SOCIAL STUDIES

CURRICULUM FOR SECONDARY EDUCATION (SHS 1 – 3)

NaCCA

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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 21st 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

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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.

21st Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21st 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 21st 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 21st 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.
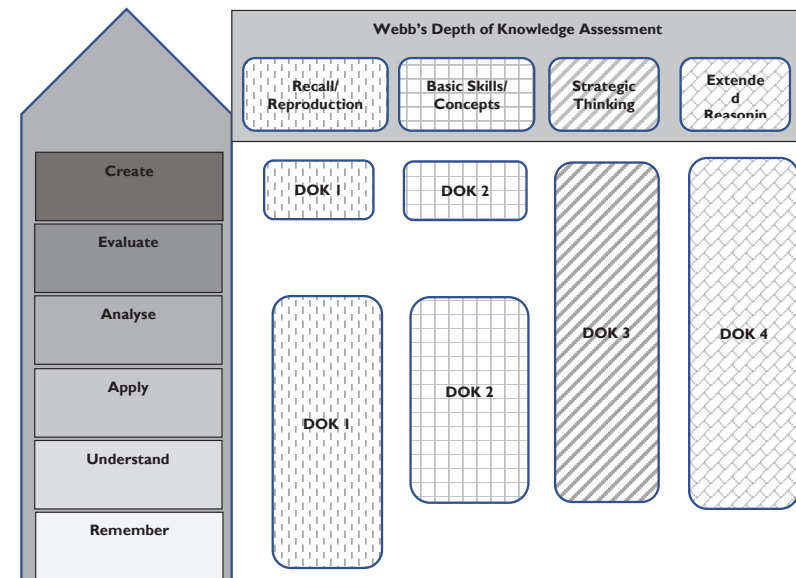

Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

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 21st Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners' acquisition of these skills and competencies. For instance:

• Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
• Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.
• Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.
• Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

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

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

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

Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.

- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.

- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.

- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.

- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.

- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

PHILOSOPHY, VISION AND GOAL OF SOCIAL STUDIES

Philosophy

The philosophy of social studies underscores the cultivation of values and attitudes alongside acquiring knowledge of human experiences, empowering students to address local and contemporary issues or challenges, and equipping them for adult life, work, and further studies.

Vision

The vision of Social Studies is to nurture learners who are creative problem solvers, critical thinkers, and entrepreneurially literate with the right values and attitudes to engage and address contemporary issues at local, national, and global levels.

Goal

The goal for social studies is to develop the full potential of the learner to compete nationally and globally by providing value and attitude-based solutions to contemporary societal issues and challenges.

Contextual Issues

Social Studies is an integrated field of study that draws relevant content from the social sciences and humanities to promote civic competence. In Ghana, the integrated Social Studies provides opportunities to learners to acquire knowledge, skills and attitudes that are relevant for their personal development and the growth of the society. An integrated approach to learning in Social Studies tries to follow the learner's natural ways of learning. Psychologically, it is thought that learners, especially young children, do not naturally see the world through the eyes of the different academic disciplines. Young children do not see the world or their knowledge as separate things. Instead, the learners see them as a whole and ask questions that do not fit neatly into artificial subject/topic categories. Unfortunately, among the gaps found in 2010 Senior High School Social Studies curriculum that are addressed in the new SHS Social Studies Curriculum to power the subject to achieve its overarching goal include:

i. Lack of emphasis on development of critical thinking and problem-solving skills: The design of the 2010 SHS Social Studies curriculum unconsciously encourages teachers to focus on teaching for memorisation of factual information rather than development of critical thinking skills. This approach limits students' ability to analyse and evaluate complex social issues.

ii. Limited diversity in perspectives: The 2010 social studies syllabus does not provide for GESI, Socio-emotional learning.

iii. Inadequate coverage of contemporary issues: The curriculum does not cover current social issues that are relevant to students lives, such as climate change globalization, inequality and digital citizenship as well as ethical issues.

iv. Insufficient focus on social justice: The 2010 curriculum does not emphasise social justice issues such as systemic, political exclusion in the distribution of national resources, inequalities, discrimination etc which are important for promoting civic engagement and active citizenship.

v. The pedagogical approaches adopted in this curriculum do not create opportunities for the acquisition of 21st century skills and competencies that prepares learners for the world of work, adult life and further studies. Consequently, graduates from SHSs have limited abilities and competencies to appreciate key values of democracy, equality, justice, national and global issues that influence human development and what goes on around them.

To address these contextual issues/gaps in the 2010 SHS Social Studies curriculum, the new SHS Social Studies curriculum has suggested the following to help in the realisation of the philosophy, vision and goal of the new SHS Social Studies curriculum. Thus, the New SHS Social Studies curriculum:

i. emphasises on the development of critical thinking and problem-solving skills, adequate coverage of social justice and contemporary issues that threaten the survival of Ghana.

i. focuses on the development of competencies, positive attitudes and values in learners.

ii. suggests GESI, Socio-emotional learning oriented and culturally responsive pedagogies and assessment approaches to be applied in both teaching/learning and assessments of the subject.

iii. integration of ICT in teaching, learning and assessment

Rationale

Ghana is a multi-ethnic society with both common and diverse cultural practices, beliefs, values and norms. These can be harnessed to champion the social, economic and political development of the nation. There is increasing indiscipline, waning patriotism and disregard for some of the respected societal values, beliefs and norms that historically has defined the Ghanaian as respectful, honest and hardworking. Other contemporary local and global challenges affecting the environment, civic illiteracy, economic mismanagement, gender and social inclusion, low sense of purpose and identity among young people, digitalization and technological advancement are changing the dynamics of global development. In Ghana, these factors are impacting negatively on the country's ability to develop its human and capital resources to power economic development and compete favourably in the global knowledge economy. The situation is compounded by the current measurement-driven instructional practices that promote rote learning.

The SHS curriculum is structured to arouse, develop and sustain the interest of all learners irrespective of their socio-cultural backgrounds to achieve their fullest potential and contribute to the socio-economic development of Ghana, to meet the needs of the country in an interconnected world. The curriculum is also designed to give learners the opportunity to play active roles in the teaching and learning process. Adequate provisions have been made for teachers and learners to identify and resolve barriers and misconceptions that hinder the teaching/learning of the subject. Opportunities are also afforded learners to study from known to unknown which is reflected in the sequencing of the strands and sub-strands. In meeting the needs of Ghana and the Global Community, the strands, sub-strands and content standards are structured or organised to include entrepreneurial skills, Civics, Environmental issues and Career guidance.

The teaching and learning of the subject is Science, Technology, Engineering, and Mathematics (STEM)-driven and influenced by using indigenous technology to enhance learning and present real-life experiences. It is also learner-centered, Gender Equality and Social Inclusion (GESI) responsive, and context-based. Computer-assisted learning pedagogies, field trips/visits, community walks, resource persons, dramatisation, role-play, games and simulation, use of multi-sensory teaching-learning resources/materials, etc and assessment strategies (assessments as, for, and of learning) will also be employed to foster linkages among learners, schools, industry and community agencies. The application of inclusive pedagogies and authentic/performance-based assessment strategies in teaching, learning, and assessment of the subject are aligned with the subject's content standards and indicators to aid learners acquire competencies, values and dispositions needed to adapt to multiple transitions, including after-school opportunities.

Social Studies will develop individuals with positive values and attitudes who are sensitive to GESI issues and equipped with the 21st century skills and competencies to thrive in the world of work, adult life, become lifelong learners as well as effective Glocal citizens.

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SCOPE AND SEQUENCE

Social Studies Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS 1	LO 1	LI 1	CS 2	LO 2	LI 2	CS 3	LO 3	LI 3
1	Identity, Significance and Purpose	A Geographical and Historical Sketch of Africa	1	1	3	-	-	-	-	-	-
		Identity and National Cohesion	-	-	-	1	1	3	-	-	-
2	Environment and Sustainability	Environmental Policies and Laws in Ghana	-	-	-	-	-	-	1	1	3
		Environmental Literacy and Sustainability	-	-	-	1	1	2	-	-	-
3	Law and Order in the Ghanaian Society	Law Enforcement Mechanisms in Ghana	-	-	-	1	1	2	-	-	-
		Wars and Conflicts and their Implications	-	-	-	-	-	-	1	1	2
		Legal Frameworks	-	-	-	-	-	-	1	1	2
		Civic Ideals and Practices	1	1	4	-	-	-	-	-	-
4	Nationalism and Nationhood	European Encounter, Colonialism and Neo-Colonialism	-	-	-	1	1	3	1	1	2
		Nationalism, Citizenship and Nation-building	-	-	-	1	1	2	2	2	4
5	Ethics and Human Development	Indigenous Knowledge Systems	1	1	1	-	-	-	-	-	-
		Ethics and Human Values	1	1	2	-	-	-	1	1	2
		Civilisations of Africa	2	2	2	-	-	-	-	-	-
		Leisure and Tourism	-	-	-	1	1	2	-	-	-
		Revolutions that Changed the World	1	1	1	1	1	2	-	-	-
		The Youth and National Development	-	-	-	1	1	3	-	-	-
6	Production, Exchange and Creativity	Economic activities in Africa	1	1	1	1	1	2	-	-	-
		Entrepreneurship, Workplace Culture and Productivity	1	1	2	1	1	3	1	1	2
		Consumer Rights, Protection and Responsibilities	1	1	2	1	1	2	-	-	-
		Financial Literacy	1	1	3	1	1	2	1	1	2
		Globalisation	-	-	-	-	-	-	1	1	2
Total			11	11	21	12	12	28	10	10	21

Overall Totals (SHS 1 – 3)

Content Standards	33
Learning Outcomes	33
Learning Indicators	70

YEAR ONE

Subject   Social Studies
Strand   1. Identity, Significance and Purpose
Sub-Strand   1. A geographical and historical sketch of Africa

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.1.1.LO.1		
Use maps to describe key geographical features of Africa and how they shaped Africa's ancient societies	**Geographical Knowledge and Skills:** Learners develop geographical skills as they: ● locate and identify key geographical features of Africa on a map. ● analyse physical maps to understand variations in terrain, climate, and vegetation across different regions **Critical Thinking and Problem-Solving Skills:** Learners develop critical thinking skills as they: ● draw conclusions and make inferences about the relationship between geography and societal development ● analyse historical maps showing the locations of ancient settlements, trade routes, and empires in relation to geographical features ● debate potential challenges and opportunities presented by different geographical environments for early societies ● formulate hypotheses about how specific features might have influenced social organisation, political systems, and cultural practices **Communication & Collaboration skills:** Learners develop Communication skills as they: ● effectively communicate geographical information and analysis using maps, visuals, and written explanations ● present their findings to the class using visuals, maps, and clear explanations **Historical Understanding and Inquiry Skills:** Learners build historical understanding as they use historical evidence to understand the lives of people in ancient African societies	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way through cross-sharing knowledge and understanding among groups and individuals will be empowered to: ● challenge traditional narratives that exclude the perspectives of marginalised groups ● highlight gendered roles and activities by discussing how geographical features influenced the lives of women and men differently, considering access to resources, division of labour, and participation in trade and cultural practices **SEL:** Through different learning experiences and exposure, learners: ● acknowledge injustices and their impact on their learning ● collaborate effectively with diverse peers ● discuss the ethical implications of using maps and historical narratives to represent different groups of people

		National Values to be embedded in the relevant pedagogy: ● Tolerance ● Honesty ● Truthfulness ● Respect ● Diversity ● Loyalty ● Social Cohesion

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.1.1.CS.1	1.1.1.LI.1	1.1.1.AS.1
Demonstrate understanding of the diverse geographical features and resources of Africa and their impact on early human development	**Describe the major geographic features and ecosystems of Africa, e.g., rivers, deserts, mountains, coastlines, vegetations** **Interactive map exploration:** ● With the aid of maps of Ghana, learners identify geographical features, e.g., rivers (Pra, Ankobra, Volta, etc.), mountains (Akwapim-Togo Range, Gambaga escarpment, etc.), vegetations (savannah, forest, coastal) ● With the aid of maps of Africa, learners identify the location of major geographic features and ecosystems of Africa, e.g., rivers (Nile, Niger, Congo), deserts (Sahara, Namib, Kalahari), mountains (Kilimanjaro, Guinea and Ethiopian Highlands), coastlines, vegetation ● With the aid of maps, videos or pictures, learners explore these features interactively and describe them	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.1.1.LI.2	1.1.1.AS.2
	Analyse how geographical features and ecosystems influenced the development of agriculture, trade networks, and settlement patterns in early African societies **Problem-based learning:** ● In small groups, formulate historical questions to analyse how River valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation, enabling the cultivation of crops and supporting dense populations ● Use different sources to analyse how the highlands and vegetations of Africa offered diverse agro-ecological conditions and allowed the cultivation of a variety of crops e.g., Savanna (Groundnut, millet, etc.), Forest (kola nut, oil palm tree, etc.), Coastal (coconut, oil palm tree, etc.) ● Learners explore historical sources to explain how geographic features, such as rivers, coastlines, deserts, and mountains, served as natural pathways for trade networks to flourish in early African societies, e.g., the Nile River provided a vital transportation route for trade, the Sahara Desert became a vital trade route through the development of the trans-Saharan trade	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

