MINISTRY OF EDUCATION

Social Studies

TEACHER MANUAL

YEAR 1 - BOOK 1

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION

REPUBLIC OF GHANA

Social Studies

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SOCIAL STUDIES TEACHERS MANUAL

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Social Studies covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 12 weeks of Year One, with the remaining 12 weeks contained within Book Two. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, 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 and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- o   Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.

- o   External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.

- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.

- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.

- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Social Studies is:

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 entrepreneurial individuals with the right values and attitudes to engage and address contemporary issues at local, national, and global levels.

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The writing team was made up of the following members:

Subject	Writer	Institution
Home Economics	Grace Annagmeng Mwini	Tumu College of Education
	Imoro Miftaw	Gambaga Girls' SHS
	Love Boateng	Juaso SHS
	Jusinta Kwakyewaa (Rev. Sr.)	St. Francis SHTS
Religious Studies	Richardson Addai-Mununkum	University of Education Winneba
	Dr. Bonsu Osei-Owusu	West Africa SHS
	Prince Osei Adjei	Adventist SHS, Bantama
	Dr Francis Opoku	Valley View University College
	Yaw Sarkodie Agyemang	University of Cape Coast
	Aransa Bawa Abdul Razak	Uthmaniya SHS
	Godfred Bonsu	Prempeh College
RME	Anthony Mensah	Abetifi College of Education
	Joseph Bless Darkwa	Volo Community SHS
	Clement Nsorwineh Atigah	Tamale SHS
Arabic	Murtada Mahmoud Muaz	AAMUSTED
	Abas Umar Mohammed	University of Ghana
	Adam Abubakar	Uthmaniya SHS
	Mahey Ibrahim Mohammed	Tijjaniya Senior High School
French	Osmanu Ibrahim	Mount Mary College of Education
	Maurice Adjetey	
	Mawufemor Kwame Agorgli	Akim Asafo SHS
Performing Arts	Latipher Osei Appiah-Agyei	University of Education Winneba
	Desmond Ali Gasanga	Ghana Education Service
	Yaw Owusu Asiamah	Adventist SHS, Bantama
	Chris Ampomah Mensah	Bolgatanga SHS, Winkogo

Subject	Writer	Institution
Art and Design Studio and Foundation	Dr. Ebenezer Acquah	University for Education Winneba
	Dr. Osuanyi Quaicoo Essel	University for Education Winneba
	Seyram Kojo Adipah	Ghana Education Service
	Jectey Nyarko Mantey	Kwame Nkrumah University of Science and Technology
	Yaw Boateng Ampadu	Prempeh College
	Kwame Opoku Bonsu	Kwame Nkrumah University of Science and Technology
	Dzorka Etonam Justice	Kpando SHS
Applied Technology & Design and Communication Technology	Joseph Asomani	AAMUSTED
	Dr. Prosper Mensah	AAMUSTED
	Dr. Sherry Kwabla Amedorme	AAMUSTED
	Esther Pokuah	Mampong Technical College of Education
	Wisdom Dzidzienyo Adzraku	AAMUSTED
	Kunkyuuri Philip	Kumasi SHTS
	Antwi Samuel	Kibi SHTS
	Gabriel Boafo	Kwabeng Anglican SHTS
	Josiah Bawagigah Kandwe	Walewale Technical Institute
	Emmanuel Korletey	Benso SHTS
	Isaac Buckman	Armed Forces SHTS
	Daniel K. Agbogbo	Kwabeng Anglican SHTS
	Tetteh Moses	Dagbon State SHS
	Awane Adongo Martin	Dabokpa Technical Institute
Business Studies	Emmanuel Kodwo Arthur	ICAG
	Dr. Emmanuel Caesar Ayamba	Bolgatanga Technical University
	Ansbert Baba Avole	Bolgatanga SHS, Winkogo
	Faustina Graham	Ghana Education Service, HQ
	Nimako Victoria	SDA SHS, Akyem Sekyere
Agriculture	Dr Esther Fobi Donkoh	University of Energy and Natural Resources
	Prof. Frederick Adzitey	University for Development Studies
	Eric Morgan Asante	St. Peter's SHS

Subject	Writer	Institution
Agricultural Science	David Esela Zigah	Achimota School
	Prof J.V.K. Afun	Kwame Nkrumah University of Science and Technology
	Dr. Kwadwo Amankwah	Kwame Nkrumah University of Science and Technology
	Alex Adu Frimpong	Benso SHTS
	Mrs. Benedicta Foli	
Government	Josephine Akosua Gbagbo	Ngleshie Amanfro SHS
	Augustine Arko Blay	University of Education Winneba
	Samuel Kofi Adu	Fettehman SHS
Economics	Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Joseph Agbevanu	Kinbu SHS
	Adams Abdul-Somed	Kalponin SHS
	Benjamin Agyekum	Mangoase SHS
Geography	George Boateng	Berekum College of Education
	Dr. Esther Yeboah Danso-Wiredu	University of Education Winneba
	Dr. Matthew Krusah	University of Education Winneba
	Raymond Nsiah Asare	Methodist Girls' High School
History	Kofi Adjei Akrasi	Opoku Ware School
	Anitha Oforiwah Adu-Boahen	University of Education Winneba
	Prince Essiaw	Enchi College of Education
Ghanaian Language	David Sarpei Nunoo	University of Education Winneba, Ajumako
	Catherine Ekua Mensah	University of Cape Coast
	Ebenezer Agyemang	Opoku Ware School
Physical Education and Health	Paul Dadzie	Accra Academy
	Sekor Gaveh	Kwabeng Anglican SHTS
	Anthonia Afosah Kwaaso	Junkwa SHS
	Mary Aku Ogum	University of Cape Coast
Social Studies	Mohammed Adam	University of Education Winneba
	Simon Tengan	Wa SHTS
	Jemima Ayensu	Holy Child School

Subject	Writer	Institution
Computing and Information Communication Technology (ICT)	Victor King Anyanful	OLA College of Education
	Raphael Dordoe Senyo	Ziavi SHTS
	Kwasi Abankwa Anokye	Ghana Education Service, SEU
	Millicent Heduvor	STEM SHS, Awaso
	Mohammed Abdul-Samed	Dagbon State SHS
	Dr. Gaddafi Abdul-Salaam.	Kwame Nkrumah University of Science and Technology
English Language	Esther Armah	Mangoase SHS
	Kukuaa Andoh Robertson	Achimota School
	Cecilia Amponsah	Presbyterian Boys' SHS
	Alfred Quaittoo	Kaneshie SHTS
	Benjamin Orsoo	Islamic SHS
	Fuseini Hamza	Tamale Girls' SHS
Intervention English	Roberta Emma Amos-Abanyie	Ingit Education Consult
	Prof. Charles Owu-Ewie	University of Education Winneba
	Perfect Quarshie	Mawuko Girls SHS
	Sampson Dedey Baidoo	Benso SHTS
Literature in English	Blessington Dzah	Ziavi SHTS
	Angela Aninakwah	Ghana Education Service
	Dr. Emma Sarah Eshun	University of Education Winneba
	Samuel Kwame Kassah	St. Peter's SHS
	Juliana Akomea	Mangoase SHS
General Science	Dr. Comfort Korkor Sam	University for Development Studies
	Saddik Mohammed	Ghana Education Service
	Robert Arhin	SDA SHS, Akyem Sekyere
Chemistry	Ambrose Ayiku	St. Francis College of Education
	Awumbile Patrick Nsobila	Bolgatanga SHS, Winkogo
	Bismark Tunu	Opoku Ware School
	Gbeddy Neurus Anthony	Ghanata SHS
Physics	Linus Labik	Kwame Nkrumah University of Science and Technology
	Henry Benyah	Wesley Girls' SHS
	Sylvester Affram	Kwabeng Anglican SHS

Subject	Writer	Institution
Biology	Damoah Paul	Prempeh College
	Maxwell Bunu	Ada College of Education
	Ebenezer Delali Kpelly	Wesley Girls' SHS
	Doris Osei-Antwi	Ghana National College
Mathematics	Edward Dadson Mills	University of Education Winneba
	Zacharia Abubakari Sadiq	Tamale College of Education
	Faustina Nana Ackob	Mfantsiman SHS
	William Ababu	Swedru SHS
	Collins Kofi Annan	Mando SHS
Additional Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Gershon Mantey	University of Education Winneba
	Very Rev. Prof. William Obeng Denteh	Kwame Nkrumah University of Science and Technology
	Charles B. Ampofo	Kibi College of Education
	Bismark Twum	SDA SHS, Akyem Sekyere
	Innocent Duncan	KNUST SHS
Intervention Mathematics	Florence Yeboah	Assin Manso SHS
	Mawufemor Adukpo	Ghanata SHS
	Jemima Saah	Winneba SHS
	Mohammed Shani Abdulai	Yendi SHS
Robotics	Dr. Eliel Keelson	Kwame Nkrumah University of Science and Technology
	Dr. Nii Longdon Sowah	University of Ghana
	Kwabena Osei-Kusi	Prempeh College
	Michael Wilson	CSIR
	Isaac Nzoley	Wesley Girls' SHS
Engineering	Daniel K. Agbogbo	Kwabeng Anglican SHTS
	Prof. Abdul-Rahman Ahmed	Kwame Nkrumah University of Science and Technology
	Dr. Griffth Serlorm Klogo	Kwame Nkrumah University of Science and Technology
	Japheth Kwadwo Bumusi	Mawuli School
	Valentina Osei-Himah	Atebubu College of Education

Subject	Writer	Institution
Aviation and Aerospace Engineering	Opoku Joel Mintah	Altair Unmanned Technologies
	Dr. Eunice Akyereko Adjei	Kwame Nkrumah University of Science and Technology
	Dr. David Kofi Oppong	Kwame Nkrumah University of Science and Technology
	Sam Ferdinand	Afua Kobi Ampem Girls' SHS
Biomedical Science	Dr. Dorothy Yakoba Agyapong	Kwame Nkrumah University of Science and Technology
	Jennifer Fafa Adzraku	Université Libre de Bruxelles
	Dr. Isaac Acquah	Kwame Nkrumah University of Science and Technology
	David Ayah	St. John's Grammar School
	Dr. Eric Worlawoe Gaba	Br. Tarcisius Prosthetics and Orthotics Training College
Manufacturing Engineering	Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
	Dr. Samuel Boahene	Kwame Nkrumah University of Science and Technology
	Issahaku Iddrisu	Ada SHS
	Dr. Mizpah Ama D. Rockson	Kwame Nkrumah University of Science and Technology
	Prof Charles Oppon	Cape Coast Technical University
Spanish	Setor Donne Novieto	University of Ghana
	Franklina Kabio	University of Ghana
	Mishael Annoh Acheampong	University of Media, Art and Communication
Assessment	Benjamin Sundeme	St. Ambrose College of Education
	Victor Gideon Obeng	Retired
	Prof. Eric Francis Eshun	Kwame Nkrumah University of Science and Technology
	Dr. Ruth Annan-Brew	University of Cape Coast
	Dr. Isaac Amoako	Atebubu College of Education

