Week Ending:		DAY	:		Subject: Social Stud	dies	
Duration:					Strand: Environme	nt	
Class: B8		Class	s Size:		Sub Strand: Water	Pollut	ion
Content Standard: B8.1.1.1 Demonstrate skills in dealing with environmental challenges			Indicator: B8.1.1.1.1. Exam environmental c		ter pollution as an ge		Lesson: 1 OF 2
Performance Indic Learners can exami challenge.	ine water pollution				Competencies: 1: CC 8.1: CC 8.1: CC	9.1: C	P 5.2: CC
References: Social S	Studies Curriculum	Pg.	39				
Keywords: human, a	animal, industrial, v	waste	9				
Phase/Duration	Learners Activitie					Dose	urcoc
					11	Resc	ources
PHASE 1: STARTER	previous lesson.	Revise with learners to review their understanding in the previous lesson.					
	•		dicators with learn				
PHASE 2: NEW LEARNING	Engage learners t for discussion.	Brainstorm learners to explain pollution. Engage learners to watch a documentary of polluted water bodies for discussion. Discuss the causes of water pollution, including human, animal				Pictu Char	res and ts
	Examine the effects of water pollution, including death of fish and the contamination of water leading to diseases such as cholera, typhoid and dysentery. Presentation on the need and how to prevent water pollution						
PHASE 3: REFLECTION	learners what the	ey hav	nd effective questive learnt during the earners and summa	e lesso	n.		

Wook Endings		DAY: Subject: Social Stu				diac	
Week Ending:		· · · · · · · · · · · · · · · · · · ·		Subject: Social Stud			
Duration:					Strand: Environme		
Class: B8		Class			Sub Strand: Water	Pollut	ion
B8.1.1.1 Demonstrate environmental challe	e skills in dealing w enges	rith	Indicator: B8.1.1.1.1. Exam environmental c		ter pollution as an ge		Lesson: 2 OF 2
Learners can exami challenge.	ine water pollution				Competencies: 1: CC 8.1: CC 8.1: CC	9.1: Cl	P 5.2: CC
References: Social S	Studies Curriculu	m Pg.	39				
Keywords: human, a	animal, industrial	l, waste	2				
Phase/Duration	Learners Activi					Reso	urces
PHASE 1: STARTER		Revise with learners to review their understanding in the previous lesson.					
		Share performance indicators with learners.					
PHASE 2: NEW	Brainstorm lea	Brainstorm learners to explain pollution.					
LEARNING		Engage learners to watch a documentary of polluted water bodies for discussion.					TS
	Discuss the causes of water pollution, including human, animal and industrial waste.						
	Examine the effects of water pollution, including death of fish and the contamination of water leading to diseases such as cholera, typhoid and dysentery.						
	Presentation or	n the n	eed and how to pr	event	water pollution		
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.						
	Take feedback	from le	earners and summa	rize th	e lesson.		

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			WLLK Z				
Week Ending:		DAY	:		Subject: Social Stud	dies	
Duration:					Strand: Environme	Strand: Environment	
Class: B8		Class	s Size:		Sub Strand: Conser	ving E	nergy
Content Standard: B8.1.1.2. Analyze the conserving energy in	sources and ways o Ghana	of	Indicator: B8.1.1.2.1. Exami energy	ne the	e means of conserving	g	Lesson: 1 OF 2
Performance Indic Learners can discus		rving e	energy	Core CP 5.	Competencies: 1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC
References: Social S	Studies Curriculun	n Pg.	39				
Keywords: Conserve,	energy, unplug, bu	ılk, tui	rnoff				
Phase/Duration	Learners Activiti					Reso	urces
PHASE 1: STARTER	Leaners sing and in the communit		e rhymes on how e	energy	can be conserved		
	If You Save Ene	rgy an	d You Know It, Cl	ap You	ır Hands		
	Verse 1: If You Use Less and you know it, clap your hands. If You Use Less and you know it, clap your hands. If You Use Less and you know it, then your face will really show it. If You Use Less and you know it, clap your hands. Verse 2: If You Unplug and you know it, stomp your feet. Verse 3: If You Reuse and you know it, wave your hands. Final verse: If You Save Energy and you know it, do all three. Did you enjoy the song? Do you use less or more energy? What does it mean to use more energy? What does it mean to use more energy?						
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson Brainstorm learners to come up with the meaning of Energy Conservation. It is the practice of reducing the quantity of energy used or consumption of energy services. • Do you put off the light when sleeping? • Why do you have to close the fridge after use? • What will you tell your friend if he leaves the tap on after use?						

