

MINISTRY OF EDUCATION



Republic of Ghana

TEACHING SYLLABUS FOR SOCIAL STUDIES (SENIOR HIGH SCHOOL 1 - 3)

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TEACHING SYLLABUS FOR SOCIAL STUDIES (SENIOR HIGH SCHOOL)

RATIONALE FOR TEACHING SOCIAL STUDIES

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

GENERAL AIMS

The syllabus is designed to help students to:

1. develop the ability to adapt to the developing and ever-changing Ghanaian society
2. acquire positive attitudes and values towards individual and societal issues
3. develop critical and analytical skills in assessing issues for objective decision-making
4. develop national consciousness and unity
5. use enquiry and problem-solving skills for solving personal and societal problems
6. become responsible citizens capable and willing to contribute to societal advancement.

SCOPE OF CONTENT

Social Studies at the Senior High School level is concerned with equipping the student with an integrated body of knowledge, skills and attitudes that will help the student develop a broader perspective of Ghana and the world. The subject probes the past and provides knowledge for the student to understand his/her society and be able to solve personal and societal problems. There are three sections in the syllabus each of which focuses respectively on:

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

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

The pre-requisite skills needed for effective study of Social Studies at the Senior High School level are knowledge and understanding of Citizenship Education at the Primary School Level, completion of Social Studies at the Junior High School level, observational skills and a critical mind to life. Good reading, writing and numeracy skills are also important for studying the subject.

ORGANIZATION OF THE SYLLABUS

This syllabus has been structured to cover the three years of Senior High School Course. Each year's work has been divided into three sections, with each section containing a number of units. The syllabus for the three years course is presented on the next page.

STRUCTURE AND ORGANIZATION OF THE SYLLABUS

SHS 1	SHS 2	SHS 3
<p>SECTION 1: ENVIRONMENT (Pg. 1-7)</p> <p>Unit 1: Self Identity Unit 2: Adolescent Reproductive Health Unit 3: Our Culture and National Identity</p>	<p>SECTION 1: ENVIRONMENT (Pg. 18-25)</p> <p>Unit 1: The Institution of Marriage Unit 2: Individual obligation in the Family Unit 3: Responsible Parenting Unit 4: Socialization and our Social Environment</p>	<p>SECTION 1: ENVIRONMENT (Pg. 36-38)</p> <p>Unit 1: Our Physical Environment and Environmental Challenges Unit 2: Education and Societal Change</p>
<p>SECTION 2: GOVERNANCE, POLITICS AND STABILITY (Pg. 8- 12)</p> <p>Unit 1: National Independence and Self-reliance Unit 2: Peace Building and Conflict Resolution</p>	<p>SECTION 2: GOVERNANCE, POLITICS AND STABILITY (Pg. 26-29)</p> <p>Unit 1: Leadership and Followership Unit 2: Our Constitution, Democracy and Nation Building</p>	<p>SECTION 2: GOVERNANCE, POLITICS AND STABILITY (Pg. 39-42)</p> <p>Unit 1: Rights and Responsibilities of the Individual Unit 2: Ghana and the International Community</p>
<p>SECTION 3: SOCIO-ECONOMIC DEVELOPMENT (Pg. 13-17)</p> <p>Unit 1: The Youth and National Development Unit 2: Science and Technology Unit 3: Resource Development and Utilization in Ghana</p>	<p>SECTION 3: SOCIO-ECONOMIC DEVELOPMENT (Pg. 30-35)</p> <p>Unit 1: The Role of the individual in Community Development Unit 2: Promoting National Socio-Economic Development Unit 3: Sustainable Development</p>	<p>SECTION 3: SOCIO-ECONOMIC DEVELOPMENT (Pg. 43-46)</p> <p>Unit 1: Population Growth and Development Unit 2: The world of Work and Entrepreneurship</p>

TIME ALLOCATION

Time allocation for Social Studies over the three year period is indicated as follows:

Year 1: 3 periods a week

Year 2: 3 periods a week

Year 3: 3 periods a week

SUGGESTIONS FOR TEACHING THE SYLLABUS

Teachers are advised to give reading assignments ahead of time so that students would have acquired adequate knowledge from their reading before the relevant lessons are held. The time allocation for Social Studies is short. If students are required to read ahead, the time should be adequate to complete the course.

General Objectives

General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives specify the skills and behaviours students should acquire as a result of learning the units of a section. The general objectives are linked to the general aims for teaching Social Studies listed on page (ii) of this syllabus and form the basis for the selection and organization of the themes and their unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Units

The syllabus has been planned in Sections and Units. Each year's work has been divided into Sections. A Section consists of a fairly homogeneous body of knowledge within the subject. Within each Section are Units. A unit consists of a more related and homogeneous body of knowledge and skills. The teacher is expected to consider the total number of Sections and associated number of Units prescribed for each year and to plan the scheme of work and lessons for each term such that the work in all the Sections and Units for each particular class is completed by the end of the school year.

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

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

Column 2 – Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. For instance, Unit 2 of Section 2 has five specific objectives: 2.2.1 – 2.2.5. A teacher

may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *what the student will be able to do after instruction and learning in the unit*. Hence each specific objective starts with the following, “The student will be able to.” This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The “content” in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. It is important however, to add more content to what is already provided in this column.

Column 4 – Teaching and Learning (T/L) Activities: T/LA that will ensure maximum student participation in the lessons are presented in Column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in and out of school. The emphasis is to assist your students to develop analytical thinking, practical problem solving techniques and the acquisition of positive attitudes and values.

Column 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems as we have already said above. And that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit. For evaluation during class lessons, determine the mastery level you want students to achieve in their answers and responses. If for instance, you take 80% as the mastery level, ensure that each student’s answer to questions asked in class achieve this level of mastery.

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

DEFINITION OF PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours of subjects and are useful as the focus for teaching, learning and assessment. In Social Studies, the three profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	35%
Use of Knowledge	40%
Attitudes and Values	25%

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

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

Knowledge and Understanding (KU)

Knowledge	The ability to: remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
Understanding	The ability to: explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

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

Application	The ability to: apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover etc.
Analysis	The ability to: break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts etc. Analytical ability underlies discriminant thinking.
Innovation/Creativity	The ability to put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.
Evaluation	The ability to: appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

A number of examination questions at the secondary school level begin with the word “Discuss”. Discuss belongs to the evaluation thinking skill and implies the ability to analyze, compare, contrast, make a judgement etc. The word “discuss” asks for a variety of thinking skills and is obviously a higher order thinking behaviour. Students consequently do poorly on examination questions that start with “Discuss”. For this reason, and also for the reason that discussion of

issues, discussion of reports etc., are some of the major intellectual activities students will be engaged in, in work situations and at higher levels of learning after they have left secondary school, it will be very helpful if you would emphasize discussion questions etc. both in class and in the tests you set.

Attitudes and Values (AV)

Attitudes and values belong to the affective domain of knowledge and behaviour. The dimension consists of a number of learning and behavioural levels such as receiving, responding, valuing, and organizing.

receiving	follows directions, listens, shows awareness and sensitivity, accepts, asks questions, gives, points to replies etc.
responding	greet, participates, assists, conforms, enjoys, presents, shows interest, volunteers for duties, respects the rights of others.
valuing	demonstrates attitudes, beliefs, initiates, invites, proposes, reports, shares, works, and reads.
organizing	ability to assimilate new and different values to form a new and consistent value system. It refers to the ability to accept, alter, defend, arrange, formulate, generalize, modify, and defend a belief or good CAUSE.

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

FORM OF ASSESSMENT

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

The example below shows an examination consisting of two papers, Paper 1, Paper 2 and School Based Assessment (SBA). Paper 1 will usually be an objective-type paper; Paper 2 will consist of structured questions or essay questions essentially testing “use of Knowledge” but also consisting of some questions on “Knowledge and Understanding”. The SBA will essentially focus on “Attitudes and Values” and will also consist of some assignments on “Use of Knowledge”. The distribution of marks for the test papers and the SBA should be in line with the weights of the profile dimensions already indicated and as shown in the last column of the table on the next page.

The West African Examinations Council (WAEC) generally sets about 60 objective test items at the WASSCE. Emulate this by developing an objective test paper (Paper 1) that consists of 60 items. Paper 2 could consist of some structured questions and essay questions. In general, let students answer five essay questions from a list of 7 – 10 questions.

In the examination structure presented below, Paper 1 is marked out of 60; Paper 2 is marked out of 80, and SBA is marked out of 60, giving a total of 200 marks. The last row shows the weight of the marks allocated to each of the three test components. The three papers are weighted differently. Paper 2 is a more intellectually demanding paper and is therefore weighted more than Paper 1.

Distribution of Examination Paper Weights and Marks

Dimensions	Paper 1	Paper 2	SBA	Total Marks	% Weight of Dimension
Knowledge and Understanding	40	30	-	70	35
Use of Knowledge	20	50	10	80	40
Attitudes and Values	-	-	50	50	25
Total Marks	60	80	60	200	-
%Contribution of Papers	20	50	30	-	100

You will note in the last row that Paper 1 has a contribution of 20% to the total marks; Paper 2 has a contribution of 50% to the total marks, and SBA has a contribution of 30% to the total marks. The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective test papers.

GUIDELINES FOR SCHOOL BASED ASSESSMENT

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

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

The arrangement for SBA may be grouped in categories as follows: Project, Mid-Term test, Group Exercise and End of Term Examination.

Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year, The project may consist of

- i) Investigative study
- ii) Practical work
- iii) Case Study

Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA

Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus

End-of-Term Examination: The end-of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

Marking SBA Tasks

Students are expected to undertake assignments that may involve investigations, surveys, interviews etc. as part of their projects. The following guidelines are provided for making assignments of such nature.

- | | | |
|----|---------------------------------|-----|
| 1. | Introduction | 10% |
| 2. | Data analysis | 50% |
| 3. | Conclusions | 20% |
| 4. | Acknowledgements and references | 20% |

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

YEAR ONE

SECTION 1

THE ENVIRONMENT

General objectives: The student will

1. Use knowledge of their potentials and capabilities for guiding their self development
2. Acquire life- long positive attitudes and values
3. Maintain good health and good gender relations with friends and family
4. Avoid irresponsible behavior and adopt culturally approved behaviours

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>SELF IDENTITY</p> <p><i>The Problem</i></p> <p><i>Many Ghanaians hardly find the opportunity to identify their capabilities. Lack of knowledge of one's capability leads to inability to set realistic goals for life. This then leads to non-achievement of one's capabilities and potential, which in turn leads to disappointments in life.</i></p>	<p>The student will be able to:</p> <p>1.1.1 explain "self" and the individual in relation to his or her capabilities.</p> <p>1.1.2 identify actions of false identity and their related problems.</p>	<p>'Self' refers to the whole being of an individual, taking into consideration his personal and psychological nature, and abilities. Ones' capabilities imply what the person can do. These include the ability to think, remember, create, invent, control the environment and solve problems.</p> <p>Some students pretend to be what they are not. E.g. some students want to show off that they come from well to do families whilst it is not the case; they assume false identity.</p>	<p>-Students describe people they know very well and compare the differences among these people in terms of dressing, speaking, profession etc. and give reasons why people are different.</p> <p>-Students to explain the meaning of "capabilities" and do the following:</p> <p>i) describe the capabilities of two people they know very well</p> <p>ii) describe at least two capabilities they themselves have and identify five tasks they can perform very well.</p> <p>Students discuss some actions of people who pretend to be what they are not; that is people who have false identity. Let them continue to discuss false identity and it's implications</p>	<p>What is "self identity"? Describe three attributes that help a person to create their own self identity.</p> <p>What is the meaning of false identity?</p> <p>Discuss false identity and its problems.</p> <p>What are some of the actions one should take against people who pretend to be what they are not?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) SELF IDENTITY	<p>The student will be able to:</p> <p>1.1.3 explain Maslow's Hierarchy of Needs Theory and show how the theory will help one to achieve one's capabilities and improve one's self identity.</p> <p>1.1.4 explain how one can develop his or her capabilities to achieve one's ambitions</p> <p>1.1.5 demonstrate how they can assert themselves and build self confidence.</p>	<p>Abraham Maslow, a sociologist, in his theory of needs stated that Man has a basic need of satisfying his hunger and shelter first before thinking of the higher need of self esteem. Other scholars have offered other explanations of how people work to achieve their goals and improve themselves. Improving one's identity and capacity therefore depends upon a combination of advice and principles from a number of sources. Every citizen needs to identify their potential and capacity and try to achieve a lot for the nation.</p> <p>There must be the desire and self-determination, preparedness to take risks, preparedness to set new goals learn new things and venture into new areas of work.</p> <p>Education can assist us in discovering and developing our capabilities.</p> <p>Self-confidence can be built through the provision of an enabling environment, encouragement from parents, teachers, peers, self determination, training and financial upliftment.</p>	<p>Assist students to discuss Marslow's theory of needs. Let them comment on the implications of the theory through the following questions:</p> <p>How helpful is this theory to you in your attempt to aspire to greater heights?</p> <p>Create various scenarious for students to discuss how they can develop those abilities eg. achieving higher academic status, becoming a poet, becoming a successful businessman, etc.</p> <p>Students discuss what each of them would do to develop their capability.</p> <p>Create situations for students to discuss how they can assert themselves.</p> <ul style="list-style-type: none"> - Love advances from a senior - Being punished for a wrong you have not committed. - Invitation by peers to join in breaking school rules. <p>Ask students to tell short creative stories where assertiveness and self-confidence were displayed. Let students discuss the assertiveness and self-confidence displayed in the story.</p>	<p>Students state their aspirations and how they hope to achieve them.</p> <p>Do you agree with the Marslow's theory on how to achieve your aspirations?</p> <p>What can one do to develop his or her capabilities?</p> <p>Why is self confidence important in life? State any three factors required in building self-confidence.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>ADOLESCENT REPRODUCTIVE HEALTH</p> <p><i>The Problem</i></p> <p><i>As adolescents mature and become sexually active, they face serious health risks. Many adolescents face these risks with too little factual information, too little guidance about sexual responsibility and too little access to health care. There is consequently rampant wave of the following:</i></p> <ul style="list-style-type: none"> - adolescents pregnancies - adolescents denial of paternity of pregnancies - child abandonment - irresponsible sexual relationship 	<p>The student will be able to:</p> <p>1.2. 1 explain the following terms</p> <ul style="list-style-type: none"> - adolescence - reproductive health - reproductive rights <p>1.2.2 explain how knowledge of reproductive features of the adolescent informs them about their health.</p>	<p>Adolescence is the period of life between childhood and adulthood. This period of development is between the ages of 10–19 years.</p> <p>Reproductive health is a state of complete physical, mental and social well-being in all matters relating to the reproductive system and to its functions and processes.</p> <p>Reproductive rights are the basic rights of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children, the information and the means to do so. It is also the right to attain the highest standard of sexual and reproductive health. They include the right of all to make decisions concerning reproduction free from discrimination, coercion and violence.</p> <p>Knowledge of the reproductive features should remind the adolescent of their gender. Needed care and hygiene of their reproductive parts should be their major concern. Example: cleaning the tongue when pasting, cleaning the earlobe when bathing, bathing twice a day to avoid offensive body odour, maintaining a clean environment, etc.</p> <p>Adolescents should avoid any negative acts relating to the use of their private parts e.g. Boys should eschew masturbation and homosexuality – Girls should avoid lesbianism and the insertion of foreign materials into their vagina.</p>	<p>Students brainstorm for the explanation of the following terms:</p> <ul style="list-style-type: none"> - adolescence - reproductive health - reproductive rights <p>Let students discuss the characteristics that mark the transition from childhood to adulthood under the following:</p> <ul style="list-style-type: none"> - physical characteristics - emotional characteristics - social characteristics <p>Stress the need for the right body mass index (BMI).</p> <p>Check body weight on health.</p>	<p>State any three adolescent reproductive rights.</p> <p>State two characteristics of the male and female adolescents.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>ADOLESCENT REPRODUCTIVE HEALTH</p>	<p>The student will be able to:</p> <p>1.2.3 identify some of the irresponsible behaviours of the adolescent and their consequences in Ghana.</p> <p>1.2.4 discuss safety measures for adolescent health.</p> <p>1.2.5 examine the causes and implications of irresponsible behaviours of the adolescent.</p>	<p>Irresponsible behaviours of adolescents in Ghana include:</p> <ul style="list-style-type: none"> - pre-marital sex - prostitution - armed robbery - drunkenness - drug abuse - homosexuality (sodomy and lesbianism or "supism") - examination malpractices <p>Consequences Pre-marital sex may lead to teenage pregnancy, school drop-out, contraction of HIV/STDs, abortion, death, single parenthood etc.</p> <p>Drug abuse may lead to madness, social misfit, school drop-out.</p> <p>Adolescents should seek medical attention, consult their parents and elders on their problems. Do a lot of exercises.</p> <p>The early part of adolescence is a stage of heightened emotions. The adolescent begins to experience heightened feelings. He or she may be very sensitive and react strongly to events. Reproductive health risks include sexually transmitted diseases (STIs) including HIV/AIDS, unwanted pregnancy etc.</p>	<p>Students to identify and mention some of the irresponsible behaviours they see in their peers and give reasons why these are irresponsible behaviours.</p> <p>With reference to any peer who indulged in any of the irresponsible behaviours, state what happened to the person.</p> <p>Students to discuss some of the common ailments of adolescents. Guide them to discuss available health service centres and the type of assistance they offer.</p> <p>Use the Future's Wheel to illustrate the causes and consequences of a sexual relationship between adolescents.</p> <p>Use value's clarification to make a choice in unwanted pregnancies</p>	<p>State any three irresponsible adolescents behaviours and give their consequences.</p> <p>Why is it not advisable to consult your peers when you have adolescent health problems?</p> <p>How do you account for the rising waves of irresponsible sexual behaviour among adolescents?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) ADOLESCENT REPRODUCTIVE HEALTH	<p>The student will be able to:</p> <p>1.2.6 identify ways and means of fostering good gender relations.</p> <p>1.2.7 explain adolescent chastity and its related benefits.</p>	<p>Good gender relation is one of equity and mutual respect between the genders to ensure that females and males have access to information, education and services needed to achieve good sexual health and also exercise their reproductive rights and responsibilities. Provide opportunities for boys and girls to mix during all school functions under close supervision.</p> <p>Chastity is the act of total abstinence from sexually related activities.</p> <p>The risks related to sexual activity and childbearing are among the most serious health risks that the adolescents face which therefore requires adolescents to remain chaste.</p>	<p>Students discuss ways and means of fostering good gender relations.</p> <p>Students role play a situation where a male friend demands sex and a female friend refuses.</p> <p>From the role play, assist students to discuss the importance of being assertive and saying “No” when this is required and at the same time maintain good relationship.</p> <p>Let students discuss the benefits of chastity.</p> <p>Use value clarification on adolescent chastity.</p>	<p>State ways in which good gender relation can be built.</p> <p>Write an essay on “Why adolescent chastity should be encouraged”</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>OUR CULTURE AND NATIONAL IDENTITY</p> <p><i>The Problem</i></p> <p><i>Societies are dynamic. Every society therefore has some cultural practices at a given time to address the challenges, problems and needs of the time. Socio-cultural practices in Ghana come from diverse cultural backgrounds. We therefore tend to use this difference to divide rather than unite us.</i></p> <p><i>In Ghana there are some cultural practices that are common to the various ethnic groups and which can be used to serve as a unifying force in the country.</i></p> <p><i>Unfortunately, the unifying force of our different cultures has not had much attention.</i></p> <p><i>There are many elements in our varied cultural heritage which we can employ in building our national identity.</i></p>	<p>The student will be able to:</p> <p>1.3.1 examine the dynamic nature of culture.</p> <p>1.3.2 identify some of the socio-cultural practices in Ghana and explain their relevance to modern life.</p> <p>1.3.3 explain how some socio-cultural practices in Ghana promote or inhibit development and why some should be changed.</p>	<p>-Meaning of culture -Culture as a response by society to meet the problems and the challenges of the time. The problems and challenges of culture and society change with time. Thus different practices are developed to meet the problems that emerge. Thus any cultural practice that does not solve the problems of the time should be abrogated. Some cultural practices relieve stress e.g. music and dance.</p> <p>Some of the cultural practices in Ghana include pouring of libation, belief in the potency of witchcraft and the gods, system of marriage, ancestral worship, widowhood rites, not working on certain days, taboos, trokosi, system, female genital mutilation, etc.</p> <p><u>Positive Aspects of culture</u> In Ghana festivals serve as periods for homecoming. This offers opportunity to make contributions towards development, promote unity and good relationship among family members. During home coming people meet new and old relations and also undertake clean up exercises which are good for healthy living.</p> <p><u>Negative Aspects of culture</u> Female Genital Mutilation, Trokosi- enslaves women and negates Human Rights, widowhood rites, dehumanizes women.</p>	<p>Use a resource person to talk about culture and discuss the changes in the following aspects of the Ghanaian culture: Food, dressing, settlement of cases, music and dance, rites of passage e.g. naming, out-dooring</p> <p>Students to discuss the meaning of socio-cultural practices; give examples from their local areas and discuss the relevance of some of the practices to modern life.</p> <p>Using specific examples, let students discuss in groups how some socio-cultural practices promote or inhibit development in their area.</p>	<p>Take any two aspects of the Ghanaian culture which have undergone some changes.</p> <p>(a) Show the changes (b) State the reasons for the changes</p> <p>Name any three festivals in Ghana and state where and when they are celebrated.</p> <p>Explain how socio-cultural practices promote development and how two socio-cultural practices inhibit development in your locality.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>OUR CULTURE AND NATIONAL IDENTITY</p>	<p>The student will be able to:</p> <p>1.3.4 state those elements of Ghanaian culture that bind us.</p> <p>1.3.5 explain the concept of National identity.</p> <p>1.3.6 interpret some national and traditional symbols and evaluate their importance in fostering national allegiance.</p> <p>1.3.7 identify some of the Ghanaian values and traits.</p>	<p>Some social institutions, cultural expressions and common customs bind us together. eg. festivals, funerals, marriage ceremonies, outdoorings, music and dance, naming ceremonies, chieftaincy, etc.</p> <p>National identity includes the behaviours, traits and ideas that are commonly shared by the people of a nation.</p> <p>It also refers to the phenomenon whereby an individual sees himself as part of his/her nation and relates to the symbols, traits or psychological feelings connected with the nation and not only to his/her tribe or ethnic group.</p> <p>An allegiance refers to the feelings that bind an individual to a higher entity e.g. the state.</p> <p>Some of the national and traditional symbols include the coat of arms, the national flag, the Independence Ark, Sankofa, Gye Nyame, The Ghana Currency, etc.</p> <p>Shared values include modesty, humility, respect, concern for others, hospitality, tolerance, resilience, etc.</p>	<p>Lead students to discuss cultural traits and practices in their localities which they think will promote national integration.</p> <p>Through discussion let students identify some elements of Ghanaian culture that bind us together as one people.</p> <p>Let students discuss how each of the national symbols instil allegiance.</p> <p>Students discuss some of the Ghanaian cultural values and traits that help to provide positive image for the country.</p>	<p>Write an essay on the common cultural traits that bind us together as a nation.</p> <p>Discuss the concept of National Identity and its importance.</p> <p>Draw two national symbols, explain what they are and show how they demonstrate allegiance to the nation.</p> <p>Suggest how National integration can be achieved by Ghanaian common values and traits.</p>

YEAR ONE

SECTION 2

GOVERNANCE, POLITICS AND STABILITY

General Objectives: The student will

1. Adopt the spirit of hard work in an independent Ghana.
2. Live a life of peace and harmony with fellow Ghanaians and with people of other cultures.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>NATIONAL INDEPENDENCE AND SELF-RELIANCE</p> <p><i>The Problem</i> <i>Ghanaians fought for political independence and won it in 1957. Our political leaders failed to explain to us about the implications of independence. Thus long after independence we are still expecting financial support from our colonial masters. Instead of seeing independence to imply we should work hard to salvage the country, we adopted a laissez-faire attitude to work and still expected the economy to improve. As the economy rapidly grew worse we tended to blame the colonial masters without trying to identify the relationship between independence and the need for increased production.</i></p>	<p>The student will be able to:</p> <p>2.1.1 explain the following terms: -political independence -self-reliance.</p> <p>2.1.2 give reasons why Ghanaians misconstrued the implications of independence.</p>	<p>Political independence means gaining self-rule from a colonial master thus entitling the new nation to govern itself</p> <p>Self-Reliance refers to the ability to depend mainly on one's own resources for survival.</p> <p>Some people thought independence was an end in itself and was a time to amass wealth. Leaders were power conscious and Ghanaians were made to believe that political independence was an answer to their economic woes. Thus adopting a laissez-fair attitude to work after independence was normal.</p>	<p>Through leading questions, guide students to explain the meaning of the terms 'Self-reliance' and 'Political independence'.</p> <p>Let students react to the following:</p> <ul style="list-style-type: none"> - an elderly father should continue to give financial support to the children after their education - an independent nation should continue to rely on the colonial masters - blaming your parents after they have given you vocational training and bought you the basic tools <p>Students research some of the mistakes committed by governments that came to power after independence and present their findings to class.</p>	<p>What is the relationship between Political independence and Self-reliance?</p> <p>How do you correct the mistakes of post-independence Ghana?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>NATIONAL INDEPENDENCE AND SELF-RELIANCE</p>	<p>The student will be able to:</p> <p>2.1.3 examine the responsibilities and challenges that political independence has imposed on us as leaders and followers.</p> <p>2.1.4 suggest ways for overcoming the challenges of political independence in Ghana.</p>	<p>Political independence should not be looked at as bringing easy life and negative attitude to work. It should be viewed as a call for good planning, dedication and hard work, development and being skilful, having foresight into our problems and having abilities to solve them.</p> <p>Responsibilities – The survival of our nation depends on ourselves. Thus it is incumbent on the leader to plan for the survival and development and for the followers to contribute to achieving these.</p> <p>There are social and economic challenges in post independent Ghana. as noted in 2.1.3. We can meet the challenges through the following:</p> <ul style="list-style-type: none"> - Development of our human and natural resources. - Effective management - Development of positive attitude to work. - Having the will-power to struggle for the best. - Improving education and training and healthy living - Developing good interpersonal relationships. - Economic and financial improvement 	<p>Let students discuss some of the responsibilities that Ghana faces as an independent nation.</p> <p>Students discuss how they would use their time and resources to help in the development of the country.</p> <p>In groups let students discuss the challenges Ghanaian leaders and followers face after independence.</p> <p>In groups let students discuss how challenges after achieving political independence in Ghana can be met.</p> <p>Use a resource person to give a talk on how these challenges can be met.</p>	<p>What responsibilities should an individual have when they gain</p> <p>(a) personal independence (b) national independence</p> <p>What challenges does Ghana face as an independent nation and how can these challenges be met?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>NATIONAL INDEPENDENCE AND SELF-RELIANCE</p>	<p>The student will be able to:</p> <p>1.1.5 examine the various ways in which individual Ghanaians can apply the concept of independence and self-reliance in their lives</p>	<p>Independence implies being capable of taking care of one's self. As a nation we need good leaders to direct affairs.</p> <p>Some recommendations for independence and self-reliance are as follows:</p> <ul style="list-style-type: none"> -Vote wisely to elect good quality persons for the National and District Assemblies. -Hard and productive work to improve the economy and standard of living -Good education and professional skills to improve productivity 	<p>Students to discuss the various ways in which individual Ghanaians could be self-reliant in an independent Ghana.</p> <p>Let students react to the following situations in life:</p> <ul style="list-style-type: none"> i. You are over 21 years but you have not learnt any vocation. ii. Struggling to become a Member of Parliament or a District Chief Executive when you have very little education iv. Trying to enjoy the good life when you have no source of income. 	<p>Suggest four ways you can help to improve the economy of Ghana</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>PEACE BUILDING AND CONFLICT RESOLUTION</p> <p><i>The Problem</i></p> <p><i>Ghana is a relatively Peaceful Country. However there are protracted conflict situations in certain communities that have never been completely resolved. Meanwhile, new conflicting issues keep emerging every now and then,</i></p> <p><i>In some cases these conflicts escalate to the extent that they become difficult and expensive to manage. This has led to the displacement of people, loss of life and property. Such conflict situations stifle development in our communities because factions are unable to build peace and transform themselves. There is the need to find a way to end or reduce these conflicts in order to bring about harmonious living for economic and social development in Ghana. It is therefore important to inculcate in the citizenry the idea of peace building.</i></p>	<p>The student will be able to:</p> <p>2.2.1 explain the concept of Peace Building and Conflict Resolution.</p> <p>2.2.2 identify the sources of conflict and discuss how to resolve them.</p> <p>2.2.3 discuss the effects of conflict.</p> <p>2.2.4 identify and explain conditions necessary for sustained Peace Building.</p>	<p><u>Peace Building</u> is the conscious effort to create an atmosphere of harmonious living in a society. E.g. tolerance, co-operation, respect, positive thinking, etc.</p> <p><u>Conflict Resolution</u> They are measures put in place to settle misunderstanding, disputes, quarrel etc.</p> <p>Sources of conflicts are:</p> <ol style="list-style-type: none"> i. Greed ii. Injustice iii. Discrimination iv. Bad relationship etc. <p>Effects of Conflict</p> <ul style="list-style-type: none"> - Wars - Destruction of Life and Property - Displacement of People - Insecurity - Retardation of growth - Low productivity etc. <p>Conditions for Peace Building</p> <ul style="list-style-type: none"> - Tolerance - Respect for one another - Fairness - Maintaining good relationships - Positive thinking - Having agreed upon set goals 	<p>Students to brainstorm to bring out the meaning of Peace Building and Conflict Resolution.</p> <p>Students in groups to come out with sources of conflict and ways for resolving them.</p> <p>Assist students to discuss the effects of conflict in Ghana (Effects of conflict in other parts of the world can also be discussed)</p> <p>Students to discuss conditions necessary for sustained peace.</p>	<p>Explain Peace Building and Conflict Resolution.</p> <p>Suggest ways for resolving conflict in your school/community.</p> <p>State some of the negative effects of conflict.</p> <p>What conditions are necessary for Peace Building?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) PEACE BUILDING AND CONFLICT RESOLUTION	The student will be able to: 2.2.5 describe the process of Peace Building	Process of Peace Building -Negotiation -Mediation -Right conduct -Justice and Fairness -Respecting Human Rights -Compromising	Assist students to discuss the various ways through which peace can be maintained in Ghana.	How can you as an individual help Ghana to build sustained peace?

YEAR ONE

SECTION 3

SOCIAL ECONOMIC DEVELOPMENT

General Objectives: The student will

1. acquire knowledge and skills for dealing with the challenges facing the youth
2. make adequate preparation for employment
3. plan a programme for their financial security
4. recognize the benefits of science and technology for national development
5. recognize the interaction between human and natural resource and national development

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>THE YOUTH AND NATIONAL DEVELOPMENT</p> <p><i>The Problem</i></p> <p><i>The youth who form the most active and potential manpower of the nation seem not to be playing their expected roles in national development. They are expected to replace the ageing labour force and take up responsible roles in the transformation and modernization of the economy. Unfortunately, some of them do not have the requisite skills and appropriate attitudes needed for development. This poses serious problems for the future development of the country.</i></p>	<p>The student will be able to:</p> <p>3.1.1 explain the term “youth”</p> <p>3.1.2 examine some challenges the youth are encountering in their effort to contribute to national development and the way to overcome these challenges</p> <p>3.1.3 state and describe some of the avenues for youth training in the country.</p>	<p>Youth refers to the active and potential manpower before retiring age.</p> <ul style="list-style-type: none"> - difficulty in adopting to new environments - problems of breaking from parental attachment - tendency to fall under influence of bad company - inadequate job opportunities - low level education - pressure from elders to do the wrong things eg. Election malpractices, vandalism etc. <p>Youth training programmes including national youth employment programmes; Opportunities Industrialization Centre (OIC); other programmes by government ministries etc.</p>	<p>Students brainstorm for the meaning of youth.</p> <p>Students conduct a survey on challenges the youth are encountering and suggest measures to overcome them.</p> <p>Assist students to discuss the various youth education and training programmes in parts of the country.</p>	<p>As a student, what contributions can you make towards the development of your school?</p> <p>Report on findings of survey in class for discussion.</p> <p>How could knowledge of youth programmes be made more helpful to the youth?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>THE YOUTH AND NATIONAL DEVELOPMENT</p>	<p>The student will be able to:</p> <p>3.1.4 identify avenues by which the youth can get employment.</p> <p>3.1.5 explain the benefits of financial security to the individual and the nation.</p> <p>3.1.6 explain the work of some of the financial institutions in the country</p>	<p>Newspaper, job adverts, personal contacts, self employment i.e. private business; prepare one's CV and make adequate preparation for job interview.</p> <p>i. Reasons for financial security planning for the individual and the nation. ii. Benefits of savings to the individual and the nation:</p> <p><u>Individual</u> -Interest on money saved -Safe keeping of your money -Ability to meet unexpected expenses and planned expenses -Minimizes borrowing -Check on one's spending -Proper management of one's finances -Maintenance of living standards up to retirement and thereafter</p> <p><u>Nation</u> -money to initiate development projects in the nation eg. schools, libraries, hospitals, etc. -to improve standard of living.</p> <p>Savings can be done through Banks, Rural Banks, Savings and Loans Companies, 'Susu Group', Credit Union, Insurance Companies etc.</p> <p>NOTE: It is not advisable to save with unapproved financial institutions.</p>	<p>Invite a resource person to guide students on avenues for employment using the content as guideline</p> <p>In groups let students discuss the meaning of financial security and give reasons for the need for planning one's financial security.</p> <p>Students to discuss the following: Benefits of savings to the - individual - nation</p> <p>Assist students to learn about the banks and other financial institutions and their work.</p>	<p>Suggest avenues to create employment for yourself and others.</p> <p>State any four advantages of savings to the nation and the individual.</p> <p>Group presentation on ways of saving money.</p> <p>What is the work of the following: -the bank -Savings and Loans Co. -Susu Group -Credit Union -Insurance</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>THE YOUTH AND NATIONAL DEVELOPMENT</p>	<p>The student will be able to:</p> <p>3.1.7 discuss the process by which an individual could plan a sustainable financial security programme for his/her future</p> <p>3.1.8 analyze the contribution the nation expects from the youth in national development.</p>	<p>Set financial and occupational goals. Put some money aside each month.</p> <p>Since the youth are the most active and potential manpower, their contributions are paramount. Expectations from the youth include the following: -Quality education and skills needed for work in the present century; -Effective decision making skills -Healthy lifestyle -Hard work -Maintain a job and pay their taxes -Positive attitude to work -Maintain good relationships -Support national efforts and support others - Have proper role models</p>	<p>Teacher to invite a resource person to discuss the process by which people can plan their financial future.</p> <p>Teacher to guide students to research various ways for planning their financial future including Savings, SSNIT, Insurance and Shares and present in class.</p> <p>Through discussion in groups, each student to develop a plan for his/her financial future</p> <p>Pupils in groups, to discuss the contributions the nation expects from its youth toward national development</p> <p>Groups to present their discussion points for further class discussion.</p> <p>Note: Use notes in content, information in textbooks, notes you may have, and any other information the class will provide for advising the class during the class discussion.</p>	<p>An essay on 'personal plan for financial security'.</p> <p>As a youth what contributions can you make to the development of your nation?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>SCIENCE AND TECHNOLOGY</p> <p><i>The Problem</i></p> <p><i>Science and Technology are currently the twin propellers that move development in the world. Despite the emphasize on the study of science in Ghana the country has not been able to fully utilize its scientific knowledge for development.</i></p>	<p>The student will be able to:</p> <p>3.2.1 differentiate between 'science' and 'technology'</p> <p>3.2.2 explain how science and technology is used for development and production in the world.</p> <p>3.2.3 examine the role of science and technology in the development of Ghana.</p> <p>3.2.4 identify efforts being made to promote science and technology in Ghana.</p> <p>3.2.5 suggest ways by which Ghana could promote its development through increased application of science and technology.</p>	<p>Science: a body of knowledge acquired through systematic enquiry and considerable mental effort. Technology: the application of scientific knowledge to satisfy human needs.</p> <p>Technology uses scientific findings. Some examples are as follows: - based on the principles of floatation the ship was invented. On the principles of air-lift, liquid dynamics and how birds fly, the aeroplane was invented.</p> <p>Through science and technology there have been many experiments in Ghana in the area of crops research. There have been cross breeding of animals, research soils, road construction, the type of fertilizers and machines to use etc.</p> <p>Efforts to promote science and Technology in Ghana:</p> <ul style="list-style-type: none"> - admission of more science students. - establishing science resource centres in schools. - training more science teachers - funding research on technological development etc. <p>Application of science and technology for development</p>	<p>By using the internet / library students explain science and technology and show the relationship between science and technology.</p> <p>-Assist students to discuss how science and technology is revolutionizing development and production in the world. - Students identify some common technologies that have been invented. Let them explain the scientific principles underlying such inventions if possible. -Students make use of any of the scientific findings in the creation of a particular technology from the internet.</p> <p>Students to discuss</p> <ol style="list-style-type: none"> i. the contributions of the science and technology institutions in Ghana toward the development of the country. ii. whether the contributions of science and technology institutions have been adequate in the country's development and if not, some of the possible reasons. <p>Assist students to discuss efforts being made to promote science and technology in the country.</p> <p>Note: Refer students to newspaper write ups, internet, television and radio programmes that show other efforts being made in the development of science and technology in Ghana.</p> <p>Students to brainstorm the various ways in which Ghana could use science and technology in its development.</p>	<p>Write an account on the relationship between Science and Technology.</p> <p>Write a short essay on the work of one science and technology institution in the country.</p> <p>Students suggest ways by which the scientific knowledge they have acquired can be applied.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>RESOURCE DEVELOPMENT AND UTILIZATION IN GHANA</p> <p>The Problem Ghana has abundant natural resources which have not been efficiently tapped for the improvement of the society. Though many attribute this to inadequate capital and technical know-how, the problem can be placed squarely on the imbalance in the development of our human resources and needs of society. Education tilts towards the acquisition of knowledge to the neglect of the practical and the skill dimensions. This tends to affect the development of the nation.</p>	<p>The student will be able to:</p> <p>3.3.1 explain the meaning of resource and development.</p> <p>3.3.2 identify the three types of resources and their relationship in the production of goods and services.</p> <p>3.3.3 explain how human resource can be developed.</p> <p>3.3.4 explain the relationship between human resource and other resources and show how these together contribute to national development.</p>	<p>Resources refer to any form of material available to societies which are used in the production of goods and services.</p> <p>Development is the qualitative and quantitative improvement in the standard of living of people in society.</p> <p>There are three types of resources:</p> <ul style="list-style-type: none"> • Natural Resources • Capital Resource • Human Resource <p>Development of human resource: -Formal education -On the job training -Apprenticeship etc.</p> <p>Educated and trained persons are more able to transform other raw resources into refined goods and services.</p>	<p>Students brainstorm for the definition or resource, development and utilization.</p> <p>Students list a number of resources and classify them. Teacher guides students to discuss the relationship between resources and development.</p> <p>Invite a resource person to give a talk on how he/she developed his/her expertise. Following the talk, students to explain how they plan to develop their knowledge and skills.</p> <p>Students use the internet and the library to find out one or two countries that have developed based on educated and trained human resource.</p>	<p>What is a resource?</p> <p>Examine the relationship between resource utilization and development.</p> <p>How will you ensure that you that you become useful at your future job?</p> <p>Why has Ghana not been able to maximize the use of her natural resources?</p>

YEAR TWO

SECTION 1 THE ENVIRONMENT

General Objectives: The student will

1. develop effective understanding of the demands of marriage and the family institution
2. become a responsible marriage partner and a responsible parent
3. apply effective socialization principles in the training of young people

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>THE INSTITUTION OF MARRIAGE</p> <p><i>The Problem</i></p> <p><i>The purpose and process of getting married in Ghana have undergone a lot of changes over the years. Thus, the preparation needed in the selection of a future partner has been misunderstood and this has resulted in wrong pairing with its attendant problems. People do not want to take up the responsibilities attached to marriage and this has also weakened the institution of marriage.</i></p>	<p>The student will be able to:</p> <p>1.1.1 explain courtship and marriage.</p> <p>1.1.2 state the purposes of marriage.</p> <p>1.1.3 discuss the preparations that ought to be made before getting married.</p> <p>1.1.4 identify the types of marriages and marriage residence patterns in Ghana.</p>	<p>Courtship is the period during which the would-be suitors study each other.</p> <p>Marriage: - acceptable union of a man and a woman.</p> <p>The purpose of marriage: - companionship - procreation - economic support etc.</p> <p>In selecting and accepting a potential spouse, families investigate background history of potential spouses etc.</p> <p>Marriages can be classified on the process of marriage and the residence of the spouses.</p> <p><u>Process</u></p> <p>i. Religious ii. Customary iii. Ordinance</p> <p><u>Residence</u></p> <p>i. Patrilocal ii. Matrilocal iii. Duolocal etc.</p>	<p>Students brainstorm for the explanation of courtship and marriage.</p> <p>Assist students to discuss the purposes of marriage.</p> <p>Through discussions assist students to discuss the following: - Courtship. - The traditional marriage and its preparations</p> <p>Discuss the differences between Moslem, Christian and customary marriages, pointing out the impact of modern and social demands on marriages.</p> <p>Discuss residence patterns of married couples in Ghana.</p> <p>Through question and answer students to come out with the two main criteria used in classifying marriages in Ghana.</p>	<p>Differentiate between courtship and marriage.</p> <p>Examine the reasons why people marry.</p> <p>Find out how marriages are contracted in your home area.</p> <p>Examine the differences between various types of marriage.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>INDIVIDUAL OBLIGATIONS IN THE FAMILY</p> <p><i>The Problem</i></p> <p><i>Some people would like to enjoy family privileges, but do not fulfill their family obligations. This trend of affairs tends to dislocate the family system which is the basis for nation building.</i></p>	<p>The student will be able to:</p> <p>1.2.1 explain the terms i. Nuclear family ii. Extended family</p> <p>1.2.2 analyze the composition and functions of the nuclear and the extended families.</p> <p>1.2.3 identify and explain the roles and obligations of various members of the nuclear family.</p> <p>1.2.4 explain the importance of the family as an institution.</p>	<p>A family may be defined as a set of people related by blood. A person can also be a member of a family through adoption. A family may be nuclear or extended.</p> <p>Composition: Nuclear family: father, mother and siblings</p> <p>Extended family: father, mother, siblings, grandparents, aunts, uncles, nieces and nephews.</p> <p>Roles and obligations of family members. <u>Children</u> -to get education and training -co-operate with parents -support parents in their old age <u>Parents</u> -pay for necessary aspects of children's education -socialization of the child -provide the following forms of support: financial, security and emotional</p> <p>The family provides identity, security, support and comfort. It gives assurance of hope, a sense of belonging and a sense of self esteem.</p>	<p>Discuss the nature of the nuclear family and the extended family</p> <p>Draw diagrams to show the composition of the extended and nuclear family and discuss the composition of the two.</p> <p>Present the following situations for students to discuss the roles family members will play:</p> <p>-living in a home -paying children's fees -conducting the funeral of a dead family member -caring for the sick child at home -stress good relationships and positive thinking</p> <p>Let students reflect on activities in their home and discuss what they consider to be the importance of the family.</p>	<p>Draw a family tree to illustrate the extended family.</p> <p>Examine the role of the individual in building family Unity.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>INDIVIDUAL OBLIGATION IN THE FAMILY</p>	<p>The student will be able to:</p> <p>1.2.5 explain the implications in supporting or abandoning the nuclear or extended family or both.</p> <p>1.2.6 discuss the traditional and legal inheritance systems showing the positive and the negative effects of the intestate law and how the negative aspects of the intestate law can be prevented.</p>	<p>The support given either of the family types has advantages and disadvantages. One must always maintain a balance to ensure both types are given adequate attention.</p> <p>Traditional:</p> <ul style="list-style-type: none"> - paternal - maternal <p>Legal:</p> <ul style="list-style-type: none"> - testate - intestate <p>Positive effects of the law: brings more equity and support to the family of the deceased.</p> <p>Negative effects of the intestate law: Destruction of a relations between the nuclear family and extended family</p>	<p>Students imagine a situation where a child has no mother or father, and no relative to support him/her and discuss how this will affect the child's growth and development.</p> <p>Let them express their views on the roles family members play when such cases arise concerning a family member:</p> <ul style="list-style-type: none"> -arrested -involved in accident -sickness -contracting marriage, etc. <p>Invite a resource person to talk on traditional and legal systems of inheritance.</p> <p>Assist students to discuss the traditional inherit system and the effects of the intestate succession law.</p>	<p>Carry out research on the inheritance laws of Ghana, i.e.</p> <ul style="list-style-type: none"> i. The family and accountability law ii. The Intestate Succession Law (PNDC Law 111)

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>RESPONSIBLE PARENTING</p> <p><i>The Problem</i></p> <p><i>Traditionally the Ghanaian was given the necessary training as he/she grew from childhood into adulthood. This tradition seems to have been lost in view of modern education and urbanization. This coupled with the traditional desire for a large family size has resulted in many children not having the proper character training. There is therefore a reduction of parental love and care from the home which has affected the self-esteem of the individuals concerned. This has created problems such as street children, child abuse, child labour and teenage street parents.</i></p>	<p>The student will be able to:</p> <p>1.3.1 differentiate between parenthood and parenting.</p> <p>1.3.2 discuss some responsibilities of parents.</p> <p>1.3.3 discuss irresponsible parenting behaviour and its consequences.</p> <p>1.3.4 state ways children can cause their parents to be irresponsible.</p>	<p>Parenting is the activity of bringing up and looking after children to be useful citizens to the society.</p> <p>Parenthood is the state of being a parent. It starts when pregnancy is confirmed. Parenthood however stops when one dies.</p> <p>Some responsibilities of parenting are provision of:</p> <ul style="list-style-type: none"> - health needs - physical needs - emotional/psychological needs - social needs - economic support etc. <p>Irresponsible parenting includes lack of moral training of children; neglect of children etc.</p> <p>Consequences of irresponsible parenting:</p> <ul style="list-style-type: none"> - Moral degeneration - Waywardness - Child abuse - Streetism etc. <p>Children can cause parents to be irresponsible through</p> <ul style="list-style-type: none"> - Ingratitude and resentful - Flouting parental authority - Being irresponsible etc. 	<p>Students explain parenting and parenthood and emphasize the differences by citing specific examples.</p> <p>Teacher divides class into two groups and let each group discuss the responsibilities of parenting.</p> <p>Students role-play a situation where a teenager joins a bad gang because of parental neglect; got herself impregnated by a drug addict and became a drug addict herself.</p> <p>Students discuss how children can contribute or cause their parents to behave in ways that may seem irresponsible and how they can reverse the situation.</p>	<p>With examples differentiate between parenting and parenthood.</p> <p>Group presentation on responsibilities and irresponsibilities of parents.</p> <p>How can children encourage their parents to become more responsible towards them?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>RESPONSIBLE PARENTHOOD</p>	<p>The student will be able to:</p> <p>1.3.5 suggest ways for handling parent-child conflicts.</p>	<p>The parent should:</p> <ul style="list-style-type: none"> - focus on the child's strengths - relax rules a little when necessary - be consistent with children <p>The child should:</p> <ul style="list-style-type: none"> - co-operate with parents - show gratitude to parents and guardians - be polite and courteous 	<p>Invite a resource person, preferably a guidance and counseling co-ordinator to give a presentation on conflict resolution in the home.</p> <p>Students to discuss with examples, how parent-child conflicts should be handled; first examining the issue from the side of the parent and then from the side of the child.</p>	<p>Supposing you are a parent, how would you ensure a good parent-child relationship?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>SOCIALIZATION AND OUR SOCIAL ENVIRONMENT</p> <p><i>The Problem</i></p> <p><i>Every Society has over the year's evolved ways and means of passing its cultural values to the next generations. In Ghana this process has become more complicated by the advent of colonization with the introduction of formal education and Christianity.</i></p> <p><i>Socialization has become more complex with the introduction of formal education and Christianity.</i></p>	<p>The student will be able to:</p> <p>1.41 explain the term socialization and agencies of socialization.</p> <p>1.4.2 discuss the important roles of the agencies of socialization.</p>	<p>Socialization is a conscious effort to pass on the culture of the society to the individual. Agencies responsible for socialization include the Home, the School, Religious Organisations, the Media and the community. Every nation wants to perpetuate its cultural heritage and socialization helps in achieving this by assisting young people to fit into society.</p> <p>Family: Security, sense of belongingness, language, norms and values, character formation. Peer groups: Character formation, sense of belongingness etc.</p> <p>School: Knowledge, character formation, intellectual and occupational skills.</p> <p>Religious bodies: Character formation, values development etc.</p>	<ol style="list-style-type: none"> 1. Students brainstorm for the meaning of socialization. 2. Differentiate between agents and agencies of socialization. Give examples of these. <p>Students role play absentee parents and observe what happens to their children. Let them investigate from their peers what they do when their parents are absent from home.</p> <p>Students brainstorm on the need for good relationships and positive thinking.</p>	<p>Why is socialization important to the individual and society?</p> <p>Examine the effectiveness of the agencies of the socialization process.</p> <p>Students write an essay on how the agencies and their agents have failed in the socialization process and examine the consequences and suggest solutions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>SOCIALIZATION AND OUR SOCIAL ENVIRONMENT</p> <p><i>Urbanization and industrialization have further distorted the process.</i></p> <p><i>The existing agencies of Socialization place less emphasis on the process of passing on the culture e.g. The School System places more emphasis on knowledge acquisition to the neglect of the development of values and attitudes.</i></p> <p><i>Interpersonal relationships matter most in the achievement of our ultimate goals of developing unity and peace. There is therefore the need to emphasize our ultimate national objectives.</i></p>	<p>The student will be able to:</p> <p>1.4.3 examine the complementary role of the school and the family in character formation.</p> <p>1.4.4 discuss deviant behaviour and its consequences and show how the agencies of socialization could help in minimizing deviant behaviour.</p> <p>1.4.5 differentiate between group and individual interests and explain the factors which promote better interpersonal relationships in groups and individuals in Ghana.</p>	<p>Role of the family and school.</p> <p><u>Family</u></p> <ul style="list-style-type: none"> - transmission of culture - intellectual development - moral training - skills training etc. <p><u>School</u></p> <p>The school has not adjusted fully to the needs of society.</p> <ul style="list-style-type: none"> - it should demonstrate how knowledge can be applied in real life situation. <p>Deviant behaviour is repulsive or absurd individual behavior. Some examples include homosexuality, armed robbery, lesbianism and drug addiction. The effects are that the individual is ostracized and talked about. It also leads to breakdown of law and order, strains family ties, insecurity, social unrest and stagnation in development of the society.</p> <p>Group interest is the desire cherished by either majority of the people or their representatives. The desire of a person is called individual interest.</p> <p>Individual interest should not conflict with group interest.</p>	<p>Guide students to discuss how the school and the family complement each other in character formation of the individual.</p> <p>Students mention some types of deviant behaviour at school and community. Let them use the Future's wheel in illustrating the consequences on</p> <ol style="list-style-type: none"> 1. the individual 2. the society <p>Create a scenario for students to discuss the differences between group interest and individual interest.</p> <p>Create a situation where there is conflict between group interest and individual interest. Students to discuss how conflicts between group interest and individual interest can be avoided to improve interpersonal relationships</p>	<p>In what ways have the family and school worked together towards the development of the child?</p> <p>Students to mention four consequences of deviant behaviour and suggest ways for minimizing deviant behaviour.</p> <p>State any two factors that can promote better interpersonal relationship.</p>

YEAR TWO

SECTION 2

GOVERNANCE, POLITICS AND STABILITY

General Objectives: The student will:

1. apply the processes and responsibilities of leadership in their life
2. work toward upholding the constitution and maintaining the principles of democracy.
3. take measures to prevent autocratic rule

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>LEADERSHIP AND FOLLOWERSHIP</p> <p><i>The Problem</i></p> <p><i>Many Ghanaians seem to have poor conception of 'leadership' as acquisition of wealth whilst followership is made synonymous with 'sycophancy' and 'boot licking'. Such wrong notions have adversely affected the socio-economic development of the nation.</i></p>	<p>The student will be able to:</p> <p>2.2.1 state what leadership and followership mean.</p> <p>2.2.2 examine the qualities of a leader and a follower.</p> <p>2.2.3 identify and describe various kinds of leadership in present Ghanaian society.</p> <p>2.2.4 differentiate among the various types of leadership.</p>	<p>Leadership can be defined as having the authority to guide others towards the attainment of set goals.</p> <p>Followership on the other hand is the willingness to support a leader in attaining common aspirations. There is therefore a reciprocal relationship between leadership and followership.</p> <p>Qualities of a leader-</p> <p>-humility -loyalty -vision -tolerance -honesty</p> <p>Qualities of a follower:</p> <p>-humility -cooperation -dedication -loyalty -sense of team work</p> <p>Father, mother, teacher, manager, Assembly member, Chief, Minister, President etc.</p> <p>Four types of leadership:</p> <p>-autocratic -laissez faire -democratic -paternalistic</p>	<p>Teacher to guide students to brainstorm the meaning of a leader and a follower, beginning from traditional leaders to the present.</p> <p>Students to discuss why a leader at one place can become a follower at another place. From the discussing lead students to establish the various levels of leadership.</p> <p>Class to discuss kinds of leaders in the community.</p> <p>Assist class to explain the differences among the types of leaders in content.</p>	<p>"Follower support depends on style of leadership". Discuss.</p> <p>Students suggest roles they will play in bringing development to their communities if they were leaders.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) LEADERSHIP AND FOLLOWERSHIP	The student will be able to: 2.2.5 analyse the role of a leader and follower in nation building	The leader must be: - taking good decisions - pursuing sound policies - implementing policies with speed and accuracy - showing commitment - honest and sincere, and not a dictator The follower must cooperate with authority; be honest and loyal; bold and not a bootlicker.	Guide students to discuss the role of a leader in nation building.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>OUR CONSTITUTION, DEMOCRACY AND NATION BUILDING</p> <p><i>The Problem</i></p> <p><i>Ghana over the years has been trying to practise democratic governance which is a foreign concept. Ghanaians were under a traditional type of leadership that does not look like the Western Democracy. Apart from this the country has been under different types of government who were not practising democracy.</i></p> <p><i>As a result of these many Ghanaians' understanding of the concept is not very clear. For instance there are leaders in Government who claim to be practising democracy but are unwilling to be responsible for their actions.</i></p>	<p>The student will be able to:</p> <p>2.2.1 explain the concepts of Democracy Constitution and Nation Building.</p> <p>2.2.2 identify the features and ways of promoting democracy.</p> <p>2.2.3 explain the importance of the constitution in Nation Building.</p> <p>2.2.4 examine the role of democracy in nation building.</p>	<p>Democracy is a system of Government by which the whole population of a country usually elects their representatives.</p> <p>Constitution is a set of rules and regulations designed for the administration and management of an organization or a country.</p> <p>Nation Building involves the uninterrupted efforts to maintain our unity and togetherness as a Nation and improve the quality of life of the people.</p> <p>Features of democracy as spelt in the constitution.</p> <ul style="list-style-type: none"> - periodic election – 4 years - freedoms – expression, movement, association - constitutional rule - rule of law etc.- rights, education, life, health, votes, etc <p>i. It prescribes the rules to be followed in administering the nation</p> <p>ii. It directs what to do and what not to do</p> <p>iii. It prescribes sanctions for violations of constitution</p> <p>Democracy fosters and ensures the following:</p> <ul style="list-style-type: none"> - Constitutionalism - Peaceful change of Government - Rights of Individuals are protected and guaranteed - Mass participation in government - Equity in development project - Provide enabling environment for stability - International credibility is gained - Promotion of divergent opinions 	<p>Teacher guides students to brainstorm on meaning of Democracy and Nation Building.</p> <p>Students examine the importance of the Constitution in nation building, and the importance of law and order in ensuring:</p> <ol style="list-style-type: none"> a) stability b) unity and harmony and sustainable development <p>Students in groups to discuss and come up with features of democracy and discuss in class.</p> <p>Let students go through the abridged 1992 constitution of Ghana and point out what government should do and the sanctions for violations of the constitution</p> <p>Class debate on the beneficial role of democracy in nation building. (Points raised in the debate should be summarized and used as the outcome of the debate)</p> <p>Students discuss the type of government under which cooperation and team work are emphasized and give reasons.</p>	<p>Explain Democracy and Nation Building.</p> <p>List and explain five features of Democracy.</p> <p>From your study of the constitution state any two things that the Government is mandated to do and the sanctions for violation.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>OUR CONSTITUTION AND NATION BUILDING</p> <p><i>The Problem (Cont'd)</i></p> <p><i>It is therefore important that people have a better understanding of Western Democracy and it's role in Nation Building so that conflicting interpretations of the concept can be removed and we as a nation can establish the right relationship between the majority and the minority and the organs of government and the individual</i></p>	<p>The student will be able to:</p> <p>2.2.5 explain why unity and development are more sustainable under democratic governance.</p> <p>2.2.6 explain why the country should prevent autocratic rule</p>	<ul style="list-style-type: none"> - Minority and majority views are accommodated to ensure sustainability of development - Smooth and peaceful change of government - The rules to be followed have been agreed upon by all and it is binding in every situation. - How resources are to be shared have been stated in the constitution - Government is mandated to provide for the well-being of all citizens. <p>Procedures and principles of autocracy in other parts of the world and in Ghana</p> <p>Effects of autocratic rule</p>	<p>Assist students to discuss why development is more sustainable under democratic governance.</p> <p>Students to discuss the procedures and principles of autocratic rule and effects; and explain why the country must prevent autocracy</p>	<p>Students describe conditions that will create an enabling environment for teaching and learning to go on more effectively in school.</p> <p>Essay: Effects of autocracy and democracy</p>

YEAR TWO

SECTION 3 SOCIAL AND ECONOMIC DEVELOPMENT

General Objectives: The student will:

1. become an effective contributor to community development efforts
2. appreciate the socio-economic problems of the country and take measures to contribute to its improvement
3. plan adequate programmes for the sustainability of the country's development and his/her own life

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>THE ROLE OF THE INDIVIDUAL IN COMMUNITY DEVELOPMENT</p> <p><i>The Problem</i></p> <p><i>Many Ghanaians have failed to understand the fact that a community is made through the concerted efforts of its members. We therefore tend to expect too much from the central government. There are many individuals who have refused to contribute their quota to the development of their communities. Such habits are detrimental to community.</i></p>	<p>The student will be able to:</p> <p>3.1.1 explain the term "community"</p> <p>3.1.2 identify the levels of community.</p> <p>3.1.3 explain what community development involves.</p>	<p>A community is a group of people living in a defined locality. The group has common values, interests, enduring ties, frequent interactions and a sense of closeness.</p> <p>There are different levels of communities starting from neighbourhood, to the village, town, and district, regional, national. For the international level we have sub-regional e.g. West African sub-region, Regional e.g. Africa and the World. Communities can also be identified according to interests such as work, education, associations and clubs etc.</p> <p>Community development involves positive change in attitudes, values and projects which help in improving the living standards of the people in a given area.</p>	<p>Students explain and discuss the term community and identify the levels of community</p> <p>Let students cite examples of communities they know. Write this on blackboard and lead students to classify them.</p> <p>Students undertake a case study of community development project and present their findings.</p>	<p>Examine the factors that promote community development</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>THE ROLE OF THE INDIVIDUAL IN COMMUNITY DEVELOPMENT</p>	<p>The student will be able to:</p> <p>3.1.4 explain the factors to be considered in community decision making process.</p> <p>3.1.5 explain the value of vision, initiative and drive in the process of community development.</p> <p>3.1.6 identify various ways by which individuals can contribute to the development of their community.</p>	<p>Some of the factors to be considered are:</p> <ul style="list-style-type: none"> - Identification of needs. -Sensitization of the people - Prioritization of needs - Study of the alternative solutions - Mobilizing community support - Mobilizing funds and resources <p>Vision is the ability to see into the future; initiative is the ability to respond to problems quickly. Drive is the passion with which one tackles a job. Vision and drive set clear direction and serve as motivation for arousing people's interests to take initiative.</p> <p>How to contribute to community development</p>	<p>Let students discuss the steps they should take in making decisions.</p> <p>Use role play for students to realize the need for community self-development (a situation where a man refused to contribute to the building of a clinic but happened to have the wife sick at mid-night).</p> <p>In groups students design a project to implement in their dormitories, or class.</p> <p>Students discuss various ways by which they can contribute to their community's development, plan and implement a project in the community. (Teacher to help students to organize resources)</p> <p>Note: Class to plan the objectives of the project; the equipment required; the budget; source of finance (approach school and community leaders); set the date for the project; evaluate the success of the project when it is over</p>	<p>Discuss the effect of democratically elected representatives in community decision making process.</p> <p>Discuss the need for vision, initiative and drive on the part of every individual, especially leaders.</p> <p>Write a paper on a community project you have seen in your locality. Show how individuals and organizations have contributed towards the execution of the project.</p> <p>Class discussion: How to plan and implement community development projects</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>PROMOTING NATIONAL SOCIO-ECONOMIC DEVELOPMENT</p> <p><i>The Problem</i></p> <p><i>National development depends upon an effective social system and a viable economic structure. In the social sector, attention has primarily been focused on education, legal structures and human rights. Other social areas like trust and interpersonal relationship have largely been sidelined. On the economy, the problem remains how the country can increase its production system, increase jobs and open up employment opportunities, and how the individual can raise enough capital and personal drive to set up industries.</i></p>	<p>The student will be able to:</p> <p>3.2.1 explain the concept of development.</p> <p>3.2.2 identify the components of our national socio-economic life.</p> <p>3.2.3 state the characteristics of a buoyant economy in relation to Ghana's economy.</p>	<p>In the national sense development refers to the process of advancement toward the enhancement of the people's socio-economic well being.</p> <p>The elements necessary for better economic life include:</p> <ul style="list-style-type: none"> - High level of education. - Technical skills - Good interpersonal relationship - Trust and confidence that people have in a person - Healthy life style - Effective financial institutions - Increase saving habits - Investments - Good working conditions - Available amenities for work promotion - Good legal system - Good security services <p>A buoyant economy is one in which all the various sectors function effectively leading to significant improvement in the quality of life of the people. Ghana's economy is currently not buoyant because it is primarily a commodities driven economy with low manufacturing and services.</p>	<p>Ask students to cast their minds five years back and identify the advancement that have taken place in their District.</p> <p>Students brainstorm to come out with the components of our national economic life.</p> <p>In groups assign students to discuss two elements in the content.</p> <p>Let students discuss in groups the characteristics of a buoyant economy and compare to Ghana's economy.</p> <p>Students to discuss how Ghana could improve its economy to make it buoyant as the economies of at least middle level income countries.</p>	<p>Examine four ways for developing the socio-economic life in Ghana.</p> <p>Suggest measures to be adopted in achieving a buoyant economy in Ghana.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>PROMOTING NATIONAL SOCIO-ECONOMIC DEVELOPMENT</p>	<p>The student will be able to:</p> <p>3.2.4 explain the sources of some development problems in Ghana's economy.</p> <p>3.2.5 discuss some of the measures by which the country can improve the social life of its citizens.</p> <p>3.2.6 discuss some of the measures which the country has taken to improve development and the standard of living in the country and other measures that could be taken</p>	<p>Some of development problems in Ghana include high cost of living, low savings, poor technical and managerial skills, high rate of illiteracy, high population growth rate, low production, low national revenue, road accidents, poor health standards, etc.</p> <p>Planning a social programme: employment, benefits eg health insurance, social clubs, retraining programmes for youth and adults etc.</p> <p>The standard of living in Ghana can be improved through quality and accessible education, improvement in the quality of health delivery, improvement in vocational/technical training, good transportation and communication; increased number of industries; Safe transportation system; Increased energy facilities with appropriate national policies</p>	<p>Let students discuss the sources of some of the development problems of Ghana.</p> <p>Invite a resource person to articulate the problems they have in the area of their work. In the case of poor health standards they should emphasize regenerative health.</p> <p>Students to suggest social programmes that will help to improve the quality of life in the country (see content).</p> <p>Students to discuss the various socio-economic programmes taken in the country to increase development and improve the standard of living of citizens.</p> <p>In groups, students to carry out a survey to collect information on other measures that could be adopted to improve the standard of living in Ghana. Students to utilize the knowledge gained in the survey to discuss how best to improve the quality of life of the Ghanaian.</p>	<p>Suggest four ways of reducing development problems in Ghana.</p> <p>Explain safety ways to be adopted when using the road.</p> <p>Essay: ways for improving the social life of citizens of the country.</p> <p>Explain how you can improve the standard of living in your community.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>SUSTAINABLE DEVELOPMENT</p> <p><i>The Problem</i></p> <p><i>Though there have been some growth and development in Ghana since independence in 1957, many of these only last for short period of time. Roads built last for few years and industries quickly wind up. Positive attitude demonstrated during the Operation Feed Yourself Programme in the early 1970s only lasted a few years. We have continued to enjoy foreign support for most of our development programmes. But the truth is that such donor support cannot continue forever. There is therefore the need for Ghanaians to realize this and plan to sustain their own development</i></p>	<p>The student will be able to:</p> <p>3.3.1 explain the meaning of sustainable development and maintenance culture.</p> <p>3.3.2 identify the factors which have hindered sustainability of growth and development in Ghana.</p> <p>3.3.3 suggest how growth and development can be sustained in Ghana.</p> <p>3.3.4 discuss measures that could be taken to improve the quality of human resource and prevent their loss</p>	<p>Meaning of growth and sustainability. Sustainable development is the process of ensuring that development of a project is kept functioning effectively for a very long time. Maintenance culture is the habit of servicing and repairing tools, infrastructure and other facilities regularly.</p> <ul style="list-style-type: none"> - lack of maintenance culture - apathy towards public and other people's property. - lack of effective project implementation plan - inability to prioritize well - lack of effective methods for project Coordination and management - Losses of national assets <p>Growth and development can be sustained through the following:</p> <ul style="list-style-type: none"> - Proper planning and coordination -Effective and timely prioritization -Development of human resource including effective continuous staff education - Use of ICT for work and learning - Effective research programmes -Positive attitudes to work -Development of maintenance culture <p>1. Improve quality of human resource through training and retraining programmes 2. Preventing loss of human resource through adopting Road Safety Measures - Driver education on road safety regulations; Obeying proper road signs and Traffic Regulations 3. Adopting precautionary measures in all occupations i.e., protective gear</p>	<p>Guide students to explain the meaning of the terms 'Sustainable Development' and 'Maintenance Culture'.</p> <p>-Teacher to create two scenes: In one case, a road is solidly constructed and lasts for years. In the second, the road has to be rebuilt every two years. -Let students discuss the implications of the two situations and relate findings to sustainability and development. -Students to discuss some of the factors that have hindered sustainability of growth and development in the country</p> <p>Assist students to discuss how we can sustain growth and development in Ghana. (Use the content, textbooks, internet and the library for references)</p>	<p>In what ways is maintenance culture related to sustainable development?</p> <p>How do we minimize the factors which hinder sustainability of growth and development in Ghana?</p> <p>What is the importance of ensuring sustainable development in Ghana?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>SUSTAINABLE DEVELOPMENT</p>	<p>The student will be able to:</p> <p>3.3.5 explain how individuals can ensure sustainability in their lives.</p> <p>3.3.6 explain how to avoid incurring unmanageable debts</p> <p>3.3.6 explain how to avoid falling victim to financial fraudsters</p>	<ul style="list-style-type: none"> - By ensuring one has good education and professional or vocational training. - Continuous improvement of one's skills. - Having set goals and working toward their attainment - Maintaining future financial plan eg. Insurance policies, savings etc <p>Taking a loan:</p> <ul style="list-style-type: none"> -Calculate the amount you have to repay -Consider whether you can afford to make the repayments in view of your income and other expenses <p>Money tricksters (419) Money doublers Unlicensed raffles Quick money Financial Institutions etc</p> <ul style="list-style-type: none"> -Check the credibility of financial institutions -Protect bank account -Protect cheque books 	<p>In groups let students discuss how they can ensure sustainability in their lives in the future.</p> <p>Students to select one of the following:</p> <ul style="list-style-type: none"> -Plan a family budget (income and expenditure). Consider that the family takes a loan of ₱10,000 from a bank to be paid in monthly installments for two years. Can the family afford to make the repayments? (Check the banks' interest rates first) -Plan a personal budget for one year. Consider that you wish to take a loan of ₱1,000 from a bank to be paid in monthly installments for two years. Can you afford to make the repayments? (Check the banks' interest rates first) <p>Invite a resource person to talk to the class on the objective for students to ask questions.</p> <p>Assist class to discuss the substance of the talk and follow up with further discussion on how to avoid falling victim to financial fraudsters</p>	<p>As a student, how can you plan your life so that you can enjoy better quality life in future?</p> <p>How can people avoid incurring unmanageable debts?</p> <p>Write four things you will do to avoid being tricked to lose your money</p>

YEAR THREE

SECTION I

THE ENVIRONMENT

General Objectives: The student will:

1. Take care of the physical environment
2. Create solutions for adapting the physical environment to the needs of society.
3. Take advantage of available education system to constantly improve themselves

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>OUR PHYSICAL ENVIRONMENT AND ENVIRONMENTAL CHALLENGES</p> <p><i>The Problem</i></p> <p><i>Ghanaians are still being controlled by the dictates of the environment. Since man has the capabilities and the technical know-how, we should be able to adapt the environment to our needs. However, the Ghanaian has little control of the environment and engages in activities in accordance with the dictates of the physical environment.</i></p>	<p>The student will be able to:</p> <p>1.1.1 explain the term “physical environment.”</p> <p>1.1.2 examine how man is influenced by the environment in Ghana and the circumstances under which this occurs.</p> <p>1.1.3 explain how some countries have adapted the environment to their needs and the ways by which Ghana could also make similar adaptation.</p>	<p>Physical environment is defined as “the surroundings within which man, animals and plants live.” Physical environment covers the sea, land, plant life, soils, animal life, climate, buildings etc.</p> <p>Human activities in Ghana have been largely dictated by the environment. For instance farming activities in Ghana have been dictated by seasonal changes, unlike other countries where the people have been able to adopt practices that allow farming all year round.</p> <p>Appropriate technology should be adopted to overcome the limitations of the environment e.g. We should practise irrigation during the dry season, tap solar energy, develop windmills, adopt farming practices that do not degrade the environment, build thermal and hydro-electric plants, etc.</p>	<p>In groups students explore the environment and write down examples of items in the physical environment.</p> <p>Students use the library to do case studies of countries that have overcome environmental influences on daily life.</p> <p>Let students, from their readings, discuss how some countries have adapted the environment to their need and then suggest solutions to overcome the limitations posed by the physical environment in production in Ghana.</p>	<p>Group presentation of reports.</p> <p>Cite examples of how the physical environment controls humans in Ghana. What is responsible for this?</p> <p>Cite examples of cases where humans have controlled the physical environment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>OUR PHYSICAL ENVIRONMENT AND ENVIRONMENTAL CHALLENGES</p> <p><i>Land, water and air are the main natural resources for the survival of human beings. As some of these are relatively free, the Ghanaian hardly values them. We use them to satisfy our wants and needs. Since these are limited assets and have no substitutes, any careless use of them, constitutes a threat to us and to generations yet unborn.</i></p>	<p>The student will be able to:</p> <p>1.1.4 describe the activities of man and nature that degrade the environment and their effects on human life.</p> <p>1.1.5 discuss possible steps that should be taken at the local and national levels to reduce the degradation of the physical environment and conserve it for future generations.</p>	<p>Activities of nature: Earthquakes, floods etc Activities of man: Industrial activities and mining leading to: (a) Air pollution (b) Land degradation (c) Water pollution (d) Destruction of living organisms <u>Effects of Environmental Degradation</u> Diseases, destruction of plant and animal life, floods, global warming, occupational and industrial accidents etc.</p> <p><u>Steps to protect Environment</u></p> <ul style="list-style-type: none"> - Sanctions should be imposed on offenders. - More education should be mounted at the local and national levels. Emphasis should be put on environmental sanitation and keeping healthy - National policy to protect the environment. - Appropriate technology usage, etc. 	<p>Assist students to discuss the types and causes of accidents that occur from nature and human activities and that degrade the environment.</p> <p>Students to discuss the effects of environmental degradation on human life.</p> <p>Students to do a case study of degraded areas in their localities considering the effects of the degradation on the quality of life in the community.</p> <p>Invite a resource person to talk on environmental conservation.</p> <p>Students discuss the talk and further discuss ways for environmental conservation at the local and national levels.</p> <p>Guide students to discuss some of the problems that arise from misuse of the environment and make suggestions.</p>	<p>State and discuss some major accidents resulting from improper use of the environment.</p> <p>Students report their findings on the case study.</p> <p>Suggest measures that can be taken to protect the environment in Ghana.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>EDUCATION AND SOCIETAL CHANGE</p> <p><i>The Problem</i></p> <p><i>The focus of formal education has been on the attainment of knowledge to the neglect of character building.</i></p> <p><i>Formal education in Ghana addresses itself mostly to the needs of society but it minimizes efforts to initiate society into new trends.</i></p>	<p>The student will be able to:</p> <p>1.2.1 explain education, its purpose and its major forms.</p> <p>1.2.2 explain societal change.</p> <p>1.2.3. assess the impact of education on the development of Ghana.</p> <p>1.2.4 suggest how education can effectively be used to bring about rapid social change in Ghana.</p>	<p>Education is the total process of human learning by which knowledge is imparted, faculties trained and skills developed. The forms of education are formal, informal, and non-formal.</p> <p>With formal education, learning is carried out in specially built institutions. What is taught is structured by means of syllabus and time tables.</p> <p>Non-formal education is the system of education which is outside the main stream of formal education e.g. adult education.</p> <p>With informal education much of the learning is unsystematic, unstructured and not in print.</p> <p>Societal change is a process of transforming a society to meet new challenges as they emerge. The change can come by deliberate attempts at societal transformation, encountering new cultures and ideas, and the occurrence of sudden events.</p> <p>Impact of Education on development:</p> <ul style="list-style-type: none"> - documentation - official language - cross cultural understanding - tolerance of divergent views etc. <p>Education should play a role as leader of change and development in the country essentially by continuous education and training of human resource.</p>	<p>Students brainstorm for the explanation of education and discuss the difference between formal and informal education.</p> <p>Guide students to brainstorm on how societal change can occur.</p> <p>Students interview three educated adults in their locality to establish how education has brought about certain social changes in their community.</p> <p>Students in groups to identify a problem in the community and apply knowledge gained from science, mathematics and other sources in solving it.</p> <p>Students to discuss ways by which education could be used to bring about the kind of social change that will move the country faster toward development.</p>	<p>With examples show the difference among formal, informal and non-formal education.</p> <p>With examples show the relationship between education and societal change.</p> <p>Let students consider their community and discuss the impact that education has made in the area.</p> <p>Identify a problem in your locality and suggest solutions to it.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>RIGHTS AND RESPONSIBILITIES OF THE INDIVIDUAL</p>	<p>The student will be able to:</p> <p>2.1.3 examine possible conflicts in the exercise of rights and responsibilities at the local and national levels.</p> <p>2.1.4 assign reasons why people's rights are sometimes curtailed.</p> <p>2.1.5 give reasons why all must perform their responsibilities.</p>	<p>Sometimes there is conflict between personal and national interest. In such cases the national interest should be regarded as supreme.</p> <p>Rights of individuals in the society can sometimes be curtailed when:</p> <ul style="list-style-type: none"> • one is convicted of crime or treason • there is a state of emergency, • if one is considered as carrying a very contagious disease, etc. <p>Reasons for Performing responsibilities</p> <p>a) National development is the responsibility of all.</p> <p>b) Collective efforts bring societal advancement.</p> <p>c) There is self-satisfaction in fulfilling one's obligation etc.</p>	<p>Students simulate the role of District Chief Executive. The identification and siting of a project may lead to conflict between his/her personal and national interest. What should happen in this case?</p> <p>Guide students to come out with various ways in which rights of individuals can be restricted.</p> <p>In all the cases stated let students discuss how they can prevent their rights from being curtailed. Stress positive thinking.</p> <p>Create two scenarios, in one case everybody expects the other person to take up responsibilities and therefore nothing is done. In the second case, everybody takes up duty readily and heartily. Let students discuss what will happen in the two places over a period of time.</p> <p>Note Values of patriotism, commitment etc should be emphasized.</p>	<p>Let students mention some of their rights and responsibilities in the school and discuss some of the problems they face in exercising their responsibilities, and how they would resolve the problems.</p> <p>Justify why some rights should be curtailed.</p> <p>Write out two rights and their corresponding responsibilities at home, school. Community and nation.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>GHANA AND THE INTERNATIONAL COMMUNITY</p> <p><i>The Problem</i></p> <p><i>In this era of globalization, countries need each other's support, since no nation, developed or developing, is self-sufficient. Ghana therefore needs to be in a reciprocal relationship with the international community.</i></p>	<p>The student will be able to:</p> <p>2.2.1 explain the following terms: - Globalization - International Community</p> <p>2.2.2 identify the various forms of co-operation Ghana has with other nations.</p> <p>2.2.3 explain NEPAD.</p>	<p><u>Globalization</u> - is a concept denoting a world which is coming closer in terms of economy and culture through improved technology and communication.</p> <p><u>International Community</u> – is a community of nations of which Ghana is a part. It involves all the people of the nations of the world.</p> <p>Forms of co-operation may be Bilateral or Multi-lateral. Areas of Co-operation: ECOWAS, Common Wealth etc.</p> <p>New Partnership for Africa's Development (NEPAD) is a vision and strategic framework for Africa's renewal. The NEPAD strategic framework document arises from a mandate given to the five initiating Heads of State (Algeria, Egypt, Nigeria, Senegal, South Africa) by the then Organisation of African Unity (OAU) to develop an integrated socio-economic development framework for Africa. The 37th Summit of the OAU in July 2001 formally adopted the strategic framework document.</p>	<p>Students use the internet to look for explanation of globalization and the international community.</p> <p>Students to mention and discuss areas of co-operation. Students to discuss forms of co-operation Ghana is involved in and the benefits the country gets from the co-operation.</p> <p>Guide students to explain NEPAD and discuss its vision.</p>	<p>With examples students mention how Ghana relates Bilaterally and Multi-lateral with other Nations.</p> <p>What is NEPAD?</p>

YEAR THREE

SECTION III

SOCIO-ECONOMIC DEVELOPMENT

General Objectives: The student will

1. appreciate the problems posed by rapid population growth on social and economic development
2. decide to have a small family when they get married
3. become a competent and productive worker when employed in industry
4. plan to set up private business in the future with the knowledge and skills acquired and with further training

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>POPULATION GROWTH AND DEVELOPMENT</p> <p><i>The problem</i></p> <p><i>The importance of taking population dynamics and characteristics into account in national planning was for some time over-looked until the Ghana population policy of 1996 was launched. Both the government and the nation hardly relate population to national resources. Thus very little attempt was made to minimize the high rate of population growth. This has negative effects on the socio-economic development of the individual and the nation.</i></p>	<p>The student will be able to:</p> <p>3.1.1 draw the structure of Ghana's population using the 2000 Population Census.</p> <p>3.1.2 examine the social and economic implications of Ghana's population structure.</p>	<p>The 2000 Ghana population census showed that the total population of Ghana was 18.4 million. Out of this, 45 percent of the population was under the age of 15 years and only 4 percent were above the age of 65. The remaining 51 percent fell within the 15-64 age group. This structure is described as a youthful population.</p> <p>The youthful nature of the population implies a high dependency burden for the country. This situation is alarming, considering that large proportion of persons in the working ages are either unemployed, underemployed, or earn inadequate income to support dependents. Some of the implications are; high dependency, low savings, pressure on existing facilities, etc.</p>	<p>Students construct the population pyramid of the Ghanaian population using the percentages provided in the content section and compare with the pyramid of a developed country. (Use internet/library as source of information).</p> <p>Let students discuss the implications of Ghana's Population Structure.</p> <p>Let them compare the relative demands on available facility in the country.</p>	<p>Examine the population structure of Ghana in the year 2000.</p> <p>What are the implications of Ghana's population structure to the economy?</p> <p>To what extent does high population growth rate affect the socio-economic amenities in Ghana?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT3 (CONT'D)</p> <p>POPULATION GROWTH AND DEVELOPMENT</p>	<p>The student will be able to:</p> <p>3.1.3 suggest measures for breaking the vicious cycle of rapid population growth in Ghana.</p> <p>3.1.4 describe the efforts made towards implementing the 1994 Ghana's population policy and the achievements made.</p> <p>3.1.5 explain why it has been difficult for Ghana to achieve the 4th and 5th Millennium Development Goals</p> <p>3.1.6 defend one's preference for an ideal family size.</p>	<p>The demographic and economic interventions are the measures to break the country's vicious cycle of rapid population growth. There is the need for a combination of policies to reduce population growth. Other ways of controlling population growth include;</p> <ul style="list-style-type: none"> -Ensuring the education of girls -Provide incentives for small family size -Pursue policies that ensure future security. <p>The 1969 population policy of Ghana was revised in 1994 to ensure that the country achieves and maintains a level of population growth which is consistent with:</p> <ul style="list-style-type: none"> - National development goals - Rational utilization of the nation's resources to ensure sustainability - The maximization of protection of the environment - Maximization of the quality of life of the average citizen. <p>Millennium Development Goals: There are eight goals. The fourth and fifth goals relate to child and maternal mortality</p> <p>In considering the ideal family size, one has to take into consideration not only your personal resources but the national resources. The emphasis should be more on the quality of children than the quantity.</p>	<p>Students in groups discuss ways to break vicious cycle of rapid population growth in Ghana.</p> <p>Invite a resource person preferably a population officer to give a presentation on the 1994 Ghana Population Policy.</p> <p>Students discuss the goals of this policy.</p> <p>Assist students to discuss the millennium development goals and discuss especially why it has been difficult for the country to achieve the 4th and 5th goals</p> <p>Let students use the values' clarification to make a choice on the ideal family size.</p>	<p>Illustrate the vicious cycle of rapid population growth.</p> <p>Evaluate the success of 1994 population policy in controlling population growth.</p> <p>What can be done for the country to achieve the 4th and 5th Millennium Development Goals?</p> <p>Why do you consider it necessary to limit the size of your family?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>THE WORLD OF WORK AND ENTREPRENEURSHIP</p> <p><i>The Problem</i></p> <p><i>Many Ghanaians wrongly equate work only with government employment and because we wrongly think that the government is a strange group of individuals, we do not feel obliged to put in our best when employed. This has become a canker among Ghanaians. Thus no matter the difficulties we encounter in our struggle for work, most workers do not demonstrate equal zeal once employed. Many Ghanaians do not work hard when there is little supervision. This has rendered most enterprises unproductive and unprofitable. Such negative attitudes have serious repercussions on Ghana's developmental efforts and sustainability.</i></p> <p><i>There is the tendency for people always to look up to government for employment. Developments over the years show a deliberate attempt on the part of government to encourage private efforts at establishing business enterprises.</i></p>	<p>The student will be able to:</p> <p>3.2.1 explain work, productivity and entrepreneurship.</p> <p>3.2.2 describe the types of enterprises in Ghana.</p> <p>3.2.3 identify the qualities of an entrepreneur.</p>	<p>Work implies any legitimate and socially acceptable act that one performs to earn a living.</p> <p>Productivity is a measurement of worker efficiency. It is evidenced when workers within the same time span and using the same resources achieve greater output within a shorter time without compromising quality.</p> <p>An entrepreneur is one who goes into business to make a profit.</p> <p><u>Types of Enterprises</u></p> <ul style="list-style-type: none"> - sole proprietor - partnership - co-operatives - limited liabilities - public corporations <p>Qualities of an entrepreneur include:</p> <ul style="list-style-type: none"> - vision - drive - good judgment - insight - courage - knowledge and skill 	<p>Let students brainstorm the meaning of work and the relationship between work and productivity.</p> <p>Let students discuss how these enterprises operate at different scales e.g. small, medium and large.</p> <p>Students discuss some qualities of the entrepreneur. A resource person could be invited for this purpose.</p>	<p>Examine the relationship between work and productivity.</p> <p>Which type of business would you like to enter and why?</p> <p>What qualities do you need, if you want to be a businessman/woman and why?</p> <p><u>Project</u> Students interview local entrepreneur on how to start and sustain a business</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>THE WORLD OF WORK AND ENTREPRENEURSHIP</p> <p><i>In spite of this many people have not taken up the challenge to be self-employed. This may be attributed to the lack of entrepreneurial abilities.</i></p>	<p>The student will be able to:</p> <p>3.2.4 analyse the basic requirements for starting and sustaining a business enterprise.</p> <p>3.2.5 examine the contribution of enterprises to local economic development.</p> <p>3.2.6 state wrong behaviours that people exhibit at work and their implications on work output.</p> <p>3.2.7 mention positive behaviours that employers expect from their employees.</p>	<p><u>Requirement for starting Business</u></p> <ul style="list-style-type: none"> - Conceptualizing the business idea - Market survey - Business plan - Securing funds <p>Knowledge of accounting procedures, etc.</p> <p><u>How to sustain a Business</u></p> <ol style="list-style-type: none"> i. keep proper financial records. ii. maintain high quality product and services iii. plough back profits iv. building net work of clients and suppliers etc. <p>Their contribution include;</p> <ul style="list-style-type: none"> - creating employment - creating wealth - mobilizing local resources - providing goods and services etc. <p>Wrong behaviours at work include lateness and irregularity, laziness, lack of planning and initiative, pilfering, falsification of accounts, diversion of money, etc.</p> <p>Wrong behaviours render the jobs unprofitable, and unproductive. The business can therefore not be self-sustaining.</p> <p>Workers need to demonstrate high sense of duty, zeal, dedication, loyalty, honesty and concerted effort to expand the business.</p>	<p>Invite a resource person to talk on the basic requirements for starting a business.</p> <p>Students visit a nearby business enterprise to study its operation and how it hopes to sustain itself, and write a report.</p> <p>Students discuss the contribution of enterprises to local economic development.</p> <p>NOTE Consider the economy of communities and Ghana in general.</p> <p>-Students role play how employees' negative attitude to work led to the collapse of the business that employs them. Students discuss how such attitudes affect government and individual businesses.</p> <p>-By using specific situations students discuss workers who are always late for work, lazy and uncooperative, etc.</p> <p>-Students discuss why employers do not want to keep workers who do not work hard.</p> <p>Students in groups to discuss the positive behaviours expected of Ghanaian workers.</p>	<p>Write a paper on how to start your own business.</p> <p>How can a business be sustained?</p> <p>Identify an enterprise in your area and discuss its role in local economic development.</p> <p>Analyze the implications of our negative attitude to work in Ghana.</p> <p>Analyse the implications of positive work ethics to Development.</p>