Subject	Writer	Institution
Curriculum Writing Guide	Paul Michael Cudjoe	Prempeh College
	Prof. Winston Abroampa	Kwame Nkrumah University of Science and Technology
	Cosmos Eminah	University of Education Winneba
	Ahmed Amihere	University of Education Winneba
	Evans Odei	Achimota School
	Ellen Abakah	CEGENSA, University of Ghana
	Hasiyatu Abubakari	CEGENSA, University of Ghana
	Eyram Eric Kwasi Fiagbedzi	CEGENSA, University of Ghana
	Deborah Atobrah	CEGENSA, University of Ghana
	Ayine Akoglo	CEGENSA, University of Ghana
	Theodora Akweley Asiamah	CEGENSA, University of Ghana
NaCCA	Matthew Owusu	Ebenezer Ankamah
	Reginald Quartey	Alice Abbiw Donkor
	Rebecca Abu Gariba	Abigail Birago Owusu
	Anita Collision	Samuel Owusu Ansah
	Joachim Honu	Richard Teye
	Joana Vanderpuije	Joseph Barwuah
	Uriah Otoo	Anthony Sarpong
	Nii Boye Tagoe	Jephtar Adu Mensah
	Eric Amoah	Nancy Aseiduwaa Gyapong
	Francis Agbalanyo	Godwin Senanu
	Dennis Adjasi	Godfred Mireku
	Samuel Amankwa Ogyampo	Juliet Owusu-Ansah
	Sharon Antwi Baah	Thomas Kumah Osei
	Ayuba Sullivan	Seth Nii Nartey

SCOPE AND SEQUENCE

Social Studies Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
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 Ghana	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

SECTION 1: A GEOGRAPHICAL AND HISTORICAL SKETCH OF AFRICA

Strand: **Identity, Significance and Purpose**

Sub-Strand: A geographical and historical sketch of Africa

Learning Outcome: *Use maps to describe key geographical features of Africa and how they shaped Africa's ancient societies*

Content Standard: Demonstrate understanding of the diverse geographical features and resources of Africa and their impact on early human development

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 1, Strand 1, Sub-strand 1, Section 1. This sub-strand is to be taught for two weeks. In this section, "**A geographical and historical sketch of Africa,**" learners are expected to explore the geographical features and historical context of Africa. The focus will be on understanding the significance of major geographic features and ecosystems within Africa, with a particular emphasis on the role of river valleys such as the Nile and Niger in supporting agriculture and dense populations through irrigation. In addition, learners will analyse the diverse agro-ecological conditions provided by the highlands and various vegetation in Africa, enabling the cultivation of a variety of crops. After studying this sub-strand, learners are expected to identify key geographical features in Ghana, locate major geographic features and ecosystems in Africa and discuss how factors like climatic conditions and resource distribution influenced settlement patterns and lifestyles in Africa. The overall performance outcome includes learners analysing the transition from hunter-gatherer societies to settled agricultural communities by role-playing different influencing factors such as technological advancements, population growth and climate change. This section also shows the interconnectedness of geography, history and social dynamics within Africa.

The weeks covered by the section are:

> Week 1: **A geographical and historical sketch of Africa**
>
> Week 2: **A geographical and historical sketch of Africa**

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, learners will be exposed to a variety of pedagogical techniques such as interactive map exploration, problem-based learning, experiential learning and formulating historical questions. Teachers should take care to tailor the tasks to ensure that all levels of learners can access the content and be challenged and stretched. Suggestions for how to implement differentiation can be found throughout. Teachers should also take care to circulate the classroom whilst conducting the lessons, using questioning and their knowledge of the learners to ensure that the correct level of support is provided. There will be overlaps with other subjects and it is good practice to draw on these connections to help learners realise the holistic nature of education.

ASSESSMENT SUMMARY

The teacher should use a combination of formative and summative assessments based on the Depth of Knowledge (DoK) levels to monitor learners' progress and evaluate their understanding of concepts. The formative component should be given throughout the week to provide feedback and evaluate

learners' understanding of the concepts. The assessment should test learners' knowledge of Weeks 1 and 2 and their ability to apply it to real-world situations. The teacher should use a variety of question types to ensure authenticity and comprehensiveness. Learners will be assessed on basic concepts through quizzes, labeling exercises, and complex group presentations. They will also engage with specific African ecosystems through research projects, multimedia presentations, debates, and written analyses. They will be further challenged with simulation exercises, proposal development, and in-depth research projects.

Week 1

Learning Indicator(s):

1. *Describe the major geographic features and ecosystems of Africa, e.g., rivers, deserts, mountains, coastlines and vegetation.*

2. *Analyse how geographical features and ecosystems influenced the development of agriculture, trade networks and settlement patterns in early African societies.*

Theme or Focal Area 1: Describe key geographical features of Africa and how they shaped Africa's ancient societies.

- Geographical **features of Africa** and their significant influence on ancient societies. Africa's diverse landscape, from deserts to rainforest, shaped human development, trade routes and cultural expressions. Learners describe major geographical features like the **Nile River**, the **Sahara Desert**, the **Ethiopian Highlands** and the **Great Rift Valley**. These natural features determined where civilisations thrived, how they adapted to their environment and how they interacted with neighbouring regions.

- **Geographic Features and Ecosystems of Africa**:
  - The **Nile River** played a crucial role in supporting ancient Egyptian civilisation, while the **Congo River** facilitated trade and communication.
  - The **Sahara Desert** significantly shaped Saharan societies around oases.
  - The **Ethiopian Highlands** fostered early agriculture and cultural centres.
  - The **Swahili Coast** served as a vital link, connecting Africa to Indian Ocean trade.
  - Various types of vegetation, including savannas, rainforest and grasslands, influenced settlement patterns.

- **Impact on Ancient Societies**:
  - The fertile soil of the Nile enabled Egyptian farming, while the Ethiopian Highlands supported crops.
  - Rivers and coastlines facilitated commerce or trade and desert caravans connected different regions.
  - Mountains provided natural defence for settlements and savannas allowed for pastoralism which influenced rearing of livestock.
  - Coastal cities like Kilwa thrived through trade and cultural exchange. Kilwa traders dealt in ivory, gold, slaves and imported glass, silk and porcelain.

Learning Tasks

1. Learners who are less confident (AP) engage in simple identification exercises to match geographical features with descriptions or label maps and discuss their impact on ancient societies.

2. Learners who are secure (P) write short essays or do presentations focusing on the roles of specific features in ancient societies and their implications.

3. Learners who have mastered the content (HP) do research projects, debates or case studies exploring the interconnectedness of various geographical features and ecosystems in shaping civilisations.

4. All learners should be able to 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 and vegetation.

Pedagogical Exemplars

Interactive map exploration:

- With the aid of maps of Ghana, learners in small groups identify geographical features, e.g., rivers (Pra, Ankobra, Volta, etc.), mountains (Akwapim-Togo Range, Gambaga escarpment, etc.) and vegetation (savannah, forest, coastal). Provide structured guidance and support during map exploration activities. Simplify tasks for those who are less confident (AP) and ensure that the activities are achievable and build confidence in learners' ability to recognise and locate key features.

- 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 and vegetation.

Transcript: In the transcript, the teacher records learners' responses during assessments, their level of engagement during activities, their ability to analyse and interpret geographic information and any specific areas of strength or improvement for each learner based on their proficiency level.

Key Assessment:

Assessment Level 1: Learners identify geographical features in Ghana through labelling maps or answering basic questions about these features.

Assessment Level 2: Using maps of Africa, learners identify the location of major geographic features and ecosystems on a broader scale, demonstrating a deeper understanding of their significance and interconnections.

Theme or Focal Area 2: How geographical features and ecosystems influenced the development of agriculture, trade networks and settlement patterns in early African societies

Geographical features and ecosystems that significantly impacted the development of early African societies in terms of agriculture, trade networks and settlement patterns include:

1. **Agriculture**
   - **Nile River**: The fertile soil along the Nile River allowed ancient Egyptians to practice intensive agriculture. This is because the annual flooding deposited nutrient-rich silt, which supported crops like wheat, barley and flax.
   - **Ethiopian Highlands**: These rugged mountains facilitated early agriculture, especially in regions like the **Blue Nile Valley**. Crops like barley lentils, etc., were cultivated.
   - **Savannas**: Grasslands provided space for pastoral farming and the herding of cattle, goats and sheep. The **Great Rift Valley** and East African savannas supported livestock.

2. **Trade Networks**
   - **Coastlines**: Coastal regions like the **Swahili Coast** connected Africa to Indian Ocean trade routes. Cities such as Kilwa and Sofala thrived through commerce or trade with Arabia, Persia and India.

- **Desert Caravans**: The **Sahara Desert** acted as a barrier, but also facilitated trans-Saharan trade. Caravans (camels, horses, etc.) transported goods like gold, salt, ivory and slaves between North and West Africa.

3. **Settlement Patterns**
   - **Water Sources**: Settlements clustered around water sources, such as rivers, lakes and oases. The Nile Valley, Lake Victoria and Lake Tanganyika for instance, supported communities.
   - **Natural Defence**: Mountains (e.g., Ethiopian Highlands) provided natural defence for settled communities. Ancient civilisations like Axum developed in such areas.
   - **Nomadic Lifestyle**: Arid areas (e.g., Sahel, Sahara) were conducive to nomadism. Herding communities moved seasonally to find grazing land and water for their livestock.

4. **Cultural Exchange**
   - **Rainforest:** The dense equatorial rainforest in the Congo Basin fostered unique cultures. Communities adapted to forest resources engaged in trade and developed distinct artistic expressions.
   - **Trade centres:** Cities along trade routes (e.g.,Timbuktu, Gao, Kilwa) became cultural centres, where ideas, languages and religious practices intermingled.

Learning Tasks

1. Learners who need support (AP) explain the geographical features and their impact on early African societies. Create a simple poster or presentation illustrating one of the ways geographical features influenced early African societies (e.g., focusing on agriculture, trade or settlement).

2. Learners who are confident with the content (P) provide more in-depth information, primary sources and case studies to challenge learners to analyse cause-and-effect relationships in respect of the geographical features and their impact on early African societies.

3. Learners who need to be stretched (HP) introduce advanced theories, multiple perspectives and encourage independent research on geographical features and their impact on early African societies. Discuss the broader implications of geographical features on societal development. Design a research project that explores how environmental factors influenced the cultural, economic and political aspects of early African societies.

Pedagogical Exemplars

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 to enable the cultivation of crops and to support dense populations.

- Use different sources for the different levels of learners (AP, P and HP) to analyse how the highlands and vegetation 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.) and 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 and the Sahara Desert became a vital trade route through the development of the trans-Saharan trade.

Transcript: For the transcript, the teacher records learners' performance across these tasks, noting their ability to analyse complex relationships, draw connections between geographical features and societal patterns and critically evaluate the historical significance of these influences

Key Assessments

Assessment Level 1: Use a simple matching activity where learners match descriptions of geographical features with their influence on agriculture, trade or settlement patterns.

Assessment Level 2: Write a comparative analysis essay on how different geographical features shaped agriculture, trade networks and settlement patterns in early African societies, emphasising causal relationships.

Assessment Level 3: Develop a research-based presentation or paper analysing the interconnectedness of geographical features, agriculture, trade networks and settlement patterns in shaping early African societies, providing insights on historical developments and societal structures.

Week 2

Learning Indicator(s): *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.*

Theme or Focal Area: How climate change influenced the movements and adaptations of early African populations.