	Guide learners, through think-pair-share, to talk about strategies	
	for energy conservation,	
	e.g.	
	Using solar or wind energy instead of petroleum,	
	Making efforts to reduce the consumption of energy (e.g.	
	turning off lights when leaving the room	
	Recycling plastics or paper, using more natural light from the	
	sun).	
	San).	
	Guide learners to describe conserving energy in their homes or	
	in the community, using small group drama.	
	in the community, using small group drama.	
	Learners talk about ways of conserving energy;	
	i. Turning off the light,	
	ii. Turn off television if not in use.	
	iii. Unplug iron after use	
	iv. Turn off fan after use.	
	Through whole class discussion guide learners to discuss the	
	importance of energy conservation.	
	importance of energy conservation.	
	i. It plays important role of lessening climate change.	
	ii. Low electricity bills, reduced maintenance, operation and service	
	costs for electronic equipment.	
	iii. We save the country a lot of money when save energy.	
	iv. It reduces environmental pollution.	
	w. It reduces environmental pollution.	
	<u>Assessment</u>	
	1. What is energy conservation?	
	2. State four importance of energy conservation.	
	3. State three ways we can conserve energy in our homes.	
PHASE 3:	Ask learners series of questions to review their understanding of	
REFLECTION	the lesson	
INC. LECTION	Circ (CSSOII	
	Ask learners to summarize what they have learnt	
	Ask tearners to summarize what they have tearne	
	Suggested Homework	
	1. What is energy conservation?	
	2. State four importance of energy conservation.	
	3. State three ways we can conserve energy in our homes.	
	4. State three ways we can conserve energy in our homes	
	To state tillice ways we can conscive elicity ill our nomes	

Week Ending:		DAY	:		Subject: Social Stud	dies	
Duration:					Strand: Environme	nt	
Class: B8		Clas	s Size:		Sub Strand: Conser	ving E	inergy
conserving energy in Ghana energy				ine the	e means of conserving	g	Lesson: 1 OF 2
Performance Indic		vina (norav	Core	Competencies: 1: CC 8.1: CC 8.1: CC	0 1. (D 5 2+ CC
Learners can discuss means of conserving energy CP 5.1: CC 8.1: CC 8.1: CC 9.1: CC 9.1						7. I. CI	7.2. CC
Keywords: Conserve							
-							
Phase/Duration	Learners Activiti		C (1			Reso	ources
PHASE 1: STARTER	learners to refle and the homew Set expectations	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy. Set expectations for this lesson including what will be learnt and how learning will occur and assessed					
PHASE 2: NEW LEARNING	Conservation. It is the practice of consumption of a polyou put of a why do you hear will you. Guide learners, the for energy consections are used to be a with the community of the properties of the propertie	Brainstorm learners to come up with the meaning of Energy Conservation. It is the practice of reducing the quantity of energy used or consumption of energy services. • Do you put off the light when sleeping? • Why do you have to close the fridge after use? • What will you tell your friend if he leaves the tap on after use? Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g. • Using solar or wind energy instead of petroleum, • Making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room • Recycling plastics or paper, using more natural light from the					

	iii. We save the country a lot of money when save energy.	
	iv. It reduces environmental pollution.	
	Assessment	
	1. What is energy conservation?	
	2. State four importance of energy conservation.	
	3. State three ways we can conserve energy in our homes.	
PHASE 3:	Ask learners series of questions to review their understanding of	
REFLECTION	the lesson	
	Ask learners to summarize what they have learnt	
	Suggested Homework	
	1. What is energy conservation?	
	2. State four importance of energy conservation.	
	3. State three ways we can conserve energy in our homes.	
	4. State three ways we can conserve energy in our homes	

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reced by remaining the second by the second	

