

CONTENT AREAS OF THE GTLE FOR SHS SOCIAL STUDIES

ENVIRONMENT

1. Self-Identity
2. Adolescent Reproductive Health
3. Our Culture and National Identity
4. Marriage, the Family and Responsible Parenting
5. Environmental Issues/Challenges of Ghana
6. Education and Societal Change

GOVERNANCE, POLITICS AND STABILITY

1. Peace Building and Conflict Resolution
2. Our Constitution, Democracy and Nation Building
3. Rights and Responsibilities of the Individual
 - a. The Role of the individual in Community Development

SOCIO-ECONOMIC DEVELOPMENT

1. The Youth and National Development
2. Science and Technology
3. Resource Development and Utilization in Ghana
4. Sustainable Development

Theme	Context for Each Theme	Specific Content Area	Competencies	Descriptive Statements	DoK/ Levels Key words/verbs
Self-identity	Many Ghanaians seldom know themselves and for that reason cannot even identify their capabilities. Lack of knowledge of one’s capability leads to inability to set realistic goals for life. This can prevent one from achieving his/her capabilities and potential. The rippling effect of this is disappointments in life.	<p>The concept of self</p> <ul style="list-style-type: none"> • “Self” refers to the whole being of an individual, taking into consideration his personal and psychological nature and abilities. <p>The concept of self-identity</p> <ul style="list-style-type: none"> • Self-identity refers to individual's sense of who they are, including their beliefs, values, attitudes, behaviours, and personal experiences. It shapes human behavior, thoughts, and emotions. Self-identity is not a fixed construct but rather a dynamic and evolving one. It can change over time and in response to different contexts and experiences. <p>Capabilities One’s capabilities imply what the person can do. These include the ability to think, remember, create, invent, control the environment and solve problems.</p>	<ul style="list-style-type: none"> ➤ Demonstrate knowledge and understanding of the concepts of self, self-identity and capabilities. 	<ul style="list-style-type: none"> • Explain the concepts of self, self-identity and capabilities 	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • Describe, • Define, • Recall,

		<p>How People can Develop their capabilities</p> <ul style="list-style-type: none"> • Having the desire and self-determination, • Preparedness to take risks • Preparedness to set new goals • Learning new things and venturing into new areas of work. • Education and training • Mentorship 	<p>Apply their understanding of the concepts of self and self-identity to describe how they can develop their capabilities</p>	<ul style="list-style-type: none"> • Describe how people can develop their capabilities/potentials 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Explain, • Assess, • Describe, • Compare, • Differentiate, • Appraise, • Investigate, • Select,
		<p>Meaning of False Identity This is a condition in which an individual presents himself or herself in ways that he or she is not.</p> <p>People with a sense of false identity pretend to be what they really are not. Some want to show off through a display of riches or physical strength while they are actually poor or not physically strong.</p> <p>Challenges Associated with False Identity</p> <ul style="list-style-type: none"> • False identity can make people engage in delinquent or criminal activities. 	<p>Demonstrate an understanding of the actions that constitute false identity and their associated challenges</p>	<ul style="list-style-type: none"> • Identify actions of false identity. • Describe the challenges associated with false identity 	<p>LEVEL 2</p> <ul style="list-style-type: none"> • Identify, • Describe, • Determine, • Distinguish, • Show, • Contrast, • Relate, • Categorise, etc.

		<ul style="list-style-type: none"> • People with false identity suffer a character problem known as <i>identity crisis</i>. • Loss of respect • Rejection from friends • Disappointment • Loss of concentration • People who suffer false identity are usually unable to identify their real selves or the talents they have. • Inter-personal conflict 			
Adolescent Reproductive Health	<p>As adolescents mature and become sexually active, they are prone to a number of serious health risks. Many adolescents face these risks with too little factual information, too little guidance about sexual responsibility, too little access to health care, and guidance and counselling services. As a result, adolescents' pregnancies, adolescents' denial of paternity of pregnancies, child abandonment, irresponsible sexual relationship, among others, become rampant.</p>	<ul style="list-style-type: none"> • Adolescence is the period of life between childhood and adulthood. This period of development is between the ages of 10 and 19 years. • 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. • 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 	<p>Appreciate the need to have a clear understanding of adolescence status, and the implications of adolescent behaviour for their well-being.</p>	<ul style="list-style-type: none"> • Explain the concepts of: • adolescence • Reproductive health • Reproductive Rights 	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • State, • Define, • Identify • Recall

		<p>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>Some Examples of Irresponsible Adolescent behaviour</p> <ul style="list-style-type: none"> • pre-marital sex • prostitution • armed robbery • drunkenness • drug abuse • homosexuality (sodomy and lesbianism or “supism”) • examination malpractices • vandalism or hooliganism <p>Consequences of Irresponsible Adolescent behaviour</p> <ul style="list-style-type: none"> • unwanted/teenage pregnancy, • school drop-out, • contraction of STIs/STDs, • abortion and its attendant effects, • death, • single parenthood • madness/aggression, • social misfit, • imprisonment • depression 		<ul style="list-style-type: none"> • Describe some irresponsible behaviours of the adolescents • Differentiate between responsible and irresponsible adolescent behaviour. 	<p>LEVEL 2</p> <ul style="list-style-type: none"> • Describe, • Identify, • Distinguish, • Compare, • Classify, • Categorise, • Select <p>LEVEL 3</p> <ul style="list-style-type: none"> • Differentiate, • Assess, • Investigate, • Compare, • Cite, • Explain

