

SOCIAL STUDIES SYLLABUS

SENIOR HIGH SCHOOL

YEAR 1



YEAR ONE

SECTION 1

THE ENVIRONMENT

General objectives: The student will

1. appreciate the importance of knowing one's self
2. develop the ability to adapt to the ever—changing Ghanaian society
3. develop positive attitudes and values towards the self and societal issues
4. develop skills for objective decision—making and problem solving

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>SELF IDENTITY</p> <p><i>The Problem</i></p> <p><i>Many Ghanaians hardly find the time to identify their capabilities. Lack of knowledge of one's capability leads to inability to set realistic goals of life. This then leads to non-achievement of one's capabilities and potential, which in turn leads to disappointments in life.</i></p>	<p>The student will be able to:</p> <p>1.1.1 explain "self" and the individual in relation to his or her capabilities</p> <p>1.1.2 identify actions of false identity and its related problems.</p> <p>1.1.3 explain Marslow's Theory of Needs and show how the theory will help one to achieve one's capabilities and improve one's self identity.</p>	<p>'Self' refers to the whole being of an individual, taking into consideration his personal and psychological nature, and abilities. Capabilities of Man imply what a person can do. These include the ability to think, remember, create, invent, control the environment and solve problems.</p> <p>Some students pretend to be what they are not. E.g. some students want to show off that they come from well to do families whilst it's not the case; they assume false identity.</p> <p>Abraham Marslow, a sociologist, in his theory of needs stated that Man has a basic need of satisfying his hunger and shelter first before thinking of the higher need of self esteem. Other scholars have offered other explanations of how people work to achieve their goals and improve themselves. Improving one's identity and capacity therefore depends upon a combination of advice and principles from a number of sources. Every citizen needs to identify their potential and capacity and try to achieve a lot for the nation.</p>	<p>Students compare the human being to an animal and bring out the peculiar qualities of humans.</p> <p>Each student identifies five tasks they can perform and give evidence for some of the tasks.</p> <p>Students discuss some actions of people who pretend to be what they are not; that is people who have false identity. Let them continue to discuss false identity and it's implications</p> <p>Help students to discuss Marslow's theory of needs. Let them comment on the implications of the theory through the following questions:</p> <p>How helpful is this theory to you in your attempt to aspire to greater heights?</p>	<p>Discuss false identity and its problems.</p> <p>What are some of the actions one should take against people who pretend to be what they are not?</p> <p>Students state their aspirations and how they hope to achieve them.</p> <p>Do you agree with the Marslow's theory on how to achieve your aspirations?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) SELF IDENTITY	<p>The student will be able to:</p> <p>1.1.4 explain how one can develop his or her capabilities</p> <p>1.1.5 demonstrate how they can assert themselves and build self confidence</p>	<p>There must be the desire and self-determination, be prepared to take risks and venture into new areas. Education can assist us in discovering and developing our capabilities.</p> <p>Self-confidence can be built through the provision of an enabling environment, encouragement from parents, teachers, peers, self determination and training</p>	<p>Discuss why non-achievement of one's potential and capabilities can lead to disappointment in life.</p> <p>What can one do to develop his or her capabilities?</p> <p>Students discuss what they would do to assist other citizens to develop their capability.</p> <p>Students discuss the meaning of self confidence; how self confidence is important for improving one's self esteem; how one can assert himself/herself; and how one can develop self confidence</p>	

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>ADOLESCENT REPRODUCTIVE HEALTH</p>	<p>The student will be able to:</p> <p>1.2.3 discuss safety measures for adolescent health</p> <p>1.2.4 examine the causes and implications of irresponsible behaviours of the adolescent</p> <p>1.2.5 identify ways and means of fostering good gender relations</p> <p>1.2.6 explain adolescent chastity and its related benefits</p>	<p>Adolescents should seek medical attention, consult their parents and elders on their problems</p> <p>The early part of adolescence is a stage of heightened emotions. The adolescent begins to experience heightened feelings. He or she may be very sensitive and react strongly to events.</p> <p>The reproductive health risks include sexually transmitted diseases (STIs) including HIV/AIDS, unwanted pregnancy etc.</p> <p>Good gender relation is one of equity and mutual respect between the genders to ensure that females and males have access to information, education and services needed to achieve good sexual health and also exercise their reproductive rights and responsibilities</p> <p>Chastity is the act of total abstinence from sexually related activities.</p> <p>The risks related to sexual activity and childbearing are among the most serious health risks that the adolescents face thus the adolescents must remain chaste.</p>	<p>Guide students to discuss available health service centres and the type of assistance they offer</p> <p>Use the Future's Wheel to illustrate the causes and consequences of a sexual relationship between adolescents.</p> <p>Use value's clarification to make a choice in unwanted pregnancies</p> <p>Students discuss ways and means of fostering good gender relations.</p> <p>Students role play a situation where a male friend demands sex and a female friend refuses.</p> <p>Students discuss the benefits of chastity.</p> <p>Use values clarification on adolescent chastity.</p>	<p>How do you account for the rising waves of irresponsible sexual behaviour among adolescents.</p> <p>Write an essay on "Why adolescent chastity should be encouraged"</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>SOCIO-CULTURAL PRACTICES</p> <p><i>The Problem</i> <i>Societies are dynamic. Every society therefore has some socio-cultural practices at a given time to address the challenges, problems and needs of the time. Socio-cultural practices in Ghana come from diverse cultural backgrounds. In Ghana there are some cultural practices that are common to the various ethnic groups and which can be used to serve as a unifying force in the country. Unfortunately, the unifying force of our different cultures has not had much attention. The youth are constantly crying out for a re-examination of some of our cultural practice. The elders on the other hand consider themselves as the custodians of the traditions of the land, in many cases opposing any attempts at cultural transformation.</i></p>	<p>The student will be able to:</p> <p>1.3.1 identify some of the socio-cultural practices in Ghana</p> <p>1.3.2 examine how socio-cultural practices came into being</p> <p>1.3.3 explain how some socio-cultural practices in Ghana promote or inhibit development.</p> <p>1.3.4 discuss the need for change in some of the socio-cultural practices and how the change can come about</p> <p>1.3.5 defend socio-cultural practices that need to be encouraged in present day Ghana.</p>	<p>Some of the cultural practices in Ghana include: pouring of libation, belief in potency of witchery and the gods, system of early marriage, ancestral worship, widowhood rites, not working on certain days, Trokosi system', etc.</p> <p>Most socio cultural practices were basically formed through experiences during migrations and experiences at the different locations of the ethnic groups. The experiences take various forms like out-break of strange diseases, hunger and natural occurrences.</p> <p><u>Positive Aspects of Culture</u> In Ghana festivals serves as periods for home-coming. This offers opportunity to make contributions toward development etc.</p> <p><u>Negative Aspects of Culture</u> Female Genital Mutilation “Trokosi” – Enslaves and negates human dignity. Widowhood rites, dehumanizing to women</p> <p>Some outmoded customs need to be changed. Internal discussion of negative aspects of some cultural practices and contact with outside world can change culture. The process of change can be gradual and also abrupt.</p> <p>Relevant to be considered: Vigilante groups in view of increase in robbery; Asafo Companies to turn into vigilantes.</p>	<p>Students discuss the meaning of culture and some socio-cultural practices in their local areas.</p> <p>Students discuss reasons why some socio-cultural practices in their locality came into being.</p> <p>Students in groups to interview some adults in the locality to find out (i) reasons for some of the socio-cultural practices in the area (ii) how the practices promote or inhibit development and report in class.</p> <p>Students discuss the process of change.</p> <p>Students in groups to explain how some cultural practices solve identified problems in the locality; prepare a defense of such cultural practices and present their defense in class</p> <p>Students discuss the identified practices considered relevant to the development state of the country</p>	<p>Explain how two socio-cultural practices promote development and how two socio-cultural practices inhibit development in your locality</p> <p>Why and how do we modify any three socio-cultural practices in Ghana?</p> <p>Explain why a socio-cultural practice in your community should be abolished.</p>

YEAR ONE

SECTION 2

GOVERNANCE, POLITICS AND STABILITY

General Objectives: The student will

1. develop national consciousness and the spirit of unity with fellow Ghanaians
2. become a responsible citizen
3. appreciate the importance of building peace and resolving conflicts

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 NATIONAL INDEPENDENCE AND SELF-RELIANCE <i>The Problem</i> <i>Our Founding Leaders fought for independence from the British and won independence in 1957. Many of our post independence leaders could not conceptualize the implications of political independence; thus as the economy rapidly grew worse with time, we tended to blame the colonial masters instead of identifying the relationship between independence and increased production.</i>	<p>The student will be able to:</p> <p>1.1.1 explain the terms: -political independence -self-reliance.</p> <p>1.1.2 give reasons why Ghanaians misconstrued the implications of independence.</p>	<p>Political independence means gaining self-rule from a colonial master thus entitling the new nation to govern itself</p> <p>Self-Reliance refers the ability to depend mainly on one's own resources for survival.</p> <p>Some people thought independence was an end in itself and was a time to amass wealth. Leaders were power conscious and Ghanaians thought they could adopt a laissez fair attitude to work after independence etc.</p>	<p>Guide students to explain the meaning of the terms 'Self-reliance' and 'Political independence'.</p> <p>Students imagine the easy life that people enjoyed under foreign rule. Let them discuss how Ghanaians would work and behave in a new situation where they had to govern themselves under independence.</p> <p>Students research some of the mistakes committed by governments that came to power after independence and present their findings to class</p>	<p>Write on the relationship between Political independence and Self-reliance.</p> <p>How do you correct the mistakes of post-independence Ghana?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>NATIONAL INDEPENDENCE AND SELF-RELIANCE</p>	<p>1.1.3 examine the responsibilities/challenges that political independence has imposed on us as leaders and followers.</p> <p>1.1.4 suggest ways for overcoming the challenges of political independence in Ghana.</p>	<p>Political independence should not be looked at as bringing easy life and negative attitude to work. It should be viewed as a call for good planning, dedication and hard work, development and being skilful, having foresight into our problems and having abilities to solve them.</p> <p>Responsibilities – The survival of our nation depends on ourselves. Thus it is incumbent for the leader to plan for the survival and development and for the followers to contribute to achieving these.</p> <p>There are social and economic challenges in post independent Ghana. We can meet the challenges through the following:</p> <ul style="list-style-type: none"> - development of our human and natural resources. - Development of positive attitude to work. - Having the will-power to struggle for the best. - Improving education and training - Developing good international relationships. 	<p>Students discuss some of the responsibilities that Ghana faces as an independent nation.</p> <p>Students discuss how they would use their time and resources for helping in the development of the country.</p> <p>Students discuss the challenges Ghanaian leaders and followers face after independence.</p> <p>Lead students to discuss how challenges after achieving political independence in Ghana can be met.</p>	<p>What are benefits of being independent?</p> <p>What challenges does Ghana face as an independent nation and how can we meet these challenges?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>PEACE BUILDING AND CONFLICT RESOLUTION</p> <p><i>The Problem</i></p> <p><i>Ghana is a relatively Peaceful Country. However there are protracted conflict situations in certain communities that has never been completely resolved. Meanwhile, new conflicting issues keep emerging every now and then,</i></p> <p><i>In some cases these conflicts escalate to the extent that it becomes difficult and expensive to manage. This has led to the displacement of people, loss of life and property. Such conflict situations often stifle development in our communities because factions are unable to build peace and transform themselves. There is the need to find a way to end or reduce these conflicts in order to bring about harmonious living for economic and social development in Ghana. It is therefore important to inculcate in the citizenry the idea of peace building.</i></p>	<p>The student will be able to:</p> <p>2.1.1 explain the concept of Peace Building and Conflict Resolution.</p> <p>2.1.2 identify the sources of conflict</p> <p>2.1.3 examine the effects of Conflict</p> <p>2.1.4 identify conditions necessary for Peace Building</p> <p>2.1.5 describe the process of Peace Building</p>	<p><u>Peace Building</u> is the conscious effort to create an atmosphere of harmonious living in a society. E.g. tolerance, co-operation respect etc.</p> <p><u>Conflict Resolution</u> They are measures put in place to settle misunderstanding, disputes, quarrel etc.</p> <p>Sources of conflicts are:</p> <ol style="list-style-type: none"> i. Greed ii. Injustice iii. Discrimination etc. <p>Effects of Conflict</p> <ul style="list-style-type: none"> - Wars - Destruction of Life and Property - Displacement of People etc. <p>Conditions for Peace Building</p> <ul style="list-style-type: none"> - Tolerance - Respect for one another - Fairness etc. <p>Process of Peace Building</p> <ul style="list-style-type: none"> -Negotiation -Mediation -Right conduct -Justice and Fairness -Respects for Human Rights -Compromise 	<p>Students to brainstorm to bring out the meaning of Peace Building and Conflict Resolution.</p> <p>Students in groups to come out with sources of conflict and ways of resolving them.</p> <p>Students to brainstorm on the effects of conflict.</p> <p>Students to discuss conditions for Peace Building</p> <p>Assist students to discuss the various ways for conflict resolution toward peace building.</p>	<p>Explain Peace Building and Conflict Resolution</p> <p>Suggest three ways of resolving conflict in your school/community.</p> <p>What three conditions are necessary for Peace Building?</p>

YEAR ONE

SECTION 3 SOCIAL ECONOMIC DEVELOPMENT

General Objectives: The student will

1. acquire the habit of proper handling of currency notes
2. recognize the importance of saving for the future
3. be aware of the need for planning for future security

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>MANAGING YOUR MONEY</p> <p><i>The Problem</i></p> <p><i>Most Ghanaians for sometime have not been managing their monies well. For instance many people handle the notes poorly either by writing on them or crumbling them any how thus making the notes to be defaced easily. This shortens the lifespan of money which causes the nation extra cost to replace the defaced notes. Many people have also not cultivated the culture of savings for the future. To increase the wealth of individuals and the nation, it is important that we learn some of the principles for building our financial future.</i></p>	<p>The student will be able to:</p> <p>3.1.1 describe poor ways of handling our currency notes</p> <p>3.1.2 analyze the implications of poor handling of our currency notes.</p> <p>3.1.3 analyze the benefits of savings to the individual and society.</p>	<p>The ways by which people handle money poorly are:</p> <ul style="list-style-type: none"> - Writing on them - Crumbling them - Using dirty hands to handle notes <p>The above behaviours lead to increased replacement cost to the state.</p> <p>Poor handling of our currency leads to:</p> <ul style="list-style-type: none"> - defacing the notes - rejection of defaced notes - heavy replacement cost defaced notes <p>Savings is a sacrifice one has to make for the future. The benefits are as follows:</p> <p><u>Individual</u></p> <ul style="list-style-type: none"> - minimizes borrowing - education/personal development - Future security etc. <p><u>Society</u></p> <ul style="list-style-type: none"> -money to initiate development projects in the community: schools, libraries, hospitals etc. to improve standard of living 	<p>Students to bring currency notes printed the same year of different denomination to compare and discuss proper ways for handling the notes.</p> <p>Groups brainstorm to come out with the implications of handling our notes poorly and suggest solutions.</p> <p>Groups present their answers for class discussion.</p> <p>Students discuss the benefits of savings to the individual and to the country.</p>	<p>Identify proper ways for handling our currency.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (Cont'd)</p> <p>MANAGING YOUR MONEY</p> <p><i>The Problem (cont'd)</i></p> <p><i>In addition to these, many Ghanaians have not formed the habit of insuring their property. Property Insurance and maintaining financial security for the future are important habits that people should try to cultivate from a young age.</i></p>	<p>The student will be able to:</p> <p>3.1.4 examine how to cultivate the habit of savings.</p> <p>3.1.5 discuss why people need to plan for their future</p> <p>3.1.6 examine ways by which a student can plan for his/her future</p>	<p>Put some money aside each month. Savings can be done through:</p> <ul style="list-style-type: none"> -Banks -Post Office Savings Account -Money Box -Susu -Credit Union <p>People need to plan for the future for the following reasons.</p> <ul style="list-style-type: none"> - unforeseen circumstances - maintain living standards after retirement - self actualization - contribute to community development etc. <p>Avenues to explore for planning one's financial future.</p> <ul style="list-style-type: none"> - SSNIT - Other types of insurance - Investments, shares etc - Savings - etc 	<p>In groups, students discuss ways of saving money.</p> <p>Teacher to invite a resource person to discuss how people can plan their future</p> <p>Teacher to guide students to research various ways for planning their financial future</p>	<p>Group presentation in class on ways for saving money.