			WEEK 3				
Week Ending:		DAY	:		Subject: Social Stud	dies	
Duration:					Strand: Environme	nt	
Class: B8		Class	s Size:		Sub Strand: Conse	rving E	nergy
Content Standard: B8.1.1.2. Analyze the conserving energy i	sources and ways of	f	Indicator: B8.1.1.2.1. Exami energy	ne the	means of conserving	g	Lesson: 1 OF 2
Performance Indic Learners can discus	licator:Core Competencies:cuss means of conserving energyCP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC						P 5.2: CC
References: Social S	Studies Curriculum	Pg.	39				
Keywords: Conserve,	, energy, unplug, bu	lk, tur	rnoff				
Phase/Duration	Learners Activitie					Reso	urces
PHASE 1: STARTER	learners to reflect and the homewo	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.					
			nis lesson including cur and assessed	what	will be learnt and		
PHASE 2: NEW				•		Pictu	res and
LEARNING	Draw a girl turning off light on the board. Engage learners to talk about the drawing through questions and answers. • What do you see on the board? • What do you think the girl is doing? • At what instances do we need to off our light? • What advise will you give to person who uses more energy? Draw someone closing a fridge on the board. Engage learners to talk about the drawing through questions and answers. • What do you see on the board? • What do you see on the board? • What advise will you give to person who uses more energy? Learners in groups, write down three ways of conserving energy. Engage learners role-play how energy can be conserved in the community. • Did you enjoy the role you played? • What different role would you like to play? Assessment i. What is energy conservation? ii. State four importance of energy conservation				ts		

PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson
	Ask learners to summarize what they have learnt
	Suggested Homework 1. What is energy conservation? 2. State four importance of energy conservation. 3. State three ways we can conserve energy in our homes. 4. State three ways we can conserve energy in our homes

Week Ending:		DAY	·		Subject: Social Stud	dies	
Duration:					Strand: Environme	nt	
Class: B8		Clas	s Size:		Sub Strand: Conser	ving E	nergy
Content Standard: B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana			Indicator: B8.1.1.2.1. Exami energy	ne the	e means of conserving	g	Lesson: 2 OF 2
Performance Indic Learners can discus	s means of conser			Core CP 5.	Competencies: 1: CC 8.1: CC 8.1: CC	9.1: C	P 5.2: CC
References: Social S							
Keywords: Conserve,	energy, unplug, bu	ilk, tu	rnoff				
Phase/Duration	Learners Activiti	es				Reso	urces
PHASE 1: STARTER	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy. Set expectations for this lesson including what will be learnt and how learning will occur and assessed						
PHASE 3: REFLECTION	Draw a girl turning off light on the board. Engage learners to talk about the drawing through questions and answers. • What do you see on the board? • What do you think the girl is doing? • At what instances do we need to off our light? • What advise will you give to person who uses more energy? Draw someone closing a fridge on the board. Engage learners to talk about the drawing through questions and answers. • What do you see on the board? • What do you stee on the board? • What do you think the boy is doing? • What advise will you give to person who uses more energy? Learners in groups, write down three ways of conserving energy. Engage learners role-play how energy can be conserved in the community. • Did you enjoy the role you played? • What different role would you like to play? Assessment v. What is energy conservation? vi. State four importance of energy conservation vii. State three ways we can conserve energy in our homes viii. Write a song on energy conservation Ask learners series of questions to review their understanding of the lesson					res and ts	

- Suggested Homework

 1. What is energy conservation?

 2. State four importance of energy conservation.

 3. State three ways we can conserve energy in our homes.

 4. State three ways we can conserve energy in our homes

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			WLLN 4		_		
Week Ending:	DAY: Subject: Social Studies						
Duration:					Strand: Family Life		
Class: B8	Class Size: Sub Strand: The Fa				Sub Strand: The Fa	ımily System	
B8.2.2.1. Show und family and family li	erstanding of the		Indicator: B8.2.2.1.1. Examine of the nuclear and t		omposition and funct ended families	ions	Lesson: 1 OF 2
Performance Indic				Core	Competencies:		
Learners can descri		_		CP 5.	1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC
References: Social S		ו ר	g. 50-51				
Keywords: family, N	uclear, Extended,						
Phase/Duration	l compone Activiti					Dasa	
PHASE 1:	Learners Activiti		h a recap of the prev	rious le	osson Allow	Reso	urces
STARTER			on what they learnt f				
STARTER			relating to ways of o		•		
	and the nome w	0110	retacing to ways or t	.0115011	ing chergy.		
	Set expectations	foi	this lesson including	what	will be learnt and		
			occur and assessed				
PHASE 2: NEW			plain the concept of			Pictu	res and
LEARNING			it whose members ar	e boun	nd by blood ties,	Char	ts
	marriage or cov	ver	ant.				
					CI		
			e types of family syst	ems in	Ghana.		
	E. g., Nuclear an	a E	xtended.				
	the nuclear fami children (if any). parents and the	ly s Th chi	escribe the two-family system consists of the e nuclear family can ldren. Extended fami aternal and maternal	fathe also co ly syst	er, mother and onsist of one of the em consists of all		
	With the help of	pa	rents, learners creatodicating both the nuc	e/drav	v a poster to show		
	Have learners to systems. Nuclear family s i. Easy to take care ii. Effective supervisi	yst of t	he family members.	demer	its of both family		
	·	f the	support in the absence of breadwinner dies (or pa				
	-	-	ns of economic assistance	e and m	oral guidance		

