (CC)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS I.3.1.1. Show understanding of self as a unique individual (CONTINUED)</p>	<p>4. Examine the reasons for knowing oneself including accepting oneself and identification of one's potential and abilities.</p> <p>5. Describe how an individual can develop their capabilities, including education and training, counselling, continuous practice, etc.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 4: LAW AND ORDER
SUB-STRAND 1: CITIZENSHIP AND HUMAN RIGHTS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.4.1.1. Analyse the responsibilities of a citizen</p>	<p>B7/JHS1.4.1.1.1 Examine the value of citizenship in nation building</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of “citizenship”. 2. Discuss the various ways of acquiring citizenship in Ghana, including citizenship by birth, adoption, registration and naturalisation. 3. Examine the responsibilities of a Ghanaian citizen, including obeying rules and regulations, protecting state property, reporting crime, respecting national symbols and payment of taxes, among others. 	<p>Critical Thinking and Problem Solving (CP), Personal Development and Leadership (DL), Communication and Collaboration (CC), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.4.1.1. Analyse the responsibilities of a citizen</p>	<p>4. In groups, discuss good working attitudes, including honesty, willingness to report crime and being punctual and regular at events and at the workplace.</p> <p>5. Dramatise the various ways (communal labour, reporting crime) citizens contribute to the development of the country.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 7.2 :Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. S hare a narrative or extended answer while speaking to a group.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 6.1: Exhibit strong memory, intuitive thinking; and respond appropriately.</p> <p>CI 6.4: Imagining and seeing things in a different way.</p> <p>PL 5.2: Demonstrate a sense of belongingness to a group.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 5: SOCIO-ECONOMIC DEVELOPMENT
SUB-STRAND 1: HUMAN RESOURCE DEVELOPMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.5.1.1. Demonstrate knowledge of human resource development in Ghana</p>	<p>B7/JHS1.5.1.1.1. Mention ways of developing human resource in Ghana</p> <p>Exemplars:</p> <ol style="list-style-type: none"> I. Explain the concepts: <ol style="list-style-type: none"> i. Human resource ii. Human resource development 2. Identify ways of developing human resource in Ghana, including education, training and retraining, career counselling, performing leadership roles and mentoring. 3. Discuss the importance of human resource development in Ghana. 	<p>Critical Thinking and Problem Solving (CP), Personal Development and Leadership (DL), Communication and Collaboration (CC)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.5.1.1. Demonstrate knowledge of human resource development in Ghana</p>	<p>4. Assess the challenges associated with human resource development in Ghana.</p> <p>5. Suggest solutions to problems facing human resource development in Ghana.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 6.1: Exhibit strong memory, intuitive thinking; and respond appropriately.</p> <p>CI 6.4: Imagining and seeing things in a different way.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 5: SOCIO-ECONOMIC DEVELOPMENT

SUB-STRAND 2: FINANCIAL AND INVESTMENT ISSUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.5.2.1. Demonstrate understanding of social security and pension issues</p>	<p>B7/JHSI.5.2.1.1. Examine the importance of social security to the individual</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of social security. 2. Discuss the features of social security, including the law which established it. 3. Identify types of social security schemes, including the Pension Fund. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.5.2.1. Demonstrate understanding of social security and pension issues</p>	<p>4. Think-pair-share the benefits of social security to the individual</p> <p>5. Create a poster on the benefits of social security.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 6.1: Exhibit strong memory, intuitive thinking; and respond appropriately.</p> <p>CI 6.4: Imagining and seeing things in a different way.</p>

NOT FOR SALE
 BUT FOR TRAINING PURPOSES

STRAND 5: SOCIO-ECONOMIC DEVELOPMENT SUB-STRAND 3: TOURISM

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development</p>	<p>B7/JHSI.5.3.1.1. Examine the role of tourism and leisure in socio-economic development of Ghana</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concepts: <ol style="list-style-type: none"> i. Tourism ii. Leisure 2. Identify some attractive places or sceneries in your locality. 3. Examine reasons for which people go on tour to different places. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS I.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development</p>	<p>4. Discuss the economic and social importance of tourism to the nation's development.</p> <p>5. Explain challenges faced in the tourism industry.</p> <p>6. Suggest ways of solving the challenges faced in the tourism industry.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CI 5.1: Examine alternatives in creating new things</p> <p>CI 6.1: Exhibit strong memory, intuitive thinking; and respond appropriately</p> <p>CI 6.4: Imagining and seeing things in a different way</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS I.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development (CONTINUED)</p>	<p>7. Discuss ways of promoting tourism in Ghana.</p>	<p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group. CI 5.1: Examine alternatives in creating new things. CI 6.1: Exhibit strong memory, intuitive thinking; and respond appropriately. CI 6.4: Imagining and seeing things in a different way.</p>

NACCA

NATIONAL COUNCIL FOR
 CURRICULUM & ASSESSMENT

NOT FOR SALE
 BUT FOR TRAINING PURPOSES

STRAND 6: NATIONHOOD
SUB-STRAND 1: INDEPENDENT GHANA

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS 1.6.1.1. Demonstrate understanding of how Ghana became an independent nation</p>	<p>B7/JHS 1.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Show documentaries or listen to personal accounts on the 28th February riots in Accra. OR Visit the spot where the ex-servicemen were killed. Discuss the documentaries or what was witnessed on the visit. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.1: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.1: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.6.1.1. Demonstrate understanding of how Ghana became an independent nation</p>	<p>3. Discuss the reasons for the formation of the Watson commission.</p> <p>4. Examine how the Watson Commission helped the move towards independence.</p> <p>5. With the use of the Internet or any other sources of information, write down the bio data of the three ex-service men (Sgt. Adjetei, Sgt. Odatrey Lamptey and Corporal Attipoe) and how this can inspire learners.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>PL 6.1: Ability to serve group members effectively.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.6.1.1. Demonstrate understanding of how Ghana became an independent nation</p>	<p>B7/JHSI.6.1.1.2 Recount the formation of the Convention People's Party (CPP) in 1949</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. With the use of internet/pictures show and discuss pictures of Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP. 2. Discuss the role of other groups, including trade unions, 'veranda boys' in the activities of the CPP. 	<p>Digital Literacy (DL), Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI)</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.6.1.1. Demonstrate understanding of how Ghana became an independent nation</p>	<p>3. Use resource persons, including retired educationalists, veteran soldiers, retired police officers and senior citizens to tell them about the 'Positive Action' OR find out from the community/parents what is meant by 'Positive Action'.</p> <p>4. In groups, create a poster on one of the following personalities indicating their bio data including the position they occupied in government: Kwame Nkrumah, K.A. Gbedemah and Kojo Botsio</p> <p>B7/JHSI.6.1.1.3. Discuss the recommendations of the Coussey Committee and the outcomes of the 1951, 1954 and 1956 elections Exemplars:</p> <p>1. Discuss how the Coussey Committee recommendations formed the basis of the 1950 Constitution.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.4 :-Ability to visualise alternative, see possibilities and identify problems and challenges.</p> <p>CI 6.4: Imagining and seeing things in a different way.</p> <p>Digital Literacy (DL), Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternative.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.6.1.1. Demonstrate understanding of how Ghana became an independent nation</p>	<p>2. Using sources of evidence including YouTube- https://www.eaumf.org/ejm-blog/2018/2/15/february-13-1951-gov-sir-charles-arden-clark-invites-nkrumah-to-form-a-government, discuss the outcome of the 1951 elections and why Kwame Nkrumah was released from prison.</p> <p>3. Discuss the role of Kwame Nkrumah as leader of government business (1951 up to 1952).</p>	<p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternative.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.4: Ability to identify important and appropriate criteria use them to evaluate available and alternative.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.6.1.1. Demonstrate understanding of how Ghana became an independent nation</p>	<p>4. Examine why a new constitution was drawn up in 1954 (for example, the CPP was dissatisfied with the provisions of the 1950 constitution and called for a new constitution to be drawn up for the Gold Coast).</p> <p>5. Discuss what happened after the CPP won the 1956 election.</p>	<p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.4 : Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHSI.6.1.1. Demonstrate understanding of how Ghana became an independent nation</p>	<p>B7/JHSI.6.1.1.4 Analyse the nature of government from 1957 to 1960</p> <p>Exemplars</p> <ol style="list-style-type: none"> Discuss the power-sharing arrangement between the British government and elected Ghanaian officials. Discuss the advantages and disadvantages of power-sharing from March 1957 to July 1960. 	<p>Digital Literacy (DL), Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC)</p> <p>DL: Use digital tools to create novel things.</p> <p>CP 6.3: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.1: Ability to identify important and appropriate criteria to evaluate each alternative.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternative.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7/JHS1.6.1.1. Demonstrate understanding of how Ghana became an independent nation</p>	<p>3. Use the Internet and other sources of information to find out the portfolios held by British officials and Ghanaian officials from 1957 to 1960.</p> <p>4. Discuss the composition of the cabinet from March 1957 to July 1960.</p>	<p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 8.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES



Basic Year 8

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND I: ENVIRONMENT
SUB-STRAND I: ENVIRONMENTAL ISSUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.1.1 Demonstrate skills in dealing with environmental challenges</p>	<p>B8/JHS2.1.1.1.1. Examine water pollution as an environmental challenge</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain pollution. 2. Watch a documentary of polluted water bodies for discussion. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.1.1 Demonstrate skills in dealing with environmental challenges</p>	<p>3. Discuss the causes of water pollution, including human, animal and industrial waste.</p> <p>4. Examine the effects of water pollution, including death of fish and the contamination of water leading to diseases such as cholera, typhoid and dysentery.</p> <p>5. Presentation on the need and how to prevent water pollution.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.1.2. Analyse the sources and ways of conserving energy in Ghana</p>	<p>B8/JHS2.1.1.2.1. Examine the means of conserving energy</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain energy conservation. 2. Discuss responsible use of energy to minimise economic and environmental costs. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.1.2. Analyse the sources and ways of conserving energy in Ghana</p>	<p>3. Role play how different members of the community might conserve energy (e.g. a parent of four, a headteacher, a shopkeeper).</p> <p>4. Debate the need for energy conservation.</p> <p>5. Apply the knowledge and skills acquired to help conserve energy in learners' homes and school, including turning off the light when not in use, ironing things in bulk, among others.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL 6.1: Ability to serve group members effectively.</p> <p>PL 6.3: Ability to manage time effectively.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.1: Identify words or sentences in context appropriately.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 6.2: Ability to explain plans for attaining goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.1.2. Analyse the sources and ways of conserving energy in Ghana</p>	<p>6. Project work: Use sun or wind to generate energy.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group CC 9.1: Demonstrate behaviour and skills of working towards group goals</p>

NaCCA

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 1: ENVIRONMENT
SUB-STRAND 3: UNDERSTANDING OUR NATURAL WORLD

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.3.1 Demonstrate understanding of the significance of weather and climate to the</p>	<p>B8/JHS2.1.3.1.1. Assess the significance of weather and climate to the environment</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concepts: <ol style="list-style-type: none"> i. Climate ii. Weather 2. Discuss the elements of climate, including temperature, humidity, atmospheric pressure and precipitation 3. Discuss various ways of measuring the elements of weather and climate, including the use of hygrometer, rain gauge and barometer. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment</p>	<p>4. Sketch the map of Ghana and indicate the different climatic zones.</p> <p>5. Discuss the world climatic zones.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.1: Identify words or sentences in context appropriately.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL 6.3: Use digital tools to create novel things.</p>
<p>6. Examine the factors that affect climate, including latitude, altitude and distance from the sea.</p>		<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 6.2: Ability to explain plans for attaining goals.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.3.2. Demonstrate understanding of natural disasters and their management</p>	<p>B8/JHS2.1.3.2.1. Discuss natural disasters</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Watch some documentaries on natural disasters. 2. Examine natural disasters and share the understanding of the term, including the idea that it involves great damage and also loss of lives. Examples of natural disasters are flooding, rainstorms, earthquake, volcanoes, wildfires and drought. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL 6.1: Ability to serve group members effectively.</p> <p>PL 6.3: Ability to manage time effectively.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.3.2. Demonstrate understanding of natural disasters and their management</p>	<p>3. Examine the causes of flooding, including human action. For example urban development which can make flooding more likely or more extreme.</p> <p>4. Investigate the effects of flooding on the environment</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>PL 6.1: Ability to serve group members effectively.</p> <p>PL 6.3: Ability to manage time effectively.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>PL 6.3: Ability to manage time effectively.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.3.2. Demonstrate understanding of natural disasters and their management</p>	<p>5. Carry out a project to raise awareness in the community about the need for certain flood control measures and careful planning of any new development.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument. CP 5.7: Provide new insight into controversial situation or task. CC 8.1 Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group. CC 9.1: Demonstrate behaviour and skills of working towards group goals. PL 6.1: Ability to serve group members effectively. PL 6.3: Ability to manage time effectively. DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem. DL 6.3: Use digital tools to create novel things.</p>

NATIONAL COUNCIL FOR
 CURRICULUM & ASSESSMENT

NOT FOR SALE
 BUT FOR TRAINING PURPOSES

STRAND 1: ENVIRONMENT
SUB-STRAND 2: MAPPING SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.2.1. Demonstrate skills in sketching maps and interpreting landscapes from maps</p>	<p>B8/JHS2.1.2.1.1. Sketch maps and interpret landscapes from maps</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Sketch a map of your school compound. 2. Draw a diagram showing an eight-point compass (showing North, South, East and West; North East, North West, South East, South West). 3. Using a map with grid squares, locate some important landmarks. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.5: Effectively evaluate the success of solutions they have used to attempt to solve a complex problem</p> <p>CI 6.4: Imagining and seeing things in a different way</p> <p>DL 6.3: Use digital tools to create novel things</p> <p>CP 5.5: Effectively evaluate the success of solutions they have used to attempt to solve a complex problem</p> <p>CI 6.4: Imagining and seeing things in a different way</p> <p>DL 6.3: Use digital tools to create novel things</p> <p>CP 5.5: Effectively evaluate the success of solutions they have used to attempt to solve a complex problem</p> <p>CI 5.4: Ability to visualise alternative, seeing possibilities, problems and challenges</p> <p>DL 6.3: Use digital tools to create novel things</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.1.2.1. Demonstrate skills in sketching maps and interpreting landscapes from maps</p>	<p>4. Draw/ sketch the map of the community indicating important landmarks.</p> <p>5. Sketch a map of the school compound to scale.</p> <p>6. Show directions to important places in the community.</p> <p>7. Sketch maps showing the positions or directions to your home using a compass directions.</p>	<p>CP 5.5: Effectively evaluate the success of solutions they have used to attempt to solve a complex problem.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.5: Effectively evaluate the success of solutions they have used to attempt to solve a complex problem.</p> <p>DL 5.6: Preparedness to make better decision using available information.</p> <p>CP 5.5: Effectively evaluate the success of solutions they have used to attempt to solve a complex problem.</p> <p>CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>DL 5.6: Preparedness to make better decision using available information.</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>DL 5.6: Preparedness to make better decision using available information.</p>

