

# GOVERNMENT

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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## **CURRICULUM FOR SECONDARY EDUCATION**

### **(SHS 1-3)**

September, 2023



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

## GOVERNMENT

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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>STRAND 2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION</b>	<b>45</b>
<b>ACKNOWLEDGEMENTS</b>	<b>4</b>	<i>SUB-STRAND 1. CONSTITUTION AND ORGANS OF GOVERNMENT</i>	<i>45</i>
<b>THE SHS CURRICULUM OVERVIEW</b>	<b>7</b>	<i>SUB-STRAND 2. STATE AND NON-STATE ACTORS IN GHANA</i>	<i>48</i>
<b>INTRODUCTION</b>	<b>8</b>	<b>STRAND 3. GHANA IN THE GLOBAL SYSTEM</b>	<b>53</b>
<b>PHILOSOPHY, VISION AND GOAL OF GOVERNMENT</b>	<b>19</b>	<i>SUB-STRAND 1. GHANA IN THE COMMUNITY OF NATION</i>	<i>53</i>
<b>GOVERNMENT CURRICULUM DEVELOPMENT PANEL</b>	<b>20</b>	<i>SUB-STRAND 2. GLOBALIZATION AND DEVELOPMENT</i>	<i>55</i>
<b>SCOPE AND SEQUENCE</b>	<b>21</b>	<b>YEAR THREE</b>	
<b>YEAR ONE</b>		<b>STRAND 1. GOVERNMENT AND DEVELOPMENT</b>	<b>59</b>
<b>STRAND 1. GOVERNMENT AND DEVELOPMENT</b>	<b>23</b>	<i>SUB-STRAND 1. BASICS OF GOVERNMENT</i>	<i>59</i>
<i>SUB-STRAND 1. BASICS OF GOVERNMENT</i>	<i>23</i>	<i>SUB-STRAND 2. INDIGENOUS AND CONTEMPORARY GOVERNANCE IN GHANA</i>	<i>62</i>
<i>SUB-STRAND 2. INDIGENOUS AND CONTEMPORARY GOVERNANCE IN GHANA</i>	<i>27</i>	<b>STRAND 2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION</b>	<b>64</b>
<b>STRAND 2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION</b>	<b>30</b>	<i>SUB-STRAND 1. CONSTITUTION AND ORGANS OF GOVERNMENT/STATE AND NON-STATE ACTORS IN GHANA</i>	<i>64</i>
<i>SUB-STRAND 1. CONSTITUTION AND ORGANS OF GOVERNMENT</i>	<i>30</i>	<i>SUB-STRAND 2. STATE AND NON-STATE ACTORS IN GHANA</i>	<i>67</i>
<i>SUB-STRAND 2. STATE AND NON-STATE ACTORS IN GHANA</i>	<i>34</i>	<b>STRAND 3. GHANA IN THE GLOBAL SYSTEM</b>	<b>72</b>
<b>STRAND 3. GHANA IN THE GLOBAL SYSTEM</b>	<b>36</b>	<i>SUB-STRAND 1. GHANA IN THE COMMUNITY OF NATIONS</i>	<i>72</i>
<i>SUB-STRAND 1. GHANA IN THE COMMUNITY OF NATIONS</i>	<i>36</i>	<i>SUB-STRAND 2. GLOBALIZATION AND DEVELOPMENT</i>	<i>74</i>
<b>YEAR TWO</b>			
<b>STRAND 1. GOVERNMENT AND DEVELOPMENT</b>	<b>39</b>		
<i>SUB-STRAND 1. BASICS OF GOVERNMENT</i>	<i>39</i>		
<i>SUB-STRAND 2. INDIGENOUS AND CONTEMPORARY GOVERNANCE IN GHANA</i>	<i>43</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**

### **1. 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.

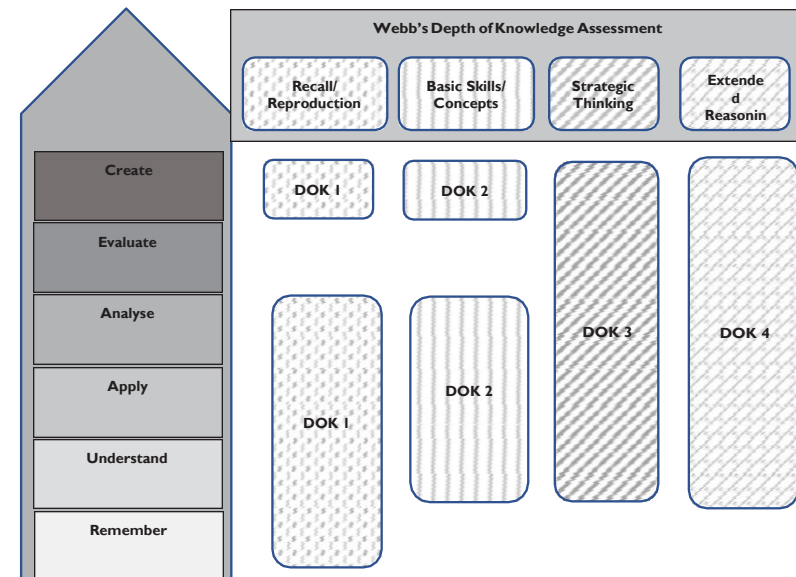


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

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 21<sup>st</sup> 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 21<sup>st</sup> 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 GOVERNMENT

## Philosophy

The philosophy underlying the study of government is to develop learners with effective leadership and problem-solving skills through enquiry-based learning environment that can transform them to become functional citizens in society.

## Vision

Learners equipped with effective leadership skills, the spirit of patriotism and the ability to solve societal problems to become global citizens capable of pursuing further studies or proceeding to the world of work and adult life.

## Goal

Develop understanding of the principles underlying the study of government, engage in governance processes and be able to synthesise public policies at both local, national and international levels for socio-economic development of Ghana.

## Contextual Issues

Concerns that could derail the smooth implementation of the Senior Secondary School curriculum include first, the misconception about governance, citizenship, and leadership by a cross-section of Ghanaian population. Second, inadequately trained professional government instructors could also challenge the successful implementation of the curriculum. These concerns are significant and need to be adequately addressed. This is because teachers share a major responsibility in facilitating learning and teaching of learners for personal progression and national development. Third, to achieve a well-balanced and quality education, adequate school infrastructure, including electricity, textbooks, computers, projectors, ventilated classrooms running water, and hygienic places of confluence are key

mix for a successful implementation of a curriculum. The absence of these has the potential to stymie the curriculum from achieving its objectives.

Despite these challenges, there are opportunities that enhance the learning of government as a subject. In the first place, studying government involves the use of less resources relative to other subjects. Secondly, interest in good governance and gender studies worldwide have increased tremendously in recent times. This makes the study of government more practical and livelier. Besides, the study of government prepares graduates to further their studies in a broad array of programmes at the tertiary level. In furtherance, pursuing government equip learners with leadership skills that enables them to take up leadership roles in society.

## Rationale

The study of government is critical for the development of the Ghanaian state. It helps to nurture effective leaders, problem-solvers, and confident communicators. Through the study of government, learners analyse, understand the decision-making process, and collaborate with others to address societal problems. Besides, it aids learners to develop skills and competencies needed for further studies, world of work or adult life. In addition, government specifically focuses on developing patriotic, creative, responsible, and functional citizens in society who play important role in developing the understanding, character building and entrepreneurship to shape and influence Ghana's future.

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2.	Dr. Jane Cullen	5.	Dr. Christopher Yaw Kwaah
3.	Dr. Sean Higgins		

## SCOPE AND SEQUENCE

### Government Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Government and Development	Basics of Government	1	1	3	1	2	6	1	1	2
		Indigenous and Contemporary Governance in Ghana	1	1	3	1	1	2	1	1	2
2	Constitution, Institutions and Administration	Constitution and Organs of Government	1	2	5	1	1	3	1	1	3
		State and Non-state Actors in Ghana	1	1	3	1	2	5	1	2	4
3	Ghana in the Global System	Ghana in the Community of Nations	1	1	2	1	1	2	1	1	2
		Globalisation and Development	-	-	-	1	1	2	1	1	2
<b>Total</b>			<b>5</b>	<b>6</b>	<b>16</b>	<b>6</b>	<b>8</b>	<b>20</b>	<b>6</b>	<b>7</b>	<b>15</b>