	Talk for learning: In pairs, learners discuss how Africa's geographical features can be exploited to enhance Africa's development, e.g., Rivers like the Nile, Congo, and Niger can be harnessed for clean and renewable energy		
	1.1.1.LI.3		1.1.1.AS.3
	Analyse how climate change influenced the movements and adaptations of early African populations, such as the transition from nomadic hunter-gatherer lifestyles to settled agricultural communities **Experiential learning:** ● In small groups, learners research how climatic conditions that influenced the distribution of resources, adoption of different lifestyles and patterns of settlement in Africa, e.g., unpredictable rainfall and unavailability of fertile lands caused movement of people ● In a jigsaw activity, learners role-play different factors that influenced the transition from hunter-gatherer lifestyles to settled agricultural communities, e.g., technological advancements, discovery of fire, population growth, climate change		Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Maps of Ghana and Africa showing different geographical features ● Pictures, videos and digital maps showing different geographical features and ecosystems in Africa	● Age-appropriate texts exploring the impact of geography on agriculture, trade, and settlement patterns ● Documentaries and educational videos exploring specific themes like the Nile River's role in Egyptian agriculture	● Interactive maps and websites with historical and physical maps allowing students to explore geographical features, trade routes, and settlement patterns across Africa.

Subject   **Social Studies**
Strand   **3. Law and Order in the Society**
Sub-Strand   **4. Civic Ideals and Practices**

Learning Outcomes	21st Century Skills and Competencies	GESI[1], SEL[2] and Shared National Values
1.3.4.LO.1		
Analyse the causes and consequences of road accidents in Ghana and propose effective interventions to enhance road safety	**Computer/ digital literacy:** Learners will watch videos on the causes and impact of road accidents **Critical Thinking and Problem-solving:** Learners identify a given problem or task based on the outcome/indicator(s) of the lesson to formulate questions, collect data, analyse the data and draw conclusions **Collaboration:** Learners work in a safe/conducive environment to share ideas **Communication:** Learners share ideas/information orally during lessons, observe, listen attentively to the resource person and ask questions	**GESI:** Learners, having experienced different pedagogical strategies, will: ● Show respect for individuals of different backgrounds ● be sensitive to the inter-relatedness of the various spheres of life ● value and work in favour of an inclusive society **SEL:** Through different learning experiences and exposure, learners: ● acknowledge injustices and their impact ● collaborate effectively with diverse peers **National Values:** ● Tolerance ● Friendliness ● Open-mindedness ● Commitment ● Integrity

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[1] Gender Equality and Social Inclusion

[2] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.3.4.CS.1	1.3.4.LI.1	1.3.4.AS.1
Recognise and appreciate the importance of being an informed, concerned, participatory and responsible road user in the Ghanaian society	**Explain the meaning and purpose of road safety in the Ghanaian society** **Experiential learning:** ● Learners conduct research to explain the meaning and purpose of road safety ● Learners in groups, make a class presentation of their research findings	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.3.4.LI.2	1.3.4.AS.2
	Discuss the causes of road accidents, their socio-economic implications and how to minimise road accidents in Ghana **Talk for Learning:** Invite a resource person (e.g., from the National Road Safety Authority [NRSA] / Motor Traffic and Transport Department [MTTD] of the Ghana police service) to give a talk on the causes and implications of road accidents **Experiential learning**: Learners watch or observe videos/pictures of cases of road accidents and discuss their causes and implications **Project-based learning:** Learners prepare oral or written presentations on ways of minimising road accidents in Ghana	**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.3.4.LI.3	1.3.4.AS.3
	Describe road signs and markings and their implications for road safety in Ghana **Experiential Learning:** Search for materials (documentaries, videos, pictures) on road signs and markings and discuss their meanings **Collaborative learning:** In mixed-ability groups, learners discuss the implications of road signs and markings for their safety as road users	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning**

			Level 4 Extended critical thinking and reasoning
	1.3.4.LI.4		1.3.4.AS.4
	Discuss the institutions responsible for maintaining road safety, the challenges they face and how these challenges can be addressed **Initiating Talk for Learning:** Learners, in groups, identify the institutions responsible for the maintenance of road safety in the Ghanaian society **Project-based learning:** In differentiated task groups, learners research into the challenges confronting the institutions responsible for maintaining road safety **Collaborative learning:** In pairs, learners discuss how to address the challenges facing institutions responsible for maintaining road safety to make them effective		Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Internet access ● Computer	● Phones ● Standard textbooks	● Projectors ● Video clips on cases of road accidents

Subject   Social Studies
Strand   5. Ethics and Human Development
Sub-Strand   1. Indigenous Knowledge Systems

Learning Outcomes	21st Century Skills and Competencies	GESI[3], SEL[4] and Shared National Values
1.5.1.LO.1		
Use historical sources to investigate the development and impact of indigenous technological advancements in Africa	**Critical Thinking & Problem-Solving**: Learners: ● critically evaluate diverse sources like written documents, artefacts, oral traditions, and archaeological evidence to understand indigenous technologies ● consider the challenges faced by African societies and evaluate how existing technologies addressed them, or imagine solutions based on historical understanding **Communication & Collaboration**: Learners: ● communicate and collaborate with peers to research, analyse, and present findings on indigenous technologies ● create presentations, reports, or multimedia projects to share information effectively with diverse audiences **Creativity & Innovation:** Learners: ● consider how principles or components of historical technologies could be relevant to solving contemporary challenges ● propose creative solutions or interpretations based on historical evidence and understanding **Information Literacy & Digital Fluency**: Learners integrate digital tools for research, communication, and presentation of findings. **Global Citizenship & Responsibility**: Learners share knowledge and appreciation of indigenous technologies with others to foster understanding and global citizenship.	**GESI:** Learners : ● highlight the contributions of marginalized groups in developing and utilizing these technologies ● create a safe and inclusive space where all learners feel comfortable sharing their thoughts and perspectives **SEL:** Through different learning experiences and exposure, learners: ● recognise personal biases ● develop strategies to manage strong emotions that may arise during discussions **National Values:** ● Patriotism ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity ● Diligence ● Solidarity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI		Assessment
1.5.1.CS.1	1.5.1.LI.1		1.5.1.AS.1
Demonstrate understanding of indigenous technological advancement and its impact on African societies	**Investigate the impact of indigenous technologies, such as metalworking, irrigation systems, and transportation, in ancient Africa** **Technology-enhanced learning:** ● Learners create multimedia presentations on how the presence of copper, iron ore, and gold deposits across Africa stimulated the development of metalworking skills in various regions ● Learners watch documentaries on how early African societies mastered techniques for smelting, forging, and shaping metals, creating tools, weapons, ornaments, and other objects that enhanced their daily activities **Collaborative learning:** ● In small groups, learners discuss how rainfall and the availability of water bodies shaped the advancement of irrigation systems in parts of Africa, e.g., the invention of the Shaduf in ancient Egypt ● Use primary sources to explore how early African societies utilized various modes of transportation, e.g., canoes and boats for navigating waterways, camels for traversing deserts, and carts and wagons for transporting goods and people over land **Project-based learning:** In a jigsaw activity, learners discuss how indigenous technology can be blended with modern technologies to serve as a unique tool for solving problems in the community		Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Computers/Laptops ● Audio devices ● Stationery	● Documentary on how early African societies mastered techniques in indigenous technologies ● Pictures of irrigation methods	● Pictures/Videos of the Shaduf ● Pictures of artefacts produced from metalworking ● Pictures/videos on modes of transportation in ancient Africa

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Subject   Social Studies
Strand   5. Ethics and Human Development
Sub-Strand   2. Ethics and Human Values

Learning Outcomes	21st Century Skills and Competencies	GESI[5], SEL[6] and Shared National Values
1.5.2.LO.1		
Discuss the relevance of ethics and ethical behaviour in the development of the individual and society	**Leadership:** Learners take up leadership roles in class, school and in their communities **Communication and Collaboration:** Learners: ● communicate to enhance teamwork ● share ideas confidently and ethically ● learn from others and understand their perspectives **Critical Thinking and Problem-solving:** Learners think deeply on the ethics and ethical behaviour in the Ghanaian context and share their views with their peers	**GESI:** Learners will be encouraged to: ● respect the views of individuals of different backgrounds ● value and work in favour of an inclusive society ● identify injustice in society and advocate for change **SEL:** Through different learning experiences and exposure, learners: ● recognise personal biases ● develop strategies to manage strong emotions that may arise during discussions **National Values:** ● Tolerance ● Friendliness ● Open-mindedness ● Patience ● Commitment ● Hard work and integrity

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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.5.2.CS.1	1.5.2.LI.1	1.5.2.AS.1
Appreciate the need for ethics and ethical behaviour in the Ghanaian society	**Examine the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society** **Initiating Talk for Learning & Talk for Learning:** ● Through thought shower, learners share ideas on the meanings of ethics and ethical behaviour and give examples ● In groups, learners discuss the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society **Play-based learning:** In groups, learners role-play the lessons learned from stories embedded with ethical issues (e.g., Ananse stories)	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.5.2.LI.2	1.5.2.AS.2
	Analyse the consequences of unethical behaviour **Experiential Learning:** Through role-play, learners enact a scenario that concludes with the statement, "*Had I known is always at last*" **Collaborative Learning:** In pairs, learners discuss the consequences of unethical behaviour and make a presentation	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Stationery ● Smartphone/Tablets	● Folktales ● Standard textbooks

Subject   Social Studies
Strand   5. Ethics and Human Development
Sub-Strand   3. Civilisations of Africa

Learning Outcomes	21st Century Skills and Competencies	GESI[7], SEL[8] and Shared National Values
1.5.3.LO.1		
Use historical sources to analyse the common features of Ancient African civilisations	**Critical Thinking & Problem-Solving:** Learners: • critically evaluate and compare different historical sources to understand common features of ancient African civilisations • analyse historical information to identify common features across different civilisations, considering factors like political structures, social organisation, religion, economic systems, and cultural practices **Communication & Collaboration**: Learners: • work effectively in teams to research, analyse, and debate various features of ancient African civilisations • clearly communicate findings and interpretations through presentations, discussions, and written work, using historical evidence to support claims **Creativity & Innovation:** Learners • utilize creative methods like mind maps, timelines, or visual models to represent and analyse common features across different civilisations • draw inferences and create narratives based on historical evidence to understand daily life and experiences in ancient African civilisations **Information and Digital Literacy**: Learners critically assess the accuracy, bias, and context of digital information related to ancient African civilisations **Global Citizenship & Responsibility:** Learners critically analyse and challenge Eurocentric narratives that may misrepresent or downplay the achievements of ancient African civilisations	**GESI:** Learners will be encouraged to: • highlight the diverse roles men and women played in leadership, trade, religion, and society • use gender-neutral terms where appropriate and acknowledge the fluidity of gender roles in some societies • select sources that reflect the experiences of marginalized groups **SEL:** Through different learning experiences and exposure, learners: • recognize personal biases • cultivate a classroom environment where diverse viewpoints are heard and respected **National Values:** • Patriotism and National Awareness • Honesty and Integrity • Adaptability and Resilience • Respect and Diversity • Open-mindedness • National Cohesion