STRAND 2: FAMILY LIFE
SUB-STRAND 2: THE FAMILY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.2.2.1. Show understanding of the family and family life issues</p>	<p>B8/JHS2.2.2.1.1. Examine the composition and functions of the nuclear and the extended families</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of family. 2. Differentiate nuclear from extended family systems. 3. Identify the roles of various members of the nuclear family. 4. Explain the roles of the extended family. 	<p>Critical thinking and Problem solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.2.2.1. Show understanding of the family and family life issues</p>	<p>5. Discuss the advantages and disadvantages of the nuclear family systems.</p> <p>6. Compare the Ghanaian family system and that of any country in the Western world.</p> <p>7. In groups, discuss the importance of the family as an institution.</p> <p>8. Discuss the role of the family in supporting gender equality.</p>	<p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternative.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternative.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.2.2.1. Show understanding of the family and family life issues</p>	<p>B8/JHS2.2.2.1.2. Discuss the issues of inheritance in Ghana</p> <p>Exemplars:</p> <ol style="list-style-type: none"> In pairs, discuss the concept of inheritance and share thoughts with the class. Identify and discuss the systems of inheritance in Ghana, including matrilineal, patrilineal and Intestate Succession. Invite a resource person in the community to talk about any of the systems of inheritance. Discuss the positive and negative effects of the inheritance systems in Ghana. Suggest ways of improving the indigenous inheritance system. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 9.6: Ability to work with all group members to complete a task successfully.</p> <p>CC 7.5: Identify and analyse different points of views of speaker.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 9.5: Appreciate the importance of including all team members in discussions and actively encourage contributions from them.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC7.5 : Identify and analyse different points of views of speaker.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.2.2.1. Show understanding of the family and family life issues</p>	<p>6. Role play one system of inheritance in Ghana.</p> <p>7. Debate the Intestate Succession law versus the indigenous inheritance system in Ghana.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 7.5: Identify and analyse different points of views of speaker.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 7.5: Identify and analyse different points of views of speaker.</p>

NaCCA

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 2: FAMILY LIFE
SUB-STRAND 4: POPULATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.2.4.1. Analyse the population structure in Ghana and its related issues</p>	<p>B8/JHS2.2.4.1.1. Compare the population structure of high-income and middle/low income countries</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain what population structure means. 2. Draw/sketch the population structure of your school. 3. Examine the population structure of Ghana as set out in a population pyramid. 4. Examine the population structure of any developed country in the world, for example, China, Norway, Sweden, Singapore, Japan, and Canada. 5. Discuss the population structures of low, middle and high-income countries. 6. Suggest reasons for the population pyramids of low, middle and high-income countries with different shapes, including smaller families, higher standards of living, and high-quality healthcare. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>DL 5.6: Preparedness to make better decision using available information.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 7.1: Identify words or sentences in context or appropriately.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p>

STRAND 3: SENSE OF PURPOSE
SUB-STRAND 2: THE INDIVIDUAL AND THE COMMUNITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.3.2.1. Demonstrate knowledge of the role of the individual in the community</p>	<p>B8/JHS2.3.2.1.1. Examine the role of the individuals in the community</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of community. 2. Watch a documentary about different communities and discuss observations. 3. Explain what community development involves (the values vision, initiative and drive in the process of community development). 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.3.2.1. Demonstrate knowledge of the role of the individual in the community</p>	<p>4. Explain the factors to be considered in community decision-making process, including investigating, developing and evaluating alternatives.</p> <p>5. Invite a resource person to talk about the importance of community development.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 9.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.3.2.1. Demonstrate knowledge of the role of the individual in the community</p>	<p>6. Identify a specific need or problem of the community and show how learners can help solve it.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion. CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument. CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group. CC 9.1: Demonstrate behaviour and skills of</p>
<p>B8/JHS2.3.1.1.2. Discuss the relevance of volunteerism to community development</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of volunteerism. 2. Examine the ways by which one can volunteer in the community responsibly, including performing household chores, shopping or cleaning for an elderly person and helping clean the community. 3. Identify some volunteering roles in the community and their contribution to community development, including reporting crime in the community to the police and avoiding taking the law into one's own hands. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion. CC 7.1: Identify words or sentences in context or appropriately. CP 6.1: Ability to effectively define goals towards solving a problem. CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument. CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Creativity and Innovation (CI)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion. CC 7.1: Identify words or sentences in context or appropriately. CP 6.1: Ability to effectively define goals towards solving a problem. CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument. CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.3.2.1. Demonstrate knowledge of the role of the individual in the community</p>	<p>4. Discuss the importance of volunteerism to socio-economic development of the community.</p> <p>5. Project work: form voluntary clubs and discuss their functions within the community.</p> <p>6. Do a voluntary work in the community and write a report on it.</p>	<p>CP 6.2: Ability to explain plans for attaining goals.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CI 5.5: Ability to try new alternatives in different approaches.</p>

NATIONAL COUNCIL FOR
 CURRICULUM & ASSESSMENT

NOT FOR SALE
 BUT FOR TRAINING PURPOSES

STRAND 4: LAW AND ORDER
SUB-STRAND 1: CITIZENSHIP AND HUMAN RIGHTS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.4.1.1. Investigate the rights and responsibilities of a citizen</p>	<p>B8/JHS2.4.1.1.1. Examine the importance of human rights in the Ghanaian society</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept “human rights”. 2. Examine the United Nations declaration on human rights. 3. Identify some examples of human rights enshrined in the 1992 constitution. 4. Assess the importance of the protection of human rights. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>CC 7.1: Identify words or sentences in context or appropriately.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC 7.1: Identify words or sentences in context or appropriately.</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>CC 7.1: Identify words or sentences in context or appropriately.</p> <p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES								
<p>B8/JHS2.4.1.1. Investigate the rights and responsibilities of a citizen</p>	<p>5. Examine the rights and responsibilities of a citizen.</p> <table border="1" data-bbox="304 1010 456 1675"> <thead> <tr> <th data-bbox="304 1406 336 1675">Rights</th> <th data-bbox="304 1010 336 1406">Responsibilities</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 1406 368 1675">Right to life</td> <td data-bbox="336 1010 368 1406">Obeying rules and regulations</td> </tr> <tr> <td data-bbox="368 1406 400 1675">Right to education</td> <td data-bbox="368 1010 400 1406">Protecting public property</td> </tr> <tr> <td data-bbox="400 1406 456 1675">Right to work</td> <td data-bbox="400 1010 456 1406">Reporting criminals</td> </tr> </tbody> </table> <p>6. Role play rights and responsibilities of citizens.</p> <p>7. Undertake a project in the community on citizens' rights and how to safeguard them (collect data on human right issues in the community).</p>	Rights	Responsibilities	Right to life	Obeying rules and regulations	Right to education	Protecting public property	Right to work	Reporting criminals	<p>CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>CP 6.1: Ability to effectively define goals towards solving a problem.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>
Rights	Responsibilities									
Right to life	Obeying rules and regulations									
Right to education	Protecting public property									
Right to work	Reporting criminals									

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 4: LAW AND ORDER
SUB-STRAND 2: CONFLICT PREVENTION AND MANAGEMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.4.2.1. Analyse ways of preventing and managing conflict</p>	<p>B8/JHS2.4.2.1.1 Examine ways of preventing and managing conflict in the community</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the following terms: <ol style="list-style-type: none"> i. Conflict ii. Conflict prevention iii. Conflict management 2. Watch and discuss video or pictures on conflict and its effects on the larger society. 3. Identify and discuss some causes of conflict in your community. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.4.2.1. Analyse ways of preventing and managing conflict</p>	<p>4. Discuss the effects of conflict in your community.</p> <p>5. Examine attitudes and values needed to prevent conflict in your community.</p> <p>6. Assess the role of women in conflict prevention and management</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.4.2.1. Analyse ways of preventing and managing conflict</p>	<p>7. Suggest ways to manage conflict situations in your community.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.1: Ability to effectively define goals towards solving a problem.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 5: SOCIO-ECONOMIC DEVELOPMENT

SUB-STRAND 2: FINANCIAL AND INVESTMENT ISSUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2. 5.2.1. Demonstrate understanding of employer and employee relations in social security and pension</p>	<p>B8/JHS2. 5.2.1.1. Exhibit knowledge on employer and employee relation in social security and pension schemes</p> <p>Exemplars:</p> <ol style="list-style-type: none"> I. Explain the following concepts: <ol style="list-style-type: none"> i. Employment ii. Employer iii. Employee 2. Discuss the obligations of an employer in social security and pension schemes, including registering employees and paying their contributions regularly. 3. In groups, discuss the obligations of an employee towards social security and pension schemes, including checking statement of contribution regularly and updating their records. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC)</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 9.1: Demonstrate behaviour and skills of working towards group goals.</p>