	ii. Ensures security and protection of family members, etc.	
	Demerits i. Encourages laziness ii. Less privacy, etc.	
	Divide class into two and ask them to debate on the motion "The extended family system is more important than the nuclear family system."	
	Assessment 1. Explain the nuclear family system 2. Mention any three advantages and thee disadvantages of the extended family system. 3. Which type of family system operates in Ghana?	
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson	
	Ask learners to summarize what they have learnt	

Week Ending:		D/	AY:		Subject: Social Studies			
Duration:					Strand: Family Life			
Class: B8		Cla	ass Size:		Sub Strand: The Fa	ystem		
Content Standard: B8.2.2.1. Show und family and family li	erstanding of the fe issues		Indicator: B8.2.2.1.1. Examine of the nuclear and t		omposition and funct ended families	ions	Lesson: 2 OF 2	
Performance Indic Learners can descri nuclear and the e	ibe the composition		nd functions of the	Core CP 5.	Competencies: 1: CC 8.1: CC 8.1: CC	9.1: C	P 5.2: CC	
References: Social	Studies Curriculun	n Pg	g. 50-51					
Keywords: family, N	uclear, Extended,							
DI (D	1							
Phase/Duration	Learners Activiti		C (1)	* 1.	A11	Resc	urces	
PHASE 1: STARTER	learners to refle and the homew	ct o ork	n a recap of the prevon what they learnt frelating to ways of our this lesson including	rom th	e previous lesson ving energy.			
			occur and assessed					
PHASE 2: NEW LEARNING	Let learners und headed by the Learners to men languages. Example: Abusua In a discussion, learners to mentanguages. Example: 1. He is in charge 2. He performs to the performs to the settles all forms. He settles all forms to the support 2. They help in some 3. They facilitate	erst fam tion pany earr fam fam family earr family scus the sociae pro	how they call a fam yin, weku nukpa, fiag ners identify the roles family properties. Inctions of a religious he amily during important of a disputes and conflicts. The state of the particular	led family head a, etc. s of familiar ad of the coasions	nily system is Ind in their local Indirection in their l	Char	res and ts	
DUACE 2.	1. State the ob		tions of each membe					
PHASE 3:	the lesson	IG2 (of questions to revie	w tileli	i understanding of			

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Ask learners to summarize what they have learnt

PHASE 3: **REFLECTION**

the lesson

		WEEK 3				
Week Ending:		DAY:		Subject: Social Stud	dies	
Duration:				Strand: Family Life		
Class: B8		Class Size:		Sub Strand: The Fa	mily Sy	/stem
family and family lif	Content Standard: B8.2.2.1. Show understanding of the family and family life issues Indicator: B8.2.2.1.1. Examine the composition and function of the nuclear and the extended families					Lesson: 1 OF 2
Performance Indica		aveteras in Chana	Core	Competencies:	0.1.0	D. F. D. C.C.
Learners can describe References: Social S		•	CP 5.	.1: CC 8.1: CC 8.1: CC	9.1: Ci	3.2: CC
Keywords: family, Nu		1 Fg. 30-31				
Reywords: family, Nu	ictear, Extended,					
Phase/Duration	Learners Activitie	es			Reso	urces
PHASE 1: STARTER	Start the lesson value learners to reflect and the homewood Set expectations	with a recap of the control with a recap of the control contro	nt from th of conserv ding what	he previous lesson ving energy.		
PHASE 2: NEW LEARNING PHASE 3:	This activity show Learners research family system and In groups, discussed They create and They teach used They give us and They prepared They satisfy of Family helps used Family teached Guide learners to gender equality Assessment State five importations of Ask learners series.	uld be done in group th on the internet to do that of any country is the importance of positive family identity, the social skills we near sense of security a sense of belonging arrus for societal demander emotional needs as in uniting. Its us in every bad situes us morals and values of discuss the role of	compare y in the V the family ed d acceptar ds and nor ation. s the family	the Ghanaian Western world. The as an institution The as an instit	Pictu	res and ts
REFLECTION	the lesson					
	Ask learners to s	ummarize what they	have lea	rnt		