The climatic conditions in Africa have played an important role in shaping the distribution of resources, influencing lifestyle choices and determining settlement patterns across the continent. The following environmental factors have impacted early African societies:

1. **Unpredictable Rainfall**
   - **Resource Availability**: Regions with reliable rainfall supported agriculture, allowing communities to cultivate crops and establish permanent settlements e.g., forest areas. Conversely, areas with erratic or insufficient rainfall necessitated nomadic lifestyles or reliance on alternative food sources e.g., Sahel areas.
   - **Nile River**: The Nile River, with its annual flooding, provided fertile soil for agriculture. Ancient Egyptian civilisation thrived along the Nile due to its predictable water supply.

2. **Desertification**

   The gradual expansion of the Sahara Desert over time forced people to migrate southward. This movement influenced cultural exchanges, trade routes and the spread of knowledge. Nomadic groups developed strategies to survive in arid regions, such as herding livestock and utilising oases

3. **Fertile Lands**
   - **Savannas and Grasslands**: These regions supported both agriculture and pastoralism. Communities settled near rivers and lakes, where fertile soil allowed for crop cultivation.
   - **Iron Age**: The availability of iron ore in certain areas facilitated technological advancements, including iron tools and weapons.

4. **River Systems**
   - **The Nile, Niger, Congo and Zambezi Rivers** served as transportation routes, enabling trade, communication and cultural exchange. Settlements often emerged along riverbanks.
   - **Fishing and Trade**: River-based economies relied on fishing, trade and access to freshwater resources.

5. **Highland Areas**
   - **Ethiopian Highlands** provided fertile land for agriculture. The ancient kingdom of Aksum (Axum) emerged here, known for its trade, Christianity and monumental obelisks.

Learning Tasks

1. Create an explanation of how unpredictable rainfall, desertification, fertile lands, river systems and highland areas influenced early African societies. Learners who are not confident in the content (AP) should provide simplified explanations or descriptions and teachers should use simpler language and examples to support them.

2. For those are secured in their understanding (P), learners should explore deeper into the specific impacts of climatic conditions on resource distribution, lifestyle choices and settlement patterns in Africa. They should also be encouraged to explore additional details such as the significance of the Iron Age and the Nile, Niger, Congo and Zambezi Rivers in shaping early African civilisations.

3. For those that need to be challenged (HP), learners should analyse the complexities of how climatic conditions influenced societal development in Africa, considering cultural exchanges, trade routes and technological advancements. The teacher should encourage critical thinking by exploring the interconnectedness of different environmental factors and their implications on ancient African societies.

Pedagogical Exemplars

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. Teacher to circulate to ensure that those learners who are less confident are supported in the discussions.

- In a jigsaw activity, learners discuss different factors that influenced the transition from hunter-gatherer lifestyles to settled agricultural communities, e.g., technological advancements, discovery of fire, population growth and climate change. Engage proficient learners in in-depth research tasks to explore the shaded impacts of climatic conditions on lifestyle changes and settlement pattern. Challenge learners with complex research projects to analyse the multifaceted impact of climatic conditions on early African societies.

Transcript:

- Record observations on learner engagement, contributions during activities, depth of understanding demonstrated, and critical thinking skills displayed by each learner.

- Note individual learner progress, areas for improvement and unique insights shared across different proficiency levels.

Key Assessment

Assessment Level 1: How do diverse agro-ecological conditions in Africa facilitate crop cultivation? Provide examples to illustrate this.

Assessment Level 2: What factors influenced the transition from hunter-gatherer lifestyles to settled agricultural communities in Africa and how did these factors shape early societies?

Assessment Level 3: In what ways can Africa's geographical features be harnessed for development? Provide examples of how specific features have been utilised effectively.

Assessment Level 4: What strategies can be proposed for sustainable development based on Africa's geographical features, considering factors such as climate, terrain and natural resources?

Section 1 Review

This section reviews all the lessons taught for the past two weeks. A summary of what the learner should have learnt include:

- identify geographical features in Ghana
- explore the location of major geographic features and ecosystems of Africa
- 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
- analyse how the highlands and vegetation of Africa offered diverse agro-ecological conditions and allowed the cultivation of a variety of crops
- research how climatic conditions 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

Additional Reading

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2. The Empire of Mali by Carol Thompson. 1998.
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SECTION 2: CIVIC IDEALS AND PRACTICES

Strand: **Law and Order in the Society**

Sub-Strand: Civic Ideals and Practices

Learning Outcome: *Analyse the causes and consequences of road accidents in Ghana and propose effective interventions to enhance road safety.*

Content Standard: Recognise and appreciate the importance of being an informed, concerned, participatory and responsible road user in the Ghanaian society.

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 1, Strand 3, Sub-strand 4, Section 2. This sub-strand is to be taught for three weeks. In this section, "**Civic Ideals and Practices**" examines road safety in Ghanaian society, its aim, causes, socioeconomic consequences and accident prevention. It also addresses road signs, markings and the agencies in charge of safety, as well as the issues they face and possible remedies.

Road accidents are a significant issue in Ghana and the overall performance indicator for the learning area is to develop a comprehensive understanding of road safety. This includes understanding its meaning, purpose, causes, implications and measures for minimising it. Learners should identify institutions responsible for maintaining road safety, recognise challenges they face and propose strategies to address them. This section aims to equip learners with the knowledge and skills necessary to promote road safety awareness and implement measures to reduce accidents in Ghana. Interdisciplinary connections may exist between this section and other subjects, such as geography, civic education and health education. By learning these aspects, learners can promote road safety awareness and reduce accidents.

The weeks covered by the section are:

> *Week 3:* **Civic Ideals and Practices**
>
> *Week 4:* **Civic Ideals and Practices**
>
> *Week 5:* **Civic Ideals and Practices**
>
> *Week 6:* **Civic Ideals and Practices**

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, learners will be exposed to a variety of pedagogical techniques such as experiential learning, Talk for Learning, collaborative learning and problem-based learning. Teachers should take care to tailor the tasks to ensure that all levels of learners can access the content as well as be challenged and stretched. Suggestions for how to implement differentiation can be found throughout. Teachers should also take care to circulate the classroom whilst conducting the lessons, using questioning and their knowledge of the learners to ensure that the correct level of support is provided.

ASSESSMENT SUMMARY

The teacher should use a combination of formative and summative assessments aligned with the Depth of Knowledge (DoK) levels. The formative component of the assessment should be given throughout the week to monitor learners' progress and provide feedback on areas that need improvement. Formative assessment involves continuous feedback to enhance learning, such as

quizzes or discussions on road safety concepts and proposed solutions. It encourages critical thinking and collaboration through peer reviews. Summative assessment evaluates learning outcomes after instruction, including presentations on minimising road accidents in Ghana and exams on causes and implications of road accidents. DoK Level 1 (Recall) involves quizzes that assess recall of road safety facts, while DoK Level 2 (Skill/Concept) is made up of presentations which require learners to analyse measures and propose solutions. DoK Level 3 (Strategic Thinking) involves peer reviews of road safety proposals.

Week 3

Learning Indicator(s): *Explain the meaning and purpose of road safety in the Ghanaian society*

Theme or Focal Area 1: Meaning and purpose of road safety in the Ghanaian society

Meaning of road safety

Road safety refers to the measures, rules and practices aimed at preventing accidents, injuries and fatalities on roads. It encompasses various aspects, including safe driving behaviours, proper road design, traffic regulations and emergency response. The goal of road safety is to create a secure environment for all road users, including pedestrians, cyclists and motorists.

Road safety in Ghana is of paramount importance for several reasons as follows:

1. **Human Lives**: The primary purpose is to protect human lives. This is because road accidents can result in fatalities, injuries and disabilities. The implementation of safety measures reduces the risk of accidents and minimises their impact.

2. **Economic Impact**: Road accidents have significant economic consequences, such as medical expenses, property damage and lost productivity due to injuries affecting individuals, families and the nation's economy.

3. **Social Well-being**: Safe roads contribute to a healthy and thriving society. This is when people feel secure while travelling; it enables them to focus on their daily activities without fear.

4. **Reducing Traffic Congestion**: Adhering to road safety rules helps prevent accidents, breakdowns and traffic jams. The reason being that when there is smooth traffic flow, it benefits every road user.

5. **Legal Compliance**: Road safety regulations are enshrined in **traffic laws** and compliance with them ensures order, accountability and fairness in road usage.

6. **Education and Awareness**: Road safety campaigns raise awareness about safe driving practices, seat belt usage, avoiding distractions and respecting traffic signals.

7. **Infrastructure Improvement**: Proper road design, maintenance and signage enhance safety. This is because well-constructed and maintained roads reduce accidents.

8. **Emergency Response**: Road safety includes post-crash care. The reason being that efficient emergency services can save lives and minimise injuries e.g., the introduction of the national ambulance service.

9. **Environmental Impact**: Safe driving practices contribute to environmental conservation by reducing pollution and resource wastage.

Learning Tasks

1. Learners who are lacking confidence in the content (AP) should focus on basic concepts of road safety and its importance in preventing accidents and injuries. The learners should create simple explanations of the key reasons for road safety in Ghana.

2. Learners should explore the economic, social and environmental impacts of road safety in Ghana. Those who are secure in their understanding (P and HP) should be encouraged to develop their details and discuss the legal compliance and infrastructure improvement aspects of road safety comprehensively.

3. Those who are very secure in the content (HP) should analyse the interconnection of different factors influencing road safety, such as emergency response and environmental impact. The teacher should encourage these learners to evaluate the effectiveness of road safety campaigns and measures in Ghana.

Pedagogical Exemplars

Experiential learning:

- Learners conduct research to explain the meaning and purpose of road safety
  a. in groups, use visual aids and simplified language to explain the meaning and importance of road safety for those who are less confident (AP).
  b. provide structured guidance during research tasks and presentations for those who are proficient or approaching proficiency.
  c. engage in activities that involve critical thinking, such as analysing case studies of road accidents and their implications for those demonstrating higher levels of proficiency.

- Learners, in groups, make a class presentation of their research findings
  a. conduct in-depth research on strategies for improving road safety in Ghana and present their findings to the class. The teacher should ensure that students who are less confident have prompts to support their research and to help them access it.

  b. engage in independent critical analysis and reflection on the complexity of road safety issues.

Transcript:

- Record observations on learner engagement, contributions during activities, depth of understanding demonstrated, and critical thinking skills displayed by each learner.
- Note individual learner's progress, areas for improvement and unique insights shared across different proficiency levels.

Key Assessment

Assessment Level 1

1. Summarise the causes and implications of road accidents.

Assessment Level 2

2. Analyse ways to minimise road accidents.

Assessment Level 3

3. Discuss the effectiveness of road safety measures in Ghana and propose innovative solutions for improvement.

Week 4

Theme or Focal Area 1: The causes of road accidents, their socio-economic implications and strategies to minimise them in Ghana

1. Causes of Road Accidents in Ghana include:

- Poor Driving Skills: Inadequate driving skills contribute significantly to accidents. Due to this, drivers must undergo proper training and continuous education to help reduce road accidents.

- Mobile Phone Usage: Talking or texting while driving distracts drivers, leading to dangerous mistakes which claim life and other resources.

- Vehicle Breakdowns: Malfunctioning vehicles on the road pose risks. Regular maintenance is crucial to saving lives and other resources.

- Lack of Discipline: Disregard for traffic rules and road signs contributes to accidents.

- Overloading: Vehicles carrying excessive weight are less stable and prone to accidents.