		<p>Safety measures for adolescent health</p> <ul style="list-style-type: none"> • maintenance of personal hygiene • seeking medical attention • consulting their parents and elders on their problems • Doing a lot of exercises • Having easy and affordable access to guidance and counselling services 		<ul style="list-style-type: none"> • Describe safety measures for adolescent health. 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Describe • Explain • Interpret • Select
Our Culture and National Identity	<p>Culture is a response by society to meet the problems and the challenges of the time. It is also something that adds up to creating the identity of people in a given society. Unfortunately, the lack of appreciation of our Ghanaian identity, characterised by low levels of patriotism and low sense of identification has implications for national development.</p>	<p>Dynamic Nature of Culture</p> <ul style="list-style-type: none"> • Culture as a response by society to meet the problems and the challenges of the time. • The problems and challenges of culture and society change with time. A cultural practice that does not solve the problems of the time should be abrogated. • Some cultural practices relieve stress e.g. music and dance. 	<p>Demonstrate understanding of the concepts of culture, Ghanaian identity and the the dynamic nature of culture within the multicultural setting.</p>	<ul style="list-style-type: none"> • Explain the concepts of culture and identity • Examine the dynamic nature of culture . 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Examine • Explain • Discuss • Compare • Distinguish • Select • Differentiate
		<p>Meaning of National identity</p> <p>National identity includes the behaviours, traits and ideas that are commonly shared by the people of a nation. It also refers to the phenomenon whereby an individual sees himself as part of his/her nation and relates to the symbols, traits or psychological feelings connected with the nation and not only to his/her tribe or ethnic group.</p>	<p>Appreciate the cultural diversity of the people of Ghana in relation to national identity and how the diversity can be harnessed for national development.</p>	<ul style="list-style-type: none"> • Explain national identity • identify some of the common values/elements/symbols that bind us together as Ghanaians 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Explain • Identify • Discuss • Examine • Compare • Distinguish • Select • Differentiate

		<p>Elements of Ghanaian Culture</p> <p>Ghanaian Shared Values</p> <ul style="list-style-type: none"> • Modesty, • humility, • respect, • concern for others, • hospitality, • tolerance, • resilience, etc <p>Some National and Traditional symbols</p> <p>The coat of arms, the national flag, the Independence Ark, Sankofa, Gye Nyame, The Ghana Currency, etc.</p> <p>Relationship between Ghanaian (National) identity and Ghanaian Culture</p> <p>Harnessing Cultural Diversity for national development in Ghana</p>		<ul style="list-style-type: none"> • discuss the relationship between culture and national identity • explain how cultural diversity can be harnessed for national development 	
Marriage, the Family and	The purpose and process of getting married in Ghana have	Difference between Courtship and Marriage	Demonstrate knowledge and understanding of the	<ul style="list-style-type: none"> • Distinguish between the 	<p>LEVEL 2</p> <ul style="list-style-type: none"> • distinguish,

Responsible Parenting	<p>undergone a lot of changes over the years due to social change. Thus, the preparation needed in the selection of a future partner has been misunderstood and this has resulted in wrong pairing with its attendant problems. People do not want to take up the responsibilities attached to marriage and this has implications for family life and parenting.</p>	<p>Courtship is the period during which the would-be suitors study each other.</p> <p>Marriage: - acceptable union of a man and a woman.</p> <p>The Purpose of Marriage</p> <ul style="list-style-type: none"> • companionship • procreation • economic support • status (gaining societal respect and prestige), • legitimate avenue for sexual satisfaction, etc. <p>Preparation towards Marriage</p> <ul style="list-style-type: none"> • proper mate (potential spouse) selection • investigate the background history of potential spouses • Physical, and mental maturity/emotional stability • Financial independence • Making formal request to marry • Seeking pre-marital counselling service • Medical examination 	<p>purposes of, and preparations towards, marriage and their implications for family life and parenting.</p>	<p>concepts of courtship and marriage</p> <ul style="list-style-type: none"> • Explain the purposes of marriage 	<ul style="list-style-type: none"> • Identify, • compare, • describe, • Classify, • Categorise, • Select, • Differentiate, • Explain
		<p>Roles and obligations of family members.</p> <p>Parents</p> <ul style="list-style-type: none"> • pay for necessary aspects of children's education 		<ul style="list-style-type: none"> • Investigate the preparations that ought to be done before marriage. 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Investigate, • Assess, • Differentiate, • Compare, • Cite, • Explain
				<ul style="list-style-type: none"> • Assess the roles and obligations of various family members. 	<p>LEVEL 4</p> <ul style="list-style-type: none"> • Analyse • Prioritise, • Apply • Assess

		<ul style="list-style-type: none"> • socialization of the child • provide the following forms of support: financial, security and emotional <p>Children</p> <ul style="list-style-type: none"> • to get education and training • co-operate with parents • support parents in their old age 			<ul style="list-style-type: none"> • Propose • predict, • construct
		<p>Difference between the Concepts of Parenting and Parenthood</p> <p>Parenting is the activity of bringing up and looking after children to be useful citizens to the society.</p> <p>Parenthood is the state of being a parent. It starts when pregnancy is confirmed. Parenthood however stops when one dies.</p> <p>Some responsibilities in parenting</p> <ul style="list-style-type: none"> • health needs • physical needs • emotional/psychological needs • social needs • economic support etc. <p>Irresponsible parenting</p> <ul style="list-style-type: none"> • lack of moral training of children; neglect of children etc. <p>Consequences of irresponsible parenting</p>		<ul style="list-style-type: none"> • Differentiate between the following concepts: <ul style="list-style-type: none"> i. Parenting, and ii. Parenthood • Analyse the differences between responsible and irresponsible parenting • Deconstruct the consequences 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Assess, • Investigate, • Differentiate, • Compare, • Cite, • Explain • Deconstruct

		<ul style="list-style-type: none"> • Moral degeneration • Waywardness • Child abuse • Streetism etc. <p>Some Ways through which Children can cause parents to be irresponsible through:</p> <ul style="list-style-type: none"> • Ingratitude and resentful • Flouting parental authority • Being irresponsible etc 		<p>of irresponsible parenting</p> <ul style="list-style-type: none"> • Explain how ways through which Children can cause parents to be irresponsible 	
Environmental Issues/Challenges of Ghana	<p>Ghanaians have little control of the environment and engage in activities that destroy the environment. This affects the quality of the environment and threatens human survival. However, man has the capabilities and the technical knowhow to adapt the environment to our needs.</p>	<p>Importance of the Physical Environment Physical environment is defined as “the surroundings within which man, animals and plants live.” Physical environment covers the sea, land, plant life, soils, animal life, climate, buildings, etc.</p> <p>Some ways through which man is influenced by the environment in Ghana Human activities in Ghana have been largely dictated by the environment. For instance, farming activities in Ghana have been dictated by seasonal changes, unlike other countries where the people have been able to adopt</p>	<p>Appreciate the inter-connected relationship between humans and the environment.</p>	<ul style="list-style-type: none"> • Discuss the importance of the environment 	

		<p>practices that allow farming all year round.</p> <p>Activities of man and nature that degrade the environment and affect human life. Activities of nature: Earthquakes, floods, etc. Activities of man: Industrial activities and mining leading to: (a) Air pollution (b) Land degradation (c) Water pollution (d) Destruction of living organisms. Effects of Environmental Degradation: Diseases, destruction of plant and animal life, floods, global warming, occupational and industrial accidents, etc.</p> <p>Ways by which Ghanaians can adapt the environment to their needs Appropriate technology should be adopted to overcome the limitations of the environment, e.g. We should practise irrigation during the dry season, tap solar energy, develop windmills, adopt farming practices that do not degrade the environment, build thermal and hydroelectric plants, etc.</p>		<ul style="list-style-type: none"> • Examine the relationships between humans and the environment (including a spiritual, cultural, political, economic and social perspective) 	
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		<p>Negative Social Changes brought about by formal education</p> <ul style="list-style-type: none"> • It leads to fraud and embezzlement of public funds • Alienation of the Ghanaian from his/her culture • Neglect of the extended family system • Preference for white collar job <p>The ways of using education effectively to bring about social change in Ghana</p> <ul style="list-style-type: none"> • Introduce innovative and transformative curricula in line with societal needs and aspiration. • Use of critical pedagogies • Focus of the school curricula should be on constructivism instead of Banking • Teaching, learning and assessment should be more of criterion/Performance-driven (Bekoe, & Adam, n.d.). <p>Role of education in the social transformation of Ghana</p> <ul style="list-style-type: none"> • Education should be transformed to play a role as leader of change and development in the country 		<ul style="list-style-type: none"> • Assess ways formal education can be used to transform Ghana • Assess the role education can be used to play in transforming Ghana 	
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		<p>essentially by continuous education and training of human resource</p> <ul style="list-style-type: none"> • Education can be used: <ul style="list-style-type: none"> i. to tackle social inequality; ii. to serve as a tool for social mobility, which eventually leads to social change (e.g., creation of new class structure in the UK); iii. to create economic competitiveness and thus the leverage to initiate social change. iv. As a means of conflict resolution v. to pass on the norms, values and other cultural traits of the society deemed ideal from generation to generation (Bekoe & Adam, n.d.). <p>Impact of Education on development:</p> <ul style="list-style-type: none"> - documentation - official language - cross cultural understanding - tolerance of divergent views, etc. <p>Education should play a role as leader of change and development in the country essentially by continuous education and training of human resource</p>		<ul style="list-style-type: none"> • Describe the impact of education on the development of Ghana 	
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<p>Peace Building and Conflict Resolution</p>	<p>Ghana is a relatively peaceful country. However, there are protracted conflict situations in certain communities that have never been completely resolved. Meanwhile, new conflicting issues keep emerging now and then with their attendant implications for community and national development. There is, therefore, the need for people to appreciate the need to resolve conflict at various levels to facilitate national development.</p>	<p>The Concepts of Peace Building, Conflict and Conflict Resolution.</p> <p>Conflict is an active disagreement or misunderstanding between two or more people in which the parties involved see a threat to their interest, needs, views and ideas, etc.</p> <p>Conflict is any situation in which incompatible goals, attitudes, emotions or behaviours lead to disagreement or opposition between two or more parties.</p> <p>Peace Building is the conscious effort to create an atmosphere of harmonious living in a society. E.g. tolerance, co-operation, respect, positive thinking, etc.</p> <p>Conflict Resolution It is a measure put in place to settle misunderstanding, disputes, quarrel, etc.</p> <p>Sources of conflict and how to resolve them Sources of conflicts are: i. Greed; ii. Injustice;</p>	<ul style="list-style-type: none"> • Demonstrate understanding of the concepts of conflict, peace building, and conflict resolution and the sources of conflict. 	<ul style="list-style-type: none"> • Explain the meaning of conflict, peace building, and conflict resolution. 	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • Identify • State • Define • List • Match
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		<p>iii. Discrimination; iv. Bad relationship; v. Human right abuse; vi. Wrongful claims of land and other resources; vii. Looking down on minority groups; viii. Disagreement over the location or citing of public property; ix. Disagreement over choice of leaders, etc.</p> <p>Effects of conflict</p> <ul style="list-style-type: none"> - Wars - Destruction of Life and Property - Displacement of People - Insecurity - Retardation of growth - Low productivity etc. <p>Conditions necessary for sustained Peace Building</p> <ul style="list-style-type: none"> • Tolerance • Respect for one another • Fairness • Maintaining good relationships • Positive thinking 			
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		<ul style="list-style-type: none"> • Having agreed upon set goals 			
Our Constitution, Democracy and Nation Building	<p>Ghana over the years has been trying to practise democratic governance which is a foreign concept. This type of democracy has been practiced over the past 40 years. Prior to practicing of democracy, the country had experienced different types of leadership forms. As a result of these, many Ghanaians' understandings of the concept is not very clear. For instance, there are leaders in Government who claim to be practising democracy but are unwilling to be responsible for their actions.</p>	<p>Democracy is a system of Government by which the whole population of a country usually elect their representatives.</p> <p>Constitution is a set of rules and regulations designed for the administration and management of an organization or a country.</p> <p>Constitutional rule refers to the governance of a country whereby the procedures connected with the country's administration are totally and strictly derived from the constitution.</p> <p>Nation Building involves the uninterrupted efforts to maintain our unity and togetherness as a Nation and improve the quality of life of the people.</p> <p>Features of Democracy as spelt in the constitution</p> <ul style="list-style-type: none"> • periodic election – 4 years • freedoms – expression, movement, • association • constitutional rule • rule of law, etc • rights - education, life, health, votes • an independent media • tolerance of varied views 	<p>Demonstrate knowledge and understanding of the concepts, democracy, constitution, constitutional rule and nation building.</p> <p>Exhibit clear knowledge and understanding of relevant features of democracy and the role of democracy in nation building.</p>	<p>Explain the meaning of: (i) Democracy; (ii) Constitution; and (iii) Nation building.</p> <ul style="list-style-type: none"> • Cite the features of democracy • Assess the features of democracy • Explain the future of democracy 	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • Describe, • Define, • Recall, <p>LEVEL 3</p> <p>Explain Cite Assess Deconstruct</p>

		<ul style="list-style-type: none"> • an independent judiciary • multiparty political system, etc. <p>The role of democracy in nation building</p> <ul style="list-style-type: none"> • Constitutionalism - peaceful change of government • Protection of fundamental human rights • Mass participation in government • Independent of the judiciary • A safeguard against concentration of power • Promotion of accountability and transparency • Rights of Individuals are protected and guaranteed • Equity in development project • Provision of enabling environment for stability • Gaining of International credibility, etc <p>Challenges of Democracy in Ghana</p> <ul style="list-style-type: none"> • High illiteracy rate • Ethnic sentiments • It is an expensive form of government • Abuse of freedom • Conflict between the arms of government 	<p>Develop Knowledge and understanding of challenges of democracy in Ghana</p>	<ul style="list-style-type: none"> • Analyse the role of democracy in nation building • Appraise the challenges of democracy in Ghana. • Investigate the challenges of 	<p>LEVEL 4 Analyse Prove Critique</p> <ul style="list-style-type: none"> • Apply • Assess • Propose • predict, • construct <p>LEVEL 3 Explain Cite Assess Deconstruct</p>
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		<ul style="list-style-type: none"> • Lack of accountability on the part of leaders • Bribery and corruption • Delay in developmental projects, etc. <p>The importance of the constitution in Nation Building</p> <ul style="list-style-type: none"> • It prescribes the rules to be followed in administering the nation • It directs what to do and what not to do • It prescribes sanctions for violations of constitution • It defines the functions of each organ of government. • It guarantees fundamental human rights • It facilitates the smooth change of government and leaders. • It serves as a symbol of statehood • It limits arbitrary rule. <p>Unity and development are more sustainable under democratic governance</p> <ul style="list-style-type: none"> • Minority and majority views are accommodated to ensure sustainability of development - Smooth and peaceful change of government 	<p>Appreciate the benefits of constitution in nation building.</p> <p>Appreciate why unity and development can be sustained under democratic governance</p>	<p>democracy in Ghana.</p> <p>Explain the importance of constitution in nation building.</p> <p>Discuss reasons for adopting democracy as a means of promoting</p>	<p>LEVEL 2</p> <ul style="list-style-type: none"> • distinguish, • Identify, • compare, • describe, • Classify, • Categorise, • Select, • Differentiate, • Explain <p>LEVEL 3</p> <ul style="list-style-type: none"> • Investigate, • Assess, • Differentiate, • Compare,
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		<p>should be regarded as supreme.</p> <p>Reasons for curtailing of people's rights Rights of individuals in the society can sometimes be curtailed when:</p> <ul style="list-style-type: none"> i. one is convicted of crime or treason; ii. there is a state of emergency, iii. one is considered as carrying a very contagious disease, etc. <p>Reasons for Performing responsibilities</p> <ul style="list-style-type: none"> a) National development is the responsibility of all. b) Collective efforts bring societal advancement. c) There is self-satisfaction in fulfilling one's obligation etc. d) Promotion of National Unity, Stability and Integrity e) Ensuring Law and Order and the promotion of Peace in the society f) Nation-building and the promotion of the Socio-politico-economic development of the country. g) Defence of motherland and the promotion of the good name of Ghana 		<p>exercising rights and responsibilities at local and national level.</p> <p>Cite instances through which people's rights can be curtailed.</p> <p>Investigate the reasons for performing responsibilities</p>	
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		<p>- Mobilizing funds and resources</p> <p>Aspects of our community life which must be improved</p> <p>(i) We should change our negative attitude towards women.</p> <p>(ii) We must reduce our dependence on foreign goods</p> <p>(iii) We must change our negative attitude towards government work and government property.</p> <p>(iv) We must change our negative attitude towards members of other ethnic groups.</p> <p>(v) We must re-organise our educational system.</p> <p>(vi) We must change our negative attitude towards maintenance.</p> <p>(vii) We must develop the habit of saving.</p> <p>Ways by which individuals can contribute to the development of their community</p> <p>i. Regular attendance to community meetings</p> <p>ii. Offering technical advice freely</p> <p>iii. Participating in communal labour</p> <p>iv, Positive attitude towards community development</p>		<p>decision making process</p> <p>Analyse aspects of community life that must be improved.</p> <p>Propose ways by which individuals can contribute to the development of their communities</p>	
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		<p>v. Taking part in local and general elections</p> <p>vi. Payment of taxes, levies and basic rates</p>			
Youth and National Development	<p>The youth who form the most active and potential manpower of the nation seem not to be playing their expected roles in national development. They are expected to replace the ageing labour force and take up responsible roles in the transformation and modernization of the economy. Unfortunately, some of them do not have the requisite skills and appropriate attitudes needed for development. This poses serious problems for the future development of the country.</p>	<p>Meaning of the term “Youth” Some definitions of the youth at National, Regional and International levels:</p> <ul style="list-style-type: none"> • Youth is a person between the ages of 15 and 24 years (World Health Organisation); • Any person between the ages of 10 and 19 and young people as individuals between ages 10 and 24 years (The Commonwealth); • Youth is a young person between the ages of 15 and 29 years (African Youth Charter); • Youth or young people refer to people between the ages of 15 and 35 years (Ghana’s Children’s Act 1998, Act 560) <p>Challenges of the Youth</p> <ul style="list-style-type: none"> • difficulty in adapting to new environments – • problems of breaking from parental attachment • tendency to fall under influence of bad company 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the youth • Appreciate some challenges the youth are encountering in their effort to contribute to national development 	<ul style="list-style-type: none"> • Deconstruct various definitions of the Youth • Examine some challenges the youth are encountering in their effort to 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Deconstruct • Examine • Assess, • Investigate, • Differentiate, • Compare, • Cite, • Explain <p>LEVEL 4</p> <ul style="list-style-type: none"> • Analyse • Prioritise, • Apply • Assess

		<ul style="list-style-type: none"> • inadequate job opportunities • low level of education • pressure from elders to do the wrong things eg. Election malpractices, vandalism etc <p>Avenues for Youth Development</p> <ul style="list-style-type: none"> • Youth training programmes including national youth employment programmes; • Opportunities Industrialization Centre (OIC); • Other programmes by government ministries, etc. <p>Avenues the Youth can get employment</p> <ul style="list-style-type: none"> • Newspapers, job adverts, personal contacts, self-employment, i.e. private business; prepare one's CV and make adequate preparation for job interview. <p>Contribution the nation expects from the youth in national development Expectations from the youth include the following:</p>	<p>and the way to overcome these challenges</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the various youth education and training programmes in parts of the country, and avenues for youth employment. • Appreciate the contribution the nation expects from the youth in national development 	<p>contribute to national development and the way to overcome these challenges</p> <ul style="list-style-type: none"> • Describe some of the avenues for youth training in the country. • Describe the avenues by which the youth can get employment • Analyze the contribution the nation expects from the youth in 	<ul style="list-style-type: none"> • Propose • predict, • construct <p>LEVEL 2</p> <ul style="list-style-type: none"> • describe, • compare, • Differentiate, • Explain <p>LEVEL 4</p> <ul style="list-style-type: none"> • Analyse • Prioritise, • Apply
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		<ul style="list-style-type: none"> • Quality education and skills needed for work in the present century; • Effective decision-making skills - Healthy lifestyle • Hard work - Maintain a job and pay their taxes • Positive attitude to work - Maintain good relationships • Support national efforts and support others - Have proper role model <p>Meaning of Financial Security/Financial Well-being</p> <ul style="list-style-type: none"> • It involves having enough money to comfortably cover a person’s monthly expenses, recover from financial setbacks, and save for one’s future. • It can also mean having low financial stress and feeling in control of your money. <p>Benefits of Financial Security/Financial Well-being to the individual and the nation:</p> <ul style="list-style-type: none"> ○ <i>Benefits of savings to the Individual</i> • Interest on money saved • Safekeeping of your money • Ability to meet unexpected expenses and planned expenses 	<ul style="list-style-type: none"> • Demonstrate an understanding of the meaning and benefits of financial Security/financial Well-being to the individual and the nation, as well as the role of some of the financial institutions in ensuring financial well-being in the country. 	<p>national development.</p> <ul style="list-style-type: none"> • Explain the meaning of benefits of financial Security/financial Well-being 	<ul style="list-style-type: none"> • Assess • Propose • predict, • construct <p>LEVEL 2</p> <ul style="list-style-type: none"> • describe, • compare, • Differentiate, • Explain
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		<ul style="list-style-type: none"> • Minimizing borrowing • Check on one's spending • Proper management of one's finances • Maintenance of living standards up to retirement and thereafter <p>Nation</p> <ul style="list-style-type: none"> • money to initiate development projects in the nation eg. schools, libraries, hospitals, etc. – • to improve standard of living. <p>Process by which an individual could plan a sustainable financial security programme for his/her future</p> <ul style="list-style-type: none"> • Set financial and occupational goals. Put some money aside each month. 		<ul style="list-style-type: none"> • Discuss the process by which an individual could plan a sustainable financial security programme for his/her future. 	
Science and Technology	Science and Technology are currently the bedrock of development. Despite the emphasis on the study of science in Ghana, the country has not been able to fully utilize its scientific knowledge for development.	<p>Meaning of the concepts of science and technology</p> <p>Science is a body of knowledge acquired through systematic enquiry and considerable mental effort.</p> <p>Technology is the application of scientific</p>	Demonstrate understanding of the concepts of science and technology and the need to employ such knowledge to facilitate development	Explain the concepts of science and technology	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • State, • Define, • Identify <p>Recall</p> <p>LEVEL 2</p> <ul style="list-style-type: none"> • distinguish, • Identify,

		<p>knowledge to satisfy human needs.</p> <p>How science and technology are used for development and production in the world Technology uses scientific findings. Some examples are as follows: - based on the principles of floatation the ship was invented. On the principles of air-lift, liquid dynamics and how birds fly, the aeroplane was invented.</p> <p>The role of science and technology in the development of Ghana. -The contribution of science and technology to agriculture Through science and technology there have been many experiments in Ghana in the area of crop research. There have been cross breeding of animals, research soils, road construction, type of fertilizers and machines to use etc. -The contribution of science and technology to health -There are disease control drugs, machines such as X-ray</p>		<p>Distinguish between science and technology</p> <p>Describe how science and technology are used for development and production in the world</p> <p>Investigate the role of science and technology in the development of Ghana.</p>	<ul style="list-style-type: none"> • compare, • describe, • Classify, • Categorise, • Select, • Differentiate, • Explain <p>LEVEL 3</p> <ul style="list-style-type: none"> • Assess, • Investigate, • Differentiate, • Compare, • Cite, • Explain • Deconstruct
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		<p>-The contribution of science and technology to industry Invention of industrial machines to facilitate manufacturing, storage and preservation.</p> <p>-The contribution of science and technology to transport and telecommunication Construction of bridges, manufacturing of vehicle, ships, airplanes and trains, development of telecommunication gadgets such as mobile phones, telephones etc.</p> <p>-The contribution of science and technology to education Printing of books and educational reading materials, the use of technological teaching aid, etc.</p> <p>-The contribution of science and technology to trade and commerce Mobile banking, e-zwich and ATM applications in business</p> <p>-The contribution of science and technology to the entertainment industry Entertainment equipment such as radio, television, public address system</p> <p>-Domestic uses Microwave, blender, washing machine, gas cooker</p>			<p>LEVEL 4</p>
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		<p>Efforts being made to promote science and technology in Ghana.</p> <ul style="list-style-type: none"> - admission of more science students. - establishing science resource centres in schools. - training more science teachers - funding research on technological development - establishment of science institutions - public education - funding, research and technological development, etc. <p>Ways by which Ghana could promote its development through increased application of science and technology</p> <ul style="list-style-type: none"> - Creating incentives and appropriate public support mechanisms for private sector innovation, technology absorption and industry-driven research. - Coordinating and managing Science, technology and innovation - Training more engineering, science and technology workforce -Aligning research and development system to socio-economic needs, setting priorities and implementation of plans 		<p>Assess the efforts being made to promote science and technology in Ghana.</p> <p>Propose ways by which Ghana could promote its development through increased application of science and technology</p>	<ul style="list-style-type: none"> • Analyse • Prioritise, • Apply • Assess • Propose • predict, • construct
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<p>RESOURCE DEVELOPMENT AND UTILIZATION IN GHANA</p>	<p>Ghana has abundant natural resources which have not been efficiently tapped for the improvement of the society. Though many attribute this to inadequate capital and technical know-how, the problem can be placed squarely on the imbalance in the development of our human resources and needs of society. Education tilts towards the acquisition of knowledge to the neglect of the practical and the skill dimensions. This tends to affect the development of the nation.</p>	<p>Concept of resource and development</p> <p>Resources are all efforts, knowledge and other assets that are used for the production of goods and services to satisfy humanity OR</p> <p>Resources refer to any form of material available to societies which are used in the production of goods and services.</p> <p>Development is the qualitative and quantitative improvement in the standard of living of people in society.</p> <p>Development is also explained as a process that brings about growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. The goal of development is an improvement in the level and quality of life of the population, and the creation or expansion of local regional income and employment opportunities, without damaging the resources of the environment (Society for</p>	<p>Demonstrate knowledge and understanding of the concepts “resources” and “development”</p> <p>Appreciate the inter-connected relationship among natural, human and capital resources.</p>	<p>Explain the concepts resources and development</p> <p>Explain inter-connection among the types of resources to promote national development</p>	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • Describe, • Define • Recall <p>LEVEL 3</p> <ul style="list-style-type: none"> • Investigate, • Assess, • Differentiate, • Compare, • Cite, • Explain
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		<p>International Development (SIS), 2021).</p> <p>Types of resources and their connections in the production of goods and services</p> <p>Types of resources: Natural Resources, Capital Resource and Human Resource</p> <p>Relationships among the 3 resources</p> <ul style="list-style-type: none"> • Educated and trained persons are more able to transform other raw resources into refined goods and services. • Land provides the ground and human skills use machine to produce food for human consumption. • Humans use capital machinery to construct roads, buildings from rocks and other materials. • Human skills are used to manufacture machinery to exploit natural resources. • Humans use machine to manufacture paper from timber • Humans identify and develop some natural resources such as water bodies, mountains, vegetation and animal life for tourism, etc 	<p>Demonstrate knowledge and understanding of the concepts resources and development</p>	<p>Assess the inter-connected relationship among the types of resources</p>	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Investigate, • Assess, • Differentiate, • Cite, • Explain • Discuss
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		<p>How human resources can be utilized to promote national development</p> <ul style="list-style-type: none"> • Proper coordination between the educational institutions and employment • Supply of appropriate equipment to workers • Effective supervision Employment of qualified people Innovative initiatives by management • Training and re-training • Career guidance and counseling, etc 			
Sustainable Development	<p>Though there have been some growth and development in Ghana over the years, many of such projects like roads built last for few years and industries quickly wind up. Positive attitude demonstrated during the Operation Feed Yourself Programme in the early 1970s only lasted a few years. We have continued to enjoy foreign support for most of our development programmes. But the truth is that such donor support cannot continue forever. There is therefore the</p>	<p>Meaning of sustainable development and maintenance culture</p> <p>Sustainable development is the process of ensuring that development of a project is kept functioning effectively for a very long time.</p> <p>Maintenance culture is the habit of servicing and repairing tools, infrastructure and other facilities regularly.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the concepts of sustainable development and maintenance culture, the factors that hinder sustainable development, as well as ways through which growth and development can be sustained in Ghana. 	<ul style="list-style-type: none"> • Explain the meaning of sustainable development and maintenance culture. • Identify the factors which 	

	<p>need for Ghanaians to realize this and plan to sustain their own development.</p>	<p>Factors That Hinder Sustainability of Growth and Development in Ghana</p> <ul style="list-style-type: none"> • lack of maintenance culture • apathy towards public and other people's property. • lack of effective project implementation plan • inability to prioritize well • lack of effective methods for project coordination and management - Loss of national assets <p>Ways through which growth and development can be sustained in Ghana</p> <ul style="list-style-type: none"> • Proper planning and coordination • Effective and timely prioritization • Development of human resource including effective continuous staff education • Use of ICT for work and learning • Effective research programmes • Positive attitudes to work • Development of maintenance culture 	<ul style="list-style-type: none"> • Demonstrate an understanding of measures that could be taken to improve the 	<p>have hindered sustainability of growth and development in Ghana.</p> <ul style="list-style-type: none"> • Suggest how growth and development can be sustained. Ghana. • Explain measures that could be taken to improve the 	
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		<p>Measures that could be taken to improve the quality of human resource and prevent their loss</p> <ul style="list-style-type: none"> • Improve quality of human resource through training and retraining programmes • Preventing loss of human resource through adopting Road Safety Measures • Driver education on road safety regulations; Obeying proper road signs and Traffic Regulations • Adopting precautionary measures in all occupations i.e., protective gear <p>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 • Maintaining future financial plan eg. Insurance policies, savings, etc 	<p>quality of human resource and prevent their loss and ways by which individuals can ensure sustainability in their lives</p>	<p>quality of human resource and prevent their loss</p> <ul style="list-style-type: none"> • Explain how individuals can ensure sustainability in their lives. 	
<p>The World of Work and Entrepreneurship</p>	<p>Many Ghanaians wrongly equate work only with government employment and because we wrongly think that the government is a strange</p>	<ul style="list-style-type: none"> • Work implies any legitimate and socially acceptable act that one performs to earn a living. • Productivity is a measurement of worker efficiency. It is evidenced 	<p>Demonstrate knowledge and understanding of the following concepts:</p> <ul style="list-style-type: none"> • work • productivity 	<ul style="list-style-type: none"> • Explain work, productivity, occupation, career, profession, 	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • Describe, • Define

	<p>group of individuals, we do not feel obliged to put in our best when employed. This has become a canker among Ghanaians. Thus, no matter the difficulties we encounter in our struggle for work, most workers do not demonstrate equal zeal once employed. Many Ghanaians do not work hard when there is little supervision. This has rendered most enterprises unproductive and unprofitable. Such negative attitudes have serious repercussions on Ghana's developmental efforts and sustainability. There is the tendency for people always to look up to government for employment.</p>	<p>when workers, within the same time span and using the same resources, achieve greater output within a shorter time without compromising quality.</p> <ul style="list-style-type: none"> • An occupation is a wide category of jobs with similar characteristics. <ul style="list-style-type: none"> ○ Occupation is a broad title for what someone does on a continual basis. • A career refers to all the roles which one takes on during his lifespan, such as education, training, jobs, work profiles, work experience and so forth. <ul style="list-style-type: none"> ○ It is also the pursuit of a lifelong ambition or the general course of progression towards lifelong goals. • A profession is an occupation, practice, or vocation that demands mastery of a complex set of knowledge and skills through formal education and/or practical experience and has code of ethics that guide the conduct of members. • An entrepreneur is one who goes into business to make profit 	<ul style="list-style-type: none"> • occupation • career • profession • entrepreneur, and • entrepreneurship. 	<p>entrepreneur, and entrepreneurship.</p>	<ul style="list-style-type: none"> • Recall
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		<p>• Entrepreneurship is a system of operating/running an entity or business in which opportunities existing within the scope of society or market are exploited.</p> <p>Qualities of an entrepreneur include:</p> <ul style="list-style-type: none"> ➤ vision ➤ drive ➤ good judgment ➤ insight ➤ courage ➤ knowledge and skill <p>Requirement for starting Business</p> <ol style="list-style-type: none"> i. Conceptualizing the business idea ii. Market survey iii. Business plan iv. Securing funds v. Knowledge of accounting procedures, etc. <p>How to sustain a Business</p> <ol style="list-style-type: none"> i. Keep proper financial records. ii. Maintain high quality product and services. iii. Plough back profits. 	<p>Apply knowledge and understanding of the concepts of entrepreneurship in identifying the qualities of an entrepreneur as well as attitudes/behaviours and entrepreneurship skills one needs to build a successful career and become economically competitive.</p>	<ul style="list-style-type: none"> • Identify the qualities of an entrepreneur • Discuss the basic requirements for starting and sustaining a business enterprise. 	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • Describe, • Define • Recall <p>LEVEL 3</p> <ul style="list-style-type: none"> • Investigate, • Assess, • Differentiate, • Cite, • Explain • Discuss
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		<p>iv. Building network of clients and suppliers, etc.</p> <p>Contributions of enterprises to local economic development</p> <ul style="list-style-type: none"> • creating job/employment • creating wealth • mobilizing local resources • providing goods and services • driving and shaping innovation, • speeding up structural changes in the economy. • introducing new competition, they contribute indirectly to productivity, etc. <p>Wrong behaviours at work include</p> <ol style="list-style-type: none"> i. lateness and irregularity, ii. laziness iii. lack of planning and initiative iv. pilfering v. falsification of accounts vi. diversion of money, etc. vii. Wrong behaviours render the jobs unprofitable, and unproductive. <p>Workers need to demonstrate the following positive behaviours</p> <ol style="list-style-type: none"> i. high sense of duty, ii. zeal, iii. commitment, 		<ul style="list-style-type: none"> • Examine the contributions of enterprises to local economic development. • State wrong behaviours that people exhibit at work and their implications for work output • Mention positive behaviours that employers expect from 	<p>LEVEL 4</p> <ul style="list-style-type: none"> • Analyse • Prioritise, • Apply • Assess • Propose • predict, • construct <p>LEVEL 1</p> <ul style="list-style-type: none"> • Explain • Describe, • Define • Recall
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		<p>iv. dedication, v. trustworthiness, vi. loyalty, vii. honesty and concerted effort to expand the business.</p> <p>Categories of Entrepreneurship Skills Adapted after Chell (2013)</p> <p>1. Skills of Identification & Creation of Ideas</p> <p>a. Idea generation- envisioning b. Opportunity recognition and means-end (process-product) analysis c. Ability to gather information about a potential opportunity, domain knowledge and associated skills d. Recognition of societal/market needs/demands</p> <p>2. Capitalization on Ideas</p> <p>a. Awareness of environment and factors conducive to opportunity exploitation b. Ability to garner the necessary material resources - all necessary arsenals</p>		<p>their employees.</p> <p>• Explore factors to consider when preparing for the world of work</p>	<p>LEVEL 2</p> <ul style="list-style-type: none"> • distinguish, • Identify, • compare, • describe, • Classify, • Categorise, • Select, • Differentiate, Explain
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		<ul style="list-style-type: none">c. Ability to convince others of the value of an opportunityd. Networking and social embedding <p>3. Behaviours/Traits</p> <ul style="list-style-type: none">a. Self-belief, self-awareness, trust in own judgement, etc.b. Ability to manage risk and take responsibilityc. Ability to endure and cope with difficulties. Energy, motivation, persistence, etc. <p>4. Leadership/Managerial Skills</p> <ul style="list-style-type: none">a. Ability to manage othersb. Ability to overcome institutional and other constraintsc. Ability to develop an idea as a commercial opportunityd. Decision-making capability			
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TABLE OF SPECIFICATION FOR SHS SOCIAL STUDIES

S/N	Content Areas	Subject Outcomes (Depth of Knowledge)				
		Level 1	Level 2	Level 3	Level 4	Total
ENVIRONMENT						
1.	Self-Identity	1	2	2	2	7
2.	Adolescent Reproductive Health	1	2	2	2	7
3.	Our Culture and National Identity	1	1	2	3	7
4.	Marriage, the Family, and Responsible	1	2	2	2	7
5.	Environmental Issues/Challenges of Ghana	1	3	3	3	10
6.	Education and Social Change	1	2	2	2	7
Total		6	12	13	14	45
GOVERNANCE, POLITICS AND STABILITY						
7.	Peace Building and Conflict Resolution	2	3	3	2	10
8.	Our Constitution, Democracy and Nation Building	1	2	2	2	7
9.	Rights and Responsibilities of the individual	1	2	2	2	7
Total		4	7	7	6	24
SOCIO-ECONOMIC DEVELOPMENT						
10.	Youth and National Development	1	1	2	2	6
11.	Science and Technology	1	1	2	2	6
12.	Resource Development and Utilisation in Ghana	1	2	2	2	7
13.	Sustainable Development	1	1	2	2	6
14.	The World of Work and Entrepreneurship	1	1	2	2	6
Total		5	6	10	10	31
Grand Total/Percentage		15 (15%)	25 (25%)	30 (30%)	30 (30%)	100 (100%)