Week Ending:		D	AY:		Subject: Social Stud	lies	
Duration:					Strand: Family Life		
Class: B8	Class Size: Sub Strand: The Family System						
Content Standard: B8.2.2.1. Show under family and family li	erstanding of the		Indicator: B8.2.2.1.1. Examine of the nuclear and the		omposition and funct		Lesson:
Performance Indic Learners can descri		sys	stems in Ghana	Core CP 5.	Competencies: 1: CC 8.1: CC 8.1: CC	9.1: CI	5.2: CC
References: Social S	Studies Curriculum	n P	g. 50-51				
Keywords: family, No	uclear, Extended,						
Phase/Duration PHASE 1:	Learners Activiti Start the lesson		h a recap of the previ	ious le	esson. Allow	Reso	urces
STARTER	learners to refle and the homewo Set expectations	ct o ork ofoi	on what they learnt fr relating to ways of co r this lesson including occur and assessed.	om th nservi	e previous lesson ing energy.		
PHASE 2: NEW LEARNING PHASE 3:	Revise with learn nuclear family sy This activity should be arrest research family system are lingroups, discus. They create and they create and they give us	ners rister uld th o th o pos i the us o us ii ts o d anc f th	s on the advantages arms. be done in groups. on the internet to come hat of any country in the importance of the fitive family identity as social skills we need are of security are of belonging and acceptor societal demands are emotional needs and uniting. us in every bad situation is morals and values in security is morals and the fit is secured.	npare the W amily ceptan d norr	the Ghanaian /estern world. as an institution ce in society in supporting	Pictu	res and ts
REFLECTION	the lesson		·		-		
	Ask learners to s	um	marize what they hav	e lear	nt		

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			WLLKO				
Week Ending:	DAY: Subject: Social Studies						
Duration:					Strand: Family Life		
Class: B8		Cl	ass Size:		Sub Strand: Inherit	ance Ir	n Ghana
Content Standard: B8.2.2.1. Show und family and family li	erstanding of the fe issues		Indicator: B8.2.2.1.2. Discuss t Ghana.	he issu	ues of inheritance in		Lesson: 1 OF 2
Performance Indic		• •			Competencies:	0.4.6	25.2.66
Learners can discus				CP 5.	1: CC 8.1: CC 8.1: CC	9.1: CI	5.2: CC
References: Social S		ו רנַ	3. 52				
Keywords: family, N	uclear, Extended,						
Phase/Duration	Learners Activitie	<u> </u>				Reso	urces
PHASE 1:			h a recap of the prev	ious le	esson, Allow	11630	ui CC3
STARTER	learners to reflec	ct c	on what they learnt for this lesson including	om th	e previous lesson.		
	_		occur and assessed.				
PHASE 2: NEW LEARNING	Engage learners in Have you with members over list the act of important? Brainstorm learner Inheritance is the of the owner. In pairs, discuss the of the owner. In pairs, discuss the of the owner. Guide learners to in Ghana, includity succession. MATRILINEAL Simplified system individual inherit the mother's brother) of this means that with mother's brother or this means that with mother of this means that with mother of this child is traced from the patrilineal system.	ers trading SYS of three som in the source some in the source some in the source some in the source some interest the source source source source some interest the source sourc	groups to discuss the seed a conflict or disa he property of a decing ones property to for the meaning of insfer of a property to concept of inheritan entify and discuss the matrilineal, patriline TEM OF INHERITAN inheritance is the formough the female line or roperty or wealth of his mother passes her property or wealth of his mother's lineage of the father's lineage of the seed of the seed of the seed of the father's lineage of the father's lineage of the father's lineage of the seed of the	questingreemeased a succenheritan succenheri	nent among family relative? cessor so ance. assor upon the death I share thoughts ems of inheritance Intestate eritance where the ar's line. rnal uncle (or to her daughters. is sister inherits him. blood relation of a	Pictu	res and ts