- Speeding: Excessive speed is a major cause of accidents. Over speeding is risky because when road users, such as drivers, motor riders, among others overspeed and come across obstacles, they lose control and are unable to take charge, resulting in fatalities.

- Drunk Driving: Alcohol impairs judgement and reaction time of drivers and other road users.

- Poor Road Conditions: Bad roads, potholes and lack of proper signage increase accident risks which claim lives and destroy other resources.

2. Socio-Economic Implications include the following:

- Loss of Lives: Accidents result in fatalities, affecting families and communities emotionally and economically. The lives who could have tapped the natural resources, and with the help of capital resources available, produce goods and services are lost to accidents, including the loss of breadwinners of families.

- Medical Expenses: Treating accident victims consumes resources and impacts healthcare systems. This situation usually affects the standard of living of some accident victims and their family members.

- Productivity Loss: Injuries lead to lost workdays, affecting productivity and economic growth.

- Property Damage: Vehicle repairs and infrastructure damage strain resources.

- Psychological Distress: Survivors and families suffer trauma and emotional distress.

3. Strategies to Minimise Road Accidents:

- Road Infrastructure Improvement: Invest in safe roads, efficient signalling systems and pedestrian-friendly zones.

- Strict Law Enforcement: Enforce traffic regulations, especially against mobile phone usage while driving, among others.

- Vehicle Maintenance: Regularly inspect and maintain vehicles to prevent breakdowns which usually cause road accidents.

- Education and Awareness: Conduct road safety campaigns regularly to help educate or create awareness among drivers, pedestrians and passengers.

- Flexible Work Hours: Encourage staggered work hours to reduce rush-hour congestion. This prevents all employees from arriving and departing simultaneously. This can also ease pressure during rush hours.

- Invest in Non-Motorised Transport: Develop bicycle lanes and walkways to reduce reliance on vehicles.

Learning Tasks

1. Learners discuss the causes and implications of road accidents. The teacher should consider the questions they are asking the various groups of learners within their classroom to ensure that all students are either supported or challenged in the discussion.

Note: Use helpful technology that can convert speech to text or use sign language interpreters to help learners who are hard of hearing or deaf or have physical challenges in writing.

2. Learners conduct case study on ways of minimising road accidents in Ghana and make class presentations. Those who are more confident should be encouraged to take leading roles in their presentations and to support those who are less confident.

3. Learners discuss the effectiveness of road safety measures in Ghana and propose innovative solutions for improvement. Teachers should consider carefully the questions that they pose to the various groups of learners to ensure access for those who are approaching proficiency and also to enable those who have high levels of proficiency to be challenged.

4. Analyse cases of road accidents and discuss their causes and implications. Expect those who have higher levels of proficiency to be able to confidently draw conclusions on the various causes of road accidents and to be able to support their conclusions.

5. Discuss ways of minimising road accidents in Ghana using questioning techniques as above.

Pedagogical Exemplars

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.

- Through the use of helpful technology, conduct in-depth research on ways of minimising road accidents in Ghana and make presentations. For physically challenged learners, ensure that all resources and locations for independent study are fully accessible.

- Through role-play and simulation exercises, demonstrate road safety scenarios, ensuring that all learners, including those who are physically challenged, can participate in modified roles. Include peer-assisted learning, pairing learners with peers who can help facilitate communication or mobility.

Transcript:

- This should reflect the adjustments and accommodations made for each learner, highlighting how they engaged with the material, their contributions and any helpful devices or technologies used.

- Note the progression of learners in understanding road safety concepts and their ability to apply this knowledge, taking into consideration the initial accessibility adjustments.

- Include observations on socio-emotional aspects, especially how learners adapt to collaboration in a diverse group and their resilience in overcoming communication or accessibility challenges.

Key Assessment

Assessment Level 1: explain the meaning and purpose of road safety.

Assessment Level 2: discuss the causes and implications of road accidents.

Assessment Level 3: prepare oral or written presentations on ways of minimising road accidents in Ghana.

Week 5

Theme or Focal Area 2: **Road signs and markings and their implications for road safety in Ghana**

Road signs and markings play a crucial role in ensuring road safety in Ghana. Understanding road signs and markings is essential for safe driving and drivers must adhere to these guidelines to prevent accidents and ensure road safety in Ghana.

1. Road Signs are as follows:

a. **Regulatory Signs**: These signs provide instructions or prohibitions which include:
   - **Stop Sign**: This requires drivers to come to a complete stop at intersections and yield the right of way. In other words, drivers must come to a full stop and wait until crossing vehicles and pedestrians have cleared before proceeding.
   - **Yield Sign**: This indicates that drivers must submit to other traffic. Its primary purpose is to regulate the right-of-way at intersections and ensure a smooth transition of vehicles.
   - **No Entry Sign**: This prohibits entry into a specific area or road. These signs are located at places where vehicles are not allowed to enter. It is generally erected at the end of a one-way-road to prohibit traffic entering a roadway in the wrong direction and also at each intersection along a one-way-road.
   - **One-Way Traffic Sign**: Indicates a one-way street in which traffic is travelling. It shows that drivers must not travel in the opposite direction of the one-way sign due to the risk of a head-on collision.
   - **No U-Turn Sign**: This is designed to prohibit vehicles from turning onto the other side where it may be dangerous to other vehicles.
   - **No Left/Right Turn Sign**: It is a traffic sign which restricts turning in a specific direction. It is often displayed by roadsides to help inform motorists that the road ahead on the left cannot be driven onto. This message is displayed by a black left pointing arrow with a red line passing through.
   - **No Overtaking Sign**: This sign is used to tell when drivers may or may not overtake. Thus, it prohibits passing other vehicles. This sign ends when the lines in the road change from a continuous white line to a broken line.

Source: *https://www.youtube.com/watch?app=desktop&v=oW6m7fABIGs*

b. **Warning Signs:** These signs alert drivers to potential hazards and these include:
  - **Intersection Sign**: Warns drivers to know what lies ahead or of upcoming intersections, mergers or a traffic light, and post signs to keep drivers aware of what lies ahead.
  - **Speed Bump Sign**: It indicates to drivers that there is the need to slow their speed down since bumps are ahead.
  - **Narrowed Road Sign**: Indicates or warns that the road ahead will not be wide as the road one is currently on.

c. **Marker Signs:** Provide information about routes, junctions and alternative routes.

2. Road Markings are as follows:

- **Lane Markings:** Divide lanes and guide traffic flow. They are for proper lane discipline or preventing collisions. They are usually broken lines which are white in colour.

- **Pedestrian Crossings:** Zebra crossings and pedestrian lanes are marked paths where people can safely walk across a street or road.

- **Stop Lines:** Indicate the position beyond which vehicles should not proceed when required to stop at intersections by traffic police or other control device.

- **Center Lines:** These are either continuous or broken lines dividing or separating a road into two equal halves.

- **Edge Lines:** Define road boundaries and prevent vehicles from straying off the road.

- **Speed Humps:** Markings on speed humps alert drivers that they will need to slow their speed down.

3. Implications for Road Safety:

- **Clear Communication:** Road signs and markings provide clear instructions, reducing confusion and preventing accidents.

- **Speed Control:** Speed limit signs and road markings help control vehicle speeds, minimising collisions through engineering and speed limits.

- **Pedestrian Safety:** Crosswalk markings protect pedestrians and facilitate flow of vehicular traffic.

- **Lane Discipline:** Lane markings promote orderly traffic flow, since it has to do with which lane one is driving in.

- **Hazard Awareness:** They are warning signs which alert drivers to potential dangers or unusual conditions ahead such as curves, turn, dip, or side road.

- **Enforcement:** Violating road signs and markings can result in penalties; thereby, promoting compliance.

source: *https://www.pinterest.com/pin/road-signs-and-their-meaning-in-ghana--532409987194868154/*

Learning Tasks

1. Learners who are less confident (AP) should identify and match basic road signs to their meanings.

   a. Focus on basic road signs and markings, their meanings and the importance of following them for road safety.

   b. Provide simplified explanations using visual aids and real-life examples of common road signs.

2. Learners who are more confident (P) should assess understanding through discussions on the implications of road signs and markings for road safety.

   a. Explore a wider variety of road signs and markings, including regulatory signs, warning signs and the significance of each.

   b. Discuss the implications of different road signs and markings on driver behaviour and traffic safety.

3. Learners who have a high level of proficiency (HP) should develop road safety proposals or presentations based on their analysis of road signs and markings.

   a. Analyse the role of road signs and markings in ensuring safe and efficient traffic flow, considering their impact on pedestrian safety, speed control and hazard awareness.

   b. Encourage critical thinking by evaluating the effectiveness of road signs and markings in preventing accidents and guiding driver behaviour.

Pedagogical Exemplars

Experiential Learning: Search for materials (documentaries, videos, pictures) on road signs and markings and discuss their meanings.

a. Use visual aids and interactive activities to introduce road signs and markings, such as picture matching games or flashcards.

b. Encourage group discussions to reinforce understanding of the meanings and importance of road signs. The teacher should circulate the room during these tasks to ensure that all learners are engaged and to provide support to those who may be less secured in their understanding.

c. Conduct group discussions on the role of road signs in promoting road safety and enhancing traffic management. Teacher to circulate the group discussions to check and support understanding as well as push those who are more secure in the content.

Collaborative learning: In mixed-ability groups, learners discuss the implications of road signs and markings for their safety as road users.

a. Conduct hands-on activities where learners identify and interpret various road signs and markings in different contexts.

b. Encourage independent research on best practices in road sign design and placement for optimal road safety outcome. For those learners who are not as secure in their understanding (AP), the teacher should ensure that there are some scaffolded resources which should allow them greater ease of access into the research.

Transcript:

- Record observations on learner engagement, participation in discussions, understanding of road signs and markings and application of road safety concepts

- Note individual contributions, critical thinking skills displayed, and insights shared by learners across different proficiency levels.

Key Assessment

Assessment Level 1: identify road signs and markings and discuss their meanings.

Assessment Level 2: discuss the implications of road signs and markings for their safety as road users.

Assessment Level 3: analyse how to apply road safety measures in your daily lives.

Assessment Level 4: develop road safety proposals or presentations based on their analysis of road signs and markings.

Week 6

Learning Indicator(s): *Discuss the institutions responsible for maintaining road safety, the challenges they face and how these challenges can be addressed*

Theme or Focal Area 2: Institutions responsible for maintaining road safety, the challenges they face and how these challenges can be addressed

The institutions responsible for road safety in Ghana, the challenges they face and potential solutions. By addressing these challenges collaboratively and implementing evidence-based strategies, Ghana can enhance road safety and save lives.

Institutions responsible for road safety in Ghana include:

National Road Safety Authority (NRSA):

- **Responsibility:** The NRSA is the primary institution responsible for road safety in Ghana. It oversees policies, campaigns and safety education.

Other Agencies:

- **Motor Transport and Traffic Unit (MTTU):** Enforces all road traffic laws and regulations.
- **Driver and Vehicle Licensing Authority (DVLA):** Ensures proper licensing and vehicle standards to promote good driving standards and the use of roadworthy on the roads and other public places.
- **Ghana Highways Authority:** It is responsible for the administration, control, development and maintenance of all pubic or national highways and related facilities.
- **Department of Feeder Roads:** Facilitates the provision and maintenance of feeder roads to enhance movement of people, goods and services.
- **Department of Urban Roads:** Handles the planning, maintenance and operation of urban road infrastructure or networks.