### Overall Totals (SHS 1 – 3)

Content Standards	17
Learning Outcomes	21
Learning Indicators	51

# YEAR ONE



**Subject GOVERNMENT**  
**Strand I. GOVERNMENT AND DEVELOPMENT**  
**Sub-Strand I. BASICS OF GOVERNMENT**

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>Evaluate the meanings, concepts, principles of government and importance of government.</p>	<p><b>Critical thinking skills:</b></p> <ul style="list-style-type: none"> <li>• Learners brainstorm the meanings of government.</li> <li>• Through further probing of responses during brainstorming sessions.</li> <li>• Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities.</li> <li>• Compare and contrast information and ideas in own and others' reasoning.</li> <li>• Consider how reasons and examples are used to support a point of view and illustrate meaning.</li> <li>• Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.</li> <li>• Generate ideas that are new and make choices after considering personal preferences.</li> </ul> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>• Learners engage in brainstorming session.</li> <li>• Learners develop critical analytical and verbal skills.</li> </ul> <p><b>Creativity and Innovation:</b> introduction of new ideas during role-play sessions.</p>	<p><b>GESI:</b> Having used problem-based and experiential learning, taking into consideration Gender Equality and Social Inclusion and working with each other in an inclusive way, the learners will acquire the following GESI competencies:</p> <ul style="list-style-type: none"> <li>• Begin to appreciate individuals of different beliefs, political views and leanings, cultures, and religion.</li> <li>• Question the value of democratic and inclusive society.</li> <li>• Being to understand diversity and inclusion.</li> <li>• Identify misconceptions/myths about gender and disabilities as they relate to governance and leadership.</li> <li>• Become aware of their stereotypes and biases about gender roles in governance and political leadership.</li> </ul> <p><b>SEL: learners having gone through the teaching method</b></p> <ul style="list-style-type: none"> <li>• Helps them to build self-confidence and be assertive in decision making in the society.</li> <li>• Tolerate other viewpoints to promote harmony.</li> </ul>

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

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

		<ul style="list-style-type: none"> <li>• Begin to appreciate capacity building to be an effective leader.</li> </ul> <p><b>National Core Values:</b></p> <ul style="list-style-type: none"> <li>• Learner’s full participation and understanding during class discussion will convey the values of tolerance, courage, and loyalty.</li> <li>• Embrace diversity of ideas during the brainstorming session. Discussion and understanding of the basic concepts and principles of government will instil in learners the values of tolerance, confidence, and courage.</li> <li>• Teamwork by respecting diverse views and gender inclusion while working in group sessions. The use of role-play the functions of government will convey the values of hard work, honesty, patriotism, and loyalty.</li> </ul>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and GESI	Assessment
I.1.1.CS.1 Demonstrate understanding of the meanings, basic concepts, principles, and importance of government.	I.1.1.LI.1 <b>Analyse the meanings of government.</b>  <b>Talk for Learning:</b> Using questioning and answering technique, discuss the meanings of government and mindful of the values including tolerance, courage, and loyalty. Conscious efforts be made to include persons with special needs in the discourse of the subject matter.  <b>Government as:</b> 1. Academic field of study 2. Institution of state 3. Arts/process	I.1.1.AS.1 <b>Level 1 Recall</b> Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	I.1.1.LI2 <b>Analyse basic concepts and principles of government.</b>  <b>Talk for Learning:</b> Through question-and-answer session, discuss the basic concepts and principles of government while exhibiting values of confidence, courage, and tolerance.  <b>Concepts:</b> State, power, authority, legitimacy, feminism, development, constitution and constitutionalism etc.  <b>Principles:</b> Rule of law, participation, Inclusion, consensus building, equality, and equity etc.	I.1.1.AS2 Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> <b>Level 4 Extended critical thinking and reasoning</b>
	I.1.1.LI3 <b>Explain the importance of the study of government.</b>  <b>Experiential learning:</b> In groups, role play various functions of government while highlighting the civic values of hard work, loyalty and patriotism. Also, underscore how all persons collectively make up the government.	I.1.1.AS3 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 Resources</b>	<ul style="list-style-type: none"><li>• Government Curriculum</li><li>• NaCCA Approved textbooks on government</li></ul>	<ul style="list-style-type: none"><li>• e-library resources</li></ul>
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**Subject**      **GOVERNMENT**  
**Strand**        **1. GOVERNMENT AND DEVELOPMENT**  
**Sub-Strand**    **2. INDIGENOUS AND CONTEMPORARY GOVERNANCE IN GHANA**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.2.LO.1</p> <p>Examine the structure and relevance of traditional leaders using examples from the environment.</p>	<p><b>Digital literacy:</b> Using videos and pictures.</p> <p><b>Communication skills:</b> Through asking relevant questions during class discussion.</p> <p><b>Communication:</b> Through questions and answers.</p>	<p><b>GESI:</b> Learners having worked in mixed ability groups and brainstorming sessions that ensures Gender Equality and Social Inclusion and working with each other in an inclusive way, cross-sharing of knowledge and understanding among groups and individuals, will lead them to:</p> <ul style="list-style-type: none"> <li>• Begin to appreciate traditional authority and its political antecedents, agent and representatives of different beliefs, cultures, and religion.</li> <li>• Learning to identify diversity.</li> <li>• Begin to understand misconceptions/ myths about gender and disabilities as they relate to traditional governance and leadership.</li> <li>• Begin to identify stereotypes and biases about gender roles in traditional governance and political leadership.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Promote self-education and motivation to contribute to national discourse/problem at hand.</li> <li>• It affords the opportunity for learners to explore in the quest for knowledge.</li> <li>• It enables learners to become analytical in democratic society.</li> </ul>

		<p><b>National Core Values:</b></p> <ul style="list-style-type: none"><li>• Respect for Ghanaian culture, identity, ethic, and belief systems. The audio-visual evaluation will convey the values of respect for others, cooperation, and respect for authority.</li><li>• Respect for Ghanaian culture, identity, ethnic, and belief systems. Interaction with resource person (s) will inculcate the values of respect for authority, commitment, and hard work.</li></ul>
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<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21<sup>st</sup> Century Skills and GESI</b>		<b>Assessment</b>
I.1.2.CS.1	I.1.2.LI.1		I.1.2.AS.1
Exhibit understanding and application of the Indigenous systems of government in Ghana	<p><b>Describe the structure of indigenous systems of government in Ghana.</b></p> <p><b>Experiential learning:</b> With the help of videos/pictorial evidence from different ethnic groups, describe the structure of traditional government system, while holding the values of respect and cooperation. Example, Mole-Dagbani, Ewe, Ga-Dangme, Akan etc. Discuss issues of ethnicity without offending the sensitivity of some learners or without promoting stereotypes such as ethnocentrism, jingoism, xenocentrism, etc.</p>		Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	I.1.2.LI.2	<p><b>Describe how traditional leaders contribute to the socio-economic development of Ghana.</b></p> <p><b>Talk for learning:</b> Interact with the resource person(s), while demonstrating the values of hard work, respect, and commitment (e.g., Queen mother). Identify and include female traditional leaders and their role/contribution in the discussion.</p>	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 Resources</b>	<ul style="list-style-type: none"> <li>• Video/Pictures/Audio and other resources</li> <li>• Government curriculum</li> <li>• NaCCA Approved textbooks on government</li> </ul>	<ul style="list-style-type: none"> <li>• The Constitution of the Republic of Ghana</li> <li>• Pictures of the Chief/Queen mother</li> </ul>	

**Subject**      **GOVERNMENT**  
**Strand**        **2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION**  
**Sub-Strand**    **1. CONSTITUTION AND ORGANS OF GOVERNMENT**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.1.LO.1</p> <p>Evaluate the meaning and types of constitution.</p>	<p><b>Critical thinking:</b></p> <ul style="list-style-type: none"> <li>• Through the brainstorming of the concepts of constitution and constitutionalism.</li> <li>• Critical thinking and problem-solving by linking the types of constitution to states.</li> <li>• Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities.</li> <li>• Compare and contrast information and ideas in own and others reasoning about constitutions.</li> <li>• Consider how reasons and examples are used to support a point of view and illustrate meaning in discussing the constitution.</li> <li>• Use and give examples of different kinds of questions. Generate ideas that are new and make choices after considering personal preferences.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• As they discuss the various concepts.</li> <li>• All learners will be given the opportunity to provide oral and/or written description of the types of constitution.</li> </ul>	<p><b>GESI:</b> Using talk-for-learning method and ensure Gender Equality, Social Inclusion and working with each other in an inclusive way, cross-sharing of knowledge and understanding among groups and individuals will lead them to:</p> <ul style="list-style-type: none"> <li>• Appreciate the existence of rules and regulation in a society.</li> <li>• Begin to identify the value of a democratic and inclusive society.</li> <li>• Beware of the misconceptions and the use of the constitution in relation to minority groups.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate respect for cultural diversity for national cohesion integration and development.</li> <li>• Recognise and empathize the different backgrounds of learners Promote and project cultural identity.</li> <li>• Inculcate cultural and social values and means of socialization (transmission of cultural/social values).</li> </ul> <p><b>National Core Values:</b> Respect for diversity, Value and recognise authority.</p>
<p>I.2.1.LO.2</p> <p>Examine the meaning, types and structure of the organs</p>	<p><b>Personal Development</b> by accepting one’s true self and overcoming weakness through participatory feedback.</p>	<p><b>GESI:</b> Through GESI-responsive pedagogy, several gender equality and social inclusion life skills will be</p>