</p> <p>Students to present their research findings in class</p> <p><u>Essay</u> An essay on "Personal plan for financial security"</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>SUSTAINABLE DEVELOPMENT</p> <p><i>The Problem</i></p> <p><i>Though there have been some growth and development in Ghana since independence in 1957, many of these only last for short period of time. Roads built last for few years, industries quickly wind up. Positive attitude demonstrated during the Operation Feed Yourself Programme in the early 1970s only lasted a few years. We have continued to enjoy foreign support for most of our development programmes. But the truth is that such donor support cannot continue forever. There is therefore the need for Ghanaians to realize this and plan to sustain their own development</i></p>	<p>The student will be able to:</p> <p>3.2.1 explain the meaning of sustainable development and maintenance culture.</p> <p>3.2.2 identify the factors which have hindered sustainability of growth and development in Ghana.</p> <p>3.2.3 examine the benefits of sustained development.</p> <p>3.2.4 suggest how growth and development can be sustained.</p>	<p>Sustainable development is the process of ensuring that development of a project is kept functioning effectively for a very long time. Maintenance culture is the habit of servicing and repairing tools, infrastructure and other facilities regularly.</p> <ul style="list-style-type: none"> - lack of maintenance culture - using low quality materials in production - apathy towards public and other people's property. - indecision and inability to prioritize well. - improper project planning procedures - lack of effective methods for project coordination <p>- Saves the country from continually spending on the same item.</p> <ul style="list-style-type: none"> - Raises level of confidence and assurance in life. - Funds are saved for other projects. - Continuous growth and development. <p>Growth and development can be sustained through the following:</p> <ul style="list-style-type: none"> -Proper planning and coordination -Development of human resource -Effective and timely prioritization -Positive attitudes to work -Development of maintenance culture -Producing with appropriate quality materials 	<p>Guide students to explain the meaning of the terms 'Sustainable Development' and 'Maintenance Culture'.</p> <p>Teacher to create two scenes: In one case, a road is solidly constructed and lasts for years. In the second, the road has to be rebuilt every two years.</p> <p>Let students discuss the implications of the two situations and relate findings to the objective.</p> <p>Use the Future's Wheel to examine the benefits of sustained development.</p> <p>Students discuss how we can sustain growth and development in Ghana. (Use the internet and the library for references)</p>	<p>In what ways is maintenance culture related to sustainable development?</p> <p>How do we minimize the factors which hinder sustainability of growth and development in Ghana?</p> <p>Discuss the benefits your country will derive from sustained development.</p> <p>What is the importance of ensuring sustainable growth in Ghana?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>SUSTAINABLE DEVELOPMENT</p>	<p>The student will be able to:</p> <p>3.2.5 explain how individuals can ensure sustainability in their lives.</p>	<ul style="list-style-type: none"> -By ensuring one has good education and professional or vocational training. -Continuous improvement of one's skills. -Having set goals and working toward their attainment -Development of the attitude of savings. 	<p>Students discuss how they can ensure sustainability in their lives into the future.</p>	<p>As a student, how can you plan your life so that you can enjoy better quality life in future?</p>