STRAND 5: SOCIO-ECONOMIC DEVELOPMENT SUB-STRAND 3: TOURISM

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.5.3.1. Evaluate tourism as an important economic sector for national development</p>	<p>B8/JHS2.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Use videos/pictures to identify some tourist sites. 2. Visit tourist sites and suggest ways of improving them. 3. Discuss how new tourist sites can be developed. 	<p>Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Communication and Collaboration (CC)</p> <p>DL 5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem</p> <p>DL 5.1: Ability to combine information and ideas from several sources to reach a conclusion</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CI 5.1: Examine alternatives in creating new things</p> <p>CP: Ability to combine information and ideas from several sources to reach a conclusion</p> <p>CC:8.1 Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.5.3.1. Evaluate tourism as an important economic sector for national development</p>	<p>4. Examine the importance of tourism to socio-economic development.</p> <p>5. Compare the development of tourism between:</p> <ul style="list-style-type: none"> i. Ghana and Kenya ii. Ghana and United Kingdom 	<p>CI:5.5 Ability to try alternatives and fresh approaches.</p> <p>CP:5.1 Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.1: Ability to effectively define goals towards solving a problem.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 6: NATIONHOOD
SUB-STRAND 2: THE REPUBLICS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.6.2.1. Analyse the main developments in the Republics between 1960 and 1972</p>	<p>B8/JHS2.6.2.1.1. Explain how the First Republic came into being</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Use the Internet, print media and oral sources to find out how the First Republic was established. 2. Discuss the outcome of 27 April 1960 referendum. 3. Discuss the outcome of 27 April 1960 presidential elections. 4. Dramatise the inauguration of Kwame Nkrumah as president of the First Republic on 1 July 1960 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Creativity and Innovation (CI)</p> <p>DL 6.3: Use digital tools to create novel things.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.6.2.1 Analyse the main developments in the Republics between 1960 and 1972</p>	<p>5. Produce a chart showing major political events from 1951 to 1960.</p> <p>B8/JHS2.6.2.1.2. Explain political developments under the first republic</p> <p>Exemplars:</p> <p>I. Identify the main features of the 1960 Constitution of the First Republic.</p>	<p>CI 6.3: Ability to select the most effective creative tools for work and give reasons for the choice</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Creativity and Innovation (CI)</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.6.2.1 Analyse the main developments in the Republics between 1960 and 1972</p>	<ol style="list-style-type: none"> Examine the changes that happened in the country as a result of the 1960 Constitution of the First Republic. For example the introduction of a presidential system of government. Debate the effects of the changes in the 1960 Republican Constitution on the status of the country. For example, the introduction of a presidential system of government Describe the membership of the cabinet under the 1960 Constitution. 	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC 7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication.</p> <p>CC 7.3: Anticipate different responses from the audience and plan for them.</p> <p>CC 8.2: Explain ideas in a clear order with relevant details, using correct construction and structure of speech.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.6.2.1 Analyse the main developments in the Republics between 1960 and 1972</p>	<p>B8/JHS2.6.2.1.3. Explain how the Second Republic came into being.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Use the internet, print media and oral sources to find out how the Second Republic was established. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL), Creativity and Innovation (CI)</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>DL 6.3: Use digital tools to create novel things.</p>
	<ol style="list-style-type: none"> 2. Discuss the outcome of the 1969 general elections. 	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p>
	<ol style="list-style-type: none"> 3. Dramatise the handing over of power from the National Liberation Council (NLC) to Dr. K.A Busia's Progress Party. 	<p>CC 8.1 Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p>
	<ol style="list-style-type: none"> 4. Compare the First Republican Constitution and the second Republican Constitution. 	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8/JHS2.6.2.1.1. Analyse the main developments in the Republics between 1960 and 1972</p>	<p>B8/JHS2.6.2.1.4. Explain political developments under the Second Republic</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Describe the main features of the 1969 Constitution of the Second Republic including the creation of the office of the Prime Minister. Explain the changes that happened in the country as a result of the 1969 Constitution of the Second Republic. Discuss the membership of the cabinet under the 1969 Constitution. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI)</p> <p>CC 7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p> <p>CC 7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p> <p>CC 7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication.</p> <p>CC 8.4: Anticipate different responses from the audience and plan for them.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES



BASIC YEAR 9

**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT**

**NOT FOR SALE
BUT FOR TRAINING PURPOSES**

STRAND I: ENVIRONMENT
SUB-STRAND I: ENVIRONMENTAL ISSUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.1.1.1. Demonstrate skills in dealing with environmental challenges</p>	<p>B9/JHS3.1.1.1.1. Examine air pollution as an environmental challenge</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain what air pollution means. 2. Identify activities in the environment that lead to air pollution, including fumes from vehicles, industry and smoke from fires. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Personal Development and Leadership (PL)</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.1.1.1. Demonstrate skills in dealing with environmental challenges</p>	<p>3. Discuss the effects of air pollution, including causing health problems such as asthma.</p> <p>4. Discuss ways to prevent air pollution.</p> <p>5. Do a project in the community to educate members on the ways to reduce air pollution.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges</p> <p>CC8.5: Can vary the level of detail and the language used when presenting to make it appropriate to the audience</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.1.1.2. Evaluate the sources and ways of conserving energy</p>	<p>B9/JHS3.1.1.2.1. Assess global sources and the means of conserving energy</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify global energy sources and conservation in countries such as Ghana, United Kingdom, Germany. 2. With the use of the Internet, research alternative energy sources and do a presentation in class. 3. Discuss gender issues related to energy production, supply and usage (Access to energy resources affects quality of life; some segments of the society are more vulnerable to impact of energy choices than others). 4. Describe the processes and devices for measuring and metering energy consumption. 5. In groups, create posters on the advantages of energy conservation to educate others in the community, including saving money, making the most of our scarce energy resources and reducing air pollution. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>DL6.3: Use digital tools to create novel things.</p> <p>DL6.3: Use digital tools to create novel things.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL6.3: Use digital tools to create novel things.</p> <p>CI 6.4: Imagining and seeing things in a different way.</p> <p>PL6.1: Ability to serve group members effectively.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.1.1.2. Evaluate the sources and ways of conserving energy</p>	<p>6. Present a report on energy conservation education that you have undertaken.</p>	<p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations. PL5.2: Demonstrate a sense of belongingness to a group. PL6.5: Ability to monitor team members to ascertain progress.</p>