<p>of government.</p>	<p><b>Critical thinking:</b> Through probing questions.</p> <p><b>Communication:</b> Through brainstorming sessions.</p> <p><b>Digital literacy:</b> Through watching videos and listening to audios.</p> <p><b>Communication:</b> Through discussion sessions.</p> <p><b>Communication and collaboration:</b> Through presentations.</p> <p><b>Digital literacy:</b> Through online search for information.</p>	<p>acquired by learners:</p> <ul style="list-style-type: none"> <li>• Become aware of the sensitivity to the inter-relatedness of the various spheres of life, groups and individuals.</li> <li>• Embrace diversity and inclusion. Full participation and understanding will help learners hold the values of equality and equity.</li> <li>• Gain understanding of the political structure and its workings.</li> <li>• Respect individuals of different beliefs and political views and leanings.</li> <li>• Begin to appreciate democratic and inclusive society</li> <li>• Embrace the need for inclusion.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Appreciate role differentiation in the performance of task</li> <li>• Offer opportunity to learners to have decision-making roles related to everyday activities</li> </ul> <p><b>National Core Values:</b> Cooperation, integrity, patriotism and loyalty, transparency, respect for authority, justice, fairness, honesty, and integrity.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars (with 21 <sup>st</sup> Century Skills and Competences and GESI)	Assessment
1.2.1.CS.1	1.2.1.LI.1	1.2.1.AS.1
Demonstrate knowledge and understanding of the constitution and organs of government	<p><b>Explain the meaning of constitution and constitutionalism</b></p> <p><b>Talk for Learning:</b> Based on your knowledge of your home regulations and school rules, brainstorm on the meaning of the constitution. Learners will uphold the values of justice, equality, and patriotism. Highlight how the document protects and constricts the actions of everyone in the country particularly the vulnerable; creating enabling environments for all to thrive.</p>	Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.2.1.LI.2	1.2.1.AS.2
	<p><b>Discuss the various types of constitution.</b></p> <p><b>Talk for Learning:</b> Discuss the types of constitutions using relevant examples, while learners imbibe the values of patriotism, respect and tolerance.</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>
	1.2.1.LI.3	1.2.1.AS.3
	<p><b>Explain the meaning, composition and types of the executive</b></p> <p><b>Talk for Learning:</b> Learners think-pair and share the meaning, types and composition of the executive organ through probing questions, while demonstrating elements of equality, equity, transparency and respect. Discuss the gender dynamics in the governance structure.</p>	Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

	<p>I.2.1.LI.4</p> <p><b>Explain the meaning, types, and structure of the legislature.</b></p> <p><b>Experiential Learning:</b> Watch videos/documentary on Parliamentary proceedings and further discussion, instilling in learners' ideas of cooperation, integrity, patriotism, gender and loyalty. Explore the reasons for the underrepresentation of women in the legislature.</p>	<p>I.2.1.AS.4</p> <p>Level 1 Recall  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	<p>I.2.1.LI5</p> <p><b>Explain the meaning and structure of the Judiciary.</b></p> <p><b>Project-based:</b> In pairs, design the structure of the Judiciary and present it in class for discussion. Learners exhibit civic values of justice, fairness, honesty and integrity. Examine further, the role of women in justice delivery.</p>	<p>I.2.1.AS5</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>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• 1992 Constitution of the Republic of Ghana.</li> <li>• Government Curriculum</li> <li>• Pictures of the President and Ministers of state.</li> </ul>	<ul style="list-style-type: none"> <li>• Videos/Pictures/Audio depicting members of the legislature.</li> <li>• Internet: website of Parliament of Ghana</li> <li>• Internet: website of the Judicial Service of Ghana.</li> </ul>

**Subject**      **GOVERNMENT**  
**Strand**        **2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION**  
**Sub-Strand**    **2. STATE AND NON-STATE ACTORS IN GHANA**

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 information in the environment to analyse how public opinion, the mass media and political parties shape national discourse.</p>	<p><b>Personal Development:</b> A sense of feeling or belonging to a group.</p> <p><b>Collaboration and communication:</b> Through interaction with each other.</p> <p><b>Leadership:</b> Through division of tasks to group members.</p> <p><b>Digital literacy:</b> Through listening to audios and watching of videos/pictures.</p> <p><b>Global citizenship:</b> Make learners conscious of current global and national issues and relate well with people from different sociocultural backgrounds.</p> <p><b>Collaboration:</b> Through working in groups.</p> <p><b>Communication:</b> Through interaction within the groups.</p>	<p><b>GESI:</b> Learners having worked in mixed-ability groups and brainstorming session that ensures Gender Equality and Social Inclusion and working cordially in the same environment will lead them to:</p> <ul style="list-style-type: none"> <li>• Appreciate divergent views and opinions. Embrace inclusion through group activities.</li> <li>• Become aware of the need for fairness and justice within the society.</li> <li>• Respect for different political affiliations.</li> <li>• Begin to appreciate the workings of democratic and inclusive society.</li> <li>• Exposure to issues of gender equity and sensitivity.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Respect diversity and emotions of others in political discourse.</li> <li>• Learn to process information to guide one’s action and inaction.</li> </ul> <p><b>National Core Values:</b> teamwork, cooperation, justice and promotion of civic responsibility, values of courage, fairness, balance, integrity and honesty, tolerance, respect, and freedom of the individual.</p>

Content Standards	Learning Indicators and Pedagogical Exemplars (with 21 <sup>st</sup> Century skills and competences and GESI)	Assessment
1.2.2.CS1	1.2.2.LI1	1.2.2.AS1
Exhibit knowledge and understanding of State-Society Relations in Ghana	<p><b>Explain how public opinion influences public policy decisions.</b></p> <p><b>Collaborative Learning:</b> In gender based and mixed-ability groups, examine the influence of public opinion on public policy decision-making, while imparting the values of teamwork, justice, cooperation and responsibility. Further examine how groups (women, persons with special needs, youth, children etc.) have voice and can express their opinion and influence public policy.</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>
	1.2.2.LI2	1.2.2.AS2
	<p><b>Discuss the principles of mass media.</b></p> <p><b>Experiential Learning:</b> Listen to audio and watch video documentaries (Podcasting, Vodcasting, YouTube) on activities of the media and discuss the principles of the media. Learners' assessment of the principles of the media will instil the values of courage, fairness, balance, integrity and honesty. Focus on how people must be mindful of their utterances in democratic society.</p> <p><b>Principles:</b> Accuracy, Balance, Fairness, Timeliness etc.</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>
	1.2.2.LI3	1.2.2.AS3
	<p><b>Explain political party and its structure and Pressure Group</b></p> <p><b>Collaborative Learning:</b> In mixed-ability and gender groups, discuss the political parties that learners are familiar with and their structures, and highlight the values of tolerance, fairness, respect and freedom as well as the contributions of women in the overall organisation and operation of political parties.</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 Resources</b>	<ul style="list-style-type: none"> <li>Newspapers</li> <li>Podcasts</li> </ul>	<ul style="list-style-type: none"> <li>Website of reputable media houses and civil society.</li> <li>Party constitutions, manifestoes, logos, symbols/paraphernalia etc.</li> </ul>

**Subject**      **GOVERNMENT**  
**Strand**        **3. GHANA IN THE GLOBAL SYSTEM**  
**Sub-Strand**    **1. Ghana in the Community of Nations**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Core Values
<p>I.3.1.LO1</p> <p>Examine the meaning of state and non-state actors and their role in the international system.</p>	<p><b>Critical thinking:</b> Through probing questions and answers:</p> <ul style="list-style-type: none"> <li>• Consider personal reactions to situations or problems and how these reactions may influence thinking.</li> <li>• Examine words that show reasons and words that show conclusions.</li> <li>• Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.</li> <li>• Use and give examples of different kinds of questions. Generate ideas that are new and make choices after considering personal preferences.</li> <li>• Identify words that indicate components of a point of view. Use reasons and examples for different purposes.</li> <li>• Express and describe thinking activity as well as practice some learning strategies. Demonstrate and articulate some problem-solving approaches.</li> </ul> <p><b>Communication:</b> Interacting during the brainstorming session.</p> <p><b>Global citizenship:</b> Conscious of current global issues.</p>	<p><b>GESI:</b> Through collaborative pedagogy, several Gender Equality and Social Inclusion life skills would be acquired by learners, where they:</p> <ul style="list-style-type: none"> <li>• Begin to appreciate divergent views and opinions.</li> <li>• Become aware of the need for fairness and justice within the society.</li> <li>• Begin to respect different nationality and racial differences.</li> <li>• Begin to understand the need to support and promote gender equality.</li> <li>• Identify social injustice.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Build knowledge of the world around you</li> <li>• Appreciate how things are done differently from one’s environment.</li> <li>• Create awareness of real-world problems and issues in geopolitics.</li> </ul> <p><b>National Core Values:</b>  The discussion technique will aid in conveying the value of hard work, responsibility, commitment and patriotism, confidence, patriotism, hard work, transparency.</p>