1.5.3.LO.2		
Trace the origins, rise and fall of empires in Western Sudan using historical sources	**Critical Thinking & Problem-Solving:** Learners critically evaluate and compare diverse historical sources to understand the origins, rise, organisation, and fall of Western Sudanese empires **Communication & Collaboration:** Learners work effectively in teams to research, analyse, and debate different aspects of Western Sudanese empires **Creativity & Innovation:** Learners utilize creative methods like timelines, maps, or simulations to represent the rise, organisation, and fall of Western Sudanese empires **Information and Digital Literacy:** Learners critically assess the accuracy, bias, and context of digital information related to Western Sudanese empires **Global Citizenship & Responsibility:** Learners critically analyse narratives that may misrepresent or downplay the achievements of Western Sudanese empires	**GESI:** Learners will: ● be mindful of how Western historical perspectives might have marginalized certain groups or downplayed their contributions ● question simplistic narratives and consider the complexities of historical events from diverse perspectives **SEL:** Through different learning experiences and exposure, learners: ● explore their own identities and how they might connect to the history of Western Sudan ● practice respectful dialogue and appreciation for diverse viewpoints **National Values:** ● Patriotism ● Adaptability and Resilience ● Respect and Diversity ● Open-mindedness ● National Cohesion ● Responsibility and Integrity

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[7] Gender Equality and Social Inclusion

[8] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.5.3.CS.1	1.5.3.LI.1	1.5.3.AS.1
Demonstrate understanding of the common features of Ancient African civilisations	**Discuss the common features of ancient African civilisations** **Collaborative learning:** ● In small groups, learners discuss common political features of ancient African civilisations, e.g., *centralisation of political power, divine status of kings, bureaucracy, council of elders, military base* ● Learners form concentric circles to discuss common social features of ancient African civilisations, e.g., the *existence of complex social hierarchies, strong communal bonds* **Experiential learning:** ● Learners watch and discuss documentaries on common economic systems of ancient African civilisations, e.g., *unique agricultural techniques, diversified economies, and craft specialisation* ● In small groups, learners observe pictures and watch documentaries on common intellectual and scientific advancements of ancient African civilisations, e.g., *development of writing skills, calendar system, record keeping, preserving bodies (mummification), invention of the Shaduf* ● Learners embark on Virtual Field Trips (VFTs) and discuss common arts, architectural and religious features of ancient African civilisations, e.g., *belief systems, construction of pyramids and obelisks, paintings* *NB: Teachers describe scenes of documentaries and pictures on the common features of African civilisation to learners with visual and hearing impairment* **Collaborative learning**: In mixed-ability groups, learners analyse how common features from ancient civilisations might have influenced or are reflected in contemporary African societies and cultures	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
1.5.3.CS.2	1.5.3.LI.1	1.5.3.AS.1
Demonstrate knowledge and understanding of the rise and fall of major	**Examine the origins, rise and fall of empires in the Western Sudanese region of Africa** **Collaborative learning:**	Level 1 Recall

empires that existed in the Western Sudanese region of Africa	• In a jigsaw activity, learners trace the origins of the ancient empires of Ghana, Mali, Songhai, and Kanem Bornu • In small groups, learners develop chronological timelines to show the origin of the empires of Western Sudanese States **Project-based learning:** Learners explore sources to analyse the factors that led to the rise and spread of the Western Sudanese States, e.g., *leadership, role of religion, strategic location* **Cooperative learning:** In a graffiti wall activity, learners discuss factors that led to the fall and eventual collapse of the Western Sudanese States **Project-based learning:** In a jigsaw activity, learners create charts, timelines and simulations on how the legacies of Western Sudanese empires are reflected in contemporary societies	**Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Ancient map of Africa showing the Western Sudanese States • Internet access	• A chronological timeline showing the origins of the Western Sudanese States • Primary sources on the emergence of the Western Sudanese States	• Virtual Field Trips (VFTs), on arts, architectural and religious features of ancient African civilisations • Stationery

Subject   Social Studies
Strand   5. Ethics and Human Development
Sub-Strand   5. Revolutions that Changed the World

Learning Outcomes	21st Century Skills and Competencies	GESI[9], SEL[10] and Shared National Values
1.5.5.LO.1		
Assess the impact of the Industrial Revolution of the eighteenth century on the African continent	**Communication & Collaboration:** Learners work effectively in teams to research, analyse, and debate the multifaceted impact of the Industrial Revolution on different African regions and communities **Creativity & Innovation:** Learners use creative methods like timelines, maps, or simulations to depict the changing dynamics of African societies due to the Industrial Revolution **Global Citizenship & Responsibility:** Learners critically analyse narratives that downplay or misrepresent the agency and experiences of African communities during the Industrial Revolution	**GESI:** Learners wil: ● acknowledge the diverse experiences of Africans during the Industrial Revolution ● be mindful of how Western historical perspectives might have marginalized certain groups or downplayed their contributions ● avoid perpetuating stereotypes about Africa or its people **SEL:** Through different learning experiences and exposure, learners: ● consider the experiences of people from different backgrounds during the industrial revolutions ● cultivate a classroom environment where diverse viewpoints are heard and respected **National Values:** ● Adaptability and Resilience ● Respect and Diversity ● Open-mindedness ● National Cohesion ● Responsibility and Integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.5.5.CS.1	1.5.5.LI.1	1.5.5.AS.1
Demonstrate knowledge and understanding of the industrial revolution of the eighteenth century and its impact on the African continent	**Analyse the origin, the characteristics and impact of the Industrial Revolution on the African continent** **Initiating talk for learning:** Learners form concentric circles to discuss the meaning and historical context of "Industrial Revolutions" **Technology-enhanced learning:** Using interactive maps, learners identify and examine the major centres of the Industrial Revolution and the factors that contributed to the spread of industrialisation in Africa **Project-based learning:** In a Jigsaw strategy, learners evaluate the impact of the Industrial Revolution on global trade, transportation, and communication systems, recognising both the opportunities and challenges it presented for Africa's development	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Interactive maps/ World Map/ Globe ● Internet access ● Stationery ● Pictures or videos showing the impact of Industrial Revolution on different sectors	

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[9] Gender Equality and Social Inclusion

[10] Socio-Emotional Learning

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   1. Economic activities in Africa

Learning Outcomes	21st Century Skills and Competencies	GESI[11], SEL[12] and Shared National Values
1.6.1.LO.1		
Use historical sources to analyse earliest domestic and external forms of trade in Africa	**Critical Thinking & Problem-Solving**: Learners: ● analyse complex trade dynamics, considering cultural motivations, political pressures, and environmental factors ● propose solutions to address historical injustices or propose alternative trade models **Global Collaboration & Awareness**: Learners: ● recognise the interconnectedness of past trade networks and their influence on today's globalised world ● collaborate with international peers to explore shared historical narratives and perspectives	**GESI:** Learners: ● highlight the roles of marginalized groups in trade ● use inclusive language and imagery **SEL:** Through different learning experiences and exposure, learners: ● foster empathy for the diverse individuals and communities involved in the trade ● appreciate the diversity of trading practices and traditions across Africa **National Values:** ● Respect and Diversity ● Open-mindedness ● National Cohesion ● Responsibility and Integrity ● Equity ● Accountability

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[11] Gender Equality and Social Inclusion

[12] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.6.1CS.1	1.6.1.LI.1	1.6.1.AS.1
Demonstrate knowledge and understanding of earliest domestic and external forms of trade in Africa	**Examine the origin and development of earliest domestic and external forms of trade in Africa** **Talk for learning:** In a think-pair share activity, learners discuss the nature of trade in pre-colonial Africa, e.g., the *forms of exchanges (barter), adoption of different legal tenders, items of trade* **Problem-based learning:** Learners form hypothesis to examine domestic/internal trade and external/long-distance trade that existed in pre-colonial Africa **Cooperative learning:** In a fishbowl activity, learners discuss the reasons for the emergence of the Trans- Saharan trade **Technology-enhanced learning:** ● In mixed-ability groups, learners create multimedia presentations on the effects of the Trans-Saharan Trade on African kingdoms ● Learners research on the factors responsible for the decline of the Trans-Saharan Trade **Collaborative learning:** ● In mixed-ability groups, learners discuss the legacies of early African trade on contemporary issues like fair trade and economic justice ● In small groups, learners develop charts showing advocacy skills to promote responsible and equitable trade practices	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Pictures/documentaries showing the nature of trade in pre-colonial Africa	● Pictures of different forms of early currencies such as cowry, gold dust, gold bars, etc.	● Internet access ● Stationery ● Computer/Laptop, Projector

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   2. Entrepreneurship, Workplace Culture and Productivity

Learning Outcomes	21st Century Skills and Competencies	GESI[13], SEL[14] and Shared National Values
1.6.2.LO.1		
Analyse the importance of entrepreneurship and its relationship with self-employment	**Entrepreneurial Knowledge and Skills:** Learners: ● develop knowledge in linking self-employment to entrepreneurship ● acquire knowledge of the importance of entrepreneurship to their personal development **Critical Thinking and Problem-Solving Skills:** Learners develop critical thinking skills as they: ● identify the differences and similarities between self-employment and entrepreneurship ● analyse the importance of entrepreneurship to their personal development **Communication & Collaboration skills:** Learners develop Collaborative and Communication skills as they: ● effectively communicate the link between self-employment and entrepreneurship ● apply the importance of entrepreneurship to their personal development	**GESI:** Learners will be encouraged to: ● promote awareness of the different economic backgrounds in Ghana ● challenge traditional gendered roles and activities by discussing how entrepreneurship influences the lives of females and males differently **SEL:** Through different learning experiences and exposure, learners: acknowledge the importance of personal development **National Values:** ● Hard work and determination ● Honesty ● Truthfulness ● Respect ● Diversity ● Accountability and Integrity

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[13] Gender Equality and Social Inclusion

[14] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.6.2.CS.1	1.6.2.LI.1	1.6.2.AS.1
Demonstrate understanding of the importance of entrepreneurship and its relationship with self-employment	**Discuss the importance of entrepreneurship to personal development** **Talk for learning:** ● In a think-pair-share activity, learners discuss the meaning of entrepreneur and entrepreneurship ● Learners debate the advantages and disadvantages of entrepreneurship to their personal development	**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.6.2.LI.2	1.6.2.AS.2
	Analyse the similarities and differences between self-employment and entrepreneurship **Collaborative learning:** In mixed-ability groups, learners analyse the similarities and differences between self-employment and entrepreneurship	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Stationery ● Computers/ laptops	● Standard textbooks

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   3. Consumer Rights, Protection and Responsibilities

Learning Outcomes	21st Century Skills and Competencies	GESI[15], SEL[16] and Shared National Values
1.6.3.LO.1		
Explain the types of consumer rights and the importance of consumer protection	**Research Skills:** Learners develop research skills through finding information on consumer protection **Digital Literacy Skills:** Learners develop digital literacy skills through consumer protection as they will acquire knowledge in being mindful of personal information shared online **Communication & Collaboration skills:** Learners develop Collaborative and Communication skills as they: ● highlight how the consumer can be protected ● effectively communicate the types of consumer rights	**GESI:** Learners will be encouraged to challenge traditional gendered roles and activities by discussing how consumer protection influences the lives of females and males differently **SEL:** Through different learning experiences and exposure, learners: acknowledge the importance of personal interest and the interest of others **National Values:** ● Honesty ● Integrity ● Truthfulness ● Respect ● Diversity

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[15] Gender Equality and Social Inclusion

[16] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.6.3.CS.1	1.6.3.LI.1	1.6.3.AS.1
Demonstrate understanding of the types of consumer rights and the importance of consumer protection	**Examine the types and relevance of consumer rights** **Cooperative learning:** ● In differentiated task groups, learners examine the various types of consumer rights ● In small groups, learners discuss the relevance of consumer rights	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.6.3.LI.2	1.6.3.AS.2
	Discuss the meaning, importance of consumer protection and how the consumer can be protected in Ghana **Talk for learning:** ● In a pyramid discussion, learners explain the meaning and importance of consumer protection ● In a fishbowl activity, learners discuss ways in which a consumer can be protected, e.g., data protection, information transparency, consumer warranty, privacy protection, consumer education	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Stationery ● Computers/ laptops	● Standard textbooks

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand 4. Financial Literacy

Learning Outcomes	21st Century Skills and Competencies	GESI[17], SEL[18] and Shared National Values
1.6.4.LO.1		
Examine the concept of financial literacy and efficient ways of using individual and public finances and managing individual finances in ways that can ensure financial security	**Communication and collaboration:** Learners communicate effectively and share their views on the meaning of financial literacy **Computer/ digital literacy:** Learners exhibit a strong understanding of ICT and confidence in its application in financial literacy	**GESI:** Learners will be encouraged to: ● develop respect for individuals of different backgrounds ● value and work in favour of an inclusive society **SEL:** Through different learning experiences and exposure, learners: ● acknowledge the importance of financial literacy **National Values:** ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment and hard work

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[17] Gender Equality and Social Inclusion

[18] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.6.4.CS.1	1.6.4.LI.1	1.6.4.AS.1
Demonstrate understanding of the need to be financially literate and apply it in establishing a secure personal and public financial security	**Discuss the concept and features of financial literacy** **Group work and collaboration:** ● In differentiated task groups, learners discuss the meaning of financial literacy ● Learners research on the features of financial literacy and discuss findings	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.6.4.LI.2	1.6.4.AS.2
	Examine strategies for ensuring financial security **Problem-Based Learning:** Learners research and discuss strategies (budgeting, avoiding impulse buying, saving, etc.) to ensure financial security **Collaborative learning:** In small groups, learners discuss how lack of financial planning affects individual financial security	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.6.4.LI.3	1.6.4.AS.3
	Examine ways of ensuring sustainable use of public finances **Collaborative Learning:** In pairs, learners discuss how lack of financial planning affects public financial security **Talk for learning:** Invite a resource person to give a talk on avenues for financial security **Case Study:** Learners research on cases of financial risks and present findings **Experiential learning:** Learners role-play/ dramatize scenarios on the implications of bad and prudent financial decisions	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

Teaching and Learning Resources	● Stationery ● Smartphone/Tablets	● Computers/ laptops ● Internet access	● Standard textbooks ● Resource person

YEAR TWO

Subject   **Social Studies**

Strand   **1. Identity Significance and Purpose**

Sub-Strand   **2. Identity and National Cohesion**

Learning Outcomes	21st Century Skills and Competencies	GESI[19], SEL[20] and Shared National Values
2.1.2.LO.1		
Analyse Ghanaian values and traditions that promote national cohesion	**Critical thinking and Problem-solving**: Learners analyse diverse perspectives on traditions and values, identify potential challenges to national cohesion, and propose solutions **Communication & Collaboration**: Learners work effectively in groups, engage in respectful dialogue, and present findings clearly and concisely **Digital Literacy**: Learners research effectively using digital tools, evaluate sources critically, and present information ethically **Creativity and Innovation**: Learners think creatively about Ghanaian traditions and values, and propose innovative ways to address social issues	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● recognise and challenge biases and stereotypes that may hinder national cohesion, and promote understanding and respect for diverse groups ● become sensitive to the inter-relatedness of the various spheres of life **SEL:** Through different learning experiences and exposure, learners: ● acknowledge injustices and their impact ● collaborate effectively with diverse peers **National Values:** ● Tolerance ● Friendliness ● Open-mindedness ● Patience ● Commitment and hard work

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[19] Gender Equality and Social Inclusion

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.1.2.CS.1	2.1.2.LI.1	2.1.2.AS.1
Demonstrate knowledge and understanding of Ghanaian values and traditions and how they promote or challenge national cohesion	**Discuss values and traditions that identify a Ghanaian** **Collaborative learning**: ● In groups, learners discuss traditional and national symbols that showcase the Ghanaian identity and values ● In differentiated task groups, learners discuss the similarities and differences in values and traditions across various societies in Ghana	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.2.LI.2	1.1.1.AS.2
	Examine the concept of false identity and its implications for personal development **Talk for Learning:** In small groups, learners discuss the concept of false identity and its implications for personal development **Experiential learning:** Learners role-play a scenario to deepen understanding of the challenges and opportunities in resisting false identities	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.1.2.LI.3	2.X.3.1.AS.4
	Discuss ways of promoting national cohesion in Ghana **Experiential learning:** Learners watch videos/pictures on the re-enactment of the Independence Day celebration, national durbar on cross-cultural displays, etc. **Collaborative learning:** Learners in small groups sing and reflect on patriotic songs and their relevance in promoting national cohesion	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

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[20] Socio-Emotional Learning

	Talk for Learning: Learners role-play scenarios on how to promote national cohesion in Ghana		
Teaching and Learning Resources	● Stationery ● Smart Phones/Tablets/iPad	● Projector ● Library facilities	● Computers with internet access ● Standard textbooks

Subject **Social Studies**
Strand **3. Environment**
Sub-Strand **2. Environmental Literacy and Sustainability**

Learning Outcomes	21st Century Skills and Competencies	GESI[21], SEL[22] and Shared National Values
2.3.2.LO.1		
Analyse the interdependent relationship between humans and the physical environment and ways of developing a sense of responsibility towards the environment	**Critical thinking and Problem-solving**: Learners analyse how human activities impact the environment, identify environmental challenges, and propose solutions grounded in scientific understanding **Communication & Collaboration**: Learners work effectively in groups to design and implement projects that address environmental issues, communicating effectively with diverse stakeholders **Digital Literacy**: Learners research on environmental issues using digital tools, critically evaluate sources, and communicate findings ethically and effectively **Creativity and Innovation**: Learners think creatively about solutions to environmental challenges, drawing on diverse knowledge and perspectives **Global citizenship and intercultural understanding**: Learners recognise the global interconnectedness of environmental issues, understand the impact of environmental degradation on different communities, and promote sustainable practices for the benefit of all	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● recognise and analyse how environmental issues impact different genders differently, considering access to resources, traditional roles, and potential vulnerability ● understand the environmental concerns of marginalised communities and how they are disproportionately affected, emphasizing the need for inclusive solutions ● promote environmental practices that prioritize ecological justice and ensure equitable access to resources and benefits for all **SEL:** Through different learning experiences and exposure, learners: ● acknowledge injustices and their impact ● collaborate effectively with diverse peers **National Values:** ● Tolerance ● Friendliness

		● Open-mindedness
		● Patience
		● Commitment and hard work

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[21] Gender Equality and Social Inclusion

[22] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI		Assessment
2.3.2.CS.1	2.3.2.LI.1		2.3.2.AS.1
Demonstrate knowledge and understanding of the interdependent relationship between humans and the physical environment and how they promote sustainable development	**Examine the relationship between humans and the physical environment and how they promote sustainable development** **Talk for Learning:** In pairs, learners explain the concepts of physical environment and sustainable development **Initiating Talk for Learning:** ● In differentiated task groups, learners conduct research on the relationship between humans and the physical environment for class discussion ● In small groups, learners explain how the relationship between humans and the physical environment can promote sustainable development		Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.3.2.LI.2		2.3.2.AS.2
	Examine ways of developing a sense of responsibility among the youth towards the physical environment with emphasis on environmental sanitation **Problem-based learning:** In small groups, learners identify an environmental problem within the school or community and investigate the source(s) of the problem, its effects, and measures to address the problem and share their findings **Experiential Learning:** Learners watch a documentary on some environmental issues in Ghana and discuss how they feel about the damage to the physical environment **Project-based learning:** Learners design posters to be used in educating the community on a sense of responsibility towards the physical environment		Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Library facilities Standard textbooks	● Stationery ● Projector	● Smart Phones/Tablets/iPad ● Computers with internet access

Subject   Social Studies
Strand   3. Law and Order in the Society
Sub-Strand   1. Law Enforcement Mechanisms in Ghana

Learning Outcomes	21st Century Skills and Competencies	GESI[23], SEL[24] and Shared National Values
2.3.1.LO.1		
Analyse the need for the existence of law enforcement institutions and mechanisms in Ghana	**Communication & Collaboration**: Learners engage in respectful dialogue about complex issues surrounding law enforcement, collaborate effectively with diverse groups, and communicate findings in a clear and concise manner **Digital Literacy**: Learners critically evaluate information from various sources (academic research, media reports, government documents) regarding law enforcement in Ghana, using digital tools effectively **Civic Engagement and Global Citizenship**: Learners develop an understanding of the role of law enforcement in a democratic society, analyse its impact on human rights and social justice, and engage constructively in civic discourse **Intercultural Understanding and Perspective-taking**: Learners consider diverse perspectives on law enforcement from different communities and social groups within Ghana, promoting empathy and understanding	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● analyse how law enforcement practices and policies impact different genders differently, considering issues like representation, access to justice, and potential vulnerabilities ● identify and challenge biases within law enforcement systems that may disproportionately affect marginalised communities, advocating for inclusive practices and equitable access to justice **SEL:** As learners effectively communicate during class discussions, they: ● build good social relationships through working together in groups and with partners ● develop sympathy and empathy for other individuals through group works **National Values:** ● Tolerance ● Courage ● Confidence

		● Teamwork

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.3.1.CS.1	2.3.1.LI.1	2.3.1.AS.1
Demonstrate knowledge and understanding of law enforcement in Ghana	**Discuss the institutions mandated to enforce law and order in the Ghanaian society and how their functions help to maintain law and order** **Build on what others say:** In a thought-shower session, learners explain the meaning of constitution, law and order, and rule of law **Talk for Learning:** In pairs, learners discuss why there is the need to obey school rules and regulations **Collaborative learning:** • In mixed-ability groups, learners discuss how the constitution and rule of law can be used in maintaining law and order in Ghana • Learners examine the functions of institutions responsible for the enforcement of law and order in the Ghanaian society **Experiential Learning:** Learners embark on a field trip to a nearby institution that enforces law and order, interact and document activities for presentation in class **OR** learners watch documentaries on activities of institutions responsible for law enforcement in the Ghanaian society and discuss their functions in small groups	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.3.1.LI.2	2.3.1.AS.2
	Examine the challenges of law enforcement in Ghana and how these challenges can be addressed **Collaborative learning:** In a think-pair-share activity, learners discuss the challenges of law enforcement in the Ghanaian society, e.g., political interference, bribery and corruption, lack of education **Problem-based learning:** In small groups, learners suggest innovative measures to deal with the identified challenges of law enforcement in the Ghanaian society	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

| Teaching and Learning Resources | ● Standard textbooks
● Resource person | ● Stationery | ● Documentaries on activities of institutions that enforce law and order in Ghana |

Subject   Social Studies
Strand   4. Nationalism and Nationhood
Sub-Strand   1. European Encounter, Colonialism and Neo-Colonialism

Learning Outcomes	21st Century Skills and Competencies	GESI[25], SEL[26] and Shared National Values
2.4.1.LO.1		
Evaluate the historical narratives surrounding European exploration and colonialism, highlighting the perspectives of the African people	**Critical Thinking & Problem-Solving:** Learners: ● analyse primary and secondary sources by reading, interpreting, and comparing diverse types of evidence (written, visual, oral) to identify bias, limitations, and different perspectives ● evaluate historical narratives by questioning accepted narratives, considering counter-arguments, and forming independent conclusions based on evidence **Communication & Collaboration:** Learners: ● engage in respectful dialogue by listening to and discussing diverse perspectives on exploration and colonialism with empathy and understanding ● collaboratively build knowledge by sharing research findings, engaging in constructive debate, and co-creating new understandings of the past **Digital Literacy:** Learners leverage digital tools for analysis by employing multimedia tools (e.g., mapping software, timelines, data visualisation) to analyse historical data and present findings effectively **Creativity & Innovation:** Learners develop alternative narratives by creating new interpretations of historical events by incorporating African perspectives and voices often marginalized in traditional narratives **Global Citizenship & Intercultural Understanding:** Learners: ● analyse how historical narratives have been shaped by Western perspectives and consider the limitations of this approach	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● use gender-neutral language and pronouns when possible ● recognise and challenge the ways in which colonialism reinforced existing social inequalities within African societies, promoting understanding of the diverse experiences of different groups **SEL:** Through different learning experiences and exposure, learners: ● consider the human cost of exploration and colonialism on African communities ● reflect on their own cultural biases and assumptions about Africa and colonialism **National Values:** ● Reconciliation ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity ● Diligence

	● recognise the richness and complexity of African cultures and societies before, during, and after colonialism	● Solidarity

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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.4.1CS.1	2.4.1.LI.1	2.4.1.AS.1
Demonstrate understanding of European encounter and colonialism in Africa, recognising the limitations and biases inherent in traditional Eurocentric narratives	**Explain the motivations behind European exploration of Africa** **Project-based learning:** ● With the aid of a world map, learners identify the major European powers or countries involved in the exploration of Africa and their competing interests ● Create multimedia presentations on the role of technological advancements, such as caravels and navigation instruments, in facilitating the European exploration of Africa **Collaborative learning:** In a jigsaw activity, learners identify the economic, political, and religious factors that drove European interest in Africa	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.4.1.LI.2	2.4.1.AS.2
	Explain the concept of the "Scramble for and Partition of Africa" and its impact on the African continent **Technology-enhanced learning:** ● With the aid of internet or library sources, learners discuss the major events leading up to the Berlin Conference of 1884-85 ● With the aid of maps and documentaries, learners identify European countries that took part in the Berlin Conference of 1884-85 **Collaborative learning:** ● In small groups, learners debate the reasons for the scramble and partition of Africa ● Using primary sources, learners analyse how the scramble and partition of Africa eventually led to colonisation of some African states	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.4.1.LI.3	2.4.1.AS.3
	Analyse the different forms and legacies of European colonialism in Africa and propose solutions for present-day challenges arising from colonial legacies **COOPERATIVE LEARNING:** ● In a jigsaw activity, learners compare and contrast the methods of colonisation employed by different European powers, such as direct rule and indirect rule	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning

	● In mixed-ability groups, learners evaluate the economic, social, and political impact of colonialism on African societies, e.g., the exploitation of resources, the imposition of new social hierarchies **Collaborative learning:** ● In small groups, learners discuss the long-term impact of colonialism on contemporary African states, e.g., issues of national identity, political instability, and economic underdevelopment. ● In think-group-share, learners use real-world examples to draw connections between colonialism and its impact, and propose ways to address present-day issues arising from colonial legacy	**Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● World map/globe ● Stationery ● Internet access	● Library sources ● Standard textbooks ● Computer/laptop ● Cartoons on Berlin Conference	● Audio devices ● Documentaries/pictures on Berlin Conference

Subject   Social Studies
Strand   4. Nationalism and Nationhood
Sub-Strand   2. Nationalism, Citizenship and Nation building

Learning Outcomes	21st Century Skills and Competencies	GESI[27], SEL[28] and Shared National Values
2.4.2.LO.1		
Analyse the origins and impact of Pan-Africanist ideals on the decolonisation process in Africa, highlighting how these ideals can be used to solve contemporary problems faced by African countries	**Communication and Collaboration:** Learners work in groups to analyse primary and secondary sources, discuss interpretations, and build collective understanding **Critical Thinking and Problem-Solving:** Learners: ● critically evaluate the credibility and bias of historical sources, including speeches, documents, and artwork ● use evidence from sources to support their claims and interpretations of Pan-Africanism's impact on decolonisation **Personal Development and Leadership:** Learners: ● take the initiative in researching Pan-Africanism, seeking additional information and resources beyond assigned materials ● ask insightful questions, challenge assumptions, and develop their own informed opinions on Pan-Africanism's legacy **Cultural Identity and Global Citizenship:** Learners recognise the diverse cultural and political contexts that shaped Pan-Africanism and decolonisation across Africa **Creativity and Innovation**: Learners propose original ideas and solutions, considering alternative perspectives on Pan-Africanism and its long-term impact **Digital Literacy:** Learners practice ethical online behaviour, citing sources appropriately and acknowledging intellectual property rights	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● use gender-neutral language and pronouns when possible ● discuss the ongoing need for inclusivity within Pan-African ideals and contemporary solutions **SEL:** Through different learning experiences and exposure, learners: ● foster empathy for the diverse experiences of individuals and communities involved in the Pan-Africanism movement and its legacy ● reflect on their own cultural biases and assumptions about Pan-Africanism **National Values:** ● Reconciliation ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity ● Diligence ● Cooperation

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.4.2.CS.1	2.4.2.LI.1	2.4.2.AS.1

Demonstrate understanding of the origins and impact of Pan-Africanist ideals, highlighting how these ideals can be used to solve contemporary problems faced by African countries	**Analyse the origins and impact of Pan-Africanism on the growth of nationalist consciousness in Africa**
	
	Collaborative learning:
	● In a think-pair-share activity, learners explain the concept of Pan-Africanism
	● In pairs, learners identify images of prominent Pan-Africanists like Kwame Nkrumah, Jomo Kenyatta, W.E.B DuBois and Marcus Garvey
	
	Source analysis:
	● Learners explore primary sources to analyse excerpts from a Pan-Africanist speech or writing, focusing on the following questions:
	   - *What were the main ideas expressed in the text?*
	   - *How does the text/speech define Pan-Africanism and its goals?*
	   - *What were the challenges facing Africa at the time?*
	   - *How did Pan-Africanism inspire hope and action for liberation?*
	● In a jigsaw technique, learners create posters summarizing their analysis of the primary source for a gallery walk
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning
		Level 4 Extended critical thinking and reasoning

	2.4.2.LI.2	2.4.2.AS.2

	Analyse challenges faced by African nations after decolonisation and suggest solutions informed by Pan-Africanist ideals
	
	Case studies:
	● In jigsaw groups, learners select a case study of an African country in the post-independence era, highlighting challenges like:
	   - *Economic dependence* (e.g., *cash crop economies, unfair trade agreements*)
	   - *Political instability and conflict* (e.g., *ethnic tensions, military coups, civil wars*)
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning

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	- *Social and cultural issues (e.g., poverty, health disparities, brain drain)* ● In the same groups, learners discuss core principles of Pan-Africanism, like unity, self-determination, and economic cooperation, highlighting how these ideals can be applied to address the identified challenges **Action project:** In mixed-ability groups, learners develop an action project that addresses a specific post-colonial challenge in their community or region, drawing inspiration from Pan-Africanist ideals	**Level 4 Extended critical thinking and reasoning**

Teaching and Learning Resources	● Pictures/documentaries about Pan-Africanists	● Excerpts of Pan-Africanist speeches and texts	● Stationery ● Internet access

Subject   Social Studies
Strand   5. Ethics and Human Development
Sub-Strand   4. Leisure and Tourism

Learning Outcomes	21st Century Skills and Competencies	GESI[29], SEL[30] and Shared National Values
2.5.4.LO.1		
Explore opportunities for leisure and recreation in Ghana and how leisure and recreation can contribute to individual and national development	**Critical Thinking and Problem-Solving**: Learners: ● analyse the diverse leisure and recreation opportunities available in Ghana, considering accessibility, affordability, and cultural relevance ● identify potential challenges and propose solutions to promote wider participation **Communication & Collaboration**: Learners work effectively in groups to research and present on different leisure and recreation options, communicating findings clearly and engagingly to diverse audiences **Digital Literacy**: Learners use digital tools effectively to research leisure and recreation options, evaluate online resources critically, and share information responsibly **Creativity and Innovation**: Learners think creatively about designing new leisure and recreation options that cater to diverse needs and interests **Global Citizenship and Intercultural Understanding**: Learners analyse how leisure and recreation reflect and shape Ghanaian culture, appreciating diverse traditions and promoting cultural exchange	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● analyse how access to leisure and recreation can differ based on gender, considering socio-cultural norms, safety concerns, and economic disparities ● advocate for inclusive and equitable participation in leisure activities ● recognise and challenge barriers that prevent marginalized communities from accessing leisure and recreation ● promote responsible leisure practices that protect the environment and cultural heritage, contributing to the sustainable development of Ghana **SEL:** Through different learning experiences and exposure, learners: ● reflect on their own cultural biases and assumptions about leisure and tourism **National Values:** ● Patriotism ● Honesty and Integrity ● Truthfulness

		- Respect - Diversity - Diligence - Open-mindedness

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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.5.4.CS.1	2.5.4.LI.1	2.5.4.AS.1
Appreciate the relevance of leisure and recreation to personal and national development	**Investigate opportunities for leisure and recreation** **Initiating talk for Learning and Talk for learning:** ● Through thought shower, learners explain the concepts of leisure and recreation, considering their significance for personal well-being and development ● Conduct a community-based research project, visiting local leisure and recreational facilities like parks, sports centres, or cultural centres, to identify the opportunities they offer for leisure and recreation ● Collaborate in small groups to present findings through a multimedia presentation, highlighting the specific opportunities for personal development that can be harnessed through engaging in leisure and recreational activities	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.5.4.LI.2	2.5.4.AS.2
	Discuss the relevance of leisure and recreation to personal and national development **Experiential Learning:** Learners listen to an expert in the field of leisure and recreation to deliver a talk on the importance of these activities for personal development **Collaborative Learning:** ● In small groups, learners explore and articulate the ways in which leisure and recreation contribute to personal growth, physical health, mental well-being, and social interactions ● Learners conduct research using various resources to gather evidence and examples that support the significance of leisure and recreation in fostering personal development ● Learners develop a personal plan for incorporating leisure and recreation into daily activities to enhance personal well-being and development **Talk for learning:** ● In a fishbowl activity, learners discuss the economic benefits of leisure and tourism ● In a case study, learners examine the economic benefits of leisure and tourism	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	Project-based learning: Engage in a project-based learning task to create a personal plan for incorporating leisure and recreational activities into daily routines		
Teaching and Learning Resources	● Stationery ● Internet access	● Smartphone/Tablet ● Standard textbooks	● Resource person

Subject   Social Studies
Strand   5. Ethics and Human Development
Sub-Strand   5. Revolutions that changed the World

Learning Outcomes	21st Century Skills and Competencies	GESI[31], SEL[32] and Shared National Values
2.5.5.LO.1		
Analyse the evolution of scientific ideas and its impact on the world	**Critical Thinking and Problem-Solving:** Learners: ● analyse evidence and identify fallacies by evaluating the strengths and weaknesses of historical evidence used to support scientific claims ● analyse how scientific ideas have been understood and debated over time **Communication & Collaboration:** Learners: ● actively participate in group discussions and debates about the evolution of scientific ideas and their impact and respectfully critique arguments and present evidence-based counterpoints ● work in teams to prepare presentations, written reports, or digital multimedia projects that clearly explain the evolution of scientific ideas and their impact on the world, using appropriate language and visuals **Creativity and Innovation:** Learners: ● go beyond traditional narratives and propose alternative explanations for the development and impact of scientific ideas ● explore the intersection of science with history, philosophy, ethics, or other relevant fields to gain a broader perspective **Digital Literacy:** Learners use digital tools to present research findings in engaging and informative ways, incorporating multimedia elements like images, videos, or interactive timelines	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● acknowledge historical contributions of marginalized groups in science ● question traditional narratives of scientific discovery that may exclude diverse perspectives **SEL:** Through different learning experiences and exposure, learners: ● reflect on their own biases and preconceived notions about science and history ● foster empathy and understanding of how scientific advancements throughout history have impacted marginalized groups **National Values:** ● Reconciliation ● Honesty and Integrity ● Truthfulness ● Diversity ● Diligence

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.5.5.CS.1	2.5.5.LI.1	2.5.5.AS.1
Demonstrate knowledge and understanding of the Scientific Revolution of the sixteenth century and its impact on the world	**Examine the major events leading to the rise of the scientific revolution in the sixteenth century** **Inquiry-based learning:** ● In graffiti wall activity, learners explain the meaning and establish the historical context of the Scientific Revolution ● Learners explore internet or library sources to identify and explain key figures and their contributions to the Scientific Revolution, e.g., Copernicus, Galileo Galilei, Isaac Newton, and others who challenged established beliefs and advanced scientific knowledge. NB: *Search for female contributors to Scientific Revolution* **Technology-enhanced learning:** In a jigsaw activity, learners watch documentaries and discuss major scientific discoveries and advancements made during the Scientific Revolution in areas like astronomy, physics **Project-based learning:** In mixed-ability groups, learners create posters to explain the impact of the Scientific Revolution on the world, e.g., changes in worldview, the rise of secularism, and the development of modern technology	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.5.5.LI.2	2.5.5.AS.2
	Evaluate the relevance of the Scientific Revolution in shaping the modern world, considering its lasting impact **Collaborative learning:** ● In pairs, learners identify emerging scientific technologies and their role in the human society	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning**

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	• In small groups, learners analyse contemporary ethical debates arising from scientific advancements influenced by the Scientific Revolution (e.g., artificial intelligence)			Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Stationery • Internet access • Standard textbooks • AI technologies and software	• Documentaries on the scientific revolution • A timeline showing major events that occurred during the scientific revolution	• Pictures or videos of key figures who contributed to the Scientific Revolution	

Subject   Social Studies
Strand   5. Ethics and Human Development
Sub-Strand 6. The Youth and National Development