Challenges of maintaining road safety in Ghana:

- **Institutional Challenges:** Ineffective coordination among various agencies involved in road safety to cooperatively manage the affairs pertaining to road safety.
- **Executional Challenges:** Difficulty in the implementation of safety measures on the ground, including enforcement of regulations, coupled with financial issues and inadequate knowledge on road safety exhibited by official staff.
- **Managerial and Operational Challenges:** Inefficient management of road safety programmes, resources and wrong interpretation of safety signs and signals, or their wrong placement on the roads.
- **Attitudinal and Behavioural Challenges:** Unsafe driving and inappropriate behaviour of drivers and other motorists are rampant, promoting irresponsible road use such as indiscipline on the road, overtaking, overspeeding, encroachment, lack of respect for traffic signs, among others.
- **Research Challenges:** Inadequate and inaccurate gathering of data, reporting procedures, unqualified or inexperienced staff, outdated recording and lack of evidence-based interventions.

- **Financial and Investment Challenges:** Allocating insufficient resources for road safety initiatives and excessive corruption in state institutions in the execution of some public or state projects which are implemented incompletely and ineffectively.

Measures to Address the Challenges of road safety:

- **Collaboration:** Foster a collaborative environment involving government, stakeholders and the public to help promote effective road safety.

- **Comprehensive Strategies:** Develop and implement strategies to overcome challenges as they arise to improve road safety, including engineering safer roads and vehicles, enforcing traffic laws and educating drivers and pedestrians about road safety.

- **Human Actions and Inactions:** Address preventable road traffic injuries caused by human behaviour such as "Do not drink and drive", "Obey the speed limit", "Do not use cell phones when driving", "Guard against distractions while driving", among others.

- **Investment:** Allocate adequate funding for road safety programmes and infrastructure.

- **Flexible Work Hours:** This is when employers implement measurable goals and ensure employees understand what is expected of them so as to encourage hesitated work hours to reduce rush-hour congestion.

- **Invest in Non-Motorised Transport:** This can be made possible by providing separation between motorists and pedestrians by developing bicycle and tricycle lanes and installing crossing signals or walkways to reduce vehicle reliance.

- **Public Awareness Campaigns:** Institutions responsible for road safety are to educate the public on road safety through campaigns and media or by making road safety information more accessible.

Learning Tasks

1. Learners identify institutions responsible for maintaining law and order in Ghana. Start with an overview of the institutions responsible for road safety, simplifying the roles and challenges they face for those who are approaching proficiency (AP).

2. Learners who have more proficiency (P) discuss deeper into the specific roles of each institution, the complexities of the challenges and the potential solutions.

3. Learners who are proficient and are very secure in their content (P and HP) conduct research and present detailed reports on the specific challenges each of the institutions responsible for road safety in Ghana faces and propose basic strategies to address them.

4. Learners who are highly proficient (HP) introduce case studies, comparative analysis with other countries' road safety institutions and advanced discussions on policy implications. Develop comprehensive action plans for improving road safety institutions in Ghana, incorporating budgeting and stakeholder engagement strategies

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Pedagogical Exemplars

Initiating Talk for Learning: Learners, in groups, identify the institutions responsible for the maintenance of road safety in the Ghanaian society. With the aid of visual aids identify in their groups the institutions responsible for road safety in Ghana and give simple explanations about them.

Project-based learning: In differentiated task groups, learners research into the challenges confronting the institutions responsible for maintaining road safety. Incorporate research tasks with more depth, such as analysing specific challenges faced by each institution and proposing basic solutions for those showing proficiency and higher levels of proficiency.

Collaborative learning: In pairs, learners discuss how to address the challenges facing institutions responsible for maintaining road safety to make them effective. Encourage debates, simulations or role-plays where they address complex road safety challenges through critical thinking and collaboration.

Transcript:

- Record the participation of each learner in group activities, discussions and project presentations.

  - Note the level of understanding and engagement exhibited during collaborative learning sessions and individual assessments.
  - Document any progress observed in learners' ability to analyse road safety challenges, propose solutions and critically evaluate different strategies discussed.
  - Keep track of any additional research or outside resources learners may use to enhance their understanding of road safety institutions and related challenges in Ghana.

Key Assessment

Assessment Level 1: identify the institutions responsible for the maintenance of road safety in the Ghanaian society.

Assessment Level 2: research into the challenges confronting the institutions responsible for maintaining road safety.

Assessment Level 3: discuss how to address the challenges facing institutions responsible for maintaining road safety to make them effective.

Section 2 Review

This section is for a review of all the lessons taught for the past four (4) weeks. A summary of what the learner should have learnt include:

- conduct research to explain the meaning and purpose of road safety
- make a class presentation of their research findings on the purpose of road safety
- listen-talk on the causes and implications of road accidents
- identify cases of road accidents and discuss their causes and implications
- analyse ways of minimising road accidents in Ghana
- identify the institutions responsible for the maintenance of road safety in the Ghanaian society
- research into the challenges confronting the institutions responsible for maintaining road safety
- discuss how to address the challenges facing institutions responsible for maintaining road safety to make them effective

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SECTION 3: INDIGNEOUS KNOWLEDGE SYSTEMS

Strand: **Ethics and Human Development**

Sub-Strand: Indigenous Knowledge Systems

Learning Outcome: *Use historical sources to investigate the development and impact of indigenous technological advancements in Africa.*

Content Standard: Demonstrate understanding of indigenous technological advancement and its impact on African societies.

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 1, Strand 5, Sub-strand 1, section 3. This sub-strand is to be taught for one week. In this section, "**Indigenous Knowledge Systems**" we will investigate the impact of indigenous technologies, such as metalworking, irrigation systems and transportation, in ancient Africa.

The performance indicator for the learning area focuses on understanding the impact of indigenous knowledge system and indigenous technology, such as metalworking, irrigation systems and transportation in ancient Africa, particularly in metalworking, transportation and the integration of indigenous and modern technologies. The performance indicator highlights the importance of copper, iron ore and gold deposits in facilitating these skills, as well as the diverse modes of transportation used by African societies. The integration of indigenous knowledge and technology with modern innovations helps address community needs and solve practical problems, while highlighting the significant role of traditional methods and tools in contemporary African societies. This holistic understanding of technological innovation in African societies highlights the interconnectedness of science and geography and others in shaping human progress.

The week(s) covered by the section are:

Week **7: Indigenous Knowledge Systems**

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, learners will be exposed to a variety of pedagogical techniques such as technology-enhanced learning, collaborative learning and project-based learning. Teachers should take care to tailor the tasks to ensure that all levels of learner can access the content as well as be challenged and stretched. Suggestions for how to implement differentiation can be found throughout. Teachers should also take care to circulate the classroom whilst conducting the lessons, using questioning and their knowledge of the learners to ensure that the correct level of support is provided. There will be overlap with content from other subjects and teachers should take care to draw out these links to encourage learners to understand the holistic nature of education.

ASSESSMENT SUMMARY:

The teacher should use a combination of formative and summative assessments aligned with the Depth of Knowledge (DoK) levels. The formative component of the assessment should be given throughout the week to monitor learners' progress and provide feedback on areas that need improvement. 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. Discuss how rainfall and the availability of water bodies shaped the advancement of irrigation systems in parts of Africa.

Examine how early African societies utilised 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. Discuss how indigenous technology can be blended with modern technologies to serve as a unique tool for solving problems in the community.

Week 7

Learning Indicator(s): *Investigate the impact of indigenous technologies, such as metalworking, irrigation systems and transportation on ancient Africa*

Theme or Focal Area: Impact of indigenous technologies, such as metalworking, irrigation systems and transportation on ancient Africa

The impact of indigenous technologies on ancient Africa was profound, contributing to the development of complex societies, economic prosperity and cultural exchange. These technologies not only facilitated subsistence activities such as agriculture and fishing but also played a crucial role in the expansion of trade networks and the exchange of goods and knowledge across the continent.

Indigenous technologies played a significant role in ancient Africa, contributing to various aspects of daily life, economy and societal organisation. The following are some key indigenous technologies at the time:

Metalworking

- Ironworking was a crucial technology in ancient Africa, allowing for the production of tools, weapons and other agricultural implements. Ironworking techniques varied across different regions and time periods, with some of the earliest evidence of iron smelting dating back to around 2500 BCE in regions like the Great Lakes area and Nubia.

- Copper and Goldworking, before the widespread adoption of iron, copper and gold were also important metals worked by ancient African civilisations. Copper was used for tools, ornaments and currency, while gold was highly valued for its aesthetic properties and served as a medium of exchange in trade networks.

Irrigation Systems

- In ancient Egypt, the Nile Valley or River was central to the development of sophisticated irrigation systems. Egyptians constructed canals, dikes and reservoirs to control the river's flow and distribute water to agricultural fields during both flood and drought seasons. These irrigation systems enabled the cultivation of crops such as wheat, barley and flax which supported the growth of a prosperous civilisation.

- In regions like the Sahel, indigenous peoples developed innovative irrigation techniques to support agriculture in semi-arid environments. Techniques such as flood-recession farming and the construction of small-scale irrigation canals allowed communities to cultivate crops such as millet, sorghum and rice.

Transportation

- **Trade Routes:** -Indigenous transportation technologies facilitated the exchange of goods and ideas across Africa. Trade routes such as the trans-Saharan caravan routes connected North Africa with sub-Saharan regions, facilitating the exchange of commodities such as gold, salt, ivory and slaves. Caravans consisting of camels, donkeys and human porters transported goods across vast distances.

- **River Transport:** - Rivers like the Niger, Congo and Nile served as natural highways for transportation, enabling the movement of goods and people within and between regions. Indigenous watercraft such as canoes, pirogues and rafts were used for fishing, transportation and trade along riverine routes.

Learning Tasks

1. Learners assess how the presence of copper, iron ore and gold deposits across Africa stimulated the development of metalworking skills in various regions.

2. Learners examine ways African societies mastered techniques for smelting, forging and shaping metals, creating tools, weapons, ornaments and other objects that enhanced their daily activities with a focus on specific examples from Ghana. Those who are very secure in their understanding of the content (HP) should be encouraged to consider the issues and contexts surrounding the mastery of these techniques by perhaps drawing connections to the geography/ history of the areas.

3. Learners explore how early African societies utilised 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.

4. All learners should discuss how indigenous technology can be blended with modern technologies to serve as a unique tool for solving problems in the community. Prompts should be given to those students who are less confident in the content that has been explained.

Pedagogical Exemplars

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. The teacher should provide targeted questions to the various groups of learners in the room. Those who are less confident in their understanding (AP) should be asked closed questions to allow them to access the information and those who are more secure in their understanding (P and HP) should be asked more open-ended questions to stretch and challenge their understanding.

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. Teacher to circulate those students who may find this task difficult.

- Use primary sources to explore how early African societies utilised 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. Give sources that are more challenging and complex to those students who are showing a very confident grasp of the content (HP).

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. Assign project-based tasks that require learners to design and implement innovative solutions inspired by ancient indigenous technologies to address modern-day challenges in Ghana and consider the level of support given to each group of learner (AP, P and HP). Ensure that those who are weaker are given more support/ more accessible resources and that those who need to be challenged are given more complex resources and questions.

Transcript:

- Record talents exhibited in the creation of multimedia presentations on how the presence of copper, iron ore and gold deposits across Africa stimulated the development of metalworking skills in various regions.

- Document how each mode of transportation was utilised, its advantages, limitations, and any innovations or adaptations made by these societies to enhance transportation efficiency.

- Document examples of metalworking techniques, tools, and artifacts developed by ancient African civilisations, and illustrate their impact on technological advancements and cultural exchange.

Key Assessment

Assessment Level 1: discuss how rainfall and the availability of water bodies shaped the advancement of irrigation systems in parts of Africa.

Assessment Level 2: examine how early African societies utilised 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.

Assessment Level 3: discuss how indigenous technology can be blended with modern technologies to serve as a unique tool for solving problems in the community.

Assessment Level 4: 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.

Section 3 Review

This section is for review of all the lessons taught for the past one (1) week. A summary of what the learner should have learnt include:

- how the presence of copper, iron ore and gold deposits across Africa stimulated the development of metalworking skills in various regions

- how early African societies mastered techniques for smelting, forging and shaping metals, creating tools, weapons, ornaments and other objects that enhanced their daily activities

- how early African societies utilised 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

- discuss how indigenous technology can be blended with modern technologies to serve as a unique tool for solving problems in the community

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SECTION 4: ETHICS AND HUMAN VALUES

Strand: **Ethics and Human Development**

Sub-Strand: Ethics and Human Values

Learning Outcome: *Discuss the relevance of ethics and ethical behaviour in the development of the individual and society.*

Content Standard: Appreciate the need for ethics and ethical behaviour in the Ghanaian society.

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 1, Strand 5, Sub-strand 2, section 4. This sub-strand is to be taught for one week. In this section, the section "**Ethics and Human Values"** explores the importance of ethics in individual and societal development, the role of ethics in Ghanaian society and the consequences of unethical behaviour.

The performance indicator for this learning area is to develop a comprehensive understanding of ethics and ethical behaviour, both at the individual level and within Ghanaian society. Learners should define ethics, provide examples, discuss their significance in personal and societal development and analyse the consequences of unethical behaviour. This section aims to foster a deeper appreciation for the role of ethics in shaping individual character, fostering social cohesion and promoting societal well-being. By exploring ethical principles and their applications in various contexts, learners gain insights into the importance of integrity, responsibility and respect in personal and professional conduct. Interdisciplinary connections may exist between this section and other subjects, such as civic education and economics, to help learners develop a holistic understanding of ethics and ethical behaviour, fostering personal integrity, social responsibility and sustainable development in Ghanaian society.

The weeks covered by the section are:

    Week 8: **Ethics and Human Values**

    Week 9: **Ethics and Human Values**

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, learners will be exposed to a variety of pedagogical techniques such as play-based learning, Initiating Talk for Learning, Talk for Learning, collaborative learning and experiential learning. Teachers should take care to tailor the tasks to ensure that all levels of learner can access the content as well as be challenged and stretched. Suggestions for how to implement differentiation can be found throughout. Teachers should also take care to circulate the room whilst conducting the lessons, using questioning and their knowledge of the learners to ensure that the correct level of support is provided.

ASSESSMENT SUMMARY

The text outlines a series of assessments for learners to understand and address unethical behaviour. The first assessment focuses on explaining unethical behaviour and its immediate consequences. The second assessment aims to explain or classify the consequences of unethical behaviours, demonstrating an understanding beyond recall. The third assessment evaluates different unethical scenarios, considering long-term societal impacts. The fourth assessment involves designing solutions

or campaigns to address unethical behaviour, integrating knowledge from various sources and considering multiple perspectives. The teacher should use a combination of formative and summative assessments, focusing on the Depth of Knowledge (DoK) levels. The assessment should test learners' knowledge of Weeks 8 and 9 and their ability to apply it to real-world situations. The teacher should use a variety of question types to ensure authenticity and comprehensiveness.

Week 8

Learning Indicator(s): *Examine the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society.*

Theme or Focal Area: **The place of ethics and ethical behaviour in the development of the individual and the Ghanaian society.**

Ethics and ethical behaviour are fundamental to both individual flourishing and the progress of the Ghanaian society. By upholding ethical principles, individuals contribute to the creation of a just, compassionate and prosperous society where the dignity and well-being of all citizens are upheld and respected.

Ethics and ethical behaviour are integral components of both individual development and the progress of the Ghanaian society.

The meanings of ethics and ethical behaviour with some examples:

Ethics

Ethics refers to a set of principles or moral guidelines that govern human behaviour. It involves distinguishing right from wrong and making decisions based on these principles. Ethics guides our actions, interactions and choices. It influences how individuals treat others, make decisions and uphold values.

Examples of Ethical Attitudes include:

i. **Integrity:** Being honest and consistent in our actions.

ii. **Respect:** Treating others with dignity and valuing their perspectives.

iii. **Responsibility:** Taking ownership of individual actions and their consequences.

iv. **Fairness:** Ensuring equitable treatment for all.

v. **Empathy:** Understanding and considering others' feelings and experiences.

Ethical Behaviour

Ethical behaviour refers to actions that align with ethical principles. It involves making choices that are morally right and just. It is characterised by honesty, fairness and equity in interpersonal, professional and academic relationships in every activity.

Examples of Ethical Behaviour in the Workplace include:

- **Obeying Company Rules:** Following workplace policies, such as punctuality, appropriate dressing and language, among others.

- **Effective Communication:** Clear and respectful way to express thoughts, ideas and feelings with colleagues and clients.

- **Taking Responsibility:** Acknowledging mistakes and working to rectify them.

- **Accountability:** Being answerable for our actions and decisions.

- **Professionalism:** Maintaining a high standard of conduct and work quality.

- **Trust:** Honouring commitments and gaining confidence with others.

Individual Development include:

Ethics serve as guiding principles that shape the character and conduct of individuals. In the development of an individual, ethics provide a moral compass, guiding decisions and actions towards what is considered right and just.

- In the Ghanaian society, ethical behaviour is often rooted in cultural values, religious teachings and communal expectations. Individuals are encouraged to uphold virtues such as honesty, integrity, compassion and respect for others.

- Embracing ethical behaviour fosters personal growth and self-improvement. It cultivates qualities such as empathy, responsibility and accountability, which are essential for building strong interpersonal relationships and achieving success in various aspects of life.

- Furthermore, practising ethics promotes inner peace and fulfilment. When individuals act in alignment with their ethical beliefs and values, they experience a sense of integrity and authenticity, leading to greater satisfaction and well-being.

Examples of how ethics and ethical behaviour can help with personal development include:

i. **Moral Development:** Ethics assist individuals in developing a sense of morality, thus, distinguishing between good and wrong and influencing their decision-making. The study of ethics provides a framework for critically analysing ethical quandaries and making informed moral decisions.

ii. **Personal Integrity:** Adopting ethical behaviour encourages personal integrity, which is the adherence to moral and ethical values even in difficult conditions. Integrity fosters trust, credibility and self-esteem.

iii. **Ethical Decision-Making:** Ethics teaches people how to make informed judgements while considering the ethical implications of their activities. Ethical decision-making entails weighing the consequences, principles and values of a circumstance.

iv. **Professional Development:** Ethics is essential for professional development. It helps people follow professional norms of behaviour, establish professional boundaries and uphold ethical standards in their particular industries.

v. **Social Responsibility:** Ethics encourage individuals to think about how their activities affect others and society as a whole. Ethical behaviour fosters social responsibility and helps to create a more just and sustainable world.

Societal Development include:

- Ethics play a crucial role in shaping the fabric of Ghanaian society. They form the foundation of social norms, laws and institutions which influence interactions between individuals and the functioning of communities.

- Ethical behaviour contributes to social cohesion and stability by fostering trust, cooperation and mutual respect among members of society. In Ghana, communal values such as Ubuntu (humanity towards others) emphasise the interconnectedness of individuals and the importance of collective well-being.

- Upholding ethical standards is essential for promoting justice, equality and the rule of law. In the Ghanaian society, adherence to ethical principles is crucial for combating corruption, promoting accountability and ensuring that all citizens have equal access to opportunities and resources.

- In addition, ethical leadership is vital for the development of Ghana. Leaders who demonstrate integrity, transparency and empathy inspire trust and confidence among the populace, leading to more effective governance and sustainable development initiatives.

- Last, but not the least, ethical conduct contributes to Ghana's reputation on the global stage. By adhering to ethical business practices, respecting human rights and promoting environmental sustainability, Ghana can attract investment, foster international partnerships and contribute positively to the global community.

Learning Tasks

1. Learners share ideas on the meanings of ethics and ethical behaviour and give examples.

2. Learners discuss the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society.

3. Learners who are demonstrating confidence with the core concepts (P and HP) should discuss more complex scenarios involving unethical behaviour, examining not only direct effects but also indirect and long-term consequences. Include discussions on moral dilemmas to deepen understanding.

4. For those who are very confident (HP), introduce historical cases with complicated outcomes and task learners to explore ethical theories and the broader socio-cultural and global impacts of unethical behaviour.

Pedagogical Exemplars

Initiating Talk for Learning & Talk for Learning:

- Through thought-shower, learners share ideas on the meanings of ethics and ethical behaviour and give examples. Provide structured support during activities, breaking down tasks into manageable steps for those who are less confident with these abstract concepts.

- In groups, learners discuss the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society. The teacher should circulate the room to ensure that all students can access the discussions and to challenge and stretch those who are very secure in their understanding through asking questions.

Play-based learning: In groups, learners role-play the lessons learned from stories embedded with ethical issues (e.g., Ananse stories). Support learners in leading debates or discussions, analysing the broader implications of these actions on society and ethics.

Transcript:

- A summary of the learner's engagement with the content, emphasising their level of understanding and critical thinking about the consequences of unethical behaviour.

- The complexity of tasks undertaken and the proficiency level demonstrated in analysing and evaluating these ethical concepts.

- The type of product created, reflecting learners' engagement and understanding of the material, along with any solutions or preventative measures they propose.

Key Assessments

Assessment Level 1: Explain what constitutes unethical behaviour and its most immediate consequences. Create posters or digital presentations that highlight the consequences of specific unethical behaviours.

Assessment Level 2: Explain or classify the consequences of unethical behaviours, demonstrating an understanding beyond recall. Write or make multimedia presentations that not only describe but

also evaluate the consequences of unethical behaviour. These presentations should reflect a deeper understanding and begin to explore solutions or preventative measures.

Assessment Level 3: Analyse or evaluate different unethical scenarios, considering the long-term and broader societal impacts.

Assessment Level 4: Design solutions or campaigns to address unethical behaviour, integrating knowledge from various sources and considering multiple perspectives.

Week 9

Indicator(s): *Analyse the consequences of unethical behaviour*

Theme or Focal Area 1: Consequences of unethical behaviour

Unethical behaviour has far-reaching consequences, affecting individuals, organisations and society. Upholding ethical standards is essential for a healthy and thriving community

Some of the consequences of unethical behavior are as follows:

a. **Personal Consequences:**

- **Damage to Reputation:** Unethical actions tarnish an individual's fame or esteem
- Trust is eroded, thereby, affecting personal and professional relationships
- **Legal Troubles:** Some unethical behaviours violate laws or regulations, leading to legal consequences such as fines, imprisonment, or lawsuits
- **Emotional Impact:** Guilt, shame and stress result from unethical choices, impacting mental and emotional well-being
- **Isolation:** Others may distance themselves from someone known for unethical behaviour.

b. **Organisational Consequences:**

- **Loss of Trust:** Unethical behaviour damages trust within an organization, causing employees, customers and stakeholders to lose confidence
- **Decreased Productivity:** Unethical actions create a toxic work environment, reducing employee morale and work output
- **Financial Losses:** Fraud, embezzlement or unethical business practices lead to financial losses and finally, folding up of businesses
- **Legal and Reputational Risks:** Organisations face legal penalties and damage to their brand fame.

c. **Societal Consequences include:**

- **Erosion of Social Fabric:** Widespread unethical behaviour weakens social bonds and norms
- **Inequality:** Corruption and unethical practices perpetuate disparity by benefiting a few at the expense of many
- **Environmental Harm:** Unethical practices harm the environment (e.g., pollution, deforestation, overfishing)
- **Public Health Risks:** Unethical behaviour in healthcare, food safety or pharmaceuticals jeopardises public health.

d. **Long-Term Effects:**

- **Cultural Decay:** Pervasive unethical behaviour erodes cultural values and norms
- **Economic Impact:** Unethical practices weaken economies by hindering fair competition and trust
- **Social Fragmentation:** Trust deficits lead to social fragmentation and polarisation.

Learning Tasks

1. Learners who are approaching proficiency in understanding the concepts (AP) identify straightforward examples of unethical behaviour and its immediate, tangible consequences. Use stories or case studies with relatable outcomes to illustrate the personal, organisational and societal impacts.

2. Learners who are confident with the concepts (P and HP) discuss more complex scenarios involving unethical behaviour, examining not only direct effects but also indirect and long-term consequences. Include discussions on moral dilemmas to deepen understanding.

3. **Note:**

   a. To help the visually impaired learners optimise learning, use audio recordings for the stories or case studies. Braille materials or digital content accessible through screen readers could be utilised for more complex scenarios and historical cases. To help the hard of hearing or deaf to understand better, the services of sign language interpreters could be helpful

   b. **In** the case of the hard of hearing or deaf learners, use visual aids such as infographics or videos with subtitles to illustrate unethical behaviour scenarios. Sign language interpreters can also assist during the during the lesson

Pedagogical Exemplars

Experiential Learning: Through role-play, learners enact a scenario that concludes with the statement, "*Had I known is always at last*". Provide prompts for learners who are not as confident in the content.

Collaborative Learning: In pairs, learners discuss the consequences of unethical behaviour and make a presentation. Facilitate semi-structured role-plays that require learners to make decisions on how situations unfold and encourage open-ended discussions that require critical thinking and personal reflection on the consequences of unethical actions.

a. For visually impaired or tactile learners, use physical objects or models to represent ethical scenarios. Technology like screen readers and Braille note-takers can support independent learning activities.

b. Ensure that role-plays are visually accessible and use written instructions or prompts to facilitate learning among the hard of hearing or deaf learners. Text-based discussions or use of communication apps such as telegrams can facilitate participation in debates or discussions

Transcripts:

- A summary of the learner's engagement with the content, emphasising their level of understanding and critical thinking about the consequences of unethical behaviour.

- Record the complexity of tasks undertaken and the proficiency level demonstrated in analysing and evaluating these ethical concepts.

- The type of product created, reflecting learners' engagement and understanding of the material, along with any solutions or preventative measures they propose.

Key Assessments

Assessment Level 1: Explain what constitutes unethical behaviour and its most immediate consequences.

Assessment Level 2: Explain or classify the consequences of unethical behaviours, demonstrating an understanding beyond recall.

Assessment Level 3: Analyse or evaluate different unethical scenarios, considering the long-term and broader societal impacts.

Assessment Level 4: Design solutions or campaigns to address unethical behaviour, integrating knowledge from various sources and considering multiple perspective

Note:

   a. For visually impaired learners, encourage the creation of audio presentations or enhance digital presentations with descriptive audio to ensure accessible content creation

Section 4 Review

This section is for review of all the lessons taught for the last three (2) weeks. A summary of what the learner should have learnt include:

- the meanings of ethics and ethical behaviour and give examples

- the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society

- scenarios of unethical behaviours

- the consequences of unethical behaviours and make a presentation

Additional Reading

1. Centre for African Democratic Affairs - http://www.cafrida.org/

2. Centre for Civic Education, Ghana - http://www.cceghana.org/

3. Ghana Association of NGOs - http://www.ghanangos.org/

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SECTION 5: AFRICAN CIVILISATIONS

Strand: **Ethics and Human Development**

Sub-Strand: Civilisations of Africa

Learning Outcome: *Use historical sources to analyse the common features of Ancient African civilisations.*

Content Standard: Demonstrate understanding of the common features of Ancient African civilisations.

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 1, Strand 5, Sub-strand 3, section 5. This sub-strand is to be taught for two weeks. This section aims to teach learners a comprehensive understanding of ancient "**African civilisations**", focusing on the Western Sudanese region. Learners will analyse historical sources to identify common features such as centralisation of political power, divine status of kings, complex social hierarchies, strong communal bonds, unique agricultural techniques, diversified economies and craft specialisation. They will also trace the origins of empires like Ghana, Mali, Songhai and Kanem Bornu, examining factors that contributed to their rise and spread, as well as those that led to their eventual collapse. Examining their impact on contemporary societies, political structures, cultural practices and socio-economic systems.

The weeks covered by the section are:

> *Week 10*: **3. Civilisations of Africa**

> *Week11*: **3. Civilisations of Africa**

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, learners will be exposed to a variety of pedagogical techniques such as collaborative learning, project-based learning and cooperative learning. Teachers should take care to tailor the tasks to ensure that all levels of learners can access the content as well as be challenged and stretched. Suggestions for how to implement differentiation can be found throughout. Teachers should also take care to circulate the room whilst conducting the lessons, using questioning and their knowledge of the learners to ensure that the correct level of support is provided. There will be overlap between other subjects so teachers should encourage learners to draw these connections to better understand the holistic nature of education.

ASSESSMENT SUMMARY

The teacher should use a combination of formative and summative assessments based on the Depth of Knowledge (DoK) levels to monitor learners' progress and evaluate their understanding of concepts. The formative component should be given throughout the week to provide feedback and evaluate learners' understanding of the concepts covered in Weeks 10 and 11. The assessment should test learners' knowledge of the concepts covered and their ability to apply it to real-world situations. Using a variety of question types aligned with DoK levels ensures authenticity and comprehensiveness

Examples of assessment tasks include explaining trade networks or social hierarchies, writing essays on the impact of geographical diversity on ancient African civilisations, conducting research projects on religious practices on art and architecture, discussing factors leading to the fall and collapse of

Western Sudanese States, creating charts, timelines, and simulations, writing comparative essays or presentations, and designing a virtual museum exhibit or website that explores the impact of these empires on Ghana and other contemporary societies.

Week 10

Learning Indicator(s): *Discuss the common features of ancient African civilisations.*

Theme or Focal Area 1: Common features of ancient African civilisations.

Ancient African civilisations exhibited diverse characteristics, shaped by their unique contexts and environments. The following are some of the common features of ancient African civilisations:

a. **Geographical Diversity**
   - Africa is vast, spanning diverse landscapes from deserts to savannahs, rainforests and mountains.
   - Ancient African civilisations emerged in various regions, each with distinct cultural, economic and social contexts.

b. **Trade Networks**
   - Ancient Africans engaged in extensive trade.
   - Trans-Saharan trade connected North and West Africa, exchanging goods like gold, salt, ivory and textiles.
   - Indian Ocean trade linked East Africa with Asia, facilitating the exchange of spices, textiles and precious metals.

c. **Social Hierarchies**
   - Kings, nobles, priests and commoners constituted social classes.
   - Slavery existed but varied in form and context.

d. **Technological Advancements**
   - Iron smelting, pottery and weaving were widespread.
   - Terrace farming supported agriculture.

e. **Political Organisation**
   - Centralised states (e.g., Egypt) coexisted with decentralised societies (e.g., Ghana, Mali).
   - Kingship, chieftaincies and councils governed.

f. **Artistic Expression**
   - Sculptures, masks and pottery reflected cultural identity.
   - Adinkra symbols in West Africa conveyed messages.

Learning Tasks

1. Learners discuss common political features of ancient African civilisations with the help of audio, visual or audio-visual aids and simplified language for those who are not confident with the terms (AP) e.g., centralisation of political power, divine status of kings, bureaucracy, council of elders, military base.

2. Learners who are confident with the terminology (P and HP) should explore common social features of ancient African civilisations, e.g., the existence of complex social hierarchies, strong communal bond.

3. Learners who are highly proficient with the terminology should discuss documentaries on common economic systems of ancient African civilisations, e.g., unique agricultural techniques, diversified economies and craft specialisation.

4. Highly proficient learners **c**onduct research projects on specific ancient African civilisations to deepen understanding.

Pedagogical Exemplars

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.* The teacher should circulate to ensure that all learners can access the discussions.

- Learners form concentric circles to discuss common political features of ancient African civilisations, e.g., the *existence of complex social hierarchies and strong communal bonds.* The teacher should carefully consider questions to target different groups of students in order to support those who will find the concepts difficult (AP) and to stretch and challenge the students who are confident with the content (P and HP).

Experiential learning:

- Learners watch and in small groups, 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) and 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.* Encourage those who are very confident with the content to take the lead in these discussions.

Transcript:

This should include:

- Record of assessment results for the purpose of tracking learners' progress and understanding at different cognitive levels

- Provision of qualitative feedback on learners' critical thinking skills, analytical abilities and creativity demonstrated in their responses

Key Assessment

Assessment Level 1: Task learners to complete multiple-choice items on some basic facts about ancient African civilisations. Create visual posters or compose simple essays summarising key points about ancient African civilisations.

Assessment Level 2: Using short answer test items, task learners to explain trade networks or social hierarchies.

Assessment Level 3: Write an essay on the impact of geographical diversity on ancient African civilisations.

Assessment Level 4: Conduct research projects investigating the influence of religious practices on art and architecture in specific regions.

Week 11

Learning indicator (s): *Examine the origins, rise and fall of empires in the Western Sudanese region of Africa.*

Theme or Focal Area 1: **The origins, rise and fall of empires in the Western Sudanese region of Africa.**

History of the origins, rise and fall of empires in the Western Sudanese region of Africa. These powerful states played a significant role in shaping the cultural, economic and political landscape of the continent. Some of the key empires are as follows:

a. **Ghana Empire (c. 8th–11th century):**
   - **Origins:** The Ghana Empire emerged around the 8th century in what is now modern-day southern Mauritania and Mali.
   - **Rise:** Ghana's power was built on control of the trans-Saharan trade routes, particularly gold and salt.
   - **Fall:** By the 11th century, internal strife, external pressures and economic decline led to the weakening of Ghana. The Almoravids, a militant Islamic group, disrupted trade routes and contributed to its downfall.

b. **Mali Empire (c. 13th–16th century):**
   - **Origins:** The Mali Empire, led by the Keita clan, gained prominence in the upper Niger valley.
   - **Rise:** Mali's wealth came from gold mining, trade and control of key cities like Timbuktu and Gao.
   - **Fall:** Internal conflicts, external invasions and the decline of trans-Saharan trade routes eventually led to Mali's decline.

c. **Songhai Empire (c. 15th–17th century):**
   - **Origins:** The Songhai Empire emerged in the Niger Bend region, encompassing areas around the Niger River.
   - **Rise:** Songhai's power grew through military conquests, trade and cultural achievements. Timbuktu became a center of learning and commerce.
   - **Fall:** The Moroccan invasion in the late 16th century weakened Songhai, leading to its eventual collapse.

d. **Impact:**
   - These empires were hubs of trade, connecting North Africa, Europe and sub-Saharan Africa.
   - They fostered cultural exchange, scholarship and artistic achievements.
   - Islam played a significant role in governance, trade and intellectual life

Learning Tasks

1. Learners trace the origins of the ancient empires of Ghana, Mali, Songhai and Kanem Bornu. For those who are less confident in their understanding of the content (AP), ensure that they have appropriate prompts and resources to refer to.

2. Learners who are confident with the content (P and HP) discuss factors that led to the rise and spread of the Western Sudanese States, e.g., leadership, role of religion, strategic location. Integrate tasks that require comparing and contrasting the empires at different points in their history for those very secure in their understanding (HP).

3. Learners who demonstrate secure understanding (HP) should examine factors that led to the fall and eventual collapse of the Western Sudanese States

4. HP learners should also explain how the legacies of Western Sudanese empires are reflected in contemporary societies.

Pedagogical Exemplars

Collaborative learning:

- 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 timeline to show the origin of the empires of Western Sudanese States. Throughout both of these activities support and challenge should be provided to the teacher as they circulate the room.

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.* Ensure that learners who may struggle are given sources that are accessible in terms of language/ have prompts to support their comprehension. Give more complex sources to those showing more confidence.

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. Provide prompts to those who may be less secure in their understanding of the content.

Transcript:

- Document each learner's participation, noting particularly effective methods of inclusion and adaptation.

- Record the levels of proficiency demonstrated through assessments, highlighting advancements in understanding, skills in research and analysis and capacities in critical thinking about historical impacts.

- Note achievements in creating accessible and inclusive project products, reflecting on the learning journey's impact on socioemotional growth, gender equality awareness and social inclusion.

Key Assessment

Assessment Level 1: describe factors that led to the fall and eventual collapse of the Western Sudanese States.

Assessment Level 2: Create charts, timelines and simulations on how the legacies of Western Sudanese empires are reflected in contemporary societies. Use assistive technology to ensure that products are accessible to all students.

Assessment Level 3: Write comparative essays or prepare presentations on the factors leading to the rise and fall of these empires. Essays should be submitted in accessible formats, with alternative assignments available for learners with specific needs.

Assessment Level 4: Design a virtual museum exhibit or website that explores the impact of these empires on Ghana and other contemporary societies. Ensure websites are compatible with screen readers and have videos captioned for deaf users.

Section 5 Review

This section is for review of all the lessons taught for the last two (2) weeks. A summary of what the learner should have learnt include:

- discuss common political features of ancient African civilisations, e.g., centralisation of political power, divine status of kings, bureaucracy, council of elders, military base

- form concentric circles to discuss common social features of ancient African civilisations, e.g., the existence of complex social hierarchies, strong communal bonds

- discuss documentaries on common economic systems of ancient African civilisations, e.g., unique agricultural techniques, diversified economies and craft specialisation

- trace the origins of the ancient empires of Ghana, Mali, Songhai and Kanem Bornu

- understand factors that led to the rise and spread of the Western Sudanese States, e.g., leadership, role of religion, strategic location

- understand factors that led to the fall and eventual collapse of the Western Sudanese States

- how the legacies of Western Sudanese empires are reflected in contemporary societies

References

1. Draft SHS Social Studies Curriculum

2. https://www.metmuseum.org/toah/hd/wsem/hd_wsem.htm

3. https://www.metmuseum.org/toah/hd/ghan/hd_ghan.htm

4. Department of the Arts of Africa, Oceania and the Americas. "The Empires of the Western Sudan: Ghana Empire." In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–.

5. http://www.metmuseum.org/toah/hd/ghan/hd_ghan.htm (October 2000)

SECTION 6: REVOLUTIONS THAT CHANGED THE WORLD

Strand: **Ethics and Human Development**

Sub-Strand 5: Revolutions that Changed the World

Learning Outcome: *Assess the impact of the Industrial Revolution of the eighteenth century on the African continent.*

Content Standard: Demonstrate knowledge and understanding of the industrial revolution of the eighteenth century and its impact on the African continent.

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 1, Strand 5, Sub-strand 5, Section 6. This sub-strand is to be taught for one week. In this section, " **Revolutions that Changed the World**," learners are expected to discuss the meaning and historical context of "Industrial Revolutions". Learners will identify and examine the major centres of the Industrial Revolution and the factors that contributed to the spread of industrialisation in Africa, and then 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**.** The overall performance indicator or outcome for the learning area based on this section would be to analyse and evaluate the historical context, impact and implications of the Industrial Revolution on the African continent. This involves understanding the origins, characteristics and consequences of industrialisation in Africa, as well as its connections to global trade and development.

Teachers may find that this section is linked to various subjects such as history, economics and geography. By studying the Industrial Revolution in Africa, learners can gain insights into historical processes, economic systems, geopolitical relationships and social change, making it a multidisciplinary topic with relevance across different subject areas.

The week(s) covered by the section are:

> *Week 12:* **Revolutions that Changed the World**

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, learners will be exposed to a variety of pedagogical techniques such as technology-enhanced learning, Initiating Talk for Learning, project-based learning. Teachers should take care to tailor the tasks to ensure that all levels of learners can access the content as well as be challenged and stretched. Suggestions for how to implement differentiation can be found throughout. Teachers should also take care to circulate the room whilst conducting the lessons, using questioning and their knowledge of their learners to ensure that the correct level of support is provided. There will be connections and overlap with other subjects and teachers should take care to explore these connections to emphasise the holistic nature of education.

ASSESSMENT SUMMARY

The teacher should use a combination of formative and summative assessments aligned with the Depth of Knowledge (DoK) levels to assess learners' understanding of the Industrial Revolutions in Africa. Levels 1 and 2 involve quizzes or oral assessments to assess basic understanding and identify

key impacts. Level 4 involves written essays, group presentations, or concept maps explaining major centers and factors influencing industrialisation in Africa, evaluating its impact on global trade. Level 3 examines technological changes, discusses the implications of colonial influence and proposes future considerations. The teacher should also let learners present research papers, documentaries, or proposals outlining strategies for addressing challenges posed by the Industrial Revolution's legacy in Africa. For visually impaired learners, materials should be provided in accessible formats and assistive technologies like screen readers should be used. Physical materials should also be accessible and provide alternative ways for physically challenged learners to participate. By using a variety of question types aligned with DoK levels, the teacher ensures an authentic and comprehensive assessment.

Week 12

Learning Indicator(s): *Analyse the origin, the characteristics and impact of the Industrial Revolution on the African continent.*

Theme or Focal Area: Origin, the characteristics and impact of the Industrial Revolution on the African continent.

The Industrial Revolution refers to a transformative period in modern history when societies shifted from agrarian and handicraft-based economies to ones dominated by industry and machine manufacturing.

The Industrial Revolution brought technological advancements and economic growth. Its impact on Africa was complex. It influenced infrastructure, labour patterns and economic relationships, but also reinforced dependency and colonial exploitation. Understanding this historical context is crucial to comprehending Africa's development trajectory.

The Industrial Revolution, which began in the late 18th century in Britain, had significant effects on the African continent. We will look at the origin, characteristics and impact of the industrial revolution.

a. Origin and Spread

- The Industrial Revolution began in Britain during the 18th century and gradually spread to other parts of the world.
- It brought about significant changes in energy use, socio-economics and culture.

b. Technological Transformations

- **New Basic Materials:** Iron and steel became essential materials for industrial production
- **Energy Sources:** Innovations like coal, steam engines, electricity, petroleum and internal-combustion engines revolutionised energy production.
- **Inventions:** Machines like the spinning jenny and power loom increased production efficiency.
- **Factory System:** Factories emerged, leading to division of labour and specialisation.
- **Transportation and Communication:** Steam locomotives, steamships, automobiles, telegraphs and radios transformed connectivity.

c. Impact on Society

- **Urbanisation:** People migrated from rural areas to cities in search of factory jobs.
- **Labour Changes:** The factory system altered work patterns and social structures.
- **Economic Growth:** Increased productivity fueled economic development.
- **Dependency on Raw Materials:** European demand for raw materials (e.g., cotton, palm oil) influenced Africa and other regions.
- **Colonial Influence:** The Industrial Revolution intensified colonialism and imperialism.

Learning Tasks

1. Discuss the meaning and historical context of "Industrial Revolutions. Learners who are not as confident with the terminology/ concepts (AP) should be supported by the teacher in these discussions.

2. Learners who are confident (P and HP) should explain the origin, characteristics and impact of the Industrial Revolution on Africa.

3. Learners who demonstrate confidence (P and HP) should identify and examine the major centres of the Industrial Revolution and the factors that contributed to the spread of industrialisation in Africa.

4. Learners who demonstrate very high confidence in the concepts and content (HP) should 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.

Pedagogical Exemplars

Initiating Talk for Learning: Learners form concentric circles to discuss the meaning and historical context of "Industrial Revolutions". The teacher should support weaker learners with guided questions to allow them to engage in the discussions.

Technology-enhanced learning: Using interactive maps, learners in groups 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. Provide prompts for those learners who are not as secure in their understanding.

Transcript:

This should include

- Summary of the learner's engagement with the content, highlighting their level of understanding and critical thinking.

- Description of the complexity of tasks undertaken and the proficiency level demonstrated in analysing and evaluating the Industrial Revolution's impacts.

- Details of the type of product created, reflecting the learner's comprehension and any proposed solutions or preventive measures.

Key Assessments

Assessment Level 1 and 2: Through quizzes or oral assessments, assess basic understanding on the basic meaning of Industrial Revolutions and identify some key impacts.

Assessment Level 3: Written essays, group presentations, or concept maps with detailed explanations on major centres and factors influencing industrialisation in Africa, evaluating the impact on global trade.

Assessment Level 4: Examine the technological changes, discuss the implications of colonial influence and propose future considerations.

Assessment Level 4: Present research papers, documentaries or proposals outlining strategies for addressing challenges posed by the Industrial Revolution's legacy in Africa.

Note:

i. For Visually Impaired Learners, provide materials in accessible formats, such as audio descriptions or tactile diagrams on the main contents. Use assistive technologies like screen readers for digital content.

ii. Deaf or Hard of Hearing Learners, include visual aids, subtitles in videos and sign language interpreters during lesson, discussions, or presentations.

iii. Also ensure physical materials are accessible and provide alternative ways for physically challenged learners to participate, such as adaptive technologies or modified tasks to accommodate mobility challenges.

Section 6 Review

This section is for review of all the lessons taught for the last one (1) week. A summary of what the learner should have learnt include:

- discuss the meaning and historical context of "Industrial Revolutions".

- identify and examine the major centres of the Industrial Revolution and the factors that contributed to the spread of industrialisation in Africa.

- 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.

References

1. Draft SHS Social Studies Curriculum

2. Zuiderhoek, A. (2016). *The ancient city*. Cambridge University Press

3. Brett, M. (2013). *Approaching African History*. Boydell & Brewer Ltd

4. https://19thcentury.us/industrialization-in-africa-in-19th-century/