

# ECONOMICS

CURRICULUM FOR SECONDARY  
EDUCATION (SHS 1 – 3)



NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION



MINISTRY OF EDUCATION  
REPUBLIC OF GHANA

SEPTEMBER 2023



MINISTRY OF EDUCATION



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**(SHS 1-3)**

September, 2023



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION**

## ECONOMICS

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## FOREWORD

Through the National Council for Curriculum and Assessment (NaCCA), Ghana's Ministry of Education has introduced a series of curriculum reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in the country. These reforms will improve learning through the introduction of innovative pedagogies that encourage critical thinking and problem-solving. For a long time, our learners memorise facts and figures, which does not develop their analytical and practical skills. The Ministry recognises that learners need to be equipped with the right tools, knowledge, skills and competencies to deal with the fast-changing environment and the challenges facing their communities, the nation and the world.

These curriculum reforms were derived from the Education Strategic Plan (ESP 2018-2030), the National Pre-tertiary Education Curriculum Framework (NPTECF) and the National Pre-Tertiary Learning Assessment Framework (NPLAF), which were all approved by Cabinet in 2018. The new standards-based curriculum implemented in 2019 in basic schools, aims to equip learners to apply their knowledge innovatively to solve everyday problems. It also prioritises assessing learners' knowledge, skills, attitudes, and values, emphasising their achievements. The content of the basic school standards-based curriculum was therefore designed to promote a curriculum tailored to the diverse educational needs of the country's youth. It addresses the current curriculum's deficiencies in learning and assessment, especially in literacy and numeracy. These reforms have been carried out in phases. The curriculum for the basic school level – KG, Primary and Junior High School (JHS) – was developed and implemented from 2019 to 2021.

The curriculum for Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technical, Engineering and Mathematics (STEM), which constitutes the next phase, is designed to ensure the continuation of learning experiences from JHS. It introduces flexible pathways for progression to facilitate the choice of subjects necessary for further study, the world of work and adult life. The new SHS, SHTS and STEM curriculum emphasises the acquisition of 21<sup>st</sup> Century skills and competencies, character development and instilling of national values. Social and Emotional Learning (SEL), Information Communications Technology, Gender Equality and Social Inclusion, have all been integrated into the curriculum. Assessment – formative and summative has been incorporated into the curriculum and aligned with the learning outcomes throughout the three-year programme.

The Ministry of Education's reform aims to ensure that graduates of our secondary schools can successfully compete in international high school competitions and, at the same time, be equipped with the necessary employable skills and work ethos to succeed in life. The Ministry of Education, therefore, sees the Senior High School (SHS) curriculum as occupying a critical place in the education system – providing improved educational opportunities and outcomes for further studies, the world of work and adult life – and is consequently prioritising its implementation.

## ACKNOWLEDGEMENTS

This standards-based SHS curriculum was created using the National Pre-Tertiary Learning Assessment Framework (NPLAF), the Secondary Education Assessment Guide (SEAG), and the Teacher and Learner Resource Packs which include Professional Learning Community (PLC) Materials and Subject Manuals for teachers and learners. All the above-mentioned documents were developed by the National Council for Curriculum and Assessment (NaCCA). The Ministry of Education (MoE) provided oversight and strategic direction for the development of the curriculum with NaCCA receiving support from multiple agencies of the MoE and other relevant stakeholders. NaCCA would like to extend its sincere gratitude, on behalf of the MoE, to all its partners who participated in the professional conversations and discussions during the development of this SHS curriculum.

In particular, NaCCA would also like to extend its appreciation to the leadership of the Ghana Education Service (GES), the National School Inspectorate Authority (NaSIA), the National Teaching Council (NTC), the Commission for Technical and Vocational Education and Training (Commission for TVET), West African Examinations Council (WAEC) and other agencies of the MoE that supported the entire process. In addition, NaCCA acknowledges and values the contributions

made by personnel from various universities, colleges of education Industry players, Vice Chancellors Ghana, Vice Chancellors Technical Universities as well as educators and learners working within the Ghana education landscape.

Special appreciation is extended to consultants who contributed to development of the curriculum. The development process involved multiple engagements between national stakeholders and various groups with interests in the curriculum. These groups include the teacher unions, the Association of Ghana Industries, and heads of secondary schools.

# CONTENTS

<b>FOREWORD</b>	<b>3</b>
<b>ACKNOWLEDGEMENTS</b>	<b>4</b>
<b>THE SHS CURRICULUM OVERVIEW</b>	<b>7</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>PHILOSOPHY, VISION AND GOAL OF ECONOMICS</b>	<b>19</b>
<b>ECONOMICS CURRICULUM DEVELOPMENT PANEL</b>	<b>20</b>
<b>SCOPE AND SEQUENCE</b>	<b>21</b>

## YEAR ONE

<b>STRAND 1</b>	<b>CONSUMERS' RATIONAL DECISION MAKING</b>	<b>23</b>
SUB-STRAND 1	INTRODUCTION TO THE SUBJECT ECONOMICS	23
SUB-STRAND 2	DEMAND FOR GOODS AND SERVICES	27
SUB-STRAND 3	CONSUMER BEHAVIOUR	30
<b>STRAND 2</b>	<b>FIRMS' INNOVATIVE DECISION MAKING</b>	<b>32</b>
SUB-STRAND 1	PRODUCTION OF GOODS AND SERVICES	32
SUB-STRAND 2	SUPPLY OF GOODS AND SERVICES	37
SUB-STRAND 3	MARKET ANALYSIS	40
<b>STRAND 3</b>	<b>PRICE ANALYSIS AND PREDICTION IN THE MODERN ECONOMY</b>	<b>43</b>
SUB-STRAND 1	PRICE AND EQUILIBRIUM ANALYSIS	43
<b>STRAND 4</b>	<b>GOVERNMENT ECONOMIC POLICY AND TRADE</b>	<b>46</b>
SUB-STRAND 1	MACROECONOMIC VARIABLES (GDP, INFLATION, UNEMPLOYMENT, EXCHANGE RATE)	46
SUB-STRAND 2	CONCEPT OF MONEY, FINANCIAL INSTITUTIONS AND PUBLIC FINANCE	49
SUB-STRAND 3	AGRICULTURE, INDUSTRIALIZATION AND TRADE	52

## YEAR TWO

<b>STRAND 1</b>	<b>CONSUMERS' RATIONAL DECISION MAKING</b>	<b>58</b>
SUB-STRAND 1	INTRODUCTION TO THE SUBJECT ECONOMICS	58
SUB-STRAND 2	DEMAND FOR GOODS AND SERVICES	61
SUB-STRAND 3	CONSUMER BEHAVIOUR	64
<b>STRAND 2</b>	<b>FIRMS' INNOVATIVE DECISION MAKING</b>	<b>66</b>
SUB-STRAND 1	PRODUCTION OF GOODS AND SERVICES	66
SUB-STRAND 2	SUPPLY OF GOODS AND SERVICES	71
SUB-STRAND 3	MARKET ANALYSIS	73
<b>STRAND 3</b>	<b>PRICE ANALYSIS AND PREDICTION IN THE MODERN ECONOMY</b>	<b>66</b>
SUB-STRAND 1	PRICE AND EQUILIBRIUM ANALYSIS	66
<b>STRAND 4</b>	<b>GOVERNMENT ECONOMIC POLICY AND TRADE</b>	<b>78</b>
SUB-STRAND 1	MACROECONOMIC VARIABLES (GDP, INFLATION, UNEMPLOYMENT, EXCHANGE RATE)	78
SUB-STRAND 2	CONCEPT OF MONEY, FINANCIAL INSTITUTIONS AND PUBLIC FINANCE	82
SUB-STRAND 3	AGRICULTURE, INDUSTRIALIZATION, AND TRADE	85

## YEAR THREE

<b>STRAND 1</b>	<b>CONSUMERS' RATIONAL DECISION MAKING</b>	<b>90</b>
SUB-STRAND 2	DEMAND FOR GOODS AND SERVICES	90
SUB-STRAND 3	CONSUMER BEHAVIOUR	93
<b>STRAND 2</b>	<b>FIRMS' INNOVATIVE DECISION MAKING</b>	<b>96</b>
SUB-STRAND 1	PRODUCTION OF GOODS AND SERVICES	96
SUB-STRAND 2	SUPPLY OF GOODS AND SERVICES	101
SUB-STRAND 3	MARKET ANALYSIS	104

<b>STRAND 3</b>	<b>PRICE ANALYSIS AND PREDICTION IN THE MODERN ECONOMY</b>	<b>107</b>
<i>SUB-STRAND 1</i>	<i>PRICE AND EQUILIBRIUM ANALYSIS</i>	<i>107</i>
<b>STRAND 4</b>	<b>GOVERNMENT ECONOMIC POLICY AND TRADE</b>	<b>110</b>
<i>SUB-STRAND 1</i>	<i>MACROECONOMIC VARIABLES (GDP, INFLATION, UNEMPLOYMENT, EXCHANGE RATE)</i>	<i>110</i>
<i>SUB-STRAND 2</i>	<i>CONCEPT OF MONEY, FINANCIAL INSTITUTIONS AND PUBLIC FINANCE</i>	<i>115</i>
<i>SUB-STRAND 3</i>	<i>AGRICULTURE, INDUSTRIALIZATION, AND TRADE</i>	<i>118</i>



## THE SHS CURRICULUM OVERVIEW

The vision for this curriculum is to ensure the nation has a secondary education system that enables all Ghanaian children to acquire the 21st Century skills, competencies, knowledge, values and attitudes required to be responsible citizens, ready for the world of work, further studies and adult life. The nation's core values drive the SHS curriculum, and it is intended to achieve Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. Above all, it is a curriculum enabling its graduates to contribute to the ongoing growth and development of the nation's economy and well-being.

The curriculum is inclusive, flexible, and robust. It was written under the auspices of the National Council for Curriculum and Assessment by a team of expert curriculum writers across Ghana. It reflects the needs of critical stakeholders, including industry, tertiary education, the West African Examination Council, SHS learners, teachers, and school leaders. It has been written based on the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Policy.

The key features of the curriculum include:

- flexible learning pathways at all levels, including for gifted and talented learners and those with deficiencies in numeracy and literacy, to ensure it can meet the needs of learners from diverse backgrounds and with different interests and abilities.
- the five core learning areas for secondary education: science and technology, language arts, humanities, technical and vocational and business; with emphasis placed on STEM and agriculture as integral to each subject.
- a structured, standards-based approach that supports the acquisition of knowledge, skills and competencies, and transition and seamless progress throughout secondary education, from JHS to SHS and through the three years of SHS.
- a focus on interactive approaches to teaching and assessment to ensure learning goes beyond recall enabling learners to acquire the ability to understand, apply, analyse and create.
- guidance on pedagogy, coupled with exemplars, demonstrating how to integrate cross-cutting themes such as 21st Century skills, core competencies,

the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

The curriculum writing process was rigorous and involved developing and using a Curriculum Writing Guide which provided systematic instructions for writers. The process was quality assured at three levels: through (a) evaluation by national experts, (b) trialling curriculum materials in schools and (c) through an external evaluation by a team of national and international experts. Evidence and insights from these activities helped hone the draft's final version. The outcome is a curriculum coherently aligned with national priorities, policies and the needs of stakeholders. A curriculum tailored to the Ghanaian context ensures that all learners benefit from their schooling and develop their full potential.

The following section highlights the details of the front matter of the draft curriculum. The vision, philosophy and goal of the curriculum are presented. This is followed by the details of the 21st Century skills and competencies, teaching and learning approaches, instructional design and assessment strategies. The template for the curriculum frame, which outlines the scope and sequence, the design that links the learning outcomes to particular 21st Century skills and competencies, as well as Gender Equality and Social Inclusion, Social and Emotional Learning and Ghanaian values are presented together with the structure of the lesson frame showing the links between the content standards, learning indicators with their corresponding pedagogical exemplars and assessment strategies.

## INTRODUCTION

Effective implementation of this Senior High School (SHS) curriculum is the key to creating a well-educated and well-balanced workforce that is ready to contribute to Ghana's progress by harnessing the potential of the growing youth population, considering the demographic transition the country is currently experiencing (Educational Strategic Plan [ESP] 2018-2030). SHS curriculum aims to expand equitable, inclusive access to relevant education for all young people, including those in disadvantaged and underserved communities, those with special educational needs and those who are gifted and talented. Senior High School allows young people to develop further skills and competencies and progress in learning achievement, building from the foundation laid in Junior High School. This curriculum intends to meet the learning needs of all high school learners by acquiring 21st Century skills and competencies to prepare them for further studies, the world of work and adult life. Changing global economic, social and technological context requires life-long learning, unlearning, and continuous processes of reflection, anticipation and action.

### Philosophy of Senior High School Curriculum

*The philosophy underpinning the SHS curriculum is that every learner can develop their potential to the fullest if the right environment is created and skilled teachers effectively support them to benefit from the subjects offered at SHS. Every learner needs to be equipped with skills and competencies of interest to further their education, live a responsible adult life or proceed to the world of work.*

### Vision of Senior High School Curriculum

*The vision of the curriculum is to prepare SHS graduates equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. It aims to equip all learners with the 21st Century skills and competencies required to be responsible citizens and lifelong learners. When young people are prepared to become effective, engaging, and responsible citizens, they will contribute to the ongoing growth and development of the nation's economy and well-being.*

### Goal of Senior High School Curriculum

The goal of the curriculum is to achieve relevant and quality SHS through the integration of 21st Century skills and competencies as set out in the Secondary Education Policy. The key features to integrate into the curriculum are:

- Foundational Knowledge: literacy, numeracy, scientific literacy, information, communication and digital literacies, financial literacy and entrepreneurship, cultural identity, civic literacy and global citizenship
- Competencies: critical thinking and problem-solving, innovation and creativity, collaboration, and communication
- Character Qualities: discipline, integrity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

The JHS curriculum has been designed to ensure that learners are adequately equipped to transition seamlessly into SHS, where they will be equipped with the relevant knowledge, skills and competencies. The SHS curriculum emphasises character building, acquisition of 21st Century skills and competencies and nurturing core values within an environment of quality education to ensure the transition to further study, the world of work and adult life. This requires the delivery of robust secondary education that meets the varied learning needs of the youth in Ghana. The SHS curriculum, therefore, seeks to develop learners to become technology-inclined, scientifically literate, good problem-solvers who can think critically and creatively and are equipped to communicate with fluency, and possess the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens – (referred to as 'Glocal citizens').

The SHS curriculum is driven by the nation's core values of truth, integrity, diversity, equity, discipline, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship, and with the intent of achieving the Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. The following sections elaborate on the critical competencies required of every SHS learner:

## Gender Equality and Social Inclusion (GESI)

- Appreciate their uniqueness about others.
- Pay attention to the uniqueness and unique needs of others.
- Value the perspective, experience, and opinion of others.
- Respect individuals of different beliefs, political views/ leanings, cultures, and religions.
- Embrace diversity and practise inclusion.
- Value and work in favour of a democratic and inclusive society.
- Be conscious of the existence of minority and disadvantaged groups in society and work to support them.
- Gain clarity about misconceptions/myths about gender, disability, ethnicity, age, religion, and all other excluded groups in society
- Interrogate and dispel their stereotypes and biases about gender and other disadvantaged and excluded groups in society.
- Appreciate the influence of socialisation in shaping social norms, roles, responsibilities, and mindsets.
- Identify injustice and advocate for change.
- Feel empowered to speak up for themselves and be a voice for other disadvantaged groups.

## 21<sup>st</sup> Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21<sup>st</sup> Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21<sup>st</sup> Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21<sup>st</sup> Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-

based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

## Critical Thinking and Problem-Solving Competency

- Ability to question norms, practices, and opinions, to reflect on one's values, perceptions, and actions.
- Ability to use reasoning skills to come to a logical conclusion.
- Being able to consider different perspectives and points of view
- Respecting evidence and reasoning
- Not being stuck in one position
- Ability to take a position in a discourse
- The overarching ability to apply different problem-solving frameworks to complex problems and develop viable, inclusive, and equitable solution options that integrate the above-mentioned competencies, promote sustainable development,

## Creativity

- Ability to identify and solve complex problems through creative thinking.
- Ability to generate new ideas and innovative solutions to old problems.
- Ability to demonstrate originality and flexibility in approaching tasks and challenges.
- Collaborating with others to develop and refine creative ideas
- Ability to incorporate feedback and criticism into the creative process
- Utilising technology and other resources to enhance creativity
- Demonstrating a willingness to take risks and experiment with new approaches
- Adapting to changing circumstances and further information to maintain creativity

- Integrating multiple perspectives and disciplines to foster creativity
- Ability to communicate creative ideas effectively to a variety of audiences

### **Collaboration**

- Abilities to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy)
- Ability to understand, relate to and be sensitive to others (empathic leadership)
- Ability to deal with conflicts in a group
- Ability to facilitate collaborative and participatory problem-solving
- Ability to work with others to achieve a common goal.
- Ability to engage in effective communication, active listening, and the ability to compromise.
- Ability to work in groups on projects and assignments.

### **Communication**

- Know the specific literacy and language of the subjects studied
- Use language for academic purposes
- Communicate effectively and meaningfully in a Ghanaian Language and English Language
- Communicate confidently, ethically, and effectively in different social contexts.
- Communicate confidently and effectively to different participants in different contexts
- Ability to communicate effectively verbally, non-verbally and through writing.
- Demonstrate requisite personal and social skills that are consistent with changes in society
- Ability to express ideas clearly and persuasively, listen actively, and respond appropriately
- Ability to develop digital communication skills such as email etiquette and online collaboration.
- Ability to engage in public speaking, debate, and written communication.

### **Learning for Life**

- Understand subject content and apply it in different contexts
- Apply mathematical and scientific concepts in daily life

- Demonstrate mastery of skills in literacy, numeracy, and digital literacy.
- Develop an inquiry-based approach to continual learning.
- Be able to understand higher-order concepts and corresponding underlying principles.
- Participate in the creative use of the expressive arts and engage in aesthetic appreciation.
- Use and apply a variety of digital technologies
- Be digitally literate with a strong understanding of ICT and be confident in its application.
- Be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life
- Ability to apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.
- Develop their abilities, gifts and talents to be able to play a meaningful role in the development of the country
- Be able to think critically and creatively, anticipate consequences, recognise opportunities and be risk-takers
- Ability to pursue self-directed learning with the desire to chart a path to become effective lifelong learners.
- Independent thinkers and doers who show initiative and take action.
- Ability to innovate and think creatively, building on their knowledge base so that they take risks to achieve new goals
- Ability to think critically and solve problems so that they become positive change agents at work, in further study and in their personal lives.
- Be motivated to adapt to the changing needs of society through self-evaluation and ongoing training
- Be able to establish and maintain innovative enterprises both individually and in collaboration with others.
- Be able to ethically prioritise economic values to ensure stability and autonomy
- Show flexibility and preparedness to deal with job mobility
- Be committed towards the improvement of their quality of life and that of others
- Feel empowered in decision-making processes at various levels e.g., personal, group, class, school, etc.

- Be able to seek and respond to assistance, guidance and/or support when needed.
- Ability to make and adhere to commitments.
- Adopt a healthy and active lifestyle and appreciate how to use leisure time well.
- Be enthusiastic, with the knowledge, understanding and skill that enable them to progress to tertiary level, the world of work and adult life.
- Ability to transition from school to the world of work or further study by applying knowledge, skills and attitudes in new situations.
- Be independent, have academic and communication skills such as clarity of expression (written and spoken), and the ability to support their arguments.
- Be innovative and understand the 21st Century skills and competencies and apply them to everyday life.

### **Global and Local (Glocal) Citizenship**

- Appreciate and respect the Ghanaian identity, culture, and heritage
- Be conscious of current global issues and relate well with people from different cultures
- Act in favour of the common good, social cohesion and social justice
- Have the requisite personal and social skills to handle changes in society
- Appreciate the impact of globalisation on the society.
- Ability to be an honest global citizen displaying leadership skills and moral fortitude with an understanding of the wider world and how to enhance Ghana's standing.

### **Systems Thinking Competency**

- Ability to recognise and understand relationships
- Ability to analyse complex systems
- Ability to think of how systems are embedded within different domains and different scales
- Ability to deal with uncertainty

### **Normative Competency**

- Ability to understand and reflect on the norms and values that underlie one's actions

- Ability to negotiate values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

### **Anticipatory Competency**

- Ability to understand and evaluate multiple futures – possible, probable, and desirable
- Ability to create one's vision for the future.
- Ability to apply the precautionary principle
- Ability to assess the consequences of actions
- Ability to deal with risks and changes

### **Strategic Competency**

- Ability to collectively develop and implement innovative actions that further a cause at the local level and beyond.
- Ability to understand the bigger picture and the implications of smaller actions on them

### **Self-Awareness Competency**

- The ability to reflect on one's role in the local community and (global) society
- Ability to continually evaluate and further motivate one's actions
- Ability to deal with one's feelings and desires

## **Social Emotional Learning (SEL): Five Core Competencies with Examples**

### **I. Self-Awareness**

**Understanding one's emotions, thoughts, and values and how they influence one's behaviour in various situations.** This includes the ability to recognise one's strengths and weaknesses with a sense of confidence and purpose. For instance:

- *Integrating personal and social identities;*
- *Identifying personal, cultural, and linguistic assets;*
- *Identifying one's emotions;*
- *Demonstrating honesty and integrity;*
- *Connecting feelings, values, and thoughts;*



- *Examining prejudices and biases;*
- *Experiencing self-efficacy;*
- *Having a growth mindset;*
- *Developing interests and a sense of purpose;*

## **2. Self-Management**

**The capacity to control one's emotions, thoughts, and actions in a variety of situations and to realise one's ambitions.** This includes delaying obtaining one's desires, dealing with stress, and feeling motivated and accountable for achieving personal and group goals. For instance:

- *Managing one's emotions;*
- *Identifying and utilising stress-management strategies;*
- *Demonstrating self-discipline and self-motivation;*
- *Setting personal and group goals;*
- *Using planning and organisation skills;*
- *Having the courage to take the initiative;*
- *Demonstrating personal and collective agency;*

## **3. Social Awareness**

The capacity to comprehend and care for others regardless of their backgrounds, cultures, and circumstances. This includes caring for others, understanding larger historical and social norms for behaviour in different contexts, and recognising family, school, and community resources and supports. For instance:

- *Recognising others' strengths*
- *Demonstrating empathy and compassion*
- *Caring about others' feelings*
- *Understanding and expressing gratitude*
- *Recognising situational demands and opportunities*
- *Understanding how organisations and systems influence behaviour*

## **4. Relationship Skills**

The capacity to establish and maintain healthy, beneficial relationships and adapt to various social situations and groups. This includes speaking clearly, listening attentively, collaborating, solving problems and resolving conflicts as a group,

adapting to diverse social and cultural demands and opportunities, taking the initiative, and asking for or offering assistance when necessary. For instance:

- *Communicating effectively;*
- *Building positive relationships;*
- *Demonstrating cultural competence;*
- *Working as a team to solve problems;*
- *Constructively resolving conflicts;*
- *Withstanding negative social pressure;*
- *Taking the initiative in groups;*
- *Seeking or assisting when needed;*
- *Advocating for the rights of others.*

## **5. Responsible Decision-Making**

**The capacity to make thoughtful and constructive decisions regarding acting and interacting with others in various situations.** This includes weighing the pros and cons of various personal, social, and group well-being actions. For example:

- *Demonstrating curiosity and an open mind;*
- *Solving personal and social problems;*
- *Learning to make reasonable decisions after analysing information, data, and facts;*
- *Anticipating and evaluating the effects of one's actions;*
- *Recognising that critical thinking skills are applicable both inside and outside of the classroom;*
- *Reflecting on one's role in promoting personal, family, and community well-being;*
- *Evaluating personal, interpersonal, community, and institutional impacts*

## **Learning and Teaching Approaches**

Learning and teaching should develop learners as self-directed and lifelong learners. Learners must be helped to build up deep learning skills and competencies to develop the ability to acquire, integrate and apply knowledge and skills to solve authentic and real-life problems. Learners need to be exposed to a variety of learning experiences to enable them to collaborate with others, construct meaning, plan, manage, and make choices and decisions about their learning. This will allow them to internalise newly acquired knowledge and skills and help them

to take ownership of their education. The 21st Century skills and competencies describe the relevant global and contextualised skills that the SHS curriculum is designed to help learners acquire in addition to the 4Rs (Reading, wRiting, aRithmetic and cReativity). These skills and competencies, as tools for learning and teaching and skills for life, will allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development and contributing to national development.

Given the diverse needs of learners, teachers need to have a thorough grasp of the different pedagogies as they design and enact meaningful learning experiences to meet the needs of different learners in the classroom. The teaching-learning techniques and strategies should include practical activities, discussion, investigation, role play, problem-based, context-based, and project-based learning. Active learning strategies have become increasingly popular in education as they provide learners with meaningful opportunities to engage with the material. These strategies emphasise the use of creative and inclusive pedagogies and learner-centred approaches anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated teaching and learning, holistic learning, and cross-disciplinary learning. They include experiential learning, problem-based learning, project-based learning, and talk-for-learning approaches. Some of the pedagogical exemplars to guide learning and teaching of the SHS curriculum include:

- **Experiential Learning:** Experiential learning is a hands-on approach to learning that involves learners in real-world experiences. This approach focuses on the process of learning rather than the result. Learners are encouraged to reflect on their experiences and use them to develop new skills and knowledge. Experiential learning can take many forms, including internships, service learning, and field trips. One of the main benefits of experiential learning is that it allows learners to apply what they have learned in the classroom to real-world situations. This can help them develop a deeper understanding of the material and make connections between different concepts. Additionally, experiential learning can help learners develop important skills such as critical thinking, problem-solving and communication.
- **Problem-Based Learning:** Problem-based learning is an approach that involves learners in solving real-world problems. Learners are presented with

a problem or scenario and are asked to work together to find a solution. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and problem-solving. One of the main benefits of problem-based learning is that it encourages learners to take ownership of their learning. By working together to solve problems, learners can develop important skills such as collaboration and communication. Additionally, problem-based learning can help learners develop a deeper understanding of the material as they apply it to real-world situations.

- **Project-Based Learning:** Project-based learning is a hands-on approach to learning that involves learners in creating a project or product. This approach allows learners to take an active role in their learning and encourages them to develop important skills such as critical thinking, problem-solving, collaboration, and communication. One of the main benefits of project-based learning is that it allows learners to apply what they have learned in the classroom to real-world situations. Additionally, project-based learning can help learners develop important skills from each other and develop a deeper understanding of the material.
- **Talk for Learning Approaches:** Talk for learning approaches (TfL) are a range of techniques and strategies that are used to encourage learners to talk by involving them in discussions and debates about the material they are learning. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking, collaboration and communication and also makes them develop confidence. One of the main benefits of TfL is that it encourages learners to think deeply about the material they are learning. By engaging in discussions and debates, learners can develop a deeper understanding of the material and make connections between different concepts.
- **Initiating Talk for Learning:** Initiating talk for learning requires the use of strategies that would encourage learners to talk in class. It helps learners to talk and participate meaningfully and actively in the teaching and learning process. Apart from developing skills such as communication and critical thinking, it also helps learners to develop confidence. Some strategies for initiating talk among learners are Activity Ball; Think-Pair-Share; Always, Sometimes, Never True; Matching and Ordering of Cards.
- **Building on What Others Say:** Building on what others say is an approach that involves learners in listening to and responding to their classmates'

ideas. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and communication. One of the main benefits of building on what others say is that it encourages learners to think deeply about the material they are learning. By listening to their classmates' ideas, learners can develop a deeper understanding of the material and make connections between different concepts. Additionally, building on what others say can help learners develop important skills such as collaboration and reflection. Some of the strategies to encourage learners to build on what others say are brainstorming, concept cartoons, pyramid discussion, and 5 Whys, amongst others.

- **Managing Talk for Learning:** Managing talk for learning requires the use of various strategies to effectively coordinate what learners say in class. Effective communication is a crucial aspect of learning in the classroom. Teachers must manage talk to ensure that learners are engaged, learning, and on-task in meaningful and purposeful ways. Some strategies for managing learners' contributions are debates, think-pair-share, sage in the circle etc.
- **Structuring Talk for Learning:** One effective way to shape learners' contributions is to structure classroom discussions. Structured discussions provide a framework for learners to engage in meaningful dialogue and develop critical thinking skills. Teachers can structure discussions by providing clear guidelines, such as speaking one at a time, listening actively, and building on each other's ideas. One popular structured discussion technique is the "think-pair-share" method. In this method, learners think about a question or prompt individually, and then pair up with a partner to discuss their ideas. Finally, the pairs share their ideas with the whole class. This method encourages all learners to participate and ensures that everyone has a chance to share their thoughts. Another effective way to structure talk for learning is to use open-ended questions. Open-ended questions encourage learners to think deeply and critically about a topic. They also promote discussion and collaboration among learners. Teachers can use open-ended questions to guide classroom discussions and encourage learners to share their ideas and perspectives. Other strategies that can be used are Concept/Mind Mapping, "Know," "Want to Know," "Learned" (KWL); Participatory Feedback; and the 5 Whys.
- **Diamond Nine:** The Diamond Nine activity is a useful tool for managing talk for learning in the classroom. This activity involves ranking items or ideas in order of importance or relevance. Learners work in groups to arrange cards

or sticky notes with different ideas or concepts into a diamond shape, with the most important idea at the top and the least important at the bottom. The Diamond Nine activity encourages learners to think critically about a topic and prioritise their ideas. It also promotes collaboration and discussion among group members. Teachers can use this activity to introduce a new topic, review material, or assess student understanding.

- **Group Work/Collaborative Learning:** Group work or collaborative learning are effective strategies for managing talk for learning in the classroom. These strategies encourage learners to work together to solve problems, share ideas, and learn from each other. Group work and collaborative learning also promote communication and collaborative skills that are essential for success in the workplace and in life. To implement group work effectively, teachers must provide clear guidelines and expectations for group members. They should also monitor group work to ensure that all learners are participating and on-task. Teachers can also use group work as an opportunity to assess individual student understanding and participation.
- **Inquiry-Based Learning:** Learners explore and discover new information by asking questions and investigating.
- **Problem-Based Learning:** Learners are given real-world problems to solve and must use critical thinking and problem-solving skills.
- **Project-Based Learning:** Learners work on long-term projects that relate to real-world scenarios.
- **Flipped Classroom:** Learners watch lectures or instructional videos at home and complete assignments and activities in class.
- **Mastery-Based Learning:** Learners learn at their own pace and only move on to new material once they have mastered the current material.
- **Gamification:** Learning is turned into a game-like experience with points, rewards, and competition.

These strategies provide learners with opportunities to engage with the material in meaningful ways and develop important skills such as critical thinking, problem-solving, collaboration, and communication. By incorporating these strategies into their teaching, teachers can help learners develop a deeper understanding of the material and prepare them for success in the real world. Effective communication is essential for learning in the classroom. Teachers must manage talk to ensure that learners are engaged in learning and on-task. Strategies such as structuring



talk for learning, using Diamond Nine activities, and implementing group work/ collaborative learning can help teachers manage talk effectively and promote student learning and engagement. By implementing these strategies, teachers can create a positive and productive learning environment where all learners can succeed.

### **Universal Design for Learning (UDL) in the SHS Curriculum**

The design of the curriculum uses UDL to ensure the creation of flexible learning environments that can accommodate a wide range of learner abilities, needs, and preferences. The curriculum is designed to provide multiple means of engagement, representation, and action and expression, so teachers can create a more inclusive and effective learning experience for all learners. UDL is beneficial for all learners, but it is particularly beneficial for learners needing special support and learners who may struggle with traditional teaching approaches. The integration of UDL in the pedagogy is aimed at making learning accessible to everyone and helping all learners reach their full potential. For instance, teachers need to:

- incorporate multiple means of representation into their pedagogy, such as using different types of media and materials to present information.
- provide learners with multiple means of action and expression, such as giving them options for how they can demonstrate their learning.
- consider incorporating multiple means of engagement into their choice of pedagogy, such as incorporating games or interactive activities to make learning more fun and engaging.

By doing these, teachers can help ensure that the curriculum is accessible and effective for all learners, regardless of their individual needs and abilities.

### **Curriculum and Assessment Design: Revised Bloom's Taxonomy and Webb's Depth of Knowledge**

The design of this curriculum uses the revised Bloom's Taxonomy and Webb's Depth of Knowledge (DoK) as frameworks to design what to teach and assess.

The Revised Bloom's Taxonomy provides a framework for designing effective learning experiences. Understanding the different levels of learning, informed the creation of activities and assessments that challenge learners at the appropriate level and help them progress to higher levels of thinking. Additionally, the framework emphasises the importance of higher-order thinking skills, such

as analysis, evaluation, and creation, which are essential for success in today's complex and rapidly changing world. This framework is a valuable tool for educators who want to design effective learning experiences that challenge students at the appropriate level and help them develop higher-order thinking skills. By understanding the six levels of learning and incorporating them into their teaching, educators can help prepare students for success in the 21st century. The six hierarchical levels of the revised Bloom's Taxonomy are:

1. **Remember** – At the foundation is learners' ability to remember. That is retrieving knowledge from long-term memory. This level requires learners to recall concepts—identify, recall, and retrieve information. Remembering is comprised of identifying, listing, and describing. Retrieving relevant knowledge from long-term memory includes, recognising, and recalling is critical for this level.
2. **Understand** – At understanding, learners are required to construct meaning that can be shown through clarification, paraphrasing, representing, comparing, contrasting and the ability to predict. This level requires interpretation, demonstration, and classification. Learners explain and interpret concepts at this level.
3. **Apply** – This level requires learners' ability to carry out procedures at the right time in a given situation. This level requires the application of knowledge to novel situations as well as executing, implementing, and solving problems. To apply, learners must solve multi-step problems.
4. **Analyse** – The ability to break things down into their parts and determine relationships between those parts and being able to tell the difference between what is relevant and irrelevant. At this level, information is deconstructed, and its relationships are understood. Comparing and contrasting information and organising it is key. Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose is required. The analysis also includes differentiating, organising and attributing.
5. **Evaluate** – The ability to make judgments based on criteria. To check whether there are fallacies and inconsistencies. This level involves information evaluation, critique, examination, and formulation of hypotheses.
6. **Create** – The ability to design a project or an experiment. To create, entails learners bringing something new. This level requires generating information—planning, designing, and constructing.

Webb's Depth of Knowledge (DoK) is a framework that helps educators and learners understand the level of cognitive engagement required for different types of learning tasks. The framework includes four levels. By understanding the four DoK levels, educators can design learning activities that challenge students to engage in deeper thinking and problem-solving. DoK is an essential tool for designing effective instruction and assessments. By understanding the different levels of DoK, teachers can design instruction and assessments that align with what they intend to achieve. DoK is a useful tool for differentiating instruction and providing appropriate challenges for all learners. Teachers can use DOK to identify students who need additional support or those who are ready for more advanced tasks. The four levels of Webb's' DoK assessment framework are:

- **Level 1: Recall and Reproduction** – Assessment at this level is on recall of facts, concepts, information, and procedures—this involves basic knowledge acquisition. Learners are asked specific questions to launch activities, exercises, and assessments. The assessment is focused on recollection and reproduction.
- **Level 2: Skills of Conceptual Understanding** – Assessment at this level goes beyond simple recall to include making connections between pieces of information. The learner's application of skills and concepts is assessed. The assessment task is focused more on the use of information to solve multi-step problems. A learner is required to make decisions about how to apply facts and details provided to them.
- **Level 3: Strategic Reasoning** – At this level, the learner's strategic thinking and reasoning which is abstract and complex is assessed. The assessment task requires learners to analyse and evaluate composite real-world problems with predictable outcomes. A learner must apply logic, employ problem-solving strategies, and use skills from multiple subject areas to generate solutions. Multitasking is expected of learners at this level.
- **Level 4: Extended Critical Thinking and Reasoning** – At this level of assessment, the learner's extended thinking to solve complex and authentic problems with unpredictable outcomes is the goal. The learner must be able to strategically analyse, investigate, and reflect while working to solve a problem, or changing their approach to accommodate new information. The assessment requires sophisticated and creative thinking. As part of this assessment, the learner must know how to evaluate their progress and determine whether they are on track to a feasible solution for themselves.

The main distinction between these two conceptual frameworks is what is measured. The revised Bloom's Taxonomy assesses the cognitive level that learners must demonstrate as evidence that a learning experience occurred. The DoK, on the other hand, is focused on the context—the scenario, setting, or situation—in which learners should express their learning. In this curriculum, the revised Bloom's taxonomy guided the design, and the DoK is used to guide the assessment of learning. The taxonomy provides the instructional framework, and the DoK analyses the assignment specifics. It is important to note that Bloom's Taxonomy requires learners to master the lower levels before progressing to the next. So, suppose the goal is to apply a mathematical formula. In that case, they must first be able to identify that formula and its primary purpose (remember and understand). The cognitive rigour is therefore presented in incremental steps to demonstrate the learning progression. When measuring assessments in DoK, learners move fluidly through all levels. In the same example, while solving a problem with a formula, learners recall the formula (DoK 1) to solve the problem (DoK 2 and DoK 3). Depending on the difficulty of the problem to be solved, the learner may progress to DoK 4.

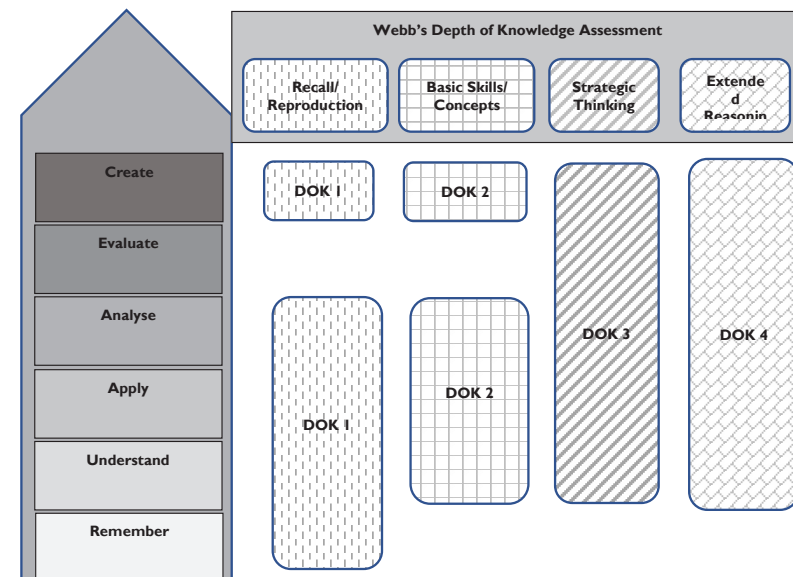


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

The structure of teaching and the assessment should align with the six levels of Bloom’s knowledge hierarchy and DoK shown in Figure 1. Each level of DoK

should be used to assess specific domains of Bloom’s Taxonomy as illustrated in the table below:

Depth of Knowledge (DoK) Assessment	Bloom’s Taxonomy applied to DoK
• Level 1: Recall and Reproduction	• Remembering, Understanding, Application, Analysis and Creation
• Level 2: Basic Skills and Concepts	• Understanding, Application, Analysis and Creation
• Level 3: Strategic Thinking	• Understanding, Application, Analysis, Evaluation and Creation
• Level 4: Extended Reasoning	• Understanding, Application, Analysis, Evaluation and Creation

In line with the National Pre-Tertiary Learning and Assessment Framework, the Secondary Education Assessment Guide (SEAG) requires that classroom assessments should cover **Assessment as learning (AaL), Assessment of learning (AoL) and Assessment for learning (AfL)**. Therefore, teachers should align the Revised Bloom’s Taxonomy with the DoK framework of assessment. Formative assessments should include classroom discussions, project-based assignments, and self-reflection exercises, while summative assessments should include standardised tests and rubric-based evaluations of learners’ work. It is important to seek feedback from learners themselves, as they may have unique insights into how well they are developing these skills in the classroom.

To assess 21<sup>st</sup> Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners’ acquisition of these skills and competencies. For instance:

- Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
- Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and

comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.

- Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.
- Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

The DoK framework is a powerful tool for assessing the acquisition of 21st Century skills and competencies in the classroom, helping teachers to better understand how learners are learning and identify areas for improvement.

Educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

The overall assessment of learning at SHS should be aligned with the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Assessment Guide. Formative and summative assessment strategies must be used.

## Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.
- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.
- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.
- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.
- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.
- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

## **PHILOSOPHY, VISION AND GOAL OF COMPUTING**

### **Philosophy**

The next generation of economic decision-makers will be empowered with effective analytical, research, and societal problem-solving skills and be resourceful and responsible citizens by undertaking economic instructions in a friendly learner-centered environment with a practical component supported by skilled teachers employing technological tools in solving sustainable local and global economic issues.

### **Vision**

The vision of the curriculum is to equip economics learners with the 21st century skills, and effective analytical, research, and societal problem-solving skills needed in rational decision-making and economic policy analysis necessary for efficient resource management in everyday life.

### **Goal**

The goal of this subject is to allow Senior High School learners to learn how economic concepts affect their daily lives.

### **Contextual Issues**

The main contextual issues of economics as a high school subject are: inadequate resources in Senior High Schools for study tours and field researches; some learners lack proficiencies in linguistic/literacy and numeracy required to study Economics; inadequate trained economics teachers to handle the subject resulting in pedagogical issues; differences in the culture background of the learners make it a challenge for collaboration and assertiveness; the current assessment measures learners' cognitive ability at the expense of their creativity, application, attitude and character traits; the inability of learners to relate economics terms to their daily lives makes it difficult for them to comprehend and some Economics topics are perceived to be abstract in nature so learners find it difficult to comprehend.

### **Rationale**

Ghana has an opportunity to take a quantum leap in development by transforming its subsistence economy into a high value-added, skill-based and technology-driven one. To realise this goal requires a computational, practical, and thinking-based education for learners. The rationale of this Economics curriculum is to encourage learners to take ownership of a learning process that allows them to think critically and practically create automation solutions targeted at the 4th industrial revolution using readily available resources, especially those obtained locally. Help learners gain the necessary skills so they can understand how economic markets around the world work. In the process, they build their analytical and problem-solving skills, which will help them succeed now as students and in the future, as working professionals and their adult life.

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## SCOPE AND SEQUENCE

### Economics Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Consumers' Rational Decision Making	Introduction to the Subject Economics	1	2	4	1	1	3	-	-	-
		Demand for Goods and Services	1	1	3	1	1	2	1	1	2
		Consumer Behaviour	1	1	2	1	1	2	1	1	2
2	Firms' Innovative Decision Making	Production of Goods and Services	2	2	5	2	2	5	2	2	5
		Supply of Goods and Services	1	1	2	1	1	2	1	1	2
		Market Analysis	1	1	2	1	1	2	1	1	2
3	Price Analysis and Prediction in the Modern Economy	Price and Equilibrium Analysis	1	1	2	1	1	2	1	1	2
4	Government Economic Policy, Money, Agriculture and Trade	Macroeconomic Variables (GDP, Inflation, Unemployment, Exchange Rate)	1	1	2	2	2	4	2	2	4
		Concept of Money, Financial Institutions and Public Finance	1	1	2	1	1	4	1	1	3
		Agriculture, Industrialization, and Trade	2	2	4	2	2	4	2	2	4
<b>Total</b>			<b>12</b>	<b>13</b>	<b>28</b>	<b>13</b>	<b>13</b>	<b>30</b>	<b>12</b>	<b>12</b>	<b>26</b>

### Overall Totals (SHS 1 – 3)

Content Standards	37
Learning Outcomes	38
Learning Indicators	84

# YEAR ONE



**Subject ECONOMICS**  
**Strand I. CONSUMERS' RATIONAL DECISION MAKING**  
**Sub-Strand I. INTRODUCTION TO THE SUBJECT ECONOMICS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI <sup>1</sup> , SEL <sup>2</sup> and Shared National Values
<p>I.I.I.LO.1</p> <p>Use relevant information gathered from learners' home, school and community through observation to carefully define economics and stimulate their interest in the subject.</p>	<p><b>Communication:</b> Through role-play, learners effectively communicate verbally and non-verbally through writing.</p> <p><b>Critical Thinking:</b> In the mixed ability and gender groups, reflect on one's own needs and arrange them in order of importance.</p> <p><b>Learning for Life:</b> Apply fundamental demand concepts to daily life.</p> <p><b>Interpersonal Skills:</b> Ability to work with different ability and gender.</p>	<p><b>GESI:</b> Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures when dealing with economics issues.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals in solving national economic problems.</li> <li>• being aware of personal biases and stereotypes and creating a safe space for both boys and girls to aid economic development.</li> <li>• embracing diversity and practice inclusion.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence in themselves when dealing with economic issues that affects them.</li> </ul>

<sup>1</sup> Gender Equality and Social Inclusion

<sup>2</sup> Socio-Emotional Learning

		<ul style="list-style-type: none"> <li>exhibiting motivation, and SMART goal setting to achieve a career in economics.</li> <li>showing empathy and cooperation while learning from other examples</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work</p>
I.I.I.LO.2		
Use relevant information from learners' environment to relate fundamental Economics concepts and tools to everyday life.	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Learners communicate effectively as they discuss the economics tools.</li> <li>Through role-play, learners effectively communicate verbally, non-verbally, and through writing.</li> </ul> <p><b>Critical Thinking:</b> Learners' ability to question norms, practices and opinions in economics</p> <ul style="list-style-type: none"> <li>Reflect on one's own needs and arrange them in order of importance.</li> </ul> <p><b>Collaboration:</b> Learners acquire collaboration skills as they work in small groups.</p> <p><b>Learning for Life:</b> Apply fundamental demand concepts to daily life.</p>	<p><b>GESI:</b> Involving all learners in class irrespective of their varying abilities, gender and backgrounds and supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> <li>respect for individuals of varying beliefs, religion, backgrounds and cultures in making choices that affect them.</li> <li>sensitivity to the interrelatedness of the various spheres of life awareness of personal biases, peculiarities and stereotypes in managing scarce resources.</li> <li>tolerance for diversity.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>self-reflecting and finding confidence in making rational decisions that affects their everyday lives.</li> <li>managing emotions and conflicts in making choices that affect them as well as the economy</li> <li>showing empathy and cooperation in solving national economic problems</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work</p>

<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21<sup>st</sup> Century and GESI</b>	<b>Assessment</b>
I.1.1.CS.1	I.1.1.LI.1	I.1.1.AS.1
Demonstrate knowledge and understanding of fundamental concepts and tools used in Economics.	<p><b>Use learners' everyday life experiences in defining Economics and stimulate their interest.</b></p> <p><b>Building on What Others Say:</b> Brainstorm in mixed ability and gender groups using previous knowledge acquired in the home, school and community to explain their understanding of Economics. Use mind maps and webs to organise views. Personal development through individual contributions during group work based on diverse interests and abilities. Learners should be encouraged to exhibit tolerance, commitment, and respect during group work.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>
	I.1.1.LI.2	I.1.1.AS.2
	<p><b>Identify various career prospects in Economics.</b></p> <p><b>Collaborative Learning:</b> Work in smaller mixed ability and gender groups to identify various career prospects in Economics. Respect individuals of different beliefs, religions, and cultures during group work. . Learners should be encouraged to respect one another's views and be committed to complete the task.</p>	<p>Level 1 Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	I.1.1.LI.3	I.1.1.AS.3
	<p><b>Describe the various tools used in economic analysis.</b></p> <p><b>Talk for Learning Approaches (TfL):</b> In a collaborative small group, discuss the various tools (words, mathematical models) - Tables; Graphs, and Charts (Bar, Line, and Pie Charts and Pictograms used in solving economic issues by paying attention to different abilities and gender. Be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. Encourage learners to say "please" and "thank you" to one another during the group work to complete the task.</p>	<p>Level 1 Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
I.1.1.LI.4	I.1.1.AS.4	
<p><b>Relate the fundamental concepts of Economics to everyday life and societal challenges.</b></p> <p><b>Experiential Learning:</b> Role-play or dramatize the concepts of want, scarcity, choice, scale of preference and opportunity cost.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>	

	<b>Collaborative Learning:</b> Work in smaller groups to identify and arrange societal problems in order of importance and allocate limited resources to solve them. Give more time to learners approaching proficiency. Personal development through individual work based on diverse interest and ability. Encourage learners to show respect for one another.			
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> <li>• Projector</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Pen</li> <li>• Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Graph books.</li> <li>• Any other available resource deemed useful for the effective delivery of the lesson.</li> </ul>

**Subject ECONOMICS**

**Strand 1. CONSUMERS' RATIONAL DECISION MAKING**  
**Sub-Strand 2. DEMAND FOR GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p><b>1.1.2.LO.1</b></p> <p>Use concepts of demand to solve everyday life and societal challenges (rather too broad, isn't it?).</p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through role-play, learners effectively communicate verbally and non-verbally through writing.</li> <li>• As they talk as actors/actresses and spectators, they will acquire communication skills.</li> <li>• Through verbal, non-verbal and writing in response of the task.</li> </ul> <p><b>Critical Thinking:</b> Learners' ability to reflect on one's own needs and arrange them in order of importance leads to the acquisition of the critical thinking skills. Ability to derive the law of demand from the demand curve.</p> <p><b>Learning for Life:</b> Learners' ability to apply fundamental demand concepts to their daily lives.</p> <p><b>Collaboration:</b> Collaboration skills through learners' ability to act with others and during the discussion session after the drama.</p> <p><b>Creativity:</b> Learners' ability to act the drama showcase.</p>	<p><b>GESI:</b> Encouraging all learners in class irrespective of the diversity in gender, ability and backgrounds and supporting each of them to share their views ensures;</p> <ul style="list-style-type: none"> <li>• learners embrace diversity and practice inclusion in demanding for goods and services</li> <li>• learners should be gender responsive and have the ability to tackle injustice in the market of goods and services</li> <li>• personal development through individual work based on diverse interest and ability in contributing to national development</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio- Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence in buying goods and services</li> <li>• exhibiting motivation, and SMART goal setting before buying a commodity</li> </ul>

		<ul style="list-style-type: none"><li>• managing emotions and conflicts in the market of goods and services</li><li>• ability to be self-aware to work effectively with others in buying goods and services</li></ul> <p><b>National Values:</b> Tolerance, handwork, integrity, commitment, accountability.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment		
I.1.2.CSI	I.1.2.LI.1	I.1.2.AS.1		
Demonstrate knowledge and understanding of concepts of Demand.	<p><b>Relate the concepts of demand to everyday life and societal challenges.</b></p> <p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Role-play or dramatise the concepts of want, scarcity, choice, scale of preference and opportunity cost.</li> <li>• Learners embrace diversity and practice inclusion during dramatisation and group work.</li> </ul> <p><b>Collaborative Learning:</b> Work in smaller groups to identify and arrange societal problems in order of importance and allocate limited resources to solve them. Encourage learners to say "please" and "thank you" to each other during the drama. Learners must exhibit respect and commitment during the group work.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>		
	<p>I.1.2.LI.2</p> <p><b>Describe demand for goods and services.</b></p> <p><b>Experiential Learning:</b> Dramatise the meaning of demand by giving equal chance of participation. Encourage learners to show integrity and respect for time during drama. Learners should be gender responsive and have the ability to tackle injustice during the dramatisation.</p>	<p>I.1.2.AS.2</p> <p>Level 1 Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>		
	<p>I.1.2.LI.3</p> <p><b>State the law of demand and the types of demand.</b></p> <p><b>Problem-Based Learning:</b> With the help of a given generated demand table/schedule, plot the demand curve to drive the law of demand and the demand function. Give more time to learners who are approaching proficiency to complete the task.</p> <p><b>Collaborative Learning:</b> In small mixed gender and ability groups, learners see images with no explanation and try to identify the types of demand and justify their answers.</p>	<p>I.1.2.AS.3</p> <p><b>Level 1 Recall</b></p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>		
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Pen</li> <li>• Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Exercise books</li> </ul>

**Subject ECONOMICS**  
**Strand 1. CONSUMERS' RATIONAL DECISION MAKING**  
**Sub-Strand 3. CONSUMER BEHAVIOUR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.3.LO.1</p> <p>Use relevant information gathered from home, school and community through observation to carefully explain the concept of utility and the law of diminishing marginal utility.</p>	<p><b>Communication:</b> Verbal responses during discussion. Through verbal responses during the lesson.</p> <p><b>Interpersonal Skills:</b> Ability to work with different ability and gender.</p> <p><b>Critical Thinking:</b> Ability to know you are satisfied.</p>	<p><b>GESI:</b> Encouraging all learners in class irrespective of the diversity in gender, ability and backgrounds and supporting each of them to share their views ensures;</p> <ul style="list-style-type: none"> <li>• respect for individuals' utilities due to varying beliefs, religion, backgrounds and cultures.</li> <li>• knowledge of themselves and others' peculiarities and stereotypes in measuring their personal utilities.</li> <li>• tolerance for diversity and respect for all dealing with issues concerning utility.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio- Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence in personal utility</li> <li>• managing emotions and conflicts in understanding others' utility</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment
I.1.3.CS.1	I.1.3.LI.1	I.1.3AS.1
Employ knowledge of the concept of utility in everyday life as a rational consumer.	<p><b>Apply Utility Concepts to everyday life.</b></p> <p><b>Experiential Learning:</b> Use food or water or any available resource to role-play the concept of utility. Pay attention to different abilities and gender and avoid personal biases and stereotypes during role-play. Promote integrity through the role-play of the concept.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p><b>Level 4 Extended critical thinking and reasoning</b></p>
	<p>I.1.3.LI.2</p> <p><b>Apply the Law of Diminishing Marginal Utility to everyday life.</b></p> <p><b>Experiential Learning:</b> Role-play the law of diminishing marginal utility. Pay attention to cultural and religious differences. Learners should exhibit commitment and respect for time during the delivery of the lesson.</p>	<p>I.1.3AS.2</p> <p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Food/water</li> <li>• Marker</li> <li>• White board, any other available resource</li> </ul>	

**Subject**      **ECONOMICS**  
**Strand**        **2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand**    **1. PRODUCTION OF GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.2.1.LO.1</p> <p>Evaluate the relevance of factors of production.</p>	<p><b>Collaboration:</b> Research groups</p> <p><b>Communication:</b> Verbal Responses and presentations</p> <p><b>Research:</b> Getting information on the factors of production through search engines.</p> <p><b>ICT literacy:</b> Ability to use computer and internet to search for information through Google etc.</p> <p><b>Critical Thinking:</b> The ability to question norms, practices and opinions in economics.</p>	<p><b>GESI:</b> Promoting inclusivity in the classroom by encouraging every learner to actively participate in lessons, cross sharing of ideas and thoughts between and among groups and individuals ensures;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures during the discussion of the factors of production.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals as learners search for information using search engines.</li> <li>• being aware of personal biases and stereotypes during group work.</li> <li>• embracing diversity and practice inclusion in promoting teamwork.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should</p>

		<p>apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation during group research.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment, hard work and integrity.</p>
<p>1.2.1.LO.2</p> <p>Evaluate the relevance of the concepts of production, location and localisation of industries, division of labour and specialisation in production.</p>	<p><b>Collaboration:</b> Working in small groups</p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal and writing in response to the task.</li> <li>• Through verbal, non-verbal and writing in response to the task. Public speaking skills through presentations.</li> </ul> <p><b>Research:</b> Ability to ask questions at various shops. Looking for the information needed to implement the task.</p> <p><b>Interpersonal Skills:</b> Relating with others to perform the task. Working with other learners to complete the task.</p>	<p><b>GESI:</b> Encouraging all learners in class irrespective of the diversity in gender, ability and backgrounds and accept contributions from all learners ensures;</p> <ul style="list-style-type: none"> <li>• respect for individuals of varying beliefs, religion, backgrounds, and cultures as they share responsibilities towards division of labour purposes.</li> <li>• knowledge of themselves and others' peculiarities and stereotypes as they discuss the relevance concepts of production.</li> <li>• tolerance for diversity and respect for all during the group discussions on the location and localization of industries.</li> </ul>

	<p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• Ability to identify the kind of questions to ask the workers at the various shops that will result in understanding the concept of production</li> <li>• Ability to question norms and practices</li> </ul>	<p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• exhibiting motivation, and SMART goal setting in practicing division of labour</li> <li>• managing emotions and conflicts on deciding on who should do what?</li> <li>• showing empathy and cooperation</li> <li>• building and maintaining relationships during group work.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work.</p>
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<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21<sup>st</sup> Century and GESI</b>			<b>Assessment</b>	
I.2.1.CS.1	I.2.1.LI.1			I.2.1.AS.1	
Demonstrate knowledge and understanding of Factors of Production.	<p><b>Explain the meaning of factors of production.</b></p> <p><b>Talk for Learning Approaches (TfL):</b> Form five different groups based on the five economic resources or factors of production (land, labour, capital, entrepreneurial ability and technology) and with the help of search engines, research information about the factors of production, and cite examples. Be sensitive to the inter-relatedness of the various spheres of life, groups, gender, ability and individuals in forming the five groups.</p>			<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>	
	I.2.1.LI.2			I.2.1.AS.2	
	<p><b>Identify the factors of production and their rewards.</b></p> <p><b>Talk for Learning Approaches (TfL):</b> Discuss the various rewards and relate them to the factors of production. Give equal opportunities to all learners. Let them take turns to express their views. Encourage learners to respect one another's views.</p>			<p>Level 1 Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>	
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Search engine such as google web etc.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Lab</li> <li>• Pens</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Projectors</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
1.2.1.CS.2	1.2.1.LI.1			1.2.1.AS.1
Demonstrate understanding of the production of goods.	<b>Relate the concepts of production to Productivity.</b>  <b>Experiential Learning:</b> In small groups, embark on a walk to a nearby carpentry shop or tailoring shop or hairdressing shop, or pure water factory, or block factory etc. or show videos and identify how production is done. Be sensitive to gender and different abilities in deciding who goes where. Learners should be encouraged to be respectful, honest, truthful and show commitment during the activity.			Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	1.2.1.LI.2			1.2.1.AS.2
	<b>Investigate Location and Localisation of Industries.</b>  <b>Experiential Learning:</b> Look around the community and identify various places where there are location and localisation of local industries. Or watch a video or pictures of Tema Industrial area. Give more time to learners approaching proficiency.			<b>Level 1 Recall</b> Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.2.1.LI.3			1.2.1.AS.3
	<b>Justify Division of Labour and Specialization in production.</b>  <b>Project-Based Learning:</b> In small groups, task them to do a mini project where they need to share responsibilities to complete the task. Be gender responsive and have the ability to tackle injustice during and after the project. Integrity should be seen in the learner during and after the project.			Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Permission letter to the owners of the shops</li> <li>• Pens</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White board</li> <li>• Flip charts</li> </ul>	<ul style="list-style-type: none"> <li>• Projectors</li> <li>• Computers</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Search engines</li> <li>• ICT lab</li> </ul>

**Subject**      **ECONOMICS**  
**Strand**        **2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand**   **2. SUPPLY OF GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.2.2.LO.1</p> <p>Use relevant information from the environment to explain the meaning, types and the law of supply.</p>	<p><b>Collaboration:</b> Working in small groups and working in mixed groups.</p> <p><b>Research:</b> Ability to collect data from sellers in the school canteen or local market</p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Presentation of research report</li> <li>• Through verbal responses</li> </ul> <p><b>Digital Literacy:</b> Ability to type a report and present it by using a computer and projector.</p> <p><b>Interpersonal Skills:</b> The act of working with others in the group to complete the task.</p> <p><b>Critical Thinking:</b> Ability to question norms and practices</p>	<p><b>GESI:</b> Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures as they embark on data collection from sellers.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals as group researchers trying to define supply.</li> <li>• being aware of personal biases and stereotypes as a team player in a research team working on data collection on supply.</li> <li>• embracing diversity and practice inclusion in stating the law of supply.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence</li> </ul>

		<ul style="list-style-type: none"> <li>• exhibiting motivation, and SMART goal setting</li> <li>• managing emotions and conflicts</li> <li>• showing empathy and cooperation</li> <li>• being self-aware and manage self-awareness to work with others effectively.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Integrity, tolerance, open-mindedness, patience, integrity and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
I.2.2.CSI	I.2.2.LI.1			I.2.2.AS.1
Demonstrate understanding of basic supply concepts.	<p><b>Describe Supply and identify the types of supply.</b></p> <p><b>Experiential Learning:</b> Visit a local market or school canteen in small groups to collect data on supply using ICT tools and present a report. Embrace diversity and practice inclusion during and after the visit to the school canteen or a nearby market. Encourage learners to respect and tolerate one another during and after the task.</p>			Level 1 Recall: <b>Level 2 Skills of conceptual understanding:</b> Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b>
	I.2.2.LI.2	<p><b>State the law of supply.</b></p> <p><b>Building on What Others Say:</b> Discuss in mixed ability and gender groups using previous knowledge acquired to explain how the law of supply is derived and state it clearly. Respect individuals of different beliefs, religions, and cultures during and after the discussion.</p>		Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> <b>Level 4 Extended critical thinking and reasoning:</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pen</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projectors</li> </ul>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Lab</li> </ul>

**Subject ECONOMICS**  
**Strand 2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand 3. MARKET ANALYSIS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.2.3.LO.1</p> <p>Use relevant information from the environment to examine the concept of market and its types.</p>	<p><b>Communication:</b> Through verbal, non-verbal and writing in response to the task. Public speaking skills through presentations.</p> <p><b>Digital Literacy:</b> Ability to search for information through Internet</p>	<p><b>GESI:</b> Encouraging all learners in class irrespective of the diversity in gender, ability and backgrounds and accept contributions from all learners ensures;</p> <ul style="list-style-type: none"> <li>• respect for individuals of varying beliefs, religion, backgrounds and cultures when discussing the concept of market.</li> <li>• knowledge of themselves and others' peculiarities and stereotypes when searching for information on the concept market on the internet.</li> <li>• tolerance for diversity and respect for all during the lesson.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the</p>

		<p>promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
1.2.3.CS.1	1.2.3.LI.1			1.2.3.AS.1
Develop the skills needed in market analysis.	<p><b>Explain the concept of market.</b></p> <p><b>Experiential Learning:</b> Use the school canteen or a nearby market in mixed gender and different ability groups to explain market, compare buyers to sellers and stress on the fact that there must be an exchange. Embrace diversity and practice inclusion during and after the visit to the school canteen or a nearby market.</p>			<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
	1.2.3.LI.2			1.2.3.AS.2
	<p><b>Identify the types of market.</b></p> <p><b>Experiential Learning:</b> With the help of Internet, visit the website of some selected Ghanaian online markets e.g., Jumia, or explore market through social media e.g., WhatsApp status, TikTok, Facebook, IG, etc. to explain the online type of market and make references to the visit to the school canteen or the nearby market to explain the physical type of market. Be sensitive to different ability and gender by guiding learners to respect individuals of different beliefs, abilities, religions, and cultures as they explore the concept of market. Encourage learners to exhibit integrity as they research for the information on market.</p>			<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• School canteen</li> <li>• Nearby market</li> <li>• Buyers</li> </ul>	<ul style="list-style-type: none"> <li>• Sellers</li> <li>• Pens</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White boards</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Search engine</li> <li>• Projects</li> </ul>

**Subject ECONOMICS**  
**Strand 3. PRICE ANALYSIS AND PREDICTION IN THE MODERN ECONOMY**  
**Sub-Strand 1. PRICE AND EQUILIBRIUM ANALYSIS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.1.LO.1</p> <p>Use relevant information from the environment to discuss pricing.</p>	<p><b>Communication:</b> Through report presentation and discussion.</p> <p><b>Collaboration:</b> Working in mixed ability and gender groups</p> <p><b>Research:</b> Ability to search for information at the market, canteen or shops on pricing.</p> <p><b>Critical Thinking:</b> Ability to question norms and practices.</p>	<p><b>GESI:</b> Ensuring all learners in class irrespective of the diversity in ability, socio-economic-backgrounds, gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> <li>• respect for individuals of varying beliefs, religion, backgrounds and cultures in sharing their various experiences on pricing of goods and services.</li> <li>• knowledge of themselves and others’ peculiarities, strengths and weaknesses in accepting a prevailing price in the market, canteen or shops.</li> <li>• tolerance for diversity and respect for all when discussing how prices how fixed.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the</p>

		<p>promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI		Assessment	
1.3.1.CS.1	1.3.1.LI.1		1.3.1.AS.1	
Demonstrate knowledge and understanding of price of goods and services in the economy.	<p><b>Describe price in the economy.</b></p> <p><b>Building on What Others Say:</b> Use knowledge acquired from demand and supply to explain price. Learners avoid personal biases and stereotypes as they explain price based on their previous knowledge. Give more time to learners approaching proficiency.</p>		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>	
	<p>1.3.1.LI.2</p> <p><b>Discuss the factors that affect pricing in the economy.</b></p> <p><b>Experiential Learning:</b> Ask students why they will be willing to pay a certain price for a good but will not pay a different price for that same good at a given point in time all things being equal. In mixed ability and gender groups, take a walk to the school canteen/nearby market/shops and ask the sellers what they consider when pricing their goods? Why that particular price for what they sell? Learners embrace diversity and practice inclusion during and after their visit to the canteen/nearby market/shops to complete the task. Encourage learners to use "please" and "thank you" as appropriate.</p>		<p>1.3.1.AS.2</p> <p>Level 1 Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>	
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• School canteen or shop or nearby market</li> <li>• Pens</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Projectors</li> </ul>

**Subject ECONOMICS**  
**Strand 4. GOVERNMENT ECONOMIC POLICY AND TRADE**  
**Sub-Strand 1. MACROECONOMIC VARIABLES (GDP, INFLATION, UNEMPLOYMENT, EXCHANGE RATE)**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.4.1.LO.1</p> <p>Examine the meaning and the type of ownership and control of resources and fundamental macroeconomic variables in the local and global economy.</p>	<p><b>Collaboration:</b> Mixed ability and gender group</p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal and writing in response to the task</li> <li>• Public speaking skills through debate</li> <li>• Verbal responses and discussion</li> </ul> <p><b>Digital Literacy:</b> Use of Internet and computer. The ability to watch videos or pictures and derive meanings from them.</p> <p><b>Interpersonal Skills:</b> Ability to work with different ability and gender learners</p> <p><b>Research:</b> Ability to search for information to complete the task. Ability to search for information to acquire knowledge</p> <p><b>Critical Thinking:</b> Ability to brainstorm to question norms and practices.</p>	<p><b>GESI:</b> Encourage participation of all learners irrespective of ability and background while respecting and tolerating each other's' views. This will lead to learners;</p> <ul style="list-style-type: none"> <li>• respecting diversity and tolerance for all when discussing resource ownership and control.</li> <li>• accepting themselves and others while appreciating their strength and working on their weaknesses as citizens of a country.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence as citizens of a mixed economy</li> <li>• exhibiting motivation, and SMART goal setting to manage economic resources effectively</li> <li>• managing emotions and conflicts to be able to work as an individual contributing positively in a mixed economy</li> </ul>



		<ul style="list-style-type: none"> <li>• showing empathy and cooperation in controlling resources</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
I.4.1.CS.1	I.4.1.LI.1			I.4.1.AS.1
Demonstrate knowledge and understanding of ownership and control of resources and fundamental macroeconomic variables.	<p><b>Determine the types of ownership and control of resources in the local and global economy.</b></p> <p><b>Initiating Talk for Learning:</b> Introduce the three types of ownership and control of resources. Divide students into three main groups and allow them to debate which one is better. Use Google or any search engine to identify countries that practice the types of ownership and control of resources. Brainstorm how the choice of type of ownership or control of resources affects the economy situation of the countries identified. Learners embrace diversity and practice inclusion during and after the brainstorming session. Encourage learners to respect one another's views.</p>			Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> <b>Level 4 Extended critical thinking and reasoning:</b>
	<p>I.4.1.LI.2</p> <p><b>Explain the meaning of the fundamental macroeconomics variable.</b></p> <p><b>Experiential Learning:</b> Demonstrate changes in price of a particular commodity to explain inflation. Show a video or pictures of the major foreign currencies used by Ghanaian traders to describe exchange rate. Use examples of relatives and friends of students who have completed school without jobs or have acquired some skills but are not practicing but just home to explain unemployment. Give more time to slow learners. Use the national budget (either by projecting or print out) to explain national income. Learners should be encouraged to exhibit integrity always.</p>			Level 1 Recall: <b>Level 2 Skills of conceptual understanding:</b> <b>Level 3 Strategic reasoning:</b> <b>Level 4 Extended critical thinking and reasoning:</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Printer</li> <li>• ICT lab</li> </ul>

**Subject ECONOMICS**

**Strand 4. GOVERNMENT ECONOMIC POLICY AND TRADE**

**Sub-Strand 2. CONCEPT OF MONEY, FINANCIAL INSTITUTIONS AND PUBLIC FINANCE**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.4.2.LO.1</p> <p>Use relevant information from the environment to discuss the concept of money and financial institutions in an economy.</p>	<p><b>Digital Literacy:</b> Ability to learn barter system through a video.</p> <p><b>Collaboration:</b> The abilities to learn from others; to understand and respect the needs, perspectives, and actions of others during the study tour.</p>	<p><b>GESI:</b> Given equal opportunities to all learners irrespective of their background and solicit views from all learners ensures;</p> <ul style="list-style-type: none"> <li>• respect for individuals of varying beliefs, religion, backgrounds and cultures on the issue of money and financial institutions in the economy.</li> <li>• sensitivity to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• awareness of personal biases, peculiarities and stereotypes when discussing a barter system.</li> <li>• tolerance for diversity.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence</li> <li>• exhibiting motivation, and SMART goal setting</li> <li>• managing emotions and conflicts</li> <li>• showing empathy and cooperation</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the</p>

		<p>promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open mindedness, patience, commitment and hard work, honesty and truthfulness in the reporting of basis of apportionment.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
I.4.2.CS.1	I.4.2.LI.1			I.4.2.AS.1
Demonstrate knowledge and understanding of the concept of money and financial institutions in an economy.	<p><b>Explain the concept of money in an economy.</b></p> <p><b>Building on What Others Say:</b> Show a video of barter system to give a brief history of money. Use a cash of any amount to explain the meaning of money in the modern economy. Give more time to learners approaching proficiency. Learners should be encouraged to be responsible and respectful citizens.</p>			Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> <b>Level 4 Extended critical thinking and reasoning</b>
	<p>I.4.2.LI.2</p> <p><b>Describe the types of financial institutions.</b></p> <p><b>Experiential Learning:</b> In a small mixed ability and gender group, embark on a study tour to a nearby financial institution such as a bank, or insurance company, etc. or watch a video of a stock exchange market or a bank or insurance company to discuss financial institutions. Learners become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals during and after the study tour or after watching the videos. Learners learn honesty from the financial institution.</p>			Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Projectors</li> <li>• CDs (recorded video)</li> </ul>	<ul style="list-style-type: none"> <li>• Permission letter</li> <li>• School bus</li> </ul>

**Subject ECONOMICS**

**Strand 4. GOVERNMENT ECONOMIC POLICY AND TRADE**  
**Sub-Strand 3. AGRICULTURE, INDUSTRIALIZATION AND TRADE**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.4.3.LOI</p> <p>Employ relevant information in the environment to examine the agricultural activities and their importance.</p>	<p><b>Communication:</b> Learners acquire communication skills through verbal responses and discussions and presentation at the school farm or as they watch the video.</p> <p><b>Collaboration:</b> Collaboration skills will be acquired through learners’ ability to work in mixed ability and gender group.</p> <p><b>Critical Thinking:</b> Learners acquire critical thinking skills based on their abilities to take a position in identifying industries in Ghana and beyond.</p>	<p><b>GESI:</b> Using mixed-ability and mixed-gender pairing, special attention given to the catch-up, regular and gifted and talented learners leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying abilities, beliefs, religion and cultures.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• being aware of personal biases and stereotypes.</li> <li>• embracing diversity and practice inclusion.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting to get involve in agriculture.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits,</p>

		<p>creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Integrity, tolerance, open-mindedness, patience, integrity and hard work</p>
I.4.3.LO.2		
Use relevant information in the environment to discuss domestic trade.	<p><b>Collaboration:</b> Ability to work in mixed ability and gender group</p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal and writing in response to the task</li> <li>• Verbal responses and discussions</li> <li>• Public speaking skills through presentation. Report writing skills</li> </ul> <p><b>Research:</b> Ability to collect data or information to complete the task</p> <p><b>Critical Thinking:</b> Brainstorming</p>	<p><b>GESI:</b> Encouraging all learners to participate in the role-play with special attention giving to learners with speech, sight and hearing impairment ensures;</p> <ul style="list-style-type: none"> <li>• respect for diversity and tolerance for all when discussing trade.</li> <li>• accepting themselves and others while appreciating their strength and working on their weaknesses as they look at how trade is done within or across borders.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for</p>

		<p>healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
I.4.3.CS.1	I.4.3.LI.1			I.4.3.AS.1
Demonstrate understanding of the role of agriculture and industry	<p><b>Describe the importance of agriculture to the Ghanaian economy.</b></p> <p><b>Project-Based Learning:</b> Visit the school farm or watch a video on agriculture or a nearby poultry farm to discuss agriculture. Give more time to learners approaching proficiency. Encourage learners to tolerate one another during and after the lesson.</p>			Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	<p>I.4.3.LI.2</p> <p><b>Describe the importance of industry to the Ghanaian economy.</b></p> <p><b>Collaboration Learning:</b> Divide the students into a number of mixed ability and gender groups and task them to discuss the importance of industry to the Ghanaian economy and present to the class. Encourage learners to be tolerant of one another and respect one another's views.</p>			Level 1 Recall Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Markers white board</li> <li>• Internet</li> <li>• CDs or pen drives</li> </ul>	<ul style="list-style-type: none"> <li>• Projectors or TVs</li> <li>• Recorded videos</li> </ul>	<ul style="list-style-type: none"> <li>• School bus</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• ICT lab</li> <li>• Exercise book</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
1.4.3.CS.2	1.4.3.LI.1			1.4.3.AS.1
Demonstrate knowledge in Domestic Trade.	<b>Identify the features of domestic trade.</b>  <b>Project-Based Learning:</b> Form mixed ability and gender groups, and task learners to visit a nearby market and collect data on market women who sell in other markets in different towns. Let them present their outcome and discuss domestic trade based on their report. Learners should respect individuals of different beliefs, religions, and cultures as they embark on the data collection exercise. Learners should be encouraged to show honesty in performing the task.			Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	1.4.3.LI.2  <b>Cite examples of domestic trade.</b>  <b>Building on What Others Say:</b> Brainstorm on the examples of domestic trade. Pay attention to learners approaching proficiency. Encourage learners to respect one another's views.			Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>Computers</li> <li>Projectors</li> </ul>	<ul style="list-style-type: none"> <li>Word processing skills</li> <li>Nearby market</li> </ul>	<ul style="list-style-type: none"> <li>Pen</li> <li>Exercise book</li> </ul>	<ul style="list-style-type: none"> <li>White board</li> <li>Markers</li> </ul>

# YEAR TWO

**Subject ECONOMICS**  
**Strand I. CONSUMERS' RATIONAL DECISION MAKING**  
**Sub-Strand I. INTRODUCTION TO THE SUBJECT ECONOMICS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI <sup>3</sup> , SEL <sup>4</sup> and Shared National Values
<p>2.1.1.LO.1</p> <p>Use the appropriate economics tools to explain everyday economic issues.</p>	<p><b>Collaboration:</b> Ability to work in a term of different abilities and gender</p> <p><b>Critical Thinking:</b> Ability to question norms and practices</p> <p><b>Communication:</b> Through verbal, non-verbal, writing and presentation</p> <p><b>Digitally Literacy:</b> Usage of internet to search for information to complete the task.</p> <p><b>Interpersonal Skills:</b> Ability to respect other group members' views</p>	<p><b>GESI:</b> Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> <li>• respect for individuals of varying beliefs, religion, socio-economic backgrounds and cultures.</li> <li>• identifying learners' peculiarities, strength and weaknesses of in Economics.</li> <li>• tolerance for diversity and respect for all.</li> <li>• appreciating the culture of managing scarce economic. resources and making rational decisions.</li> <li>• embracing different economic backgrounds.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul>

<sup>3</sup> Gender Equality and Social Inclusion

<sup>4</sup> Socio-Emotional Learning

		<p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
2.1.1.CS.1	2.1.1.LI.1			2.1.1.AS.1
Apply knowledge and understanding of the tools used in Economics.	<b>Apply words (economese) in explaining peculiar economic issues.</b>  <b>Problem-Based Learning:</b> Form a mixed ability and gender groups to identify various economic issues that can be explained using word (economese). Such as the law of demand, law of diminishing marginal utility, law of supply etc. • Respect for individuals of varying beliefs, religion, backgrounds and cultures • Knowledge of themselves and others' peculiarities, strength and weaknesses			Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>
	2.1.1.LI.2			2.1.1.AS.2
	<b>Apply infographics in explaining peculiar economic issues.</b>  <b>Problem-Based Learning:</b> Form a mixed ability and gender groups to identify various economic issues that can be explained using infographic. Such as the law of demand, law of diminishing marginal utility, law of supply etc.			Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b>
	2.1.1.LI.3			2.1.1.AS.3
	<b>Apply algebra in explaining peculiar economic issues.</b> • <b>Problem-Based Learning:</b> Form a mixed ability and gender groups to identify various economic issues that can be explained using algebra. Such as the law of demand, law of diminishing marginal utility, law of supply etc.			Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> <li>• Projector</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Pen</li> <li>• Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Search engines</li> </ul>

**Subject ECONOMICS**  
**Strand 1. CONSUMERS' RATIONAL DECISION MAKING**  
**Sub-Strand 2. DEMAND FOR GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.1.2.LO.1</p> <p>Use the appropriate factors of demand to explain the differences between change in quantity demanded and change in demand.</p>	<p><b>Collaboration:</b> Ability to work in a term of different abilities and gender.</p> <p><b>Research:</b> Ability to search for information to complete the task.</p> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• Ability to question norms and practices.</li> <li>• Ability to brainstorm to give the appropriate response.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal, writing and presentation.</li> <li>• Through verbal responses and discussion.</li> </ul> <p><b>Digitally Literacy:</b></p> <ul style="list-style-type: none"> <li>• Usage of Internet to search for information to complete the task.</li> <li>• Ability to use PowerPoint to present the task.</li> </ul> <p><b>Interpersonal Skills:</b> Ability to respect other group members' views.</p>	<p><b>GESI:</b> Involving all learners in class irrespective of their varying abilities, gender and backgrounds, supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> <li>• sensitivity to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• Appreciating making informed and rational choices by people from different economic backgrounds.</li> </ul> <p><b>SEL:</b> Promote self-awareness by giving learners opportunities to explore how they learn and social awareness by enforcing clear expectations regarding students' behaviours toward others (e.g., anti-bullying, harassment, and violence policies).</p> <ul style="list-style-type: none"> <li>• Self-reflecting and finding confidence</li> <li>• Exhibiting motivation, and SMART goal setting</li> <li>• Managing emotions and conflicts</li> <li>• Showing empathy and cooperation</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p>

		<b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and integrity
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
2.1.2.CS.1	2.1.2.LI.1			2.1.2.AS.1
Apply knowledge of the concept of demand to distinguish between change in quantity demanded and change in demand.	<p><b>Determine the factors that affect demand for a commodity.</b></p> <p><b>Collaborative Learning:</b> Group learners in at least six different groups based on at least six factors that affect the demand for a commodity. Each group should research on their respective or assigned factors that determine the demand for a commodity. Each group should present their work using examples from their everyday life as students. Be sensitive to different abilities and gender.</p> <ul style="list-style-type: none"> <li>• Awareness of personal biases, peculiarities and stereotypes</li> <li>• Tolerance for diversity</li> </ul>			<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p><b>Level 4 Extended critical thinking and reasoning</b></p>
	2.1.2.LI.2			2.1.2.AS.2
	<p><b>Differentiate between change in quantity demanded and change in demand.</b></p> <p><b>Building on What Others Say:</b> Brainstorm and discuss how the factors that determine demand can lead to a change in demand and a change in quantity demand. Give more time to learners approaching proficiency.</p>			<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p><b>Level 4 Extended critical thinking and reasoning</b></p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> <li>• Projector</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Pen</li> <li>• Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Search engines</li> </ul>

**Subject ECONOMICS**  
**Strand 1. CONSUMERS' RATIONAL DECISION MAKING**  
**Sub-Strand 3. CONSUMER BEHAVIOUR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.1.3.LO.1</p> <p>Exhibit rational behaviour in determining the equilibrium in consumption of goods and services through practical experiences.</p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal responses and discussion.</li> <li>• Through giving feedback verbally.</li> </ul> <p><b>Critical Thinking:</b> Ability to question the norms and practices.</p>	<p><b>GESI:</b> Creating equal opportunities for all learners to participate in class, through the use of balanced gender groups leads to;</p> <ul style="list-style-type: none"> <li>• confidence and efficacy in their ability to perform.</li> <li>• awareness of themselves and others taking into consideration their biases and stereotypes.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Ability to listen attentively to others in class</li> <li>• Provide opportunities for learners to work together in groups or with partners</li> <li>• Creating opportunities for learners to build their Socio- Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion</li> <li>• Showing empathy and cooperation</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and integrity.</p>

<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21<sup>st</sup> Century and GESI</b>			<b>Assessment</b>
2.1.3.CS.1	2.1.3.LI.1			2.1.3.AS.1
Apply knowledge in utility concept as a rational consumer.	<b>Use the concept of utility to determine the equilibrium of a consumer</b>  <b>Structuring Talk for Learning:</b> Discuss how equilibrium is attained by equating marginal utility to price. Give more time to learners approaching proficiency. <ul style="list-style-type: none"> <li>• Tolerance and respect for each other</li> <li>• Confidence and efficacy in their ability to perform</li> </ul>			Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	2.1.3.LI.2			2.1.3.AS.2
	<b>Sketch the utility curves (Total, Marginal and Average)</b>  <b>Building on What Others Say:</b> Use participatory feedback to draw the various utility curves. Give more time to learners approaching proficiency			Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pencil</li> <li>• Pens</li> <li>• Eraser</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White boards</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Excel</li> <li>• Computer</li> </ul>

**Subject ECONOMICS**  
**Strand 2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand 1. PRODUCTION OF GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.1.LO.1</p> <p>Use information gathered from the environment to determine the time periods, TP, AP, MP, labour and capital-intensive methods and the cost of production.</p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Verbal responses and discussion.</li> <li>• Through verbal, non-verbal and writing analytical/ quantitative skills: ability to add and divide.</li> <li>• Through verbal responses and feedbacks.</li> </ul> <p><b>Critical Thinking:</b> Ability to identify the various time period in production</p> <p><b>Digital Literacy:</b> Through watching video, using projectors and computers.</p> <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Through interviewing the matron or sellers.</li> <li>• Through data collection.</li> </ul>	<p><b>GESI:</b> Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> <li>• respect for individuals of varying beliefs, religion, backgrounds and cultures.</li> <li>• knowledge of themselves and others' peculiarities, strength and weaknesses.</li> <li>• tolerance for diversity and respect for all</li> <li>• gaining clarity on misconceptions/ myths about gender and disabilities as they relate to labour and production.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Foster learners' awareness of real-world problems and issues in production</li> <li>• Promote responsible decision making among learners</li> <li>• Managing emotions and conflicts</li> <li>• Showing empathy and cooperation</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for</p>

		<p>healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
2.2.1.LO.2		
<p>Establish the relationships among Total Revenue (TR), Average Revenue (AR), and Marginal Revenue (MR).</p>	<p><b>Communication:</b> Through verbal, non-verbal, writing and presentation</p> <p><b>Digital Literacy:</b> Ability to use excel to present their results</p> <p><b>Research Skills:</b> Through data collection and analysis</p> <p><b>Creativity:</b> Ability to plot and draw the curves</p>	<p><b>GESI:</b> Creating equal opportunities for all learners to participate in class, through the use of balanced gender groups leads to;</p> <ul style="list-style-type: none"> <li>• tolerance and respect for one another.</li> <li>• awareness of themselves and others taking into consideration their biases and stereotypes.</li> <li>• Promoting economic change and advocate for social justice for labour involved in occupational hazards.</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and integrity</p>

<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21<sup>st</sup> Century and GESI</b>	<b>Assessment</b>
2.2.1.CS.1	2.2.1.LI.1	2.2.1.AS.1
Apply knowledge and understanding of production to pricing of goods.	<p><b>Identify the time periods in production.</b></p> <p><b>Talk for Learning Approaches (TfL):</b> Discuss the various time periods in production. Give equal opportunity to all learners.</p>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
	<p><b>2.2.1.LI 2</b></p> <p><b>Apply the concept of production to calculate Total Product (TP), Marginal Product (MP) and Average Product (AP)</b></p> <p><b>Problem Based Learning:</b> Learners form a mixed ability and gender groups to calculate Total Product (AP), Marginal Product (MP) and Average Product (AP)</p>	<p>2.2.1.AS.2</p> <p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning</b></p>
	2.2.1.LI.3	2.2.1.AS.3
	<p><b>Differentiate between labour intensive and capital-intensive methods of production.</b></p> <p><b>Experiential Learning:</b> Show two different videos on how firms use labour intensive method and capital-intensive methods of production. Give more time to learners approaching proficiency.</p> <ul style="list-style-type: none"> <li>• Confidence and efficacy in their ability to perform</li> <li>• Awareness of themselves and others taking into consideration their biases and stereotypes</li> </ul>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>
	2.2.1.LI.4	2.2.1.AS.4
<p><b>Apply the concept of cost to calculate average, total and marginal costs.</b></p> <p><b>Experiential Learning:</b> Form a mixed ability and gender groups and interview the school matron on how much it cost to cook breakfast for the entire school (Total Cost [TC]) per student (Average Cost [AC]) and an additional student (Marginal Cost [MC]). Ask her the fixed and variable cost elements. Or visit the school canteen and interview a seller on the above</p>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning</b></p>	

	<ul style="list-style-type: none"> <li>• Knowledge of learners in themselves and others' peculiarities, strength and weaknesses</li> <li>• Tolerance for diversity and respect for all</li> </ul>			
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pen</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Computer projectors</li> <li>• markers</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft PowerPoint</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI		Assessment
2.2.1.CS.2	2.2.1.LI.1		2.2.1.AS.1
Demonstrate understanding of Revenue Concepts.	<p><b>Determine Total, Average and Marginal Revenues.</b></p> <p><b>Experiential Learning:</b> Form mixed groups of different ability and gender and embark on a visit to the school canteen or nearby market or shop and interview the sellers on how much they sell a given good (price) and the total quantity of the goods available for sale. Use excel to generate a table for at least five goods with their respective prices and quantities available for sale. Use the data collected to determine the TR, AR and MR.</p> <ul style="list-style-type: none"> <li>Embracing diversity and practice inclusion</li> <li>Awareness of themselves and others taking into consideration their biases and stereotypes</li> </ul>		Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> <b>Level 4 Extended critical thinking and reasoning:</b>
	2.2.1.LI.2	<p><b>Sketch Total, Average and Marginal Revenues curves.</b></p> <p><b>Building on What Others Say:</b> In your mixed ability and gender groups, use your knowledge acquired on Total Revenue (TR), Average Revenue (AR), Marginal Revenue (MR) and with the data presented in excel sheet, plot your results in a graph book to draw TR, AR and MR curves</p>	2.2.1.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>Microsoft Excel</li> <li>Computers</li> <li>Projectors</li> </ul>	<ul style="list-style-type: none"> <li>ICT lab</li> <li>Graph books</li> </ul>	<ul style="list-style-type: none"> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>White boards.</li> </ul>



**Subject ECONOMICS**  
**Strand 2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand 2. SUPPLY OF GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.2.LO.1</p> <p>Use the factors of supply to explain the differences between change in quantity supplied and change in supply.</p>	<p><b>Collaboration:</b> Working in mixed groups and small groups</p> <p><b>Research:</b> Ability to collect data from sellers in the school canteen or local market</p> <p><b>Communication:</b> Presentation of research report and verbal responses</p> <p><b>Digital Literacy:</b> Ability to present report in PowerPoint</p> <p><b>Critical Thinking:</b> Ability to question norms and practices</p>	<p><b>GESI:</b> Involving all learners in class irrespective of their varying abilities, gender and backgrounds, supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> <li>• sensitivity to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• awareness of personal biases, peculiarities and stereotypes.</li> <li>• contributing to the discussions on Economic issues.</li> <li>• gaining clarity on misconceptions/ myths about gender and disabilities as they relate to Economics and leadership.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Provide learners with a range of options for completing their work</li> <li>• Offer positive support when learners are having difficulties with self-regulation</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work</p>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI		Assessment	
2.2.2.CSI	2.2.2LI.1		2.2.2.AS.1	
Demonstrate knowledge of supply of goods and services.	<p><b>Determine the factors that affect supply of a commodity.</b></p> <p><b>Experiential Learning:</b> Form a mixed ability and gender groups and visit a local market or school canteen to collect data on the things sellers consider when selling a good. Produce your report in PowerPoint and present to the class.</p> <ul style="list-style-type: none"> <li>Respecting individuals of varying beliefs, religion and cultures as you collect data and write reports</li> <li>Being sensitive to the inter-relatedness of the various spheres of life, groups and individuals in groups</li> </ul>		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b>	
	2.2.2LI.2		2.2.2.AS.2	
	<p><b>Differentiate between change in quantity supplied and change in supply.</b></p> <p><b>Building on What Others Say:</b> Discuss in mixed ability and gender groups using previous knowledge acquired to explain how the law of supply is derived and state it clearly.</p> <ul style="list-style-type: none"> <li>Sensitivity to the inter-relatedness of the various spheres of life, groups and individuals during discussions</li> <li>Awareness of personal biases, peculiarities and stereotypes in groups</li> <li>Tolerance for diversity</li> </ul>		Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> <b>Level 4 Extended critical thinking and reasoning:</b>	
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>Pen</li> <li>Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> <li>Projectors</li> </ul>	<ul style="list-style-type: none"> <li>Markers</li> <li>White board</li> </ul>	<ul style="list-style-type: none"> <li>ICT Lab</li> <li>Microsoft PowerPoint</li> </ul>

**Subject**      **ECONOMICS**  
**Strand**        **2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand**   **3. MARKET ANALYSIS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.3.LO.1</p> <p>Analyse the various markets and determine the types of profits.</p>	<p><b>Communication:</b> Through verbal, non-verbal and writing in response to the task. Verbal responses and discussions.</p> <p><b>Digital Literacy:</b> Ability to search for videos on the internet, ability to use the projector</p> <p><b>Critical Thinking:</b> Ability to deduce the meaning of market structures from the video. Ability to question norms and practices</p>	<p><b>GESI:</b> Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures in understanding of markets.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• embracing different economic backgrounds.</li> <li>• embracing diversity and practice inclusion.</li> <li>• identify Economic injustice in society.</li> <li>• advocating for economic change and price stabilization.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Promote self-awareness by giving learners opportunities to explore how they learn and social awareness</li> <li>• Self-reflecting and finding confidence</li> </ul>

		<ul style="list-style-type: none"><li>• Exhibiting motivation, and SMART goal setting</li><li>• Managing emotions and conflicts</li></ul> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI		Assessment	
2.2.3.CS.1	2.2.3.LI.1		2.2.3.AS.1	
Demonstrate understanding of Market Structures.	<p><b>Explain market structures and the types of market structures.</b></p> <p><b>Experiential learning:</b> Learners watch a video to discuss the meaning of market structures.</p> <p><b>Experiential Learning:</b> Show a video to discuss the different types of market structures and their characteristics. Give equal opportunity to all learners.</p> <ul style="list-style-type: none"> <li>• Respecting individuals of varying beliefs, religion and cultures</li> <li>• Being sensitive to the inter-relatedness of the various spheres of life, groups and individuals</li> <li>• Being aware of personal biases and stereotypes</li> </ul>		<p>Level 1 Recall:</p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>	
	<p>2.1.2.3LI.2</p> <p><b>Determine the types of profits (super-normal, normal and sub-normal).</b></p> <p><b>Building on What Others Say:</b> Build on your previous knowledge on cost and revenue in small groups to discuss the conditions needed to determine profits and loss for the various markets. Be sensitive to different abilities and gender groups.</p>		<p>2.1.2.3AS2</p> <p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>	
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Short, recorded videos</li> <li>• Internet</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• ICT lab</li> <li>• Pens</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Projectors</li> </ul>

**Subject ECONOMICS**  
**Strand 3. PRICE ANALYSIS AND PREDICTION IN THE MODERN ECONOMY**  
**Sub-Strand 1. PRICE AND EQUILIBRIUM ANALYSIS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.1.LO.1</p> <p>Use the concepts of demand and supply to determine the equilibrium in the market..</p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal responses</li> <li>• Through presentation of result and discussion</li> </ul> <p><b>Quantitative Skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to equate the demand function to the supply function responses and discussions</li> <li>• Ability to calculate the equilibrium price and quantity</li> </ul> <p><b>Creativity:</b> Ability to draw the curves to intersect</p> <p><b>Collaboration:</b> Working in mixed ability and gender groups</p> <p><b>Critical Thinking:</b> Ability to question norms and practices</p>	<p><b>GESI:</b> Encouraging all learners in an inclusive way, cross sharing of thoughts and ideas between and among groups and individuals leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• being aware of personal biases and stereotypes</li> <li>• embracing diversity and practice inclusion.</li> <li>• identifying trade-offs and winners and losers in economic transactions in the market.</li> <li>• identifying inequalities in society and advocate for change.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Create self and social awareness among learners</li> <li>• Provide students with a range of options for completing their work</li> <li>• Offer positive support when learners are having difficulties with self-regulation</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work</p>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment
2.3.1.CS.1	2.3.1.LI.1	2.3.1.AS.1
Apply quantitative skills in determining equilibrium.	<p><b>Explain equilibrium situation in the market.</b></p> <p><b>Building on What Others Say:</b> Based on the knowledge acquired from demand and supply, explain equilibrium in the market by using curves and functions. Give more time to learners approaching proficiency.</p> <ul style="list-style-type: none"> <li>• Being sensitive to the inter-relatedness of the various spheres of life, groups and individuals in class</li> <li>• Being aware of personal biases and stereotypes</li> </ul>	<p>Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> <b>Level 4 Extended critical thinking and reasoning:</b></p>
	<p>2.3.1.LI.2</p> <p><b>Determine the equilibrium output and price in the market.</b></p> <p><b>Building on What Others Say:</b> In mixed ability and gender groups, and based on the knowledge acquired from equilibrium, explain the equilibrium price and quantity in a market. Discuss disequilibrium situations in a market and how equilibrium can be restored.</p> <ul style="list-style-type: none"> <li>• Embracing diversity and practice inclusion in various groups</li> <li>• Respecting individuals of varying beliefs, religion and cultures</li> </ul>	<p>Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b></p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> </ul>

**Subject ECONOMICS**  
**Strand 4. GOVERNMENT ECONOMIC POLICY AND TRADE**  
**Sub-Strand I. MACROECONOMIC VARIABLES (GDP, INFLATION, UNEMPLOYMENT, EXCHANGE RATE)**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.4.1.LO.1</p> <p>Determine the effects of changes in the fundamental macroeconomics variables on the economy and their control policies.</p>	<p><b>Collaboration:</b> Working in mixed ability and gender group</p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal and writing in response to the task</li> <li>• Public speaking skills through presentation</li> <li>• Through verbal, non-verbal, writing and presentation</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use of PowerPoint to present the task</li> <li>• The ability to search for information on the Internet and prepare PowerPoint</li> </ul> <p><b>Interpersonal Skills:</b> Ability to work with different ability and gender learners</p> <p><b>Critical Thinking:</b> Ability to brainstorm to question norms and practices</p> <p><b>Research:</b> Ability to search for information to acquire knowledge. Ability to search for information to complete the task</p>	<p><b>GESI:</b> Creating equal opportunities for all learners to participate in class, using balanced gender groups leads to;</p> <ul style="list-style-type: none"> <li>• contributing to the rich national discussions on macro-economic variables.</li> <li>• advocating for price stabilization and economic change.</li> <li>• appreciating national economic policy decisions.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Offer positive support when learners are having difficulties with self-regulation.</li> <li>• Create self and social awareness among learners</li> <li>• Provide students with a range of options for completing their work</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and integrity</p>
<p>2.4.1.LO.2</p> <p>Use the existing and relevant approaches (expenditure, product and income approach) to analyse the National Income.</p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal, writing and presentation</li> <li>• Through verbal, responses and discussions</li> </ul>	<p><b>GESI:</b> Appreciative of the need for teamwork, accepting the views of others without any form of discrimination ensures;</p>



	<p><b>Critical Thinking:</b> Ability to brainstorm</p>	<ul style="list-style-type: none"> <li>• awareness of the need to accept views of others and respect for diverse backgrounds, etc.</li> <li>• developing consciousness in accepting the varied background of others and respecting them</li> <li>• contributing to the national discussions on productivity and national income and how they contribute to economic growth and development</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and integrity</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI		Assessment
2.4.1.CS.1	2.4.1.LI.1		2.4.1.AS.1
Demonstrate knowledge of the fundamental macroeconomic variables.	<p><b>Identify the effects of changes in fundamental macroeconomic variables on the economy.</b></p> <p><b>Initiating Talk for Learning:</b> In a mixed ability and gender groups, brainstorm how a change in inflation, exchange rate and unemployment rate will affect GDP and present your report in Microsoft PowerPoint.</p> <ul style="list-style-type: none"> <li>• Tolerance for diversity and respect for all</li> <li>• Knowledge of themselves and others' peculiarities, strength and weaknesses</li> </ul>		Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b>
	<p>2.4.1.LI.2</p> <p><b>Suggest control policies to mitigate the effect of the changes of the fundamental macroeconomic variables.</b></p> <p><b>Problem-Based Learning:</b> Form a mixed ability and gender groups, visit the ICT lab, and with the help of the Internet and search engine, research on how Ghana and the rest of the world control the negative effects of the changes in the various macroeconomics variables and present your report in Microsoft PowerPoint.</p> <ul style="list-style-type: none"> <li>• Respect for individuals of varying beliefs, religion, backgrounds and cultures in learners' ability and gender groups</li> </ul>		2.4.1.AS.2  Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• ICT Lab</li> <li>• Internet</li> <li>• Microsoft PowerPoint</li> <li>• Projector</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Computers</li> </ul>	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI		Assessment
2.4.1.CS.2	2.4.1.LI.1		2.4.1.AS.1
Demonstrate understanding of the measurements, uses and importance of National Income.	<p><b>Calculate National Income by using any of the three approaches.</b></p> <p><b>Building on What Others Say:</b> Brainstorm and discuss how countries determine national income by using product and income approaches. Give more time to learners approaching proficiency.</p> <ul style="list-style-type: none"> <li>• Awareness of personal biases, peculiarities and stereotypes during the discussion process</li> <li>• Tolerance for diversity</li> </ul>		Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b>
	<p>2.4.1.LI.2</p> <p><b>Explain the uses and importance of National Income (E.g., standard of living).</b></p> <p><b>Building on What Others Say:</b> Brainstorm and discuss how countries determine national income by using product and income approaches. Give more time to learners approaching proficiency.</p> <ul style="list-style-type: none"> <li>• Respect for individuals of varying beliefs, religion, backgrounds and cultures during discussion</li> </ul>		Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White boards</li> </ul>	

**Subject ECONOMICS**  
**Strand 4. GOVERNMENT ECONOMIC POLICY AND TRADE**  
**Sub-Strand 2. CONCEPT OF MONEY, FINANCIAL INSTITUTIONS AND PUBLIC FINANCE**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.4.2.LO.1</p> <p>Employ relevant information in the environment to examine the reasons for holding money, role of financial institutions and taxation in an economy.</p>	<p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>• The abilities to learn from others; to understand and respect the needs, perspectives, and actions of others regarding money and during the study</li> <li>• Ability work in mixed ability and gender group</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal responses and discussion</li> <li>• Verbal responses, discussions and presentation</li> </ul> <p><b>Critical Thinking:</b> Ability to identify the principles, types and classify taxation</p>	<p><b>GESI:</b> Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• appreciating financial literacy skills.</li> <li>• advocating or become champions for change</li> <li>• appreciating the contributions of financial institutions in society.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthfulness, and honesty in the work environment.</p>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment
2.4.2.CS.1	2.4.2.LI.1	2.4.2.AS.1
Demonstrate knowledge and understanding of the concept money and financial institutions in an economy.	<p><b>Describe the reasons for holding money.</b></p> <p><b>Building on What Others Say:</b> Form a mixed ability and gender groups and discuss the reason you hold money as learners.</p> <ul style="list-style-type: none"> <li>• Embracing diversity and practice inclusion</li> <li>• Being sensitive to the inter-relatedness of the various spheres of life, groups and individual</li> </ul>	<p>Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>
	2.4.2.LI.2	2.4.2.AS.2
	<p><b>Describe the role of financial institutions in an economy.</b></p> <p><b>Collaborative Learning:</b> In a mixed ability and gender groups, discuss the roles of financial institution such as a bank, or insurance company, etc. or watch a video of a stock exchange market or a bank or insurance company to discuss the roles of financial institutions. Groups share their views with the class.</p>	<p>Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b></p>
	2.4.2.LI.3	2.4.2.AS.3
	<p><b>Identify the principles, types and classification of taxation.</b></p> <p><b>Collaborative Learning:</b> Form a mixed gender and ability groups and brainstorm to identify the principles, types (direct and indirect) and classification (proportional, regressive, progressive) of taxation in an economy. Prepare PowerPoint slides and present your work to the class.</p> <ul style="list-style-type: none"> <li>• Being sensitive to the inter-relatedness of the various spheres of life, groups and individuals</li> <li>• Being aware of personal biases and stereotypes</li> </ul>	<p>Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> <b>Level 4 Extended critical thinking and reasoning:</b></p>
2.4.2.LI.4	2.4.2.AS.4	
<p><b>Examine the advantages and disadvantages of taxation.</b></p> <p><b>Experiential Learning:</b> Show two different videos or role-play on advantages and disadvantages of taxation. Give more time to learners approaching proficiency.</p>	<p>Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b></p>	

<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"><li>• Marker</li><li>• White board</li></ul>	<ul style="list-style-type: none"><li>• Computers</li><li>• Internet</li></ul>	<ul style="list-style-type: none"><li>• Projectors</li><li>• CDs (recorded video)</li></ul>	<ul style="list-style-type: none"><li>• Pens</li><li>• Exercise books</li></ul>
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**Subject ECONOMICS**  
**Strand 4 GOVERNMENT ECONOMIC POLICY AND TRADE**  
**Sub-Strand 3. AGRICULTURE, INDUSTRIALIZATION, AND TRADE**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
2.4.3.LO.1		
<p>Use relevant information in the environment to examine the challenges in Agricultural industrial and Service sectors.</p>	<p><b>Communication:</b> Verbal responses, non-verbal, writing, discussion and presentation</p> <p><b>Digital Literacy:</b> Ability to prepare PowerPoint and present reports</p> <p><b>Collaboration:</b> Ability work in mixed ability and gender group</p> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• Ability to take a position in identifying challenges of industries in Ghana and beyond</li> <li>• Ability to brainstorm to provide solutions to the challenges</li> </ul>	<p><b>GESI:</b> Encouraging learners to share ideas in an inclusive environment, cross sharing of ideas and views between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures.</li> <li>• being aware of personal biases and stereotypes.</li> <li>• appreciating the rich contributions of sectors of the economy.</li> <li>• advocating for increased productivity to spur growth and economic change.</li> <li>• identifying inequalities in the society and advocate for change.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul>

		<p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work, fairness, truthfulness, and honesty in the work environment.</p>
2.4.3.LO.2		
Analyze domestic and international trade.	<p><b>Collaboration:</b> Ability to work in mixed ability and gender groups</p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal and writing in response to the task</li> <li>• Public speaking skills through presentation</li> <li>• Report writing skills and verbal responses and discussions</li> </ul> <p><b>Research:</b> Ability to collect data or information to complete the task</p> <p><b>Critical Thinking:</b> Brainstorming.</p>	<p><b>GESI:</b> Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• being aware of personal biases and stereotypes</li> <li>• Embracing diversity and practice inclusion.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Self-reflecting and finding confidence</li> <li>• Exhibiting motivation, and SMART goal setting</li> <li>• Managing emotions and conflicts</li> <li>• Showing empathy and cooperation</li> </ul> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work, fairness, truthfulness, and honesty in the work environment.</p>



<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21<sup>st</sup> Century and GESI</b>			<b>Assessment</b>
2.4.3.CS.1	2.4.3.LI.1			2.4.3.AS.1
Demonstrate understanding of the challenges of agricultural, industrial and service sectors.	<b>Identify the challenges and solutions to agricultural sector.</b>  <b>Collaborative Learning:</b> Form a mixed gender and ability groups and brainstorm on the challenges faced by the agricultural sector of Ghana and suggest solutions to them. Prepare PowerPoint slides and present your work to the class. <ul style="list-style-type: none"> <li>• Respecting individuals of varying beliefs, religion and cultures</li> <li>• Knowledge of themselves and others' peculiarities, strength and weaknesses</li> </ul>			Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	2.4.3.LI.2			2.4.3.AS.2
	<b>Identify the challenges and solutions to industrial sector.</b>  <b>Collaboration Learning:</b> Put the learners into few mixed ability and gender groups and task them to search from the Internet the challenges of industries in Ghana and the rest of the world and suggest solutions to them. <ul style="list-style-type: none"> <li>• Sensitivity to the inter-relatedness of the various spheres of life, groups and individuals</li> </ul>			Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>
	2.4.3.LI.3			2.4.3.AS.3
	<b>Identify the meaning, importance, challenges and solutions to the service sector of Ghana</b>  <b>Collaborative Learning:</b> Put learners in mixed ability and gender groups to discuss the meaning, importance, challenges and solutions of the service sector.			Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> <b>Level 4 Extended critical thinking and reasoning</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Projectors</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• ICT lab</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Pens</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Microsoft PowerPoint</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
2.4.3.CS.2	2.4.3.LI.1			2.4.3.AS.1
Demonstrate knowledge and understanding of International Trade.	<p><b>Explain the concept of International trade.</b></p> <p><b>Project-Based Learning:</b> Divide students into mixed ability and gender groups and task them to identify the countries that Ghana trade with and discuss how trading is done between Ghana and those identified countries with the support of search engines and the Internet. Allow the students to project their outcome and discuss international trade based on their report.</p> <ul style="list-style-type: none"> <li>• Respect for individuals of varying beliefs, religion, backgrounds and cultures</li> <li>• Knowledge of themselves and others' peculiarities, strength and weaknesses</li> </ul>			<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
	2.4.3.LI.2	<p><b>Compare domestic trade to International trade.</b></p> <p><b>Building on What Others Say:</b> Based on your previous knowledge on domestic trade, brainstorm and compare international trade and domestic trade and state clearly the differences. Give equal opportunity to all learners. Give equal opportunity to all learners.</p>		<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Projectors</li> </ul>	<ul style="list-style-type: none"> <li>• Word processing skills</li> <li>• Nearby market</li> </ul>	<ul style="list-style-type: none"> <li>• Pen</li> <li>• Exercise book</li> </ul>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> </ul>

# **YEAR THREE**

**Subject ECONOMICS**  
**Strand 1. CONSUMERS' RATIONAL DECISION MAKING**  
**Sub-Strand 2. DEMAND FOR GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI <sup>5</sup> , SEL <sup>6</sup> and Shared National Values
<p>3.1.2.LO.1</p> <p>Interpret elasticity of demand.</p>	<p><b>Collaboration:</b> Through work group</p> <p><b>Communication:</b> Communicate effectively verbally and non-verbally, through group discussions and writing.</p> <p><b>Critical Thinking:</b> Ability to identify the factors that affect demand from previous lesson</p> <p><b>Learning for Life:</b> Ability to apply the concept of elasticity to daily life</p>	<p><b>GESI:</b> Involving each learner in and sharing of views and tolerating that of others leads to;</p> <ul style="list-style-type: none"> <li>• appreciating diverse cultures across the globe resulting in responsiveness to a change.</li> <li>• working in groups, respecting diverse background, and embracing inclusivity of all in measuring elasticity of demand.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits,</p>

<sup>5</sup> Gender Equality and Social Inclusion

<sup>6</sup> Socio-Emotional Learning

		<p>creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthfulness, and honesty</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
3.1.2.CS.1	3.1.2.LI.1			3.1.2.AS.1
Demonstrate knowledge and understanding of elasticity of demand for goods and services.	<p><b>Calculate Elasticity of Demand for goods and services.</b></p> <p><b>Group Work/Collaborative Learning:</b> Work in mixed ability groups to calculate elasticity of demand and types of elasticity of demand. Respect individuals from different backgrounds by working collaboratively. Learners learn to be content with their individual and group strengths through self-awareness and social awareness.</p>			<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning:</b></p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>
	<p>3.1.2.LI.2</p> <p><b>Evaluate factors affecting Elasticity of Demand.</b></p> <p><b>Experiential Learning:</b> Brainstorm the factors that affect the elasticity of demand. Learners embrace diversity and practice inclusion as they brainstorm to uncover the factors that affect elasticity of demand. Pay attention to learners approaching proficiency.</p>			<p>3.1.2.AS.2</p> <p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Pen</li> <li>• Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Exercise books</li> </ul>

**Subject ECONOMICS**  
**Strand 1. CONSUMERS' RATIONAL DECISION MAKING**  
**Sub-Strand 3. CONSUMER BEHAVIOUR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.3.LO1</p> <p>Use information from the environment to explain income and substitution effects.</p>	<p><b>Communication:</b> Verbal and non-verbal responses through group discussion and writing</p> <p><b>Interpersonal Skills:</b> Ability to work with others in a group</p> <p><b>Digital Literacy:</b> Ability to use Microsoft Power Point to present the work</p> <p><b>Creativity:</b> Ability to draw the graph correctly</p>	<p><b>GESI:</b> Giving attention to learners to enable them to overcome their limitations and weaknesses ensures;</p> <ul style="list-style-type: none"> <li>• awareness of self and others' peculiarities, strength and weaknesses.</li> <li>• tolerance and respect for diversity in opinions thoughts.</li> <li>• inter-relatedness of diversity in backgrounds and beliefs.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio- Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity</p>

		<p>presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, respect for diversity, commitment, fairness, commitment and hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
3.1.3.CSI	3.1.3.LI.1			3.1.3.AS.1
Demonstrate knowledge and understanding of Substitution and Income Effects.	<p><b>Explain Substitution and Income Effects in Utility.</b></p> <p><b>Collaboration Learning:</b> In a mixed gender and ability groups, discuss the concepts of substitution and income effects using your daily life experiences as students and present your group work using PowerPoint. Through collaboration, learners learn to be gender responsive and have the ability to tackle injustice. Learners learn to accept and tolerate one another irrespective of their background.</p>			Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:
	<p>3.1.3.LI.2</p> <p><b>Graphically represent the Substitution and Income Effects.</b></p> <p><b>Collaboration Learning:</b> In a mixed gender and ability groups, illustrate the concepts of substitution and income effects on a graph and present your group work using PowerPoint</p>			3.1.3.AS.2  Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Microsoft Power Point</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> </ul>

**Subject ECONOMICS**  
**Strand 2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand 1. PRODUCTION OF GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.1.LO.1</p> <p>Describe Economies of scale and Diseconomies of scale.</p>	<p><b>Collaboration:</b> Mixed ability and gender groups</p> <p><b>Communication:</b> Verbal Responses and presentations</p> <p><b>Research:</b> Getting information on Economies of scale and Diseconomies of scale through search engines</p> <p><b>Digital Literacy:</b> Ability to use computer and internet to search for information through Google etc.</p>	<p><b>GESI:</b> Encouraging each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• being aware of personal biases and stereotypes.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and</p>

		<p>the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work, fairness, truthfulness, and honesty in the work environment.</p>
3.2.1.LO.2		
<p>Compare Economies of scale to Diseconomies of scale.</p>	<p><b>Collaboration:</b> Mixed ability and gender groups</p> <p><b>Communication:</b> Verbal Responses and presentations</p> <p><b>Research:</b> Getting information on Economies of scale and Diseconomies of scale through search engines</p> <p><b>Digital Literacy:</b> Ability to use computer and internet to search for information through google etc.</p> <p><b>Critical Thinking:</b> Ability to identify differences and similarities between economies and diseconomies of scale</p>	<p><b>GESI:</b> Encouraging all learners to participate in discussions giving attention to learners with numeracy and other limitations will help to;</p> <ul style="list-style-type: none"> <li>• engender values of fairness and integrity in dealing with others.</li> <li>• appreciate the efforts of other people and the lifestyles and respect diversity.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul>

		<p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work and fairness</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
3.2.1.CS.1	3.2.1.LI.1			3.2.1.AS.1
Demonstrate knowledge and understanding of Economies and Diseconomies of Scale.	<p><b>Describe Economies of scale and Diseconomies of scale.</b></p> <p><b>Group Work/Collaborative Learning:</b> Discussion in mixed gender and ability groupings on Economies and Diseconomies of scale. Through group work and collaborative learning, learners learn how to be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. Learners support and respect one another in their mixed-ability groups while obeying specific instructions from the teacher.</p>			Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:
	<p>3.2.1.LI.2</p> <p><b>Compare Economies of scale to Diseconomies of scale.</b></p> <p><b>Group Work/Collaborative Learning:</b></p> <ul style="list-style-type: none"> <li>In your mixed gender and ability groups, compare Economies and Diseconomies of scale and outline clearly the differences and similarities. Present your work using PowerPoint.</li> <li>Through group work and collaboration, learners learn to value and work in favour of a democratic and inclusive society. This is achieved through interactions in the groups. Promote tolerance and patriotism by encouraging receptiveness to divergent views.</li> </ul>			Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Computers</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Search engine such as google web etc.</li> <li>ICT Lab</li> </ul>	<ul style="list-style-type: none"> <li>Pens</li> <li>Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>Marker</li> <li>White board</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
3.2.1.CS.2	3.2.1.LI.1			3.2.1.AS.1
Demonstrate knowledge and understanding of Equilibrium of firms in an Industry and how prices are discriminated.	<b>Determine the equilibrium situation in a firm and in an industry.</b>  <b>Talk for Learning Approaches (TfL):</b> Develop activities leading to quality discussions on the equilibrium of the firm and industry. Pay attention to learners approaching proficiency. Learners learn how to respect individuals of different beliefs, religions, and cultures. Learn to tolerate different views and be assertive as class discussion ensues.			Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning</b>
	3.2.1.LI.2			3.2.1.AS.2
	<b>Explain the objectives of the firms in an industry.</b>  <b>Talk for Learning Approaches (TfL):</b> Develop activities leading to quality discussions on the objectives of firms in an industry. Pay attention to learners approaching proficiency.			Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning</b>
	3.2.1.LI.3			3.2.1.AS.3
	<b>Identify price discrimination in the market.</b>  <b>Talk for Learning Approaches (TfL):</b> Develop activities leading to quality discussions price discrimination. Pay attention to learners approaching proficiency. Learners learn how to respect individuals of different beliefs, religions, and cultures. Learn to tolerate different views and be assertive as class discussion ensues.			Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning</b>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pens,</li> <li>• Exercise books</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Internet,</li> <li>• Search engines</li> </ul>	<ul style="list-style-type: none"> <li>• Projectors</li> <li>• ICT lab</li> </ul>

**Subject ECONOMICS**  
**Strand 2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand 2. SUPPLY OF GOODS AND SERVICES**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.2.LO.1</p> <p>Explain elasticity and its importance.</p>	<p><b>Collaboration:</b> Working in small groups of mixed gender and ability</p> <p><b>Communication:</b> Verbal and non-verbal through group discussion and presentation of group work</p> <p><b>Digital Literacy:</b> Ability to type reports and present by using computer and projector</p> <p><b>Interpersonal Skills:</b> The act of working with others in the group to complete the task</p>	<p><b>GESI:</b> Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> <li>• respecting individuals of varying beliefs, religion and cultures.</li> <li>• being sensitive to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• being aware of personal biases and stereotypes.</li> <li>• embracing diversity and practice inclusion.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker</p>

		<p>for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthful, and honesty in the work environment.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment		
3.2.2.CS.1	3.2.2.LI.1	3.2.2.AS.1		
Demonstrate knowledge of Elasticity of Supply.	<p><b>Calculate Elasticity of Supply.</b></p> <p><b>Group Work/Collaborative Learning:</b> Work in mixed ability groups to calculate elasticity of supply and factors affecting elasticity of supply. Present your work using PowerPoint. Respect individuals from different backgrounds by working collaboratively. Learners learn to be content with their individual and group strengths.</p>	<p>Level 1 Recall:</p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>		
	<p>3.2.2.LI.2</p> <p><b>Explain the importance of elasticity of supply.</b></p> <p><b>Group Work/Collaborative Learning:</b> In your mixed ability groups, discuss the importance of elasticity of supply. Present your work using PowerPoint. Through group work and collaboration, learners learn to value and work in favour of a democratic and inclusive society. This is achieved through interactions in the groups.</p>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>		
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pen</li> <li>• Exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projectors</li> </ul>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Lab</li> </ul>

**Subject ECONOMICS**  
**Strand 2. FIRMS' INNOVATIVE DECISION MAKING**  
**Sub-Strand 3. MARKET ANALYSIS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.3.LO.1</p> <p>Explain the methods, agencies, problems and solutions of distribution.</p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal and writing in response to the task</li> <li>• Public speaking skills through role-play</li> </ul> <p>• <b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Ability to search for information through Internet</li> <li>• Ability to organize data using tables in either word or excel</li> </ul> <p><b>Creativity:</b> Ability to play the role correctly.</p> <p><b>Research:</b> Ability collect and organise data</p> <p><b>Critical Thinking:</b> Ability to suggest solutions to identified problem</p>	<p><b>GESI:</b> Making provision for all learners to equally participate in class while those with special needs are given special attention will enable them;</p> <ul style="list-style-type: none"> <li>• appreciate the need to help the disadvantage in society as they discuss problems and solutions of distribution.</li> <li>• respect and tolerate diversity and accept everyone.</li> <li>• become aware of their own biases and stereotypes.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio- Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the</p>

		<p>promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work, fairness, truthful, and honesty</p>
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<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21<sup>st</sup> Century and GESI</b>	<b>Assessment</b>	
3.2.3.CS.1	3.2.3.LI.1	3.2.3.AS.1	
Demonstrate understanding in distribution in the market system	<p><b>Identify the methods, agencies and channels of distribution.</b></p> <p><b>Experiential Learning:</b> Role-play the methods agencies and channel of distribution. Give equal opportunity to all learners. Conduct research on roles. Through Experiential learning, specifically, role-play, learners demonstrate gender-responsive behaviour and develop the ability to tackle injustice and respect, appreciate and tolerate one another.</p>	<p>Level 1 Recall:</p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>	
	<p>3.2.3.LI.2</p> <p><b>Examine the problems and solutions of distribution.</b></p> <p><b>Project-Based Learning:</b></p> <ul style="list-style-type: none"> <li>• With your knowledge and understanding of distribution, visit a nearby distribution firm or wholesale shop or retail shop to collect data about the problems they face in the distribution process and suggest solutions to the problems.</li> <li>• Organise the data using tables in Microsoft Word or Excel. Give more time to learners approaching proficiency.</li> </ul> <p>Through Project-based learning, learners embrace diversity and practice inclusion in their small ability and mixed groups. Learners acquire integrity through reporting accurate data gathered from the field.</p>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>	
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Exercise books</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Computer</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Permission letter to be submitted to shop owners</li> </ul>

**Subject ECONOMICS**  
**Strand 3. PRICE ANALYSIS AND PREDICTION IN THE MODERN ECONOMY**  
**Sub-Strand 1. PRICE AND EQUILIBRIUM ANALYSIS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.1.LO.1</p> <p>Distinguish between minimum (Price Floor) and maximum (Price Ceiling) price controls.</p>	<p><b>Communication:</b> Verbal through discussion</p> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• Ability to contribute to the discussion</li> <li>• Ability to brainstorm and contribute to the discussion</li> </ul> <p><b>Interpersonal Skills:</b> Ability to respect others' views</p>	<p><b>GESI:</b> Encouraging all learners to equally participate in class while those irrespective of their abilities and backgrounds will enable them;</p> <ul style="list-style-type: none"> <li>• become aware of their own biases and stereotypes to advocate for change.</li> <li>• appreciate the need to help the disadvantage in society to prevent injustice in the economy in setting prices in a market.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio- Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p>

		<b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthful, and honesty
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment
3.3.1.CS.1	3.3.1.LI.1	3.3.1.AS.1
Demonstrate understanding in price control.	<p><b>Explain Minimum (Price Floor) and Maximum (Price Ceiling) price controls.</b></p> <p><b>Talk for Learning Approaches (TfL):</b> Develop demonstrative activities leading to quality discussion on the maximum and minimum price control. Pay attention to learners approaching proficiency. Through Talk for learning approaches, learners learn how to respect individuals of different beliefs, religions, and cultures and advocate against injustice in the economy. Give more time to learners approaching proficiency</p>	<p>Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b></p>
	<p>3.3.1.LI.2</p> <p><b>Examine the problems and effects of Minimum (Price Floor) and Maximum (Price Ceiling) price controls.</b></p> <p><b>Building on What Others Say:</b> Brainstorm on the problems and effects of Minimum (Price Floor) and Maximum (Price Ceiling) price controls. Pay attention to learners approaching proficiency.</p>	<p>3.3.1.AS.2</p> <p>Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• White board</li> </ul>	

**Subject ECONOMICS**  
**Strand 4. GOVERNMENT ECONOMIC POLICY AND TRADE**  
**Sub-Strand 1. MACROECONOMIC VARIABLES (GDP, INFLATION, UNEMPLOYMENT, EXCHANGE RATE)**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.4.1.LO.1</p> <p>Distinguish the linkages and connections between the fundamental macroeconomic variables.</p>	<p><b>Research:</b> Ability to analyse a situation using a case study</p> <p><b>Critical Thinking:</b> Ability to correctly identify the linkages among or between macroeconomic variables</p> <p><b>Collaboration:</b> Mixed ability and gender group</p> <p><b>Communication:</b> Nonverbal and verbal through writing and discussions</p> <p><b>Digital Literacy:</b> Ability to use PowerPoint to present project report</p>	<p><b>GESI:</b> Providing an equal platform for all learners to participate in class while those with special needs are given targeted support will enable them;</p> <ul style="list-style-type: none"> <li>• appreciate, understand and accept persons living with disabilities and see the need to help the disadvantage in the society.</li> <li>• respect and tolerate diversity and accept everyone when providing resources for people to aid their standard of living.</li> <li>• become aware of their own biases and stereotypes when applying for job opportunities.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the</p>



		<p>promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthful, and honesty</p>
<p>3.4.1.LO.2</p> <p>Employ relevant approaches to analyse aggregate expenditure and multiplier.</p>	<p><b>Interpersonal Skills:</b> Ability to respect others' views</p> <p><b>Communication:</b> Nonverbal and verbal through discussion, writing and responses</p> <p><b>Critical Thinking:</b> Ability to brainstorm and contribute to the discussion</p> <p><b>Quantitative Skills:</b> Ability to calculate the multiplier</p>	<p><b>GESI:</b> Making provision for all learners to equally participate in class while those with special needs are given special attention will enable them;</p> <ul style="list-style-type: none"> <li>• respect and tolerate diversity and accept everyone as they are.</li> <li>• become aware of their own biases and stereotypes and peculiarities.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits,</p>

		<p>creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthful, and honesty</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment
3.4.1.CS.1	3.4.1.LI.1	3.4.1.AS.1
Demonstrate knowledge and understanding of the interrelationship between the fundamental macroeconomic variables.	<p><b>Analyze the connection (linkage) between the fundamental macroeconomic variables.</b></p> <p><b>Project-Based Learning:</b> Use the economy of Ghana as a case study and work in small ability and mixed groups to identify the connection or linkages between or among macro-economic variables. Present a project report in PowerPoints.</p>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
	<p>3.4.1.LI.2</p> <p><b>Investigate relationship among macroeconomic variables.</b></p> <p><b>Project-Based Learning:</b> Use the economy of Ghana as a case study and work in small ability and mixed groups to identify the relationship among macroeconomic variables. Present a project report in power points.</p>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White board</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> </ul>
	<ul style="list-style-type: none"> <li>• Projector</li> <li>• ICT lab pens</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Textbooks</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment
3.4.1.CS.2	3.4.1.LI.1	3.4.1.AS.1
Demonstrate knowledge and understanding in Aggregate Expenditure and the Multiplier.	<p><b>Describe aggregate expenditure.</b></p> <p><b>Talk for Learning Approaches (TfL):</b> Discuss the components of aggregate expenditure. Give equal opportunity to all learners. Pay attention to learners approaching proficiency.</p>	<p>Level 1 Recall:</p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p>Level 3 Strategic reasoning:</p> <p>Level 4 Extended critical thinking and reasoning:</p>
	<p>3.4.1.LI.2</p> <p><b>Calculate the multiplier.</b></p> <p><b>Talk for Learning Approaches (TfL):</b> Brainstorm on how to calculate the multiplier. Give equal opportunity to all learners. Pay attention to girls and boys who do not like mathematics, encourage them to attend the intervention mathematics class.</p>	<p>3.4.1.AS.2</p> <p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• Board pens</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Textbooks</li> </ul>
		<ul style="list-style-type: none"> <li>• Calculators</li> </ul>

**Subject ECONOMICS**  
**Strand 4. GOVERNMENT ECONOMIC POLICY AND TRADE**  
**Sub-Strand 2. CONCEPT OF MONEY, FINANCIAL INSTITUTIONS AND PUBLIC FINANCE**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.4.2.LO.1</p> <p>Employ relevant information in the country to examine the national budget and debt.</p>	<p><b>Collaboration:</b> Ability to work in small mixed gender and ability groups</p> <p><b>Communication:</b> Verbal and nonverbal through group discussion and presentation of group work</p> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Ability to type report and present by using computer and projector.</li> <li>• Ability to use Microsoft Excel to analyse data.</li> </ul> <p><b>Research Skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to search for information in the national budget</li> <li>• Ability to do data analysis and writing a research report</li> </ul> <p><b>Quantitative Skills:</b> Ability to works with figures</p>	<p><b>GESI:</b> Making provision for all learners to equally participate in class while those with special needs are given special attention will enable them;</p> <ul style="list-style-type: none"> <li>• respect and tolerate diversity and accept everyone as they are in dealing with budgetary allocations and acquire the spirit of saving.</li> <li>• become aware of their own biases and stereotypes and peculiarities to manage both personal and national debt.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio- Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher though modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful</p>

		<p>icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthfulness, and honesty</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI	Assessment		
3.4.2.CS.1	3.4.2.LI.1	3.4.2.AS.1		
Analyse national budget and national debt.	<p><b>Describe the types of government expenditure and sources of revenue.</b></p> <p><b>Collaborative Learning:</b> Work in mixed gender and ability groups to extract sources of revenue and expenditure from Ghana's national budget. Learners with disabilities and those from poor homes should be encouraged during the lessons. Present your result in Microsoft Word.</p>	<p>Level 1 Recall:</p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p>Level 3 Strategic reasoning:</p> <p>Level 4 Extended critical thinking and reasoning:</p>		
	3.4.2.LI.2	3.4.2.AS.2		
	<p><b>Analyse the national debt and make meaning out of it.</b></p> <p><b>Collaborative Learning:</b> Work in mixed gender and ability groups to extract data from Ghana's national budget on debt over a five-year period. Present your data in Microsoft Excel and analyse the trend over the five-year period. Through collaboration, learners learn to be gender responsive and have the ability to tackle injustice that leads to national debt.</p>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>		
	3.4.2.LI.3	3.4.2.AS.3		
	<p><b>Calculate the incidence of taxation for the producer and consumer.</b></p> <p><b>Project-Based Learning:</b> Use a sample tax data as a case study and work in small ability and mixed groups to identify the incidence of taxation for the producer and consumer. Present a project report on power points. Give equal opportunity to learners from poor economic background.</p>	<p>Level 1 Recall:</p> <p>Level 2 Skills of conceptual understanding:</p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p>		
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White board</li> <li>• Pens</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• National budget</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• ICT lab</li> </ul>

**Subject ECONOMICS**  
**Strand 4. GOVERNMENT ECONOMIC POLICY AND TRADE**  
**Sub-Strand 3 .AGRICULTURE, INDUSTRIALIZATION, AND TRADE**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.4.3.LO.1</p> <p>Use relevant information in the environment to examine the connection between Agriculture and Industry.</p>	<p><b>Communication:</b> Verbal responses through discussions and presentation</p> <p><b>Critical Thinking:</b> Ability to suggest solutions to challenges</p> <p><b>Digital Literacy:</b> Ability to present using PowerPoint</p>	<p><b>GESI:</b> Involving all learners in class irrespective of their varying abilities, gender and backgrounds, supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> <li>• respect for individuals of varying beliefs, religion, backgrounds and cultures as they contribute towards agriculture and industry development in the economy.</li> <li>• sensitivity to the inter-relatedness of the various spheres of life, groups and individuals towards national economic development.</li> <li>• awareness of personal biases, peculiarities and stereotypes in becoming an advocate of change towards national development.</li> <li>• tolerance for diversity as a responsible citizen.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the socio-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• self-reflecting and finding confidence.</li> </ul>



		<ul style="list-style-type: none"> <li>• exhibiting motivation, and SMART goal setting.</li> <li>• managing emotions and conflicts.</li> <li>• showing empathy and cooperation.</li> </ul> <p>These may be done by the teacher through modeling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, creation of a vision board, creating respectful icebreaker for healthy debates, encourage diversity presentations, and learners writing on the sequence of their activities.</p> <p><b>National Core Values:</b> Tolerance, friendliness, open- mindedness, patience, commitment and hard work</p>
3.4.3.LO.2		
<p>Compare and contrast free and external trade and analyse the exchange rate.</p>	<p><b>Collaboration:</b> Ability to work in mixed ability and gender group</p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through verbal, non-verbal and writing in response to the task</li> <li>• Verbal responses through discussions and presentation, non-verbal responses through documentation</li> </ul> <p><b>Research Skills:</b> Through collecting information from the farms and industries</p> <p><b>Critical Thinking:</b> Through observing the linkages</p>	<p><b>GESI:</b></p> <ul style="list-style-type: none"> <li>• Through building on what others say, learners learn to embrace diversity and practice inclusion in both domestic and international trading.</li> <li>• Through Experiential learning, specifically, role-play, learners, demonstrate gender-responsive behaviour and develop the ability to tackle injustice in the system for trading.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Socio-Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should</p>

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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
3.4.3.CS.1	3.4.3.LI.1			3.4.3.AS.1
Demonstrate knowledge and understanding in linkages between agriculture and industry.	<b>Analyse the link between agriculture and industry.</b>  <b>Experiential Learning:</b> Embark on a fieldtrip to a nearby farm and industry/watch a video on farms and industries to observe and document the link between agriculture and industry for presentation in mixed gender and ability groups. Learners become aware of creating accessible environment for persons living with disabilities to be able to engage in agriculture and industry towards contributing to national development as responsible citizens.			Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:
	3.4.3.LI.2  <b>Identify the challenges and solutions of industrialization.</b>  <b>Building on What Others Say:</b> In your mixed gender and ability groups, brainstorm on the challenges of industrialisation and suggest solutions to them. Present your report in PowerPoint. Through building on what others say, learners learn to embrace diversity and practice inclusion. Encourage learners to accept the views of others irrespective of their background and academic prowess.			Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White board</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• CDs or pen drives</li> <li>• Projectors or TVs</li> </ul>	<ul style="list-style-type: none"> <li>• Fuel</li> <li>• School bus</li> <li>• Permission letters</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Exercise books</li> <li>• ICT lab</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century and GESI			Assessment
3.4.3.CS.2	3.4.3.LI.1			3.4.3.AS.1
Demonstrate knowledge and understanding in free and external trade and exchange rate.	<b>Describe free and external trade.</b>  <b>Building on What Others Say:</b> Discuss in mixed ability and gender groups using previous knowledge acquired to explain free and external trade. Through Experiential learning, specifically, role-play, learners demonstrate gender-responsive behaviour and develop the ability to tackle injustice. Learners learn to respect, appreciate and tolerate one another.			Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:
	3.4.3.LI.2			3.4.3.AS.2
	<b>Calculate exchange rate for major trading currencies.</b>  <b>Experiential Learning:</b> Embark on a study tour to a nearby bank or foreign bureau or watch a video on banks or foreign bureau to identify the various currencies that Ghana trade in and do a presentation in mixed gender and ability groups. Through Experiential learning, specifically, role-play, learners demonstrate gender-responsive behaviour and develop the ability to tackle injustice. Learners learn to respect, appreciate and tolerate one another.			Level 1 Recall: Level 2 Skills of conceptual understanding: <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:
<b>Teaching and Learning Materials</b>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• White board</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• CDs or pen drives</li> </ul>	<ul style="list-style-type: none"> <li>• Projectors, or TVs</li> <li>• Fuel</li> </ul>	<ul style="list-style-type: none"> <li>• School bus</li> <li>• Permission letters</li> </ul>