Content Standards	Learning Indicators and Pedagogical Exemplars (with 21 <sup>st</sup> Century skills and competences and GESI)	Assessment
I.3.1.CSI	I.3.1.LI1	I.3.1.AS1
Demonstrate knowledge and understanding of Ghana's external relations.	<p><b>Identify and explain state and non-state actors in the international system</b></p> <p><b>Talk for Learning:</b> Think pair and share meaning of state and non-state actors, while demonstrating the values of cooperation, patriotism, hard work and transparency. Focus more on minority interests in the international system</p>	Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	<p>I.3.1.LI2</p> <p><b>Discuss the role of state and non-state actors in the international system.</b></p> <p><b>Collaborative Learning:</b> In mixed-ability and gender groups, discuss the role of state and non-state actors, while considering the core values of hard work, responsibility, commitment, and patriotism. Discuss further on gender dynamics in the international system.</p>	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 Resources</b>	<ul style="list-style-type: none"> <li>• Government curriculum</li> <li>• Internet: Websites of local and international media houses (e.g., GBC, BBC, CNN).</li> <li>• Video clips/pictures/Audios</li> </ul>	

# YEAR TWO



**Subject**      **GOVERNMENT**  
**Strand**        **I. GOVERNMENT AND DEVELOPMENT**  
**Sub-Strand**    **I. BASICS OF GOVERNMENT**

Learning Outcomes	21st Century Skills and Competencies	GESI <sup>3</sup> , SEL <sup>4</sup> and Shared National Values
<p>2.1.1.LO1</p> <p>Evaluate the concept of citizenship in the context of Ghana.</p>	<p><b>Critical thinking:</b> Through further probing of responses during brainstorming sessions.</p> <p><b>Communication skills:</b> Interaction during the brainstorming session.</p> <p><b>Global citizenship:</b> By distinguishing between a Ghanaian and other national.</p> <p><b>Communication:</b> Through the discussion of ways of citizenship acquisition.</p> <p><b>Lifelong learning:</b> Using the library resources.</p>	<p><b>GESI:</b> Through GESI-responsive pedagogy, several Gender Equality and Social Inclusion life skills would be acquired by learners, where they:</p> <ul style="list-style-type: none"> <li>• Appreciate divergent views and opinions. Embrace inclusion and unity through group activities.</li> <li>• Respect for religious diversity, cultures and political affiliation.</li> <li>• Value and work in favour of a democratic and inclusive society.</li> <li>• Identify social injustice and advocate for change.</li> <li>• Beware of personal biases, stereotyping, other groups within the state.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunity for sense of nationalism/patriotism.</li> <li>• Provide sense of unity in diversity.</li> <li>• Promote sense of identity and belonging.</li> </ul> <p><b>National Core Values:</b> The research and discussion on the acquisition of citizenship will support the values of honesty, patriotism, integrity, and hard work.</p>
<p>2.1.1.LO2</p> <p>Analyse the relevance of rights and responsibilities</p>	<p><b>Communication skills:</b> Through report writing and verbal presentation.</p>	<p><b>GESI:</b> Through collaborative learning, learners gain GESI skills such as:</p> <ul style="list-style-type: none"> <li>• Becoming sensitive to individual differences</li> </ul>

towards the state	<p><b>Collaborative skills:</b> Through group work with peers.</p> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• Through discussion and imagination of situations that curtailing of rights can occur.</li> <li>• Through discussions and further probing.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Through the brainstorming and discussion sessions.</li> <li>• Communication skills through discussion/interaction.</li> <li>• Learners develop critical analytical and verbal skills through role-play.</li> </ul> <p><b>Creativity and Innovation:</b> Through role play and script writing.</p> <p><b>Leadership:</b> Assign responsibilities to both genders during the role-play and script writing.</p>	<p>through their collaborative work.</p> <ul style="list-style-type: none"> <li>• Respect for divergent views.</li> <li>• Full participation and understanding will promote in learners, values of equity, and shared responsibility.</li> <li>• Inclusivity through giving attention to all learners.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitude towards nation building.</li> <li>• Promote sense of selflessness to the national course.</li> <li>• Build in one assertiveness and confidence in the political system.</li> </ul> <p><b>National Core Values:</b> Teamwork, obedience, respect for authority and equality, confidence, tolerance, patriotism, responsibility, obedience, and respect.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars (with 21st Century skills and competences and GESI)	Assessment
2.1.1.CSI	2.1.1.LI1	2.1.1.AS1
Demonstrate understanding and application of citizenships, rights, and responsibilities to the state.	<p><b>Explain the concept of citizenship</b></p> <p><b>Talk for Learning:</b> Brainstorm on the concept of citizenship and probe further to stimulate critical thinking. Attention must be given to all learners to unearth the values of responsibility, patriotism, commitment and obedience. Further examine how to accommodate minority interests.</p>	Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	2.1.1.LI2	2.1.1.AS2
	<p><b>Discuss how citizenship is acquired in Ghana</b></p> <p><b>Talk for Learning:</b> Using information from the library research done earlier, discuss the various ways of acquiring citizenship in Ghana and pay greater attention to the values of honesty, patriotism, integrity, and hard work. further examine how to accommodate minority interests.</p>	Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	2.1.1.LI3	2.1.1.AS3
	<p><b>Explain the meaning and types of rights</b></p> <p><b>Talk for Learning:</b> In jigsaw groups discussions the meaning and the types of rights. NB: Emphasize that privileges are not necessarily rights and highlight the values of confidence, equality, tolerance and responsibility. Probe into minority rights issues in the society.</p>	Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning

	2.1.1.LI4		2.1.1.AS4
	<p><b>Examine how citizens' rights are protected.</b></p> <p><b>Talk for learning:</b> Discuss how citizens' rights can be protected in a state. Probe for further responses. Attention must be given to all learners and values such as patriotism, responsibility, equality, equity, and confidence. Special emphasis should be placed on the rights of the minority and how it can be assessed.</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>
	2.1.1.LI5		2.1.1.AS5
	<p><b>Establish the symbiotic relationship between the responsibility of the state towards citizens and vice versa in national development.</b></p> <p><b>Experiential Learning:</b> Role-play the duties and responsibilities of a good citizen and that of government; and focus on the values of patriotism, responsibility, obedience, and respect. Stress the need for reciprocity by citizen and government.</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>
	2.1.1.LI6		2.1.1.AS6
	<p><b>Discuss how the rights of a citizen can be restricted.</b></p> <p><b>Collaborative Learning:</b> In mixed-ability and gender groups, discuss how the rights of a citizen are being restricted in a state, while placing emphasis on the core values of teamwork, obedience, respect and equality. further examine how to accommodate minority rights.</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 Resources</b>	<ul style="list-style-type: none"> <li>Government curriculum</li> <li>Internet: Website of the Government of Ghana</li> </ul>	<ul style="list-style-type: none"> <li>NaCCA approved textbooks on Government</li> <li>1992 constitution of Ghana</li> </ul>	<ul style="list-style-type: none"> <li>e-library resources</li> </ul>

**Subject**      **GOVERNMENT**  
**Strand**        **1. GOVERNMENT AND DEVELOPMENT**  
**Sub-Strand**    **2. INDIGENOUS AND CONTEMPORARY GOVERNANCE IN GHANA**

Learning Outcomes	21st Century Skills and Competencies	GESI <sup>3</sup> , SEL <sup>4</sup> and Shared National Values
<p>2.1.2.LO1</p> <p>Assess the features of democracy and good governance</p>	<p><b>Communication:</b> Interaction during the brainstorming session.</p> <p><b>Collaboration:</b> Through working in groups.</p> <p><b>Communication:</b> Interaction during the group activity.</p>	<p><b>GESI:</b> Using collaborative pedagogy, that ensure Gender Equity and Social Inclusion and working with each other in an inclusive way leads learners to:</p> <ul style="list-style-type: none"> <li>• Appreciate divergent views and opinions.</li> <li>• Embrace inclusion through group activities.</li> <li>• Become aware of the need for fairness and justice within the society.</li> <li>• Acquire values of transparency, accountability and probity</li> <li>• Value and work in favour of a democratic and inclusive society.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Appreciate tenets of democracy and good governance.</li> <li>• Develop skills of consensus building.</li> <li>• Learn to submit to authority in a polity.</li> </ul> <p><b>National Core Values:</b> tolerance, transparency, selflessness, dedication, and commitment, tolerance, transparency, accountability, and equality.</p>

Content Standards	Learning Indicators and Pedagogical Exemplars (with 21 <sup>st</sup> Century skills and competences and GESI)		Assessment
2.1.2.CSI	2.1.2.LII		2.1.1.ASI
Demonstrate knowledge and understanding of contemporary Governance System in Ghana.	<p><b>Examine the features of democratic system of governance.</b></p> <p><b>Talk for Learning:</b> Explore what learners Know, want to Know and Learn (KWL) about the features of democratic system of governance. Through questions discuss how these systems promote the rights of citizens, tolerance, transparency, selflessness, dedication, and commitment. Identify and include the contributions of different groups (female, youth, persons with special needs) in governance.</p>		Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	2.1.1.LI2	<p><b>Analyse the features of good governance.</b></p> <p><b>Collaborative Learning:</b> In mixed ability and gender groups, discuss the meaning and features of good governance in nation-building. Consider the values of tolerance, transparency, accountability and equality. Identify and include the contributions of different groups (female, youth, persons with special needs) in governance.</p>	2.1.1.AS2 Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>• Government curriculum</li> <li>• Government approved textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• e-resources</li> </ul>	

**Subject**      **GOVERNMENT**  
**Strand**        **2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION**  
**Sub-Strand**    **1. CONSTITUTION AND ORGANS OF GOVERNMENT**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.1LO1</p> <p>Examine the functions of the organs of government</p>	<p><b>Critical thinking:</b> Through further probing of responses during discussion.</p> <ul style="list-style-type: none"> <li>• Consider personal reactions to situations or problems and how these reactions may influence thinking.</li> <li>• Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities.</li> <li>• Compare and contrast information and ideas in own and others reasoning.</li> <li>• Consider how reasons and examples are used to support a point of view and illustrate meanings and functions of government.</li> </ul> <p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>• Through sharing of ideas during class presentations.</li> <li>• Interaction during the brainstorming session.</li> </ul> <p><b>Digital literacy:</b> Through watching videos/pictures and listening to audios.</p> <p><b>Communication:</b> Through discussion sessions.</p> <p><b>Lifelong learning:</b> Using the library resources.</p>	<p><b>GESI:</b> Through GESI-responsive pedagogy, several gender equality and social inclusion life skills would be acquired by learners, where they:</p> <ul style="list-style-type: none"> <li>• Appreciate divergent views and opinions. Embrace inclusion through group activities.</li> <li>• Become aware of the need for fairness and justice within the society.</li> <li>• Respect for religious diversity, cultures and political affiliation.</li> <li>• Value and work in favour of a democratic and inclusive society.</li> <li>• Embrace and support gender equality.</li> <li>• Identify social injustice and advocate for change.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Create political awareness of the mandates of political leaders.</li> <li>• Appreciate the relationship between citizens and duty bearers.</li> <li>• Apply oneself to a given mandate to achieve maximum results.</li> </ul> <p><b>National Core Values:</b>  Value and work in favour of a democratic and inclusive society. The lessons learned from watching the audio-visuals will convey the values of</p>

		cooperation, integrity, patriotism, and loyalty.
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Content Standards	Learning Indicators and Pedagogical Exemplars (with 21st Century skills and competences and GESI)	Assessment
2.2.1.CSI	2.2.1.LI1	2.2.1.AS1
Demonstrate knowledge, understanding and appreciation of the organs of government.	<p><b>Examine the functions of the executive organ of government.</b></p> <p><b>Collaborative Learning:</b> In mixed ability and gender groups, brainstorm on the functions of the executive organ of government; while demonstrating the values of equality, equity, transparency and authority. Highlight issues of fair representation in the executive and discuss the gender dynamics.</p>	Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	<p>2.2.1.LI2</p> <p><b>Discuss the significance of the legislature in a democratic state</b></p> <p><b>Experiential Learning:</b> Watch videos/pictures, listen to audios on Parliamentary proceedings and further discussion, with emphasis on cooperation, integrity, patriotism, and loyalty. Highlight issues of gender dynamics and creating enabling environment for fair representation in the polity.</p>	2.2.1.AS2 Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	<p>2.2.1.LI3</p> <p><b>Discuss the role of the Judiciary in a democratic state.</b></p> <p><b>Talk for Learning:</b> Pair two learners to discuss and present the functions of the Judiciary in the preservation of fundamental human rights. Pay particular attention to civic values of justice, fairness, honesty, and integrity. Emphasis should be placed on the rationale for slowness in the justice delivery system; deal with issues of mistrust and misconceptions of the judiciary system. Point out how citizens can access legal services.</p>	2.2.1.AS3 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 Resources</b>	<ul style="list-style-type: none"> <li>• Government curriculum.</li> <li>• Internet: Website of the Judicial Service of Ghana; Website of the Parliament of Ghana; Website of the government of Ghana.</li> <li>• Video clips/Audios/Pictures of the subject matter</li> <li>• e-library resources</li> <li>• NaCCA approved textbooks on Government</li> </ul>

**Subject**      **GOVERNMENT**  
**Strand**        **2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION**  
**Sub-Strand**    **2. STATE AND NON-STATE ACTORS IN GHANA**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.2.LO1</p> <p>Assess how the mass media, Political parties and the Electoral Commission shape democratic consolidation.</p>	<p><b>Digital literacy:</b> Share experiences of accessing online services at home, school and the general society.</p> <p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>• All learners will be given opportunity to provide oral presentation.</li> <li>• Learn to be measured in their speech as they work and collaborate with each other.</li> </ul>	<p><b>GESI:</b> Learners having experienced experiential teaching method in Gender Equality and Social Inclusion fashion, leads to acquiring the skills of:</p> <ul style="list-style-type: none"> <li>• Appreciating divergent views and opinions.</li> <li>• Embracing inclusion through group activities.</li> <li>• Becoming aware of the need for fairness and justice within the society.</li> <li>• Respecting for diversity, cultures and political affiliation.</li> <li>• Appreciating a democratic and inclusive local society.</li> <li>• Identifying social injustice and advocate for change.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Have a mindset of promoting efficient and quick service delivery.</li> <li>• Build a culture of prudent management of resources.</li> <li>• Promote transparency in dealing with institutions and agencies of government to curb negative practices.</li> <li>• It eases the cost of doing business with government in one’s interest.</li> <li>• Appreciate the application of technology in service delivery.</li> </ul>

		<p><b>Glocal Citizenship:</b> Exposure to diversity in service delivery from other parts of the world. Experience from project-based assignments will help learners acquire the values of teamwork, transparency, truthfulness, and fairness.</p> <p><b>National Core Values:</b> Value and work in favor of a democratic and inclusive society. The lessons learned from watching the audio-visuals will convey the values of cooperation, integrity, patriotism, and loyalty.</p>
2.2.2.LO2		
Evaluate local government system, Public Service and E-government in Ghana.	<p><b>Digital literacy:</b> Share experiences of accessing online services at home, school and the general society.</p> <p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>• All learners will be given opportunity to provide oral presentation.</li> <li>• Learn to be measured in their speech as they work and collaborate with each other.</li> </ul>	<p><b>GESI:</b> Learners having experienced experiential teaching method in Gender Equality and Social Inclusion fashion, leads to acquiring skills of:</p> <ul style="list-style-type: none"> <li>• Appreciating divergent views and opinions.</li> <li>• Embracing inclusion through group activities.</li> <li>• Becoming aware of the need for fairness and justice within the society.</li> <li>• Respecting for diversity, cultures and political affiliation</li> <li>• Appreciating a democratic and inclusive local society</li> <li>• Identifying social injustice and advocate for change</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Have a mindset of promoting efficient and quick service delivery.</li> <li>• Build a culture of prudent management of resources.</li> <li>• Promote transparency in dealing with institutions and agencies of government to</li> </ul>

		<p>curb negative practices.</p> <ul style="list-style-type: none"> <li>• It eases the cost of doing business with government in one's interest.</li> <li>• Appreciate the application of technology in service delivery.</li> </ul> <p><b>Glocal Citizenship:</b> Exposure to diversity in service delivery from other parts of the world. Experience from project-based assignments will help learners acquire the values of teamwork, transparency, truthfulness, and fairness.</p> <p><b>National Core Values:</b> Value and work in favour of a democratic and inclusive society. The lessons learned from watching the audio-visuals will convey the values of cooperation, integrity, patriotism, and loyalty.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars (with 21 <sup>st</sup> Century skills and competences and GESI)	Assessment
2.2.2.CS2	2.2.1.LI1	2.2.1.AS1
Demonstrate understanding and application of State-Society Relations in Ghana.	<p><b>Mass media and democratic state development.</b></p> <p><b>Experiential Learning:</b> Using recorded audios or videos depicting the activities of the media, discuss the role of the mass media in society. Consider the values of courage, fairness, balance, integrity, and honesty.</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>
	2.2.1.LI2	2.2.1.AS2
	<p><b>Discuss party systems.</b></p> <p><b>Collaborative learning:</b> In mixed- ability and gender groups, brainstorm the concept of political parties, types and party systems, with emphasis on tolerance, respect, fairness, and freedom.</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>
	2.2.1.LI3	2.2.1.AS3
<p><b>Assess the significance of the EC in Ghana's democratic practice.</b></p> <p><b>Building on what others say:</b> Discuss the role of the EC in Ghana's democratic practice, focusing on the values of integrity, honesty, transparency, and accountability.</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.LI4			2.2.1.AS4
	<p><b>Describe Decentralization, types, and structure of Ghana’s local government system.</b></p> <p><b>Talk for Learning:</b> Brainstorm on the meaning of decentralisation, types and local government. Pay particular attention to hard work, honesty, patriotism, commitment, and transparency.</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>
	2.2.1.LI5			2.2.1.AS5
	<p><b>Describe the Public Service</b></p> <p><b>Collaborative Learning:</b> In a jig-saw activities, discuss the meaning, characteristics and composition of the public service. Pay attention to hard work, patriotism and commitment.</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>
	2.2.1.LI6			2.2.1.AS6
	<p><b>Distinguish between E-government and E-governance</b></p> <p><b>Experiential Learning:</b> With your knowledge and understanding of online activities, research on how online services is acquired. Present findings for further discussion and highlight the values of teamwork, transparency, truthfulness, and fairness.</p>			<p>Level Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic Reasoning</p> <p>Level Extended thinking and reasoning</p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>Government curriculum.</li> <li>NaCCA approved textbooks on government</li> <li>Internet: <a href="http://www.ghanagov.gh">www.ghanagov.gh</a>; Website of Local Government Service of Ghana.</li> </ul>	<ul style="list-style-type: none"> <li>e-library resources</li> <li>Publications on decentralisation and local governance concept in Ghana</li> <li>Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>Videos/audios/Pictures.</li> <li>Website of reputable media houses.</li> <li>Political Paraphernalia (Party logos and symbols).</li> </ul>	<ul style="list-style-type: none"> <li>1992 Republican Constitution of Ghana.</li> <li>Internet: Website of the Electoral Commission of Ghana.</li> <li>Government curriculum</li> </ul>

**Subject**      **GOVERNMENT**  
**Strand**        **3. GHANA IN THE GLOBAL SYSTEM**  
**Sub-Strand**    **1. GHANA IN THE COMMUNITY OF NATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.1.LO1</p> <p>Evaluate the determinants and actors of Ghana's foreign policy.</p>	<p><b>Global citizenship:</b> Learners bring comparative views and opinions from other part of the world during class discussion.</p> <p><b>Collaboration and Communication:</b> As learners work together, they acquire the skill of communication through interaction in the group and presentation of the work.</p>	<p><b>GESI:</b> Through GESI-responsive pedagogy, several aGender Equality and Social Inclusion life skills would be acquired by learners, where they:</p> <ul style="list-style-type: none"> <li>• Appreciate divergent views and opinions.</li> <li>• Embrace inclusion through cooperation.</li> <li>• Learn to work within the global scene.</li> <li>• Become aware of the need for fairness, equity and justice within the global arena.</li> <li>• Mutual respect for national interest.</li> <li>• Value and work in favour of a democratic and inclusive society.</li> <li>• Embrace and support gender equality.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Develop the culture to promote national interest.</li> <li>• Exhibit good conduct and be a good ambassador of Ghana.</li> </ul> <p><b>National Core Values:</b> Understanding of the actors and institutions responsible for Ghana's foreign policy formulation and implementation will promote hard work, responsibility, commitment, and patriotism.</p>

<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21<sup>st</sup> Century and GESI</b>	<b>Assessment</b>
2.3.1.CSI	2.3.1.L11	2.3.1.AS1
	Discuss Diplomacy  Talking for Learning: Using an interactive class technique, discuss the meaning and types of diplomacy and pay particular attention to patriotism, honesty, integrity and transparency.	Level Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.3.1.L12	2.3.1.AS2
Demonstrate knowledge and understanding of Ghana's external relations.	<b>Examine the determinants of Ghana's foreign policy</b>  <b>Talk for Learning:</b> Discuss the determinants of Ghana's foreign policy decisions, while emphasizing patriotism, confidence, honesty, integrity, and transparency.	Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	2.3.1.L13	2.3.1.AS3
	<b>Discuss the actors and institutions involved in Ghana's foreign policy. (e.g., Executive, Parliament, Ministry of Foreign Affairs, Embassies/High Commissions etc)</b>  <b>Collaborative Learning:</b> Work in mixed-ability and gender groups to identify the various actors and institutions responsible for Ghana's foreign policy. Consider hard work, responsibility, commitment and patriotism. Highlight different groups (women, persons with special needs, youth children etc.) positions in Ghana's foreign policy.	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 Resources</b>	<ul style="list-style-type: none"> <li>• www.ghanagov.gh</li> <li>• Internet: website of the Ministry of Foreign Affairs.</li> <li>• Government curriculum</li> </ul>	



**Subject**      **GOVERNMENT**  
**Strand**        **3. GHANA IN THE GLOBAL SYSTEM**  
**Sub-Strand**    **2. GLOBALIZATION AND DEVELOPMENT**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.2.LO1</p> <p>Assess globalization, characteristics, and types.</p>	<p><b>Glocal Citizenship:</b> Learners appreciate and respect their identities as Ghanaians and value power of global acculturation.</p> <p><b>Leadership and responsibility:</b> As learners take-up responsibilities in the group.</p> <p><b>Digital literacy:</b> As learners use online resources</p> <p><b>Critical thinking:</b> Brainstorming develops critical thinking skills of learners.</p> <p><b>Communication skills:</b> Interacting with one another improves communication skills of learners.</p>	<p><b>GESI:</b> Learners having experienced problem-based learning that ensures Gender Equity and Social Inclusion and working with each other in inclusive way lead to:</p> <ul style="list-style-type: none"> <li>• Respecting individuals of different beliefs and culture.</li> <li>• Valuing and work in favour of a democratic and inclusive society.</li> <li>• Appreciating divergent views and opinions.</li> <li>• Becoming aware of the need for fairness and justice within the society.</li> <li>• Interrogating their stereotypes and biases about gender roles in global governance and political leadership.</li> <li>• Identify social injustice and advocate change in the global system.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding and respect for diversity in the international community.</li> <li>• Recognise external biases that may skew one’s world view.</li> <li>• Act and think as a Global citizen.</li> </ul> <p><b>National Core Values:</b> Respect and embrace diverse ideas of learners. Discussion</p>

		and understanding of the nature and types of globalisation will support the values of hard work, patriotism, commitment, and transparency.
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<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars with 21st Century and GESI</b>	<b>Assessment</b>
2.3.2.CSI	2.3.2.LI.1	2.3.2.AS.1
Demonstrate knowledge and understanding of globalization and development of States.	<p><b>Explain the meaning and characteristics of globalisation</b></p> <p><b>Problem-based learning:</b> In mixed-ability and gender groups, investigate the concept of globalisation and its characteristics and present it in class. Concentrate on the elements of patriotism, honesty and commitment. Discuss further issues of gender dynamics at the global level.</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>2.3.2.LI.2</p> <p><b>Discuss the types of globalisation</b></p> <p><b>Talk for Learning:</b> Through pyramid discussion learners discuss the nature and types of globalization (political, economic and social etc.). Probe for further responses to stimulate critical thinking. Concentrate on patriotism, honesty and commitment. Probe further into issues of women on the globe and discuss the gender dynamics at the global level.</p>	<p>2.3.2.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 Resources</b>	<ul style="list-style-type: none"> <li>• Government curriculum.</li> <li>• Internet: Britannica encyclopaedia (<a href="https://www.britannica.com/summary/cultural-globalization">https://www.britannica.com/summary/cultural-globalization</a>).</li> <li>• Government resource pack</li> <li>• NaCCA approved government textbooks</li> </ul>	

# YEAR THREE

**Subject**      **GOVERNMENT**  
**Strand**        **I. GOVERNMENT AND DEVELOPMENT**  
**Sub-Strand**    **I. BASICS OF GOVERNMENT**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.1.LO1</p> <p>Examine the relationship between the systems of government and Ghana's adoption of the unitary system of government.</p>	<p><b>Collaboration and communication:</b> As members interact and work together to accomplish multiple tasks.</p> <p><b>Leadership and Responsibility:</b> As roles are assigned to group members.</p> <p><b>Communication skills:</b> Through-discussions in class.</p> <p><b>Digital Literacy:</b> As learners use digital tools to search for information.</p> <p><b>Life-long learning:</b> Through research.</p>	<p><b>GESI:</b> Through GESI-responsive pedagogy, several Gender Equality and Social Inclusion life skills would be acquired by learners, where they:</p> <ul style="list-style-type: none"> <li>• Appreciate divergent views and opinions. Embrace inclusion through group activities.</li> <li>• Become aware of the need for fairness and justice within the society.</li> <li>• Build the capacity to bridge the divergent gap</li> <li>• Value and work in favour of a democratic and inclusive society.</li> <li>• Identify social injustice and advocate for change.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Less diversity in unitary system promotes development and learners can appreciate unity of purpose</li> <li>• Learn to build bridges for the sake of national unity</li> <li>• Imbibe the sense of equity and support for national development</li> <li>• Learn to share resources and build the capacity of others</li> </ul> <p><b>National Core Values:</b></p>