Learning Outcomes	21st Century Skills and Competencies	GESI[33], SEL[34] and Shared National Values
2.5.6.LO.1		
Analyse the expectations of the Ghanaian youth, the challenges they face, and ways of addressing these challenges	**Critical Thinking and Problem-Solving**: Learners: ● analyse diverse data sources (surveys, interviews, research reports) to understand the aspirations, needs, and concerns of Ghanaian youth ● identify root causes of challenges and propose evidence-based solutions **Communication & Collaboration**: Learners work effectively in diverse groups to research, discuss, and present findings on youth expectations and challenges **Digital Literacy**: Learners use digital tools responsibly to gather information, create presentations, and engage in online discussions about youth issues **Creativity and Innovation**: Learners think creatively about solutions to address youth challenges, drawing on diverse knowledge and perspectives **Global Citizenship and Intercultural Understanding**: Learners analyse the global context of youth challenges (e.g., unemployment, climate change), considering their interconnectedness and promoting international cooperation for solutions	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● analyse how expectations and challenges differ for young men and women in Ghana, considering factors like gender roles, access to education ● advocate for solutions that promote gender equality and empower both genders **SEL:** Through different learning experiences and exposure, learners: ● reflect on their own biases and preconceived notions about youth expectations and needs **National Values:** ● Tolerance ● Friendliness ● Open-mindedness ● Patience ● Commitment and integrity

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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.5.6.CS.1	2.5.6.LI.1	2.5.6.AS.1
Demonstrate understanding of the expectations of the Ghanaian youth, the challenges they face, and ways of addressing these challenges	**Assess the expectations of the Ghanaian youth and how they can be met** **Structuring Talk for Learning:** ● In a panel group discussion, learners assess the expectations of the Ghanaian youth ● In a whole class discussion, learners explore ways through which the expectations of the Ghanaian youth can be met **Inquiry-based learning:** Learners research on the nation's expectations of the Ghanaian youth and present their findings	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.5.6.LI.2	2.5.6.AS.2
	Examine the challenges faced by the Ghanaian youth and how the challenges can be addressed **Structuring Talk for Learning** ● In a panel group discussion, learners examine challenges faced by the youth in Ghana ● In a whole class discussion, learners explore ways through which the challenges of the Ghanaian youth can be addressed	**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.5.6.LI.3	2.5.6.AS.3
	Discuss ways in which the youth can be empowered to contribute to the development of their communities ● In differentiated task groupings, learners conduct research on areas that can be exploited to empower the youth to contribute to national development	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Ghana's National Youth Policy (2022-2032)	● Projectors ● Smart Phones/Tablets	● Computers with internet access ● Stationery

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   1. Economic Activities in Ghana

Learning Outcomes	21st Century Skills and Competencies	GESI[35], SEL[36] and Shared National Values
2.6.1.LO.1		
Examine the benefits and challenges of local production and consumption and how to address the challenges	**Critical Thinking and Problem-Solving Skills:** Learners develop critical thinking skills as they: ● examine the concept of local production ● examine the benefits of local production to national development **Communication & Collaboration skills:** Learners communicate confidently, ethically, and effectively in appreciating the diversity of local production across communities.	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● promote awareness of the different economic backgrounds in Ghana ● highlight gendered roles and activities by discussing how entrepreneurship influences the lives of women and men differently **SEL:** Through different learning experiences and exposure, learners: ● acknowledge the importance of personal development **National Values:** ● Hard work ● Honesty ● Truthfulness ● Respect ● Diversity ● Accountability

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[36] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.6.1.CS.1	2.6.1.LI.1	2.6.1.AS.1
Demonstrate knowledge and understanding of the concept of local production and consumption and their benefits to national development	**Explain the concepts of local production and local consumption** **Talk for learning:** In think-pair-share, learners explain the meaning of local production and local consumption **Collaborative learning:** In buzz grouping, learners identify made-in-Ghana products	**Level 1 Recall** Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.6.1.LI.2	2.6.1.AS.2
	Discuss the challenges of local production and how the consumption of made-in-Ghana products can be promoted **Problem recognition task (case study)/ talk for learning:** ● In a mixed-ability group, learners analyse a case study to identify the challenges faced by local producers and the need to patronize made-in-Ghana products ● In buzz groups, learners discuss ways of promoting the consumption of made-in-Ghana products in Ghana and the rest of the world ● In buzz groups, learners examine the negative impacts of reliance on foreign products **Project-based learning:** Learners develop posters to educate members of the community on the need to patronise made-in-Ghana products	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Stationery ● Computers/ laptops ● Standard textbooks	

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   2. Entrepreneurship, Workplace Culture and Productivity

Learning Outcomes	21st Century Skills and Competencies	GESI[37], SEL[38] and Shared National Values
2.6.2.LO.1		
Evaluate the role of an entrepreneur in national development	**Critical Thinking and Problem-Solving**: Learners analyse the diverse ways entrepreneurs contribute to national development, considering economic, social, and environmental factors **Communication & Collaboration**: Learners work effectively in groups to research and present case studies of impactful entrepreneurs in Ghana and beyond **Digital Literacy**: Learners use digital tools effectively to research successful entrepreneurs, access global databases and reports, and critically evaluate online information sources **Creativity and Innovation**: Learners think creatively about how entrepreneurs can address specific challenges in Ghana, proposing innovative solutions and business models that promote sustainable development **Global Citizenship and Intercultural Understanding**: Learners analyse the global context of entrepreneurship and its role in achieving Sustainable Development Goals, understanding the interconnectedness of different economies and challenges	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● appreciate their uniqueness in relation to others ● develop respect for individuals of different backgrounds **SEL:** Through different learning experiences and exposure, learners: ● acknowledge the importance of personal development ● control their emotions by finding and using different ways to deal with stress **National Values:** ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment and hard work

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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.6.2.CS.1	2.6.2.LI.1	2.6.2.AS.1
Demonstrate knowledge and understanding of the relevance of an entrepreneur to national development	**Apply knowledge of the traits of an entrepreneur to assess one's capabilities in setting up a business** **Collaborative learning:** ● In pairs, learners research to identify the traits of an entrepreneur and present their findings ● Learners use these traits as a guide to assess their own capabilities	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.6.2.LI.2	2.6.2.AS.2
	Examine the role entrepreneurs play in national development **Project-based learning:** ● Learners research on the benefits of entrepreneurship to national development ● Learners listen to an entrepreneur in the community on the benefits of entrepreneurship to national development	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.6.2.LI.3	2.6.2.AS.3
	Discuss challenges facing entrepreneurs in Ghana and how to sustain a business **Talk for learning:** Leaners in groups examine the challenges entrepreneurs face in the operation of their businesses **Experiential learning:** ● Learners embark on Virtual Field Trip (VFTs) to a business centre or enterprise and watch documentary/videos on challenges entrepreneurs face and how they overcome them ● Learners watch online videos/documentaries and discuss how to sustain business enterprises	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

Teaching and Learning Resources	● Stationery ● Smartphones ● Standard textbooks	● Internet access ● Computer ● Projector	● Library facilities ● TV ● Resource person

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   3. Consumer Rights, Protection and Responsibilities

Learning Outcomes	21st Century Skills and Competencies	GESI[39], SEL[40] and Shared National Values
2.6.3.LO.1		
Examine the various forms of consumer responsibilities towards the nation	**Research Skills:** Learners develop research skills through finding information on consumer responsibility **Critical Thinking Skills:** Learners develop critical thinking skills as they identify the forms of consumer responsibility **Communication & Collaboration skills:** Learners develop Collaborative and Communication as they: ● effectively communicate the forms of consumer responsibilities ● highlight the forms of consumer responsibilities towards the community	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● promote awareness of the different economic backgrounds in Ghana **SEL:** Through different learning experiences and exposure, learners: ● acknowledge the importance of personal development ● control their emotions by finding and using different ways to deal with stress **National Values:** ● Hard work or determination ● Honesty ● Truthfulness ● Respect ● Diversity

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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.6.3.CS.1	2.6.3.LI.1	2.6.3.AS.1
Demonstrate knowledge and understanding of the various forms of consumer responsibilities towards the nation	**Discuss the consumer responsibilities in choosing sustainable and eco-friendly products, as well as proper product recycling** ● **Collaborative learning and problem-based learning:** In pairs, learners research on the various forms of consumer responsibilities towards the nation and discuss the results of their research	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.6.3.LI.2	2.6.3.AS.2
	Examine how the various forms of consumer responsibilities ensure national growth and development **Collaborative learning:** Learners discuss how to choose sustainable and eco-friendly products **Talk for learning:** ● Learners in various groupings discuss proper disposal of products and product recycling ● Learners use thought shower activity to discuss energy conservation practices	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Stationery ● Smartphones ● Standard Textbooks	● Internet access ● Computer ● Projector	● Library facilities ● TV ● Resource person

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   4. Financial Literacy

Learning Outcomes	21st Century Skills and Competencies	GESI[41], SEL[42] and Shared National Values
2.6.4.LO.1		
Examine ways of developing responsible and effective saving habits to achieve financial goals	**Analytical Skills:** Learners develop analytical skills as they discuss the importance of savings **Research Skills:** Learners develop research skills by finding information on effective saving habits **Communication & Collaboration skills:** Learners develop Collaborative and Communication as they: ● communicate effective saving habits in achieving financial goals ● highlight the importance of saving and achieving financial goals	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to: ● promote awareness of the different economic backgrounds in Ghana **SEL:** Through different learning experiences and exposure, learners: ● acknowledge the importance of personal development ● control their emotions by finding and using different ways to deal with stress **National Values:** ● Hard work or determination ● Honesty ● Truthfulness ● Respect ● Diversity

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[41] Gender Equality and Social Inclusion

[42] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
2.6.4.CS.1	2.6.4.LI.1	2.6.4.AS.1
Demonstrate knowledge and understanding of effective saving habits to achieve financial goals	**Explain the importance of saving and its role in achieving financial goals** **Talk for learning:** ● Learners think-pair and share the meaning of saving ● Learners debate the advantages and the disadvantages of saving in achieving financial goals ● Learners discuss the importance of saving in achieving financial goals ● Learners identify the different ways of saving and where to save	**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.6.4.LI.2	2.6.4.AS.2
	Create a personalised saving plan based on short-term and long-term financial goals **Collaborative learning:** ● With graffiti wall, learners indicate their short and long–terms financial goals ● In mixed-ability groups, learners create saving plans based on short and long-terms financial goals ● Learners use case studies to describe how to develop responsible and effective saving habits	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Stationery ● Standard Textbooks ● Internet access ● Computer ● Smartphones ● Projector	

YEAR THREE

Subject　　**Social Studies**
Strand　　　**2. Environment and Sustainability**
Sub-Strand　**1. Environmental Policies and Laws in Ghana**

Learning Outcomes	21ST Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.1.LO.1		
Explore the key laws and policies on environmental protection in Ghana	**Critical thinking and Problem-solving:** Learners critically examine Ghana's environmental laws, engage in activities emphasizing the importance of the environment at individual, community, and national levels, and analyse and propose solutions to environmental degradation challenges **Communication & Collaboration:** Learners effectively collaborate, communicate, and engage in group discussions to understand, respect, and work with their peers on environmental laws and policies **Creativity & Innovation:** Learners develop creativity and innovation by proposing new sustainable approaches and solutions to address environmental challenges **Digital literacy:** Learners develop digital literacy using technology to access, analyse, and present environmental laws, building skills in research and digital communication	**GESI:** Learners, having experienced different pedagogical strategies, will: ● develop respect for individuals of different backgrounds ● examine and dispel misconceptions and myths in society that lead to discrimination **SEL:** Through different learning experiences and exposure, learners: ● ask for or provide assistance and support when needed ● stand up for the rights of others and for the environment **National Values:** ● Tolerance ● Friendliness ● Open-mindedness ● Patience ● Commitment and integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.2.1.CS.1	3.2.1.LI.1	3.2.1.AS.1
Demonstrate knowledge and understanding of key environmental laws and policies in Ghana	**Discuss the key environmental laws and policies in Ghana** **Talk for Learning:** ● In a graffiti wall activity, learners identify the key environmental laws and policies in Ghana, e.g., *Environmental Protection Act, 1994 (Act 490), Environmental Sanitation Policy, Climate Change Policy, Mining and mineral laws, Environmental conservation and wildlife and Water resource policies* ● In pairs, learners explain the objectives of Act 490 in Ghana **Collaborative learning:** In mixed-ability groups, learners select one of the environmental policies or laws highlighting the key issues the policy seeks to address	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.2.1.LI.2	3.2.1.AS.2
	Identify the regulatory authorities responsible for enforcing the environmental laws and policies in Ghana and describe their responsibilities, e.g., EPA, Mineral Commission, Forestry Commission **Initiating Talk for Learning:** ● In differentiated task groups, learners identify key regulatory bodies responsible for enforcing environmental laws and policies in Ghana ● In mixed-ability groups, learners discuss the roles and responsibilities of the regulatory bodies responsible for enforcing environmental laws and policies in Ghana **Project-based learning:** Learners conduct research on the role of the youth in contributing towards environmental sustainability in Ghana	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning:
	3.2.1.LI.3	3.2.1.AS.3
	Outline the challenges environmental regulatory bodies face in enforcing environmental laws and policies and suggest ways of addressing the challenges **Initiating Talk for Learning:**	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning**

	● Learners listen to a resource person from any of the regulatory bodies, e.g., EPA, Minerals Commission, Forestry Commission on the challenges they face in enforcing environmental laws and policies in Ghana ● In a think-pair-share activity, learners suggest ways to address the challenges faced by the regulatory bodies **Experiential Learning:** Learners embark on an outreach in their community to sensitise community members on the laws and policies governing environmental protection in Ghana	Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Resource person	● Stationery ● Standard textbooks	● Copies of Environmental policies and laws

Subject   Social Studies
Strand   3. Law and Order in the Society
Sub-Strand   2. Wars and Conflicts and their Implications

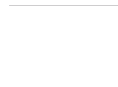| Learning Outcomes	21st Century Skills and Competencies	GESI[43], SEL[44] and Shared National Values
3.3.2.LO.1		
Analyse historical records to describe the causes, stages and impact of major world wars on the African continent	**Critical Thinking & Problem-Solving**: Learners: • evaluate diverse sources for accuracy, bias, and perspective • build arguments supported by evidence, considering multiple interpretations **Communication & Collaboration:** Learners: • work effectively in groups to analyse complex information and perspectives • present findings clearly and persuasively in various formats (oral, written, visual) **Global Citizenship & Social Responsibility:** Learners: • consider the human cost of war and diverse experiences across various groups within Africa • examine the global interconnectedness of conflicts and their impact on different regions **Information and Media Literacy**: Learners evaluate the credibility and relevance of diverse sources of information while effectively employing digital tools for research, analysis, and presentation **Creativity & Innovation**: Learners propose ways to address ongoing challenges arising from the historical legacies of war **Historical Thinking**: Learners understand and utilize historical concepts like periodisation, causality, and change over time	**GESI:** Learners, having experienced different pedagogical strategies, will: • avoid portraying Africans solely as victims or perpetrators • refer to people with respectful and accurate terms, avoiding generalisations **SEL:** Through different learning experiences and exposure, learners: • appreciate the human cost of war from different viewpoints • analyse historical sources critically and challenge biases **National Values:** • Patriotism • Honesty and Integrity • Truthfulness • Respect • Diversity • Compassion • Unity • Solidarity

	Map Literacy: Learners interpret and analyse historical maps to understand spatial dimensions of the wars		

[43] Gender Equality and Social Inclusion

[44] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
3.3.2.CS.1	3.3.2.LI.1	3.3.2.AS.1

Demonstrate understanding of the major world wars in history and their impact, particularly on the African Continent	**Analyse the causes and stages of the First and Second World Wars and their implications for Africa's development**
	
	Collaborative Learning:
	● In pairs, learners analyse historical maps to identify continents and countries that were involved in the First and Second World Wars
	● In mixed-ability groups, learners explore different sources and discuss the immediate and remote causes of the First and Second World Wars
	● In small groups, learners research and create chronological charts showing key events before and during the World War I (WWI) and World War II (WWII)
	
	Talk for Learning:
	● In a fishbowl strategy, learners discuss how different European powers formed alliances, e.g. Allied and Central Powers (WWI) or Allied and Axis Powers (WWII)
	● Learners cite scenarios to discuss questions relating to joining and forming alliances: e.g.,
	   - *Should you always support a friend, no matter what he or she does?*
	   - *What might be the long-term consequences of refusing to help an ally?*
	
	Cooperative Learning:
	● In a jigsaw strategy, learners explore the global impact of the World Wars beyond Europe, highlighting how Africans were affected, e.g., how Ghanaians were affected
	● In pairs, learners reflect on the implications of the World Wars for present-day issues and potential actions for a more peaceful future
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning
		Level 4 Extended critical thinking and reasoning

	3.3.2.LI.2	3.3.2.AS.2
	Evaluate the origins and nature of the Cold War and assess its impact on the world today **Collaborative learning:** ● In pairs, learners explain the term "Cold War" ● In a snowball activity, learners discuss the causes of the Cold War	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning**

	Project-based learning:		Level 4 Extended critical thinking and reasoning
	● Learners do oral or written presentations that describe the main stages of the Cold War ● Learners research and present on how the Cold War's legacies continue to shape contemporary issues like nuclear proliferation, cyberwarfare, and proxy conflicts		
Teaching and Learning Resources	● Historical map of the world ● Videos/documentaries on the causes of WWI and WWII	● A chronological timeline on major events that took place before and during WWI and WWII ● Audio devices	● Stationery ● Internet access ● Laptop/computer ● Projector and screen

Subject   Social Studies
Strand   3. Law and Order in Society
Sub-Strand   3. Legal Frameworks

Learning Outcomes	21st Century Skills and Competencies	GESI[45], SEL[46] and Shared National Values
3.3.3.LO.1		
Assess the need for fairness and social justice in the Ghanaian society, and how to utilise appropriate legal channels to address human rights issues	**Critical thinking and problem-solving:** Learners: ● engage in deep thinking processes on legal channels to address human rights issues ● engage in thinking about the processes by which justice is enforced **Communication and collaboration:** Learners: ● communicate confidently, ethically and effectively in different legal contexts ● communicate effectively and share their views on legal channels to address human rights issues **Civic and ethical responsibility:** Learners become empowered to contribute positively to society, make ethically informed decisions, and partake in the creation of a more just and sustainable world	**GESI:** Learners, having experienced different pedagogical strategies, will: ● understand and promote gender equality ● recognise and address social biases and prejudices ● advocate for social inclusivity and diversity **SEL:** Through different learning experiences and exposure, learners: ● develop self-awareness and self-regulation ● develop empathy and compassion ● build healthy relationships **National Values:** ● Patriotism ● Honesty and Integrity ● Truthfulness ● Respect ● Diversity

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[45] Gender Equality and Social Inclusion

[46] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
3.3.3.CS.1	3.3.3.LI.1	3.3.3.AS.1
Demonstrate understanding of the role of the legal framework in addressing public concerns to ensure equitable outcomes in the Ghanaian society	**Explore the processes by which justice is administered in Ghana** **Collaborative Learning:** In a jigsaw activity, learners explain the following legal framework concepts: Constitutional provision, Legislative Instrument (LI), Executive Instrument (EI) and Judicial Review **Talk for Learning** ● In a thought shower activity, learners discuss the structure of the judicial system ● In a think-pair-share activity, learners discuss legal proceedings and court hierarchy ● In small groups, learners discuss the relevance of fair and impartial trials in addressing societal injustices in Ghana	**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.3.3.LI.2	3.3.3.AS.2
	Analyse the role of the judiciary in overseeing administrative actions of the government and providing avenues for redress **Collaborative learning:** ● In a snowball strategy, learners discuss the role of the judiciary in overseeing administrative actions of the government ● In groups, learners explain the judicial remedies for abuse of ones right. e.g., *habeas corpus, mandamus, prohibition, certiorari, quo warranto, injunction and declaration* ● In a jigsaw strategy, learners examine the conditions required for application for judicial remedies when one's right is infringed upon ● In a think-pair-share activity, learners discuss the limitations of legal frameworks and suggest ways of improving the framework	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Standard textbooks ● Documentary evidence of court proceedings	● The 1992 Constitution

Subject   Social Studies
Strand   4. Nationalism and Nationhood
Sub-Strand   1. European Encounter, Colonialism and Neo-Colonialism

Learning Outcomes	21st Century Skills and Competencies	GESI[47], SEL[48] and Shared National Values
3.4.1.LO.1		
Analyse the roots of neo-colonialism and its impact on Ghana	**Critical Thinking & Problem-Solving**: Learners analyse diverse historical sources (textual, visual, oral) for bias, perspective, and context **Communication & Collaboration**: Learners communicate complex ideas clearly and concisely, both orally and in writing, using various media (presentations, debates, creative projects) **Information Literacy & Media Literacy**: Learners identify media bias and propaganda techniques used to perpetuate neo-colonial narratives **Creativity & Innovation**: Learners brainstorm novel solutions and resistance strategies against neo-colonialism **Global Citizenship & Intercultural Competence**: Learners: • demonstrate empathy and understanding of diverse African experiences and perspectives • analyse the global context of neo-colonialism, its interconnectedness with other power structures	**GESI:** Learners, having experienced different pedagogical strategies, will: • understand a diverse range of historical sources that represent various genders, ethnicities, and social groups within Africa • highlight the differential impacts of neo-colonialism on different genders and social groups • showcase the importance of inclusivity and collective action in overcoming neo-colonialism **SEL:** Through different learning experiences and exposure, learners: • reflect on their own biases and assumptions about Africa and neo-colonialism • analyse historical sources critically and challenge biases **National Values:** • Patriotism • Honesty and Integrity • Truthfulness • Respect • Diversity • Unity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
3.4.1.CS.1	3.4.1.LI.1	3.4.1.AS.1
Demonstrate knowledge and understanding of neo-colonialism and its impact on Ghana	**Trace the origins of neo-colonialism in Africa to the colonial period, identifying the economic and political structures that facilitated continued foreign influence after independence** **Collaborative learning:** ● In pairs, learners explain the concept neo-colonialism including its roots ● In an inquiry-based activity, learners research on international organisations such as the World Bank and the International Monetary Fund and their role in African economies **Project-based learning:** In differentiated-task groups, learners create multimedia presentations on the impact of neo-colonialism on Ghana's development (e.g.,, economic dependency, socio-cultural Influence, political Interference, resource exploitation)	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.4.1.LI.2	3.4.1.AS.2
	Assess the potential for resistance in the face of neo-colonialism **Inquiry-based learning:** Learners explore different sources such as newspapers, news items, journals, etc. for examples of resistance movements against neo-colonialism in Ghana, such as anti-colonial protests, labour strikes, and calls for economic sovereignty **Collaborative learning:** ● In a fishbowl activity, learners discuss the role of social movements and activism in challenging neo-colonial structures and advocating for social justice ● In groups, learners discuss the potential for Africa to break free from neo-colonial dependence and pursue a path of self-determination and sustainable development	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

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[47] Gender Equality and Social Inclusion

[48] Socio-Emotional Learning

Teaching and Learning Resources	• Internet access • Laptops/Computer • Projector and screen • Audio device	• Stationery • Primary sources • Old newspapers • News items/bulletins	• Journals • Documentary on neo-colonialism in Africa

Subject   **Social Studies**
Strand   **4. Nationalism and Nationhood**
Sub-Strand   **2. Nationalism, Citizenship, and Nation-building**

Learning Outcomes	21st Century Skills and Competencies	GESI[49], SEL[50] and Shared National Values
3.4.2.LO.1		
Examine the sources and role of taxes in nation-building as well as the challenges of taxation and how these challenges can be addressed	**Communication and collaboration:** Learners communicate confidently, ethically, and effectively in different social contexts **Critical thinking and problem-solving:** Learners engage in deep thinking processes and come up with sources of taxes **Digital literacy:** Learners exhibit a strong understanding of ICT and are confident in its application	**GESI:** Learners, having experienced different pedagogical strategies, will: ● develop respect for individuals of different backgrounds ● value and work in favour of an inclusive society ● interrogate and eradicate their stereotypes and biases **SEL:** Through different learning experiences and exposure, learners: ● manage emotions, stress, self-discipline, motivation, goal-setting, organisation, leadership, and agency ● develop understanding of others' perspectives, and consider different viewpoints **National Values:** ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment and hard work
3.4.2.LO.2		
Analyse the principles of democratic governance and	**Critical thinking and Problem-solving:** Learners critically evaluate the functioning of democratic governance systems and their impact on national development	**GESI:** Learners, having experienced different pedagogical strategies, will be empowered to:

their relevance to national development	**Civic literacy and citizenship:** Learners develop understanding of the rights, responsibilities, and mechanisms of democratic governance within the context of national development **Communication and media literacy:** Learners critically analyse and interpret information related to democratic governance and national development from various sources **Ethical and moral reasoning:** Learners consider the ethical implications and moral principles underlying democratic governance and its impact on national development **Global awareness and cross-cultural understanding:** Learners recognise the diverse ways democratic governance can manifest in different national contexts and understanding global perspectives on governance and development	● promote awareness of the rich cultural heritage and achievements of all groups across different regions of Africa ● challenge traditional narratives that exclude the perspectives of marginalised groups **SEL:** Through different learning experiences and exposure, learners: ● develop empathy ● become self-aware ● monitor and regulate emotions **National Values:** ● Patriotism ● Respect for Diversity ● Loyalty ● National Cohesion

[49] Gender Equality and Social Inclusion

[50] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.4.2.CS.1	3.4.2.LI.1	3.4.2.AS.1
Demonstrate knowledge and understanding of the sources and role of taxes in nation-building as well as the challenges of taxation and how these challenges can be addressed.	**Discuss the concept of taxation and the sources of taxes in Ghana** **Talk for learning:** Learners use thought shower to discuss the meaning of taxation **Problem-Based Learning:** Learners research on sources of taxes in Ghana and present their findings	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.4.2.LI.2	3.4.2.AS.2
	Examine the role taxes play in nation building, challenges of taxation, and how the challenges can be addressed **Talk for learning:** Learners listen to a resource person on the role of taxes in Ghana **Experiential learning:** Learners role-play on the role of taxes in nation building **Collaborative learning:** Learners discuss the need for paying direct taxes in nation building **Problem-based learning:** Learners research on the problems of taxation in Ghana and discuss their findings using pyramid discussion	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
3.4.2.CS.2	3.4.2.LI.1	3.4.2.AS.1
Demonstrate understanding of the principles of democratic governance, advocacy and community engagement and their relevance to national development	**Discuss the democratic processes of decision making in Ghana** **Project-based learning:** ● Learners research on the relevance of participating actively in local governance activities ● In small group, learners discuss ways by which individuals can participate in democratic governance to promote development at the community level **Problem-based Learning:** ● Learners role-play activity that showcases a democratic process of decision making at the school level	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

	● Learners reflect on the benefits and challenges of democratic decision-making process	
	3.4.2.LI.2	**3.4.2.AS.2**
	Examine the relevance of advocacy and community engagement to Ghana's development, recognising the impact of positive and peaceful collective action on societal development **Talk for Learning/Project-based Learning:** ● In a Socratic seminar strategy, learners discuss the relevance of advocacy and community engagement to Ghana's development ● In groups, learners discuss the impact of positive and peaceful collective action on societal development	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Internet access ● Computer ● Projectors	● Smartphones ● Standard textbooks ● Stationery	● Video clips ● Resource person ● Audio devices

Subject   Social Studies
Strand   5. Ethics and Human Development
Sub-Strand   2. Ethics and Human Values

Learning Outcomes	21ST Century Skills and Competencies	GESI, SEL and Shared National Values
3.5.2.LO.1		
Analyse the influence of the media on democracy and civic engagement in Ghana	**Critical thinking & Problem-Solving:** Learners think critically and articulate disparities between traditional and digital media and gather information on the challenges of the digital era **Communication & Collaboration:** Learners: • create a safe environment for learners to freely share ideas and provide respectful feedback • share ideas and attentively observe discussions on media influences on democracy and civic engagement during lessons **Leadership:** Learners will learn to persuade, encourage, and address challenges during group tasks and learning activities, demonstrating honesty and determination in using influence and authority	**GESI:** Learners, having experienced different pedagogical strategies, will: • value and work in favour of an inclusive society • examine and dispel misconceptions and myths in society that lead to discrimination • appreciate the influence of socialisation in shaping gender roles and norms **SEL:** Through different learning experiences and exposure, learners: • develop self-awareness by recognising assets, emotions and integrity **National Values:** • Tolerance • Friendliness • Open mindedness • Patience • Commitment and integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.5.2.CS.1	3.5.2.LI.1	3.5.2.AS.1
Demonstrate knowledge and understanding of the influence of the media on democracy and civic engagement in Ghana	**Examine the influence of media on democracy and civic engagement in Ghana** **Collaborative learning:** ● In pairs, learners identify examples of traditional media *(Radio, Television, Newspaper)* and digital media *(Social Media, Websites, Online Podcasts)* ● Working in pairs, learners discuss the influence of the media in democracy and civic engagement (how the media can inform and misinform citizens) ● In mixed-ability groups, learners outline the challenges of democracy and civic engagement in the era of digital media and suggest ways of overcoming these challenges ● In a jigsaw activity, learners practise the use of different fact-checking strategies (5Ws1H, google fact-check) to verify the authenticity of media content **PROJECT BASED LEARNING** ● Learners design posters to educate members of the community about how they can search for authentic information from the media	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.5.2.LI.2	3.5.2.AS.2
	Analyse the impact of false information on the well-being of Ghanaians **Collaborative learning:** Form concentric circles to discuss ways that misinformation, disinformation, fake news and falsified information can affect the individual's well-being **Project-based learning:** Learners develop mind maps on the consequences of irresponsible use of the media and suggest remedies for victims affected by false information **Talk for learning:** In a fishbowl activity, learners discuss ways by which citizens (especially the youth) can use digital media responsibly and ethically	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Digital media ● Smartphones ● Standard textbooks	● Laptops/Computers ● Projector ● Stationery	● Newspapers ● Radio ● Television

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   2. Entrepreneurship, Workplace Culture and Productivity

Learning Outcomes	21st Century Skills and Competencies	GESI[51], SEL[52] and Shared National Values
3.6.2.LO.1		
Explore ways of developing skills and techniques to generate and implement business ideas for nation building	**Creativity and Innovation Skills:** Learners develop creativity and innovation skills through identification of business opportunities and generation of ideas **Critical Thinking and Problem-Solving Skills:** Learners develop critical thinking and problem-solving skills as they identify business opportunities provide solutions to societal problems through entrepreneurship **Communication & Collaboration skills:** Learners develop Collaborative and Communication skills by developing a simple business plan and effectively communicate their ideas	**GESI:** Learners, having experienced different pedagogical strategies, will: • promote awareness of the different economic backgrounds in Ghana • highlight gendered roles and activities by discussing how entrepreneurship influence the lives of women and men differently, considering access to resources, division of labour, and participation in trade and cultural practices **SEL:** Through different learning experiences and exposure, learners acknowledge the importance of personal development **National Values:** • Hard work or determination • Honesty • Truthfulness • Respect • Diversity

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[51] Gender Equality and Social Inclusion

[52] Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
3.6.2.CS.1	3.6.2.LI.1	3.6.2.AS.1

Demonstrate knowledge and understanding of entrepreneurial idea generation and implementation for nation building	**Identify business opportunities emanating from societal problems in Ghana**
	
	Collaborative Learning
	● In mixed-ability groups, learners:
	  ▪ discuss the entrepreneurial mindset
	  ▪ discuss case studies of successful entrepreneurs
	  ▪ identify market gaps and pain points
	  ▪ conduct market research and trend analysis to discover business opportunities
	
	Project-Based Learning
	● In mind mapping and concept visualization, learners analyse business opportunities in Ghana
	● In class presentations, learners discuss the divergent and convergent nature of their ideas and validate the ideas
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning
		Level 4 Extended critical thinking and reasoning

	3.6.2.LI.2	3.6.2.AS.2
	Examine the key components of the implementation of an entrepreneurial idea **Collaborative/Project-Based Learning:** ● In thought shower, learners discuss the components of entrepreneurial idea implementation plan ● In mixed ability groups, learners develop a plan that outlines their business concept, goals, strategies, marketing, operations, financial projections and how they will execute their ideas ● In differentiated task groups, learners choose a legal structure for their business (e.g., sole proprietorship, partnership, LLC etc.) ● Learners watch videos and discuss leadership and team management skills needed for the implementation of their ideas ● In a mixed ability group, learners explore ethical and sustainable business practices	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

| **Teaching and Learning Resources** | ● Stationery
● Projector | ● Computers/ laptops
● Internet access | Standard textbooks |

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand   4. Financial Literacy

Learning Outcomes	21st Century Skills and Competencies	GESI SEL and Shared National Values
3.6.4.LO.1		
Examine how to take control of personal finances and make sound financial choices	**Financial Literacy Skills:** Learners develop research skills through finding information on consumer protection **Critical Thinking Skills:** Learners develop critical thinking skills as they create their personal budgets to achieving their financial goals **Digital Literacy Skills:** Learners develop digital literacy skills through: ● usage of financial apps and online calculators to track their personal expenses ● the using Microsoft Excel to create their personal budgets **Communication & Collaboration skills:** Learners develop Communication skills as they effectively communicate their budget	**GESI:** Learners, having experienced different pedagogical strategies, will: ●　highlight gendered roles and activities by discussing how consumer protection influence the lives of women and men differently, considering access to resources ●　value and promote patriotism, national cohesion and justice in society **SEL:** Through different learning experiences and exposure, learner acknowledge the importance of personal interest and the interest of others **National Values:** ● Honesty ● Truthfulness ● Respect ● Diversity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.6.4.CS.1	3.6.4.LI.1	3.6.4.AS.1
Demonstrate knowledge and understanding on how to take control of personal finances and make sound financial choices	**Explain the concept of budgeting and its relevance to personal finance** **Talk For Learning:** **In whole class discussions, learners discuss the concept of budgeting in relation to achieving financial goals** **Learners role-play the relevance of budgeting in achieving personal financial goals**	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.6.6.LI.2	3.6.6.AS.2
	Create a personal budget based on income, expenses, and financial goals **Technology-Based Learning:** **Learners utilize budgeting and personal finance apps, and digital tools to track their own expenses and create personal budgets** **Learners practice the use of Microsoft Excel to create their personal budget**	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Stationery ● Microsoft Excel Software	● Computers/ laptops ● ICT laboratory	● Internet access ● Standard textbooks

Subject   Social Studies
Strand   6. Production, Exchange and Creativity
Sub-Strand 6. Globalisation

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.6.6.LO.1		
Analyse globalisation and its impact on the growth and development of Ghana	**Collaboration:** Learners collaborate to explore how individuals and nations become interdependent and receive feedback **Communication:** Learners share ideas orally, eg, through role-play, brainstorming, and group presentations for various assignments **Creativity and Innovation:** Learners develop independent, creative, and personalised approach to understanding interdependence **Adaptability and Resourcefulness:** Learners independently gather information, set criteria, select strategies, and evaluate outcomes for learning	**GESI:** Learners, having experienced different pedagogical strategies, will: ● highlight gendered roles and activities by discussing how consumer protection influence the lives of women and men differently, considering access to resources ● value and promote patriotism, national cohesion and justice in society ● interrogate and eradicate their stereotypes and biases **SEL:** Through different learning experiences and exposure, learners the importance of personal interest and the interest of others **National Values:** ● Honesty ● Truthfulness ● Respect ● Diversity ● Tolerance ● Friendliness ● Open mindedness ● Patience

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.6.6.CS.1	3.6.6.LI.1	3.6.6.AS.1
Demonstrate knowledge and understanding of globalisation and its impact on the growth and development of Ghana	**Explain globalisation and its relevance to national development** **Initiate Talk for Learning:** In a thought shower activity, learners explain the concept of globalisation, highlighting its significance in the context of individuals and nations **Talk for Learning:** ● In a Socratic seminar strategy, learners discuss the opportunities created by globalisation and explore how individuals and nations are connected ● In groups, learners discuss specific global issues and how the issues impact on Ghana's development	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.6.6.LI.2	3.6.6.AS.2
	Discuss how the benefits of globalisation can be maximised for Ghana's development **Talk for Learning:** In a whole class discussion, learners talk about opportunities and challenges of globalisation **Initiating talk for learning and talk for learning:** ● Through think-pair-share, learners discuss the benefits Ghana derives from globalisation ● In small groups, learners discuss ways Ghana maximises the benefits, considering factors such as economic competitiveness, cultural preservation, and sustainable development	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Standard textbooks ● Stationery	● Projector ● Computer/Laptops	● Internet access