	Property, titles, and the group membership may be transferred in the male line, from a father to a son. This means that when a father dies, his male sons inherit his property. Ethnic groups in Ghana that practice this form of inheritance are the Ga-Dangmes, Ewes and the Dagombas	
	INTESTATE SUCCESSION LAW (PNDC LAW 111) In view of the disadvantages associated with the two traditional system of inheritance (i.e. Patrilineal and Matrilineal) in Ghana, the Provisional National Defence Council (PNDC) passed the Intestate Succession Law or PNDC Law 111 in 1985, to address these difficulties. An individual dies intestate when he or she died without a prepared will.	
	Have learners discuss how properties of a deceased are distributed under PNDC LAW 111.	
	Assessment Explain the concept of inheritance. Discuss the systems of inheritance in Ghana.	
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson	
	Ask learners to summarize what they have learnt	

Week Ending:		DAY:	Subject: Social St	udies	
Duration:		l	Strand: Family Lif	e	
Class: B8		Class Size:	Sub Strand: Inher	itance In Ghana	i
Content Standard: B8.2.2.1. Show und family and family li	erstanding of the fe issues	the issues of inheritance i	n Lessor 2 OF 2		
Performance Indic Learners can discus		aritanas in Chana	Core Competencies: CP 5.1: CC 8.1: CC 8.1: C		_
References: Social S			CP 5.1. CC 6.1. CC 6.1. C	.C 9.1. CP 3.2. CC	-
Keywords: family, N		5			
Phase/Duration	Learners Activiti	ios		Resources	
PHASE 1:		with a recap of the pre	vious lesson. Allow	Resources	
STARTER			from the previous lesson.		
	•	s for this lesson including vill occur and assessed	g what will be learnt and I.		
PHASE 2: NEW LEARNING	Invite a resource the systems of ir	e person in the commun nheritance.	ity to talk about any of	Pictures and Charts	
	inheritance sys Positive effects Inheritance gi deceased for Inheritance a contributions It serves as a Investment m and invest the profit Negative effects Less knowled destruction Extravagant f they receive If you die with according to a Misappropriat since successor Suggest ways of engage learners Engage learners	ive us the privilege to inher continuous usage allows recipient to make in great investment for the privilege to inher the form the form they will accrue to properties family member they end to the from their successors thout a valid will, your possible norms of intestacy and the norms of i	inportant investments and efits remaining family in future. money or sell the property from it into a business for create conflict and up squandering the money sessions will be distributed anot your desires. If properties are paramount sceed on silver platter. The succession law versus the succession law versus the succession law versus the series.		

	 Identify four positive and negative effects of each of the inheritance systems in Ghana What are some of the things you do not like about the indigenous inheritance systems? How would you improve the indigenous inheritance system of your people? 	
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt	

Week Ending:	DAY: Subject: Social Studies						
Duration:					Strand: Sense Of P	urpose	9
Class: B8		Class	Size:		Sub Strand: The Inc Community	dividua	al & The
B8.3.2.1. Demonstr role of the individu Performance Indic	ate knowledge of al in the communi		Indicator: B8.3.2.1.1. Exam the community	Core	e role of the individua		Lesson: 1 OF 2
Learners can discus				CP 5.	1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC
References: Social S		n Pg. 5	56				
Keywords: family, N	uclear, Extended,						
Phase/Duration	Learners Activiti	ios				Reso	urces
PHASE 1: STARTER	Start the lesson learners to refle Set expectations	with a ct on v	·	rom th	esson. Allow e previous lesson. will be learnt and	Reso	urces
PHASE 2: NEW LEARNING	A community is a location, norms, r and interact with components of components of components of communities and Brainstorm learn community refers common interest, common character Development me of something, or Community deversating effective Through a class community deversating effective Improve Unity	social eligion one and our civil to wat and disconners to peo jointly eristics eans reamaking elopment	ilization. Ich a documentary uss observations. explain communiple who live in the own or participate, or have mutual realizing the potenting something more ent is the act of grap of people who hasion, guide learned ment. ity of life communication	ty deversame la in some clations tial, gree e effectowing, ave mu	ristics such as ity. We all rely on making them crucial different different A ocation, share ething, share it. owth, or expansion tive.	Pictu	res and ts