		Respect for individual views. Learners acquire the values of patriotism, fairness and loyalty.
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Content Standards	Learning Indicators and Pedagogical Exemplars (with 21st Century skills and competences and GESI)	Assessment
3.1.1.CSI	3.1.1.LI1	3.1.1.AS1
Demonstrate knowledge and understanding and application of the systems of government.	<p><b>Discuss the systems of government.</b></p> <p><b>Collaborative Learning:</b> In mixed-ability groups, learners brainstorm on the various systems of government. Emphasising authority, hard work, patriotism, loyalty, and fairness. Probe further the role and impact of women in the political arena (legislature, executives, judiciary and other institutions of state).</p>	Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	<p>3.1.1.LI2</p> <p><b>Provide reasons for Ghana's adoption of unitary system of government.</b></p> <p><b>Structuring talk for learning:</b> Based on your previous knowledge on the systems of government, discuss why Ghana adopted the unitary system of government. Pay attention to unity, selflessness, common identity and belongingness, underscoring the need to recognise minority groups in the unitary system of government.</p>	3.1.1.AS2 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 Resources</b>	<ul style="list-style-type: none"> <li>• Government curriculum.</li> <li>• Britannica Encyclopaedia on systems of government (<a href="https://www.britannica.com/browse/Politics-Political-Systems">https://www.britannica.com/browse/Politics-Political-Systems</a>)</li> <li>• Library information on the systems of government.</li> <li>• The Constitutions of the Republic of Ghana.</li> </ul>	

**Subject      GOVERNMENT**  
**Strand        1. GOVERNMENT AND DEVELOPMENT**  
**Sub-Strand   2. INDIGENOUS AND CONTEMPORARY GOVERNANCE IN GHANA**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.2.LO1</p> <p>Evaluate the relevance of the democratic features of indigenous governance system.</p>	<p><b>Communication skills:</b> By expression of ideas.</p> <p><b>Critical thinking:</b> responses to probing questions further develop the thinking ability of learners.</p> <p><b>Global Citizenship:</b> Appreciate and respect the Ghanaian identity, culture, and heritage.</p> <p><b>Communication:</b> Respectfully listen to the position of peers and communicate on issues that a different from their views.</p>	<p><b>GESI:</b> Through collaborative learning approach, several Gender Equality, Equity and Social Inclusion life skills would be acquired by learners, where they:</p> <ul style="list-style-type: none"> <li>• Appreciate divergent views and opinions on indigenous governance system.</li> <li>• Embrace inclusion through group activities.</li> <li>• Value and work in support of indigenous political system.</li> <li>• Promote the blend of the indigenous political system with modern democracy.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Identify with and preserve the values of the indigenous political system.</li> <li>• Appreciate the role traditional governance system play in the overall governance of the state.</li> <li>• Submit to indigenous political authority.</li> </ul> <p><b>National Core Values:</b>  Respect and value individual views and ideas. In the discussion session, values of tolerance, respect cooperation and respect for authority are promoted.</p>



Content Standards	Learning Indicators and Pedagogical Exemplars (with 21st Century skills and competences and GESI)		Assessment
3.1.2.CS2	3.1.2.LI1		3.1.2.AS.1
Compare Indigenous and contemporary Governance in Ghana.	<p><b>Assess the democratic features of the indigenous governance system.</b></p> <p><b>Structuring Talk for Learning:</b> Drawing on relevant previous Knowledge on the visit to a chief's palace, identify and discuss the democratic features of the indigenous Ghanaian governance system, upholding the values of tolerance, cooperation, patriotism, and respect for authority. Identify and include the contributions of women and persons with special needs in the traditional governance system and that of modern democracy.</p>		Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	3.1.2.LI2	Examine the role of the chieftaincy institution in contemporary governance in Ghana	3.1.2.AS2
	<p><b>Experiential Learning:</b> Engage a resource person from the Regional House of Chiefs or nearest paramountcy to have an interactive discussion with learners on how relevant chiefs are in contemporary governance. The values to promote are respect, unity and patriotism. Highlight the contributions of women and youth in the chieftaincy 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 Resources</b>	<ul style="list-style-type: none"> <li>• Government curriculum</li> <li>• NaCCA approved textbook on government</li> <li>• Resource person from a Traditional Council.</li> </ul>	<ul style="list-style-type: none"> <li>• The 1992 Constitution of Ghana.</li> <li>• Libraries of various Regional House of Chiefs. Resource Person</li> </ul>	

**Subject GOVERNMENT**

**Strand 2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION**

**Sub-Strand 1. CONSTITUTION AND ORGANS OF GOVERNMENT/STATE AND NON-STATE ACTORS IN GHANA**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.1.LO1</p> <p>Examine the significance of the Fourth Republican Constitution of Ghana and justify the existence of separation of power and checks and balances.</p>	<p><b>Collaboration:</b> teamwork through assigned roles.</p> <p><b>Communication:</b> As learners interact with each other; through discussion and presentation in class.</p> <p><b>Critical Thinking:</b> Through further probing of responses during brainstorming sessions.</p>	<p><b>GESI:</b> Having used project work approach ensuring gender and social inclusion in the learning of the Fourth Republican Constitution learners acquire practical hands-on knowledge and competencies, which include:</p> <ul style="list-style-type: none"> <li>• Appreciation of divergent views and opinions. Embracing inclusion through group activities.</li> <li>• Becoming aware of the need for fairness and justice within the society.</li> <li>• Valuing and work in favour of a democratic and inclusive society.</li> <li>• Identifying social injustice and advocate for change.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Guided by rules and principles that may lead to an individual accounting for their actions and inactions.</li> <li>• Enable individual works within their mandate and check excesses.</li> <li>• Recognise and respects others' authority in their field of work.</li> </ul> <p><b>National Core Values:</b> Value and work in favour of a democratic society. Lesson focuses on values of justice, fairness,</p>

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		balance, and equality. Confidence, tolerance, and respect for divergent views. Learners will acquire the values of equality, fairness, discipline and justice.
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Content Standards	Learning Indicators and Pedagogical Exemplars (with 21 <sup>st</sup> Century skills and competences and GESI)	Assessment
3.2.1.CSI	3.2.1.LI1	3.2.1.AS1
Demonstrate understanding and appreciation of the 1992 Republican Constitution.	<p><b>Examine the salient features of the 1992 Republican Constitution</b></p> <p><b>Project-based Learning:</b> In groups, research on the features of the 1992 constitution and present findings for further discussion in class. Learners will hold the values of justice, equality, and patriotism. Allow the introverts and approaching proficiency to lead presentation.</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>
	3.2.1.LI2	3.2.1.AS3
	<p><b>Describe separation of powers, checks and balances</b></p> <p><b>Problem-Based Learning:</b> Brainstorm the concept of separation of powers, checks and balances, probe for further responses to stimulate critical thinking. At the same time demonstrate qualities of justice, fairness, balance, and equality.</p>	Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	3.2.1.LI3	3.2.1.AS3
	<p><b>Discuss the relevance of the existence of separation of powers, checks and balances in Ghana.</b></p> <p><b>Collaborative Learning:</b> Working in mixed-ability groups, identify checks and balances in democratic governance of Ghana. Highlight values of equality, fairness discipline and justice.</p>	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 Resources</b>	<ul style="list-style-type: none"> <li>The 1992 Constitution of Ghana.</li> <li>Government Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>NaCCA approved textbook on government</li> </ul>

**Subject      GOVERNMENT**  
**Strand        2. CONSTITUTION, INSTITUTIONS AND ADMINISTRATION**  
**Sub-Strand   2. STATE AND NON-STATE ACTORS IN GHANA**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.2.LO1</p> <p>Examine the relevance of Political Parties and Elections in Democratic Society.</p>	<p><b>Communication:</b> As learners interact with each other.</p> <p><b>Critical thinking:</b> Through probing questions.</p> <p><b>Communication:</b> Through discussion sessions.</p>	<p><b>GESI:</b> Having used structuring talk approach and ensuring gender and social inclusion in the learning of political parties and elections, learners acquire practical hands-on knowledge and competencies, which include:</p> <ul style="list-style-type: none"> <li>• Appreciation of divergent views and opinions. Embracing inclusion through group activities.</li> <li>• Becoming aware of the need for fairness and justice within the society.</li> <li>• Valuing and work in favour of a democratic and inclusive society.</li> <li>• Identifying social injustice and advocate for change.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Enable individual works within their mandate and check excesses.</li> <li>• Learn to build bridges for the sake of national unity.</li> <li>• Imbibe the sense of equity and support for national development.</li> </ul> <p><b>National Core Values:</b> Value and work in favour of a democratic and inclusive society. Learners demonstrate values of patriotism, fairness, freedom and respect.</p>

3.2.2.LO2	<p><b>Evaluate e-governance in service delivery at the district and national levels.</b></p> <p><b>Communication:</b> All learners will be given the opportunity to make a presentation in class.</p> <p><b>Leadership and responsibility:</b> As learners are assigned different roles, they learn the skill of leadership and responsibility.</p> <p><b>Digital literacy:</b> As learners do online research on e-governance at the district and national levels.</p> <p><b>Collaboration and Communication:</b> As learners work together, they acquire the skill of communication through interaction in the group and presentation of the work.</p>	<p><b>GESI:</b> Having used project work approach ensuring gender and social inclusion in the learning of e-governance, learners acquire practical hands-on knowledge and competencies, which include:</p> <ul style="list-style-type: none"> <li>• Appreciation of divergent views and opinions.</li> <li>• Embracing inclusion through group activities.</li> <li>• Becoming aware of the need for fairness and justice within the society.</li> <li>• Valuing and work in favour of a democratic and inclusive society.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Build a culture of prudent management of resources.</li> <li>• Promote transparency in dealing with institutions and agencies of government to curb negative practices.</li> <li>• It eases the cost of doing business with government in one's interest.</li> <li>• Appreciate the application of technology in service delivery.</li> </ul> <p><b>National Core Values:</b></p> <ul style="list-style-type: none"> <li>• Learners embrace diversity and practise inclusion. Learners imbibe qualities of honesty, probity and accountability.</li> <li>• Teamwork by respecting divergent views and gender inclusion while working in group sessions. Learners</li> </ul>
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		demonstrate values of unity, cooperation, equity. Commitment, balance and fairness.
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Content Standards	Learning Indicators and Pedagogical Exemplars (with 21 <sup>st</sup> Century skills and competences and GESI)	Assessment
3.2.2.CS2	3.2.2.LI1	3.2.1.AS1
Evaluate State-Society Relations and Administration	<p><b>Discuss the role of political parties in a democratic state</b></p> <p><b>Collaborative Learning:</b> In small mixed ability groups learners discuss the role of political parties in a democratic state through probing for further responses. Highlight values of tolerance, cooperation, respect, fairness and freedom. Focus on women and minority roles in building electoral democracy and development.</p>	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>
	3.2.1LI2	3.2.1AS2
	<p><b>Assess the types and functions of elections.</b></p> <p><b>Collaborative Learning:</b> In mixed ability groups, discuss the types and functions of elections. Focus on patriotism, fairness, freedom, and respect. Interrogate the significance of the inclusion of vulnerable and minority groups in elections and voting.</p>	Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
3.2.1LI3	3.2.1AS3	
<p><b>Assess the effects of the concept of decentralization on development.</b></p> <p><b>Project-based:</b> Identify developmental projects undertaken by District Assemblies in your locality. Present findings for class discussion. Highlight the value of unity, cooperation, equity, commitment, balance, and fairness.</p>	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>	



	<b>3.2.II4</b>	<b>3.2.IAS 4</b>
	<p><b>Examine the functions and challenges of the Public Service</b></p> <p><b>Problem-based Learning:</b> Observe and talk to staff of public agency within the school environment and describe their range of responsibilities and challenges.</p>	<p>Level Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic thinking</b> Level 4 Extended critical thinking and reasoning</p>
	<b>3.2.II5</b>	<b>3.2.IAS5</b>
	<p><b>Examine the relevance of e-governance in the socio-economic development of Ghana.</b></p> <p><b>Problem-based learning:</b> In mixed-ability and gender groups, investigate the use of e-governance in service delivery and do a presentation in class. The values to be promoted are honesty, probity and accountability.</p>	<p>Level 1 Recall Level 2 <b>Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>• The 1992 constitution of Ghana.</li> <li>• Government curriculum.</li> <li>• NaCCA approved textbook on government</li> </ul>	<ul style="list-style-type: none"> <li>• Political Parties manifestoes</li> <li>• Internet: <a href="http://www.ghanagov.gh">www.ghanagov.gh</a>; website of Local Government Service of Ghana.</li> </ul>

**Subject**      **GOVERNMENT**  
**Strand**        **3. GHANA IN THE GLOBAL SYSTEM**  
**Sub-Strand**    **1. GHANA IN THE COMMUNITY OF NATIONS**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.1.LO1</p> <p>Evaluate Ghana's foreign policy towards neighbouring states, continental Africa, and the United Nations.</p>	<p><b>Critical thinking:</b> As learners brainstorm, they develop critical thinking skills.</p> <p><b>Communication skills:</b> through discussions in class.</p> <p><b>Collaboration:</b> As the learners interact.</p>	<p><b>GESI:</b> Through GESI-responsive pedagogy, Gender Equality, and Social Inclusion life skills would be acquired by learners, where they:</p> <ul style="list-style-type: none"> <li>• Become aware of the need for fairness and justice at international level.</li> <li>• Respect for nationalities, cultures and racial differences.</li> <li>• Value and work in favour of a democratic and inclusive international society.</li> <li>• Identify social injustice and advocate for change at the international level.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Learn to live and build cordial relationship around you.</li> <li>• Attract favour and support in times of need.</li> <li>• Learn to be each other's keeper.</li> </ul> <p><b>National Core Values:</b>  Respect individual views. The values of cooperation, unity of purpose, mutual tolerance and respect are promoted.</p>

<b>Content Standards</b>	<b>Learning Indicators and Pedagogical Exemplars (with 21<sup>st</sup> Century and competences and GESI)</b>	<b>Assessment</b>
3.3.1.CSI	3.3.1.LI1	3.3.1.AS1
Demonstrate knowledge, understanding and appreciation of Ghana's external Relations	<p><b>Assess Ghana's foreign policy of good neighbourliness.</b></p> <p><b>Talk for Learning: Through question and answers</b> Ghana's relations with its neighbouring states, while focusing on unity, tolerance, respect, cooperation and patriotism. Also interrogate gender roles and how to present and communicate Ghana's foreign policy of good neighbourliness.</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>3.3.1.LI2</p> <p><b>Analyse Ghana's foreign policy towards Economic Community of West African States (ECOWAS), Africa Union (AU), European Union (EU) and United Nations Organisation (UNO)</b></p> <p><b>Talk for Learning:</b> Discuss Ghana's foreign policy towards ECOWAS, AU, EU, UNO, while focusing on unity, tolerance, respect, cooperation, and patriotism. Examine how the minority interest (women, the youth, persons with special needs etc.) are represented in Ghana's foreign policy towards the international organisations</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 Resources</b>	<ul style="list-style-type: none"> <li>• Government curriculum</li> <li>• NaCCA approved textbooks on government</li> <li>• Internet: Website of the Ministry of Foreign Affairs; websites of ECOWAS, AU, EU, UNO</li> </ul>	

**Subject**      **GOVERNMENT**  
**Strand**        **3. GHANA IN THE GLOBAL SYSTEM**  
**Sub-Strand**    **2. GLOBALIZATION AND DEVELOPMENT**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.2.LO1</p> <p>Evaluate the effects of globalization</p>	<p><b>Collaboration and communication:</b> In mixed ability groups, members interact and work together to accomplish tasks.</p> <p><b>Leadership and responsibility:</b> As roles are assigned to group members.</p> <p><b>Global Citizenship:</b> Make learners conscious of how global issues affect national development and vice versa.</p> <p><b>Communication:</b> Through interaction with each other.</p> <p><b>Leadership:</b> Through division of tasks to group members.</p>	<p><b>GESI:</b> Learners having experienced problem-based learning that ensures Gender Equity and Social Inclusion and working with each other in inclusive way lead to:</p> <ul style="list-style-type: none"> <li>• Respecting individuals of different beliefs and culture</li> <li>• Valuing and work in favour of a democratic and inclusive society.</li> <li>• Appreciating divergent views and opinions.</li> <li>• Becoming aware of the need for fairness and justice within the society.</li> <li>• Interrogating their stereotypes and biases about gender roles in global governance and political leadership.</li> <li>• Identifying social injustice and advocate change in the global system.</li> </ul> <p><b>SEL:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding and respect for diversity in the international community.</li> <li>• Recognise external biases that may skew one’s world view</li> <li>• Act and think as a Global citizen.</li> </ul> <p><b>National Core Values:</b> Values to be attained are patriotism, honesty, and commitment.</p>

Content Standards	Learning Indicators and Pedagogical Exemplars (with 21st Century skills and competences and GESI)	Assessment
3.3.2.CS1	3.3.2.LI1	3.3.2.AS1
Demonstrate knowledge and understanding of globalization and development of States.	<p><b>Assess the effects of globalisation on the development of the Ghanaian economy.</b></p> <p><b>Problem-based:</b> In mixed ability and gender groups, learners brainstorm on the political, economic, and social effects of globalisation on Ghana, while demonstrating element of self-identity, dignity, and cooperation.</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>3.3.2.LI2</p> <p><b>Discuss the measures aimed at mitigating the negative effects of globalization on Ghana's development.</b></p> <p><b>Problem-Based Learning:</b> In mixed-ability and gender groups, learners research on the measures aimed at mitigating the negative effects of globalization with particular focus on patriotism, honesty, and commitment.</p>	<p>3.3.2.AS2</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 Resources</b>	<ul style="list-style-type: none"> <li>• Government curriculum.</li> <li>• NaCCA approved textbooks on government</li> <li>• e-library resources</li> </ul>	