NacCA

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 1: ENVIRONMENT
SUB-STRAND 4: OUR NATURAL AND HUMAN RESOURCES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.1.4.1. Investigate the natural and human resources around us</p>	<p>B9/JHS3.1.4.1.1. Examine the importance of natural resources to the development of Ghana</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain what is meant by natural resources. 2. Through the use of videos or pictures, identify the natural resources of the country, including renewable (for example timber) and non-renewable resources (such as gold, bauxite and oil). 3. On the map of Ghana, show the location of the natural resources. 4. Discuss efficient ways of exploiting natural resources. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>DL5.5: Evaluate the quality and validity of information.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p> <p>CI 5.5: Ability to try new alternatives and different approaches.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.1.4.1. Investigate the natural and human resources around us</p>	<p>5. Explain the importance of natural resources for the development of the country.</p> <p>6. Discuss the difficulty in exploiting natural resources effectively, including low level of technology, limited technical expertise and limited capital resources.</p> <p>B9/JHS3.1.4.1.2. Evaluate the importance of human resources to the development of Ghana</p> <p>Exemplars:</p> <p>I. Explain what is meant by human resource.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CI 6.7: Look and think about things differently and from different perspectives.</p> <p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.1.4.1. Investigate the natural and human resources around us</p>	<p>2. Identify ways of developing human resource.</p> <p>3. Through group work, discuss why an educated and trained human resource is the most important asset of the country.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations</p> <p>PL5.2: Demonstrate a sense of belongingness to a group</p> <p>PL6.5: Ability to monitor team members to ascertain progress</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.1.4.1. Investigate the natural and human resources around us</p>	<p>4. Explain how Ghana's human resource can be efficiently used in the production of goods and services.</p> <p>5. Investigate how some people in the community use their human resource abilities to help the community develop.</p> <p>6. Suggest new ways by which they would use their human resource abilities to help develop the community.</p>	<p>CI 5.1: Examine alternatives in creating new things</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 6.6: Being open-minded, adapting and modifying ideas to achieve creative results.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 6.7: Look and think about things differently and from different perspectives.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 2: FAMILY LIFE
SUB-STRAND 2: THE FAMILY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.2.2.1. Evaluate the institution of marriage in Ghana</p>	<p>B9/JHS3.2.2.1.1. Examine the importance of marriage as a social institution in Ghana</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of marriage as a social institution (other social institutions include the family and religious sects). 2. Discuss ways of contracting marriages in Ghana. 3. Identify the ways in which marriage is important as a social institution, including providing a stable, loving setting for children to be brought up and helping to provide economic support for parents. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CI 6.7: Look and think about things differently and from different perspectives.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.8: Identify and prove misconceptions about a generalised concept or fact specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.2.2.1. Evaluate the institution of marriage in Ghana</p>	<p>4. Investigate the causes of broken marriages.</p> <p>5. Dramatise the effects of broken marriages on the family structure (such as teenage pregnancy, drug abuse and truancy).</p> <p>6. Suggest ways of sustaining marriages.</p>	<p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 6.6: Being open-minded, adapting and modifying ideas to achieve creative results.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.2.2.2. Assess the need for responsible parenting in the family</p>	<p>B9/JHS3.2.2.2.1. Examine the importance of responsible parenting within the family system</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concepts: <ol style="list-style-type: none"> i. Parenthood ii. Parenting 2. Differentiate parenthood from parenting. 3. Discuss the responsibilities of parents including providing food, clothes, shelter and a loving and stable environment for the upbringing of children. 4. Discuss inappropriate parenting behaviour and its consequences, including failure to provide the basic needs of children, For example, drunkenness. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)</p> <p>CC7.1: Identify words or sentences in context appropriately.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CC7.1: Identify words or sentences in context appropriately.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CI 6.7: Look and think about things differently and from different perspectives.</p> <p>CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CI 6.7: Look and think about things differently and from different perspectives.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.2.2.2. Assess the need for responsible parenting in the family</p>	<p>5. Examine how some behaviours by children can cause their parents to act inappropriately for example, disobedience, indiscipline, refusal to go to school and perform house chores.</p> <p>6. Suggest ways for handling parent-child conflicts, including dialogue, effective communication</p> <p>7. Carry out an education programme in the community on the need for parents to be responsible.</p>	<p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CI 6.7: Look and think about things differently and from different perspectives.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CC8.5: Vary the level of detail and the language used when presenting to make it appropriate to the audience.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p>

STRAND 2: FAMILY LIFE
SUB-STRAND 4: POPULATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.2.4.1. Analyse the population structure in Ghana and its related issues</p>	<p>B9/JHS3.2.4.1.1. Assess population structure in Ghana and its associated development issues</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Recap on Basic 8 work on the population structure in Ghana. With the use of the Internet or a chart examine the structure of the Ghanaian population. 2. In groups, analyse the effects of rapid population growth on the family, the community and the nation. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI)</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>DL 6.2: Create a meaningful and original piece of work, or its interpretation by integrating existing information.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage contributions from them.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.2.4.1 .Analyse the population structure in Ghana and its related issues</p>	<ol style="list-style-type: none"> 3. Dramatise the effects of large family size on the up keep of the family 4. Suggest ways in which social problems and rapid population growth could be minimised, including public education on the need for small family sizes. 	<p>P 5.1: Ability to combine information and ideas from several sources to reach a conclusion</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p> <p>CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 3: SENSE OF PURPOSE
SUB-STRAND 3: CULTURE AND NATIONAL IDENTITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.3.3.1. Evaluate the place of culture in national identity</p>	<p>B9/JHS3.3.3.1.1. Assess the significance of symbols, music and ceremonies in promoting national identity</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of national identity. 2. Sing patriotic songs and discuss how songs promote national identity. 3. With the use of videos or pictures, identify some national and traditional symbols and discuss their features and significance. For example, the National Flag, Coat of Arms, the Staff of Office of the President, the Mace, Adinkra and other Ghanaian symbols 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Digital Literacy (DL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 6.6: Preparedness to recognise and explain results after implementation of plans.</p> <p>CC7.1: Identify words or sentences in context appropriately.</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.3.3.1. Evaluate the place of culture in national identity</p>	<p>4. Interpret some national and traditional symbols and evaluate their importance in fostering national unity.</p> <p>5. Discuss ways of fostering national unity and defending the integrity of the nation.</p> <p>6. Discuss how national ceremonies can be used to foster national unity.</p> <p>7. Discuss how respecting the customs and culture of other groups plays a part in celebrating diversity in Ghana and helps draw the whole nation together. For example, festivals such as Homowo celebrated by the Gas, Hogbetsoto by the Anlos, Kundum by the Nzema.</p>	<p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p>

STRAND 4: LAW AND ORDER
SUB-STRAND 3: THE 1992 CONSTITUTION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.3.1. Assess the relevance of the 1992 Constitution</p>	<p>B9/JHS3.4.3.1.1. Examine the 1992 Constitution and its significance to national development</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the meaning of a constitution. 2. Outline the main features of the 1992 Constitution. 3. Use videos or pictures to identify the functions of the three main organs of government (the legislature, the executive and the judiciary). 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 6.6: Preparedness to recognise and explain results after implementation of plans.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.3.1.1. Assess the relevance of the 1992 Constitution</p>	<p>4. In groups, discuss the rights, freedoms and obligations of citizens under the 1992 Constitution.</p> <p>5. Examine the conditions under which the rights of a citizen can be curtailed by the 1992 Constitution.</p> <p>6. Explain the importance of the 1992 Constitution to Ghanaians.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage contributions from them.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p> <p>CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.</p> <p>CI 6.7: Look and think about things differently and from different perspectives.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.3.1. Assess the relevance of the 1992 Constitution</p>	<p>B9/JHS3.4.3.1.2. Discuss the rights of the child as enshrined in the 1992 Constitution</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concepts of child rights. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI)</p>
	<ol style="list-style-type: none"> 2. Examine the provisions of child rights in the 1992 Constitution. 	<p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 6.6: Preparedness to recognise and explain results after implementation of plans.</p>
	<ol style="list-style-type: none"> 3. Invite a resource person to discuss the need for children's rights. 	<p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>
		<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.3.1. Assess the relevance of the 1992 Constitution</p>	<p>4. Carry out a project on the responsibilities of children.</p> <p>5. Explain the concept of child abuse.</p> <p>6. Identify acts that constitute child abuse, including child labour and early marriages.</p> <p>7. Examine the effects of child abuse, including physical injury, psychological trauma and poor health.</p>	<p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 6.6: Preparedness to recognise and explain results after implementation of plans.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

STRAND 4: LAW AND ORDER
SUB-STRAND 4: PEACE AND SECURITY IN OUR NATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.4.1. Assess the role of peace and security in national development</p>	<p>B9/JHS3.4.4.1.1. Examine the relevance of peace and security in our community</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concepts of peace and security. 2. Discuss ways of promoting peace and security. 3. With the use of video and pictures, compare a country destroyed by conflict and another that has enjoyed a long period of peace. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Personal Development and Leadership (PL), Digital Literacy (DL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.4.1. Assess the role of peace and security in national development</p>	<p>4. Using documentaries and pictures, examine safety measures in the community, including road safety and fire safety.</p> <p>5. Discuss the importance of peace and security in community development, including the way that it encourages confidence in individuals and investors.</p> <p>6. Role play how peace can be maintained in your neighbourhood.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p>

STRAND 4: LAW AND ORDER
SUB-STRAND 5: PROMOTING DEMOCRACY AND POLITICAL STABILITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.5.1. Show understanding of how to promote democracy and political stability</p>	<p>B9/JHS3.4.5.1.1. Examine election as a way of promoting democracy and political stability</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concepts of democracy and election. 2. Examine the role of free and fair elections in promoting democracy. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.5.1. Show understanding of how to promote democracy and political stability</p>	<p>3. Discuss the processes involved in conducting an election.</p> <p>4. Identify and discuss the importance of electoral materials.</p> <p>5. Watch videos of people casting their votes at a polling station peacefully and discuss your observations.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC9.2: Understand and use interpersonal skills.</p> <p>CC9.3: Understand roles during group activities.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.5.2. Demonstrate understanding of the District Assembly concept in Ghana</p>	<p>6. Demonstrate how free and fair elections can be conducted using role-play to elect class leaders.</p> <p>7. Assess the role of the Electoral Commission.</p>	<p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC9.2: Understand and use interpersonal skills.</p> <p>CC9.3: Understand roles during group activities.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.5.2. Demonstrate understanding of the District Assembly concept in Ghana</p>	<p>B9/JHS3.4.5.2.1. Examine the role of the District Assembly in promoting decentralisation</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the concept of decentralisation. 2. Describe the structure of the District Assembly as a decentralised arm of government. 3. Examine the role of District Assemblies in the development of the districts. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.5.3. Evaluate the importance of political stability in Ghana's development</p>	<p>4. Examine the contribution of the Assemblies, including Metropolitan, Municipal, District.</p> <p>5. Invite a resource person to talk about the workings of the MMDAs.</p> <p>B9/JHS3.4.5.3.1. Assess the significance of political stability in national development</p> <p>Exemplars:</p> <p>I. Explain political stability.</p>	<p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC9.2: Understand and use interpersonal skills.</p> <p>CC9.3: Understand roles during group activities.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.5.3. Evaluate the importance of political stability in Ghana's development</p>	<p>2. Examine the ways of achieving political stability.</p> <p>3. Through the use of videos and pictures, discuss some of the threats to political stability in the country. For example, vigilantism, political intolerance, abuse of freedom of speech through radio, etc.</p> <p>4. Discuss the importance of political stability.</p>	<p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.4.5.3. Evaluate the importance of political stability in Ghana's development</p>	<p>5. Suggest ways of promoting political stability in Ghana.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion. CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation. CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 5: SOCIO-ECONOMIC DEVELOPMENT

SUB-STRAND 4: SCIENCE AND TECHNOLOGY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.5.4.1. Analyse the contribution of science and technology to national development</p>	<p>B9/JHS3.5.4.1.1. Examine how science and technology can be used to promote development</p> <p>Exemplars:</p> <ol style="list-style-type: none"> I. Explain the concepts: <ol style="list-style-type: none"> i. Science ii. Technology 2. Examine the difference(s) between ‘Science’ and ‘Technology’. 3. Discuss how science and technology can be used for development and production in Ghana. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.5.4.1. Analyse the contribution of science and technology to national development</p>	<p>4. Examine the role of science and technology in specific sectors of the economy, including mining, education, agriculture and energy generation.</p> <p>5. With the use of the Internet investigate and make presentations on the role of science and technology in the development of Ghana.</p> <p>6. Examine the problems impeding the development of science and technology in Ghana.</p>	<p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CI 5.1: Examine alternatives in creating new things.</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.5.4.1. Analyse the contribution of science and technology to national development</p>	<p>7. Suggest ways of promoting science and technology in Ghana.</p> <p>8. Project: Identify a problem in the school and use the knowledge acquired in science and technology to solve it.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

NOT FOR SALE
BUT FOR TRAINING PURPOSES

STRAND 5: SOCIO-ECONOMIC DEVELOPMENT
SUB-STRAND 2: FINANCIAL AND INVESTMENT ISSUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.5.2.1. Show understanding of the provisions under National Pensions Act 766 and PNDC Law 247</p>	<p>B9/JHS3.5.2.1.1. Exhibit knowledge on pension rights under National Pensions Act 766 and PNDC Law 247</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Discuss the provisions under National Pensions Act 766. In small groups, do a presentation on the provisions under PNDC Law 247. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL), Digital Literacy (DL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CC9.2: Understand and use interpersonal skills.</p> <p>CC9.3: Understand roles during group activities.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.5.2.1. Show understanding of the provisions under National Pensions Act 766 and PNDC Law 247</p>	<p>3. Invite a resource person to talk about social security in Ghana.</p> <p>4. In small groups, do a presentation on the benefits under the Three Tier Pension Scheme, including Tier 1, Tier 2 and Tier 3.</p> <p>5. Research the application processes for the various SSNIT benefits.</p>	<p>CC9.2: Understand and use interpersonal skills. CC9.3: Understand roles during group activities. CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument. CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument. CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. CC9.2: Understand and use interpersonal skills. CC9.3: Understand roles during group activities. PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations. PL5.2: Demonstrate a sense of belongingness to a group. PL6.5: Ability to monitor team members to ascertain progress. CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion. CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument. DL5.3: Ability to find and utilise digital content. DL6.6: Knowledge and recognition of ethical use of information.</p>

STRAND 6: NATIONHOOD

SUB-STRAND 2: THE REPUBLICS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.6.2.1. Demonstrate understanding that Ghana had two republics between 1979 and 2000</p>	<p>B9/JHS3.6.2.1.1. Explain how the Third Republic came into being (1979-1981)</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Use the internet, print media and oral sources to find out how the Third Republic was established. Identify the main political parties that took part in the June 1979 elections and their respective candidates. Discuss the outcome of the June 1979 elections. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL)</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.6.2.1 Demonstrate understanding that Ghana had two republics between 1979 and 2000</p>	<p>4. With the use of Internet sources, dramatise the handing over of power from the AFRC to Dr Hilla Liman's People's National Party.</p>	<p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem. DL5.3: Ability to find and utilise digital content. CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p>
<p>B9/JHS3 6.2.1.2. Explain political developments under the Third Republic</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Identify the main features of the Third Republican Constitution, including the prohibition of a one-party state, limitation on the influence of the armed forces and the police. Discuss the impact of the Third Republican Constitution on the political development of the country, including the civilisation of the armed forces, promotion of multiparty system and national integration. 	<p>B9/JHS3 6.2.1.2. Explain political developments under the Third Republic</p>	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)</p> <p>CP 6.3: Identify important and appropriate alternatives. CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives. CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion. CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation. CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.6.2.1 Demonstrate understanding that Ghana had two republics between 1979 and 2000</p>	<p>3. Compare the features of the Second and Third Republican Constitution</p> <p>B9/JHS3.6.2.1.3. Explain how the Fourth Republic came into being</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Use the Internet, print media and oral sources to find out how the Fourth Republic was established. 2. Discuss the outcome of the 28 April 1992 referendum. 	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.6.2.1 Demonstrate understanding that Ghana had two republics between 1979 and 2000</p>	<p>3. Identify the political parties that took part in the 1992 elections and their respective leaders.</p> <p>4. Discuss the nature of the First Parliament of the Fourth Republic, including the boycott of the First Parliament of the Fourth Republic by the largest opposition party (the NPP) at the time.</p> <p>1. Dramatise the inauguration of the first president of the Fourth Republic.</p> <p>2. Analyse the 1992 constitution vis-a-vis the American constitution and the Westminster system of government.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CC8.3: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>DL5.3: Ability to find and utilise digital content.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.6.2.1. Demonstrate understanding that Ghana had two republics between 1979 and 2000</p>	<p>B.9.6.1.1.4. Explain political developments under the Fourth Republic</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss the features of the Fourth Republican constitution. 2. Debate the pros and cons of the First Parliament of the Fourth Republic. 	<p>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)</p> <p>CP 6.3: Identify important and appropriate alternatives.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>CP 6.5: Ability to select alternative(s) that adequately meet selected criteria.</p> <p>CC8.3: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p>CC7.5: Identify and analyse different points of views of speakers.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p> <p>PL6.5: Ability to monitor team members to ascertain progress.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9/JHS3.6.2.1. Demonstrate understanding that Ghana had two republics between 1979 and 2000</p>	<p>3. Under the Fourth Republic the President is the Head of State, Head of Government and Commander in Chief of the Ghana Armed Forces. Assess the advantages of this arrangement.</p> <p>4. Compare Ghana's presidential system of government and the Westminster system in the United Kingdom.</p>	<p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument.</p> <p>DL5.3: Ability to find and utilise digital content.</p>

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

APPENDICES

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

I. COMMUNICATION AN COLLABORATION (CC)

B7/JHS1-B9/JHS3	CC8: PRESENTING	CC9: TEAMWORK
CC7: LISTENING		
CC7.1: Identify words or sentences in context appropriately	CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group	CC9.1: Demonstrate behaviour and skills of working towards group goals
CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures	CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech	CC9.2: Understand and use interpersonal skills
CC7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	CC8.3: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	CC9.3: Understand roles during group activities
CC7.4: Identify underlying themes, implications and issues when listening	CC8.4: Anticipate different responses from the audience and plan for them	CC9.4: Help group work on relevant activities
CC7.5: Identify and analyse different points of views of speaker	CC8.5: Vary the level of detail and the language used when presenting to make it appropriate to the audience	CC9.5: Appreciate the importance of including all team members in discussions and actively encourage contributions from them
		CC9.6: Ability to work with all group members to complete a task successfully
		CC9.7: Effectively perform multiple roles within the group
		CC9.8: Demonstrate an awareness of team dynamics and work to minimise conflicts in the team

2. CRITICAL THINKING AND PROBLEM SOLVING (CP)

B7/JHSI -B9/JHS3	
CP5: CRITICAL THINKING	CP6: PROBLEM SOLVING
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion	CP 6.1: Ability to effectively define goals towards solving a problem
CP 5.2: Analyse and make distinct judgment about viewpoints expressed in an argument	CP 6.2: Ability to explain plans for attaining goals
CP 5.3: Create simple logic trees to think through problems	CP 6.3: Identify important and appropriate alternatives
CP 5.4: Generate hypothesis to help answer complex problems	CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives
CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem	CP 6.5: Ability to select alternative(s) that adequately meet selected criteria
CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation	CP 6.6: Preparedness to recognise and explain results after implementation of plans
CP 5.7: Provide new insight into controversial situation or task	CP 6.7: Implement strategies with accuracy
CP 5.8: Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	
CP 5.9: Identify and explain a confusion, uncertainty or a contradiction surrounding an event	
CP 5.10: Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event	

3. PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

B7/JHS I -B9/JHS3	
PL5: PERSONAL DEVELOPMENT	PL6: LEADERSHIP
PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations	PL6.1: Ability to serve group members effectively
PL5.2: Demonstrate a sense of belongingness to a group	PL6.2: Division of tasks into solvable units and assigning group members to task units
PL5.3: Recognise one's emotional state and their preparedness to apply emotional intelligence	PL6.3: Ability to manage time effectively
PL5.4: Ability to understand one's personality traits	PL6.4: Ability to manage and resolve conflicts
PL5.5: Desire to accept one's true self and overcome weaknesses	PL6.5: Ability to monitor team members to ascertain progress
PL5.6: Ability to set and maintain personal standards and values	PL6.6: Ability to mentor peers
	PL6.7: Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others
	PL6.8: Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes

4. CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

B7/JHS1 -B9/JHS3	
CG5: CULTURAL IDENTITY	
CG5.1: Show a strong sense of belongingness to one's culture	CG6: GLOBAL CITIZENSHIP CG6.1: Understanding of influences of globalisation on traditions, languages and cultures CG6.2: Recognise resistance to global practices that are inimical to our culture CG6.3: Know the global discourse about the roles of males and females CG6.4: Exhibit a sense of nationality and global identity
CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms	
CG5.3: Develop and express respect, recognition and appreciation of others' cultures	
CG5.4: Develop and exhibit a sense of cultural identity	
CG5.5: Adjust to the demands of customs, traditions, values and attitudes of society	

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

5. CREATIVITY AND INNOVATION (CI)

B7/JHS I-B9/JHS3	
CI5: KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	CI6: REFLECTION AND EVALUATION
CI 5.1: Examine alternatives in creating new things	CI 6.1: Exhibit strong memory, intuitive thinking, and respond appropriately
CI 5.2: Ability to merge simple/complex ideas to create novel situations or things	CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used
CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	CI 6.3: Ability to select the most effective creative tools for work, and give reasons for the choice
CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges	CI 6.4: Imagining and seeing things in a different way
CI 5.5: Ability to try new alternatives and different approaches	CI 6.5: Anticipate and overcome difficulties relating to taking initiatives
CI 5.6: Understand and use analogies and metaphors	CI 6.6: Being open-minded, adapting and modifying ideas to achieve creative results
CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things	CI 6.7: Look and think about things differently and from different perspectives
	CI 6.8: Recognise and generalise information and experience; search for trends and patterns
	CI 6.9: Interpret and apply learning in new contexts
	CI 6.10: Reflect on work and explore the thinking behind thoughts and processes

6. DIGITAL LITERACY (DL)

B7/JHSI -B9/JHS3	
DL5: PHOTO-VISUAL AND INFORMATION LITERACY	DL6: SOCIO-EMOTIONAL AND REPRODUCTION LITERACY
DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem	DL 6.1: Understand the sociological and emotional aspects of cyberspace
DL5.2: Ability to recognise and avoid traps in cyberspace	DL 6.2: Create a meaningful and original piece of work, or its interpretation by integrating existing information
DL5.3: Ability to find and utilise digital content	DL6.3: Use digital tools to create novel things
DL5.4: Ability to construct knowledge from a non-linear hyper-textual navigation	DL6.4: Adhere to behavioural protocols that prevail in cyberspace
DL5.5: Evaluate the quality and validity of information	DL6.5: Recognition of societal issues emanating from the use of digital technologies
DL5.6: Preparedness to make better decisions using available information	DL6.6: Knowledge and recognition of ethical use of information

Please note these inclusivity issues

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

BIBLIOGRAPHY

BOOKS

1. Amonoo, B. (1981). *Ghana 1957-1966: The Politics of Institutional Dualism*. London: Allen and Unwin.
2. Attom, L. E., & Adam, M. (2016). *Reproductive Health and Family Life Education*. Winneba: Institute for Educational Development and Extension.
3. Adzahlie-Mensah, V., Golo, H., & Attom, L. E. (2016). *Gender and Development*. Winneba: Institute for Educational Development and Extension.
4. Apter, D. (1972). *Ghana in Transition*. Princeton: Princeton University Press.
5. Armah, K. (2004). *Peace without Power: Ghana's Foreign Policy 1957-1996*. Accra: University Press.
6. Attom, L. E., & Ngaaso, K.C. (2011). *Gender Issues and Development in Ghana: Some Policy Implications*. Accra: Yamens Press Limited.
7. Attom, L. E., & Quashigah, Y.A. (2010). *Teaching and Learning Guide to Social Studies Education on Reproductive Health and Family Life Education*. Cape Coast: Yaci Publications.
8. Austin, D. (1964). *Politics in Ghana 1946-1960*. Oxford: Oxford University Press.
9. Bening, R.B. (1999). *Ghana: Regional Boundaries and National Integration*. Accra: Ghana University Press.
10. Biswal, T. P. (1992). *Ghana: Political and Constitutional Development*. New Delhi: Northern Book Centre.
11. Bourret, F. M. (1960). *Ghana: The Road to Independence, 1919-1957*. London: Oxford University Press.
12. Cooper, F. (2002). *Africa since 1940: The Past of the Present*. Cambridge: Cambridge University Press.
13. Gyekye, K. (2008). *Social Studies for West African Senior School Certificate-A Four-Course*. Accra: Sankofa Publishing.
14. Herbst, J. (1993). *The Politics of Reform in Ghana, 1982-1991*. Berkeley: University of California Press.
15. Kankam, B. & Atta-Kwenin, I. (2016). *Physical & Social Relations in Social*

- Studies. University of Cape Coast: Hampton Printing Press.
16. Kimble, D. (1963). *A Political History of Ghana: The Rise of Gold Coast Nationalism 1850-1928*. Oxford: Clarendon Press.
 17. Mamdani, M. (1996). *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press.
 19. Massing, A.W. (1994). *Local Government Reform in Ghana: Democratic Renewal or Autocratic Revival?* Saarbrücken: Verlag für Entwicklungspolitik Breitenbach
 20. Ngaaso, K. C., & Attom, L.E. (2015). *Environmental Studies*. Accra: Yamens Press Limited.
 22. Ninsin, K.A. (1996). *Ghana's Political Transition 1990-1993*. Accra: Freedom Publications.
 23. Nugent, P. (2004). *African since Independence*. Basingstoke: Palgrave Macmillan.
 24. Obeng, I.J. (2006). *Population and Urbanisation in Ghana*. Kumasi: Derisco Company Limited.
 25. Parker, J. (2000). *Making the Town: Ga State and Society in Early Colonial Accra*. Portsmouth: Heinemann.
 26. Quashigah, A. Y., Attom, L. E., & Eshun, I. (2017). *Science, Technology & Modernization in Social Studies*. Accra: Yamens Press Limited.
 27. Quashigah, Y.A., & Attom, L. E. (2016). *Teaching and Learning Guide to Social Studies Education on Reproductive Health and Family Life Education*. (Revised Edition). Accra: Yamens Press Limited.
 29. Rathbone, R. (2000). *Nkrumah and the Chiefs: The Politics of Chieftaincy in Ghana, 1951-1960*. Columbus: Ohio State University Press.
 30. Reid, R. (2009). *A Modern History of Africa: 1800 to the Present*. Oxford: Wiley-Blackwell.
 31. Shillington, K. (1992). *Ghana and the Rawlings Factor*. London: Macmillan.
 32. Skinner, K., & Yayoh, W.K. (2019). *Writing the New Nation in a West Africa Borderland*. Oxford: University Press.
 33. Wood, S. N. (1989). *Making the District Assembly Work*. Tema: Ghana Publishing Corporation.

RESEARCH ARTICLES

34. Agyeiwaa, R., & Attom, L. E. (2018). Gendered perceptions and challenges facing females in educational leadership positions. *International Journal of Education, Learning and Development*, 6 (7): 1-15.
35. Anthony-Krueger, C. & Kankam, B. (2011). The Practice of the Integrated Approach in the Teaching of Integrated Science and Social Studies. *Journal of Science and Mathematics Education*, 5, 158-167.
36. Attom, L. E. (2010). Challenges confronting women in educational Leadership in Effutu Municipality of the Central Region of Ghana. *International Journal of Educational Leadership (IJEL)*, 3 (3): 202-210.
37. Attom, L. E. (2018). Transformative learning pedagogies and reflective practice in Reproductive Health. *European Journal of Educational Development Psychology*, 6 (3): 1-20.
38. Baker, F., & Kankam, B. (2016). Social Studies Curriculum Response to Climate Change: The Views of Social Studies Teachers in Public Senior High Schools in the Cape Coast Metropolis. *The International Journal of Social Sciences and Humanities Invention*, 3(4): 1973-1982.
39. Bekoe, S. O., Attom, L. E., & Eshun, I. (2017). Evaluation of the impact of Science, Technology and Modernisation in Social Studies Curriculum on University students. *British Journal of Education*, 5 (10): 22-39.
40. Bekoe, S. O., Eshun, I., & Attom, L. E. (2017). Filling the feedback Gap: The roles of curriculum supervisors and supervisees in Social Studies Education. *American Journal of Educational Science*, 3 (1): 1-12.
41. Ediger, M. (2007). Philosophy of Social Studies Education. *Journal of Instructional Psychology*, 34(1): 18-21.
42. Harrison, K. G., Attom, L. E., Brew, E., & Eshun, I. (2018). Human rights issues of child labour and economic activities: The way forward. *American Journal of Social Science Research*, 4 (2): 40-52.
43. Kankam, B. (2016). Citizenship Education in Ghana: A Traditional and Modern Perspective in Development. *International Journal of Information, Research and Review*, 3(4): 2102-2108.
44. Kankam, B. (2016). Social Studies Education in Ghana: A Historical Perspective (1940-Present). *Educational Research Journals*, 6(12): 215-219.
45. Kuranchie, I. A., & Attom, L.E. (2019). Sources of adolescent reproductive health education and its influence on sexual choices among Senior High School students. *Journal of Social Sciences and Humanities* 5, (4): 481-494.
46. Yayoh, W. K. (2015). German Rule in Colonial Ewedome (Ghana), 1890-1914. *African Notes*, 9(1&2), 129-145.
47. Yayoh, W. K. (2002). Krepri States in the Eighteenth and the Nineteenth Centuries. *Transactions of the Historical Society of Ghana*, (6), 67-81.
48. Yayoh, W. K. (2007). Resurgence of Multi-party Rule in Ghana, 1990-2004: A Historical Review. *Transactions of the Historical Society of Ghana*, (10), 125-147.
49. Yayoh, W. K. (2013). What is in a flag? The Swastika and Togoland nationalism. *Contemporary Journal of African Studies*, 1(1), 1-26.

TECHNICAL PAPERS, REPORTS AND SYLLABUS

50. Caribbean Examinations Council. (2010). *Social Studies Syllabus*. Kingston, Jamaica: Caribbean Examinations Council.
51. Ministry of Education (2015). *Social Studies 10: Integrated Resource Package (IRP 139)*. British Columbia: Ministry of Education.
52. Ministry of Education, Science and Sports (2007). *Teaching Syllabus for Social Studies (Junior High School)*. Accra: Government of Ghana.
53. Ministry of Education. (2010). *Teaching Syllabus for Social Studies (Senior High School I-3)*. Accra: Government of Ghana.
54. Louisiana Student Standards Social Studies, K-12 Student Standards for Social Studies



NacCA

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES

SOCIAL STUDIES SUBJECT PANEL MEMBERS AND REVIEWERS

NAME	INSTITUTION
Rev. Prof. Kankam Boadu	UCC, Cape Coast
Prof. Wilson K. Yayoh	UCC, Cape Coast
Dr Lucy Effeh Attom	UEW, Winneba
Alhaji S. Mahama	NaCCA
Dr Emmanuel Saboro	UCC, Cape Coast
William Asamoah	GES, Tema West
Osman Bin Umar	GES, Accra Girls
Anitha Oforiwah Adu-Boahen	UEW
Dr Samuel Y Boadi-Siaw, (Retired)	UCC
Cambridge International	
REVIEWERS	
Evelyn Kwazume Yirbikyaa	University of Development Studies
Mr. Cletus Ngaaso	University of Education, Winneba
Mr. Frederick Oppong-Boadi	Al-Rayan International School

SUPERVISORS AND COORDINATING TEAM

	NAME	INSTITUTION
SUPERVISORS	Dr Prince H. Armah	Director-General (Ag), NaCCA
	Prof. Kwame Osei Kwarteng	Council Chairman, NaCCA
COORDINATING TEAM	Mr. Johnson Boakye Yiadom	NaCCA/EDT
	Mr. John Mensah Anang	NaCCA
	Mr. Cosmos Eminah	NaCCA
	Mrs. Wilma S. Titus-Glover	NaCCA
GRAPHIC DESIGNER	Eugene Offei Tettey	NaCCA

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

NOT FOR SALE
BUT FOR TRAINING PURPOSES