	Economic growth	
	Assessment What is a community? State and explain the values of community development.	
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson	
	Ask learners to summarize what they have learnt	

Week Ending:	DAY: Subject: Social Studies				lies		
Duration:		•			Strand: Sense Of Purpose		
Class: B8	Class Size: Sub Strand: The Ind Community			dividual & The			
Reference Standard: B8.3.2.1. Demonstree of the individual Performance Indicates Learners can discuss	ate knowledge of al in the communi	ty	the community	/. Core	Competencies: 1: CC 8.1: CC 8.1: CC		2 OF 2
References: Social S				Ci J.	1. cc 0.1. cc 0.1. cc	7.1. (J.2. CC
Keywords: commu							
neywords. comma	mey, developmen	<u>.,</u>					
Phase/Duration	Learners Activit					Reso	urces
PHASE 1: STARTER	learners to refle	ct on v	•	rom th g what	esson. Allow e previous lesson. will be learnt and		
PHASE 2: NEW LEARNING	 Organization extent a com Creation of r for the group and keep it f statement" is for which the community to to solve pro Communication process be eswith the publicand trustwo Planning: The strategic plan Implementate the plan man 	n: create munity mission is form ex a briegie organistablish ic. This rthy. e organistablish ic. This rthy. e organistablish ic. Imagement of the supplement of the supplemen	statement: It outlation. This statement or continuous for a one-sentence inization operates wes accessing to look int pressing problems is important if the operation operate shows the outlined further than a problementing the plant team needs to must be visible to the outlined for the outlined	roup to ssional lines th nt ough deviatin descrip k at ev ms, or effecti es of co e proces ould de uture vi	o determine to what will be used. The goals and reasons at to keep it on tracking from it. A "mission option of the purpose of the using SWOT analysis over communication open as is to be inclusive evelop a thorough dision. The crucial time when the process closely.	Char	res and ts

	Evaluation: The evaluations should take into account what is wo king well, what issues need to be fixed, and what measures should be taken next to advance the process toward the realization of the community's future vision.	
	Celebrate: The greatest way to enjoy success is to share it with others. Smaller celebrations at strategic periods throughout the year are just of vital as annual report and public gathering since it helps others to acknowledge the progress made.	
	Sustain: Community development is a process and not an end. A result, in order to ensure its communal usefulness.	
	Assessment	
	State and explain the process of community development.	
PHASE 3:	Ask learners series of questions to review their understanding of	
REFLECTION	the lesson	
	Ask learners to summarize what they have learnt	

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verted by	• • ••••••••••••••••••••••••••••••••••	oign:	•••••

Week Ending:		DAY	•		Subject: Social Studies		
Duration:					Strand: Sense Of Purpose		
Class: B8		Class	s Size:		Sub Strand: Comm Making Process	nunity Decision-	
B8.3.2.1. Demonstr role of the individual	ate knowledge of al in the communi		Indicator: B8.3.2.1.1. descrimaking process		e community decisio	n-	Lesson: 1 OF 2
Performance Indic Learners can descri process		/ decis	ion-making		Competencies: 1: CC 8.1: CC 8.1: CC	. 9.1: CI	P 5.2: CC
References: Social S	Studies Curriculun	n Pg. !	57				
Keywords: family, N	uclear, Extended,						
DI (D		,					
Phase/Duration	Learners Activity		f th	ا مناه	All	Reso	urces
PHASE 1: STARTER			recap of the prev what they learnt f		esson. Attow ne previous lesson.		
PHASE 2: NEW	Set expectations for this lesson including what will be learnt and how learning will occur and assessed.						res and
LEARNING	Guide learners to explain the factors to be considered in community decision-making process, including investigating, developing and evaluating alternatives. Investigate the problem Pictures and Charts						
		De	↓ eveloping alterna ⊥	atives			
	Evaluatin	g alte	rnatives and sele	ct the	best option		
	Implementing and monitoring the decision						
	Invite a resource person to talk about the importance of community development						
	Learners identify a specific need or problem of the community and show how learners can help solve it.						
PHASE 3: REFLECTION	Ask learners ser the lesson	ies of	questions to revie	w thei	r understanding of		
	Ask learners to s	summa	rize what they ha	ve leai	rnt		

=							
Week Ending: DAY:			Subject: Social Studies				
Duration:					Strand: Sense Of Purp	ose	
Class: B8		Class	Size:		Sub Strand: Volunteer	ism	
B8.3.2.1. Demonstr role of the individu	ate knowledge of al in the communi				the relevance of mmunity development.		Lesson: 2 OF 2
Performance Indic Learners can discus community develo	s the relevance of opment				ore Competencies: P 5.1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC
References: Social S			58				
Keywords: commun	ity, development,						
Phase/Duration	Learners Activiti					Reso	urces
PHASE 1:			recap of the prev				
STARTER	learners to refle	ct on \	wnat tney learnt t	ron	n the previous lesson.		
	Set expectations	for th	is lesson including	, wł	nat will be learnt and		
			cur and assessed				
PHASE 2: NEW	Brainstorm learn	ers to	explain the conce	ept	of volunteerism		res and
LEARNING	Loarnors in their	arour	os ovamino tho w	21/0	by which one can	Char	TS
		•	•	•	cluding performing		
					an elderly person and		
	helping clean t				, 1		
	Have learners identify some volunteering roles in the community						
	and their contribution to community development, including						
	reporting crime in the community to the police and avoiding taking the law into one's own hands.						
PHASE 3:	Ask learners series of questions to review their understanding of						
REFLECTION	the lesson						
	Ask learners to s	umma	rize what they ha	ve	learnt		

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vetted by.	•••••••••••••••••••••••••••••••••••	JISII.	•••••

Week Ending:	: Subject: Social Studies				5		
Duration: Strand				Strand: Sense Of Purp	Strand: Sense Of Purpose		
Class: B8		Class Size:		Sub Strand: Human R	ights		
Content Standard: B8.4.1.1. Investigate responsibilities of a		B8.4.1.1.1. Examine the importance of human r in the Ghanaian society volunteerism to commu			Lesson: 1 OF 2		
Performance Indic Learners can exami the Ghanaian soc	ine the importance	e of human rights in		ore Competencies: P 5.1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC	
References: Social	Studies Curriculum	n Pg. 58					
Keywords: commun	ity, development,						
Phase/Duration	Learners Activiti	es			Reso	urces	
PHASE 1: STARTER	learners to reflect	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson. Set expectations for this lesson including what will be learnt and how learning will occur and assessed.					
PHASE 2: NEW LEARNING	Explain the concept "human rights". Examine the United Nations declaration on human rights Identify some examples of human rights enshrined in the 1992 constitution. Assess the importance of the protection of human rights					res and ts	
PHASE 3: REFLECTION	Ask learners seri the lesson	es of questions to revie ummarize what they ha	w t	heir understanding of			

Week Ending:	ek Ending: DAY: Subject: Social Studies					
Duration:	Duration: Strand: Sense Of Purp			Strand: Sense Of Purp	ose	
Class: B8		Class Size:		Sub Strand: Human Ri	ghts	
Content Standard: B8.4.1.1. Investigate responsibilities of a		B8.4.1.1.1. Examine the importance of human ri in the Ghanaian society volunteerism to commu			Lesson: 2 OF 2	
Performance Indic Learners can exami the Ghanaian soci	ne the importance	of human rights in	C C	ore Competencies: 2 5.1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC
References: Social S	Studies Curriculum	Pg. 58				
Keywords: commun	ity, development,					
_						
Phase/Duration	Learners Activitie	es			Resources	
PHASE 1:		with a recap of the prev				
STARTER	learners to reflec	ct on what they learnt f	rom	n the previous lesson.		
		for this lesson including ill occur and assessed		nat will be learnt and		
PHASE 2: NEW	Explain the conce	ept "human rights".			Pictu	res and
LEARNING	Examine the United Nations declaration on human rights Identify some examples of human rights enshrined in the 1992 constitution.					rts
	Assess the importance of the protection of human rights					
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson					
	Ask learners to su	ummarize what they ha	ve l	learnt		

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Week Ending:		DAY:			Subject: Social Studies		
Duration:		l .			Strand: Strands for the term		
Class: B8		Class Siz	ze:		Sub Strand: Sub strand	ds for t	he term
Content Standard Demonstrate knowl in the topics treat	edge and understed so far.	anding	Indicator: Recall and sur learnt within		arize all what they have ne term	9	Lesson: 1 OF 1
Performance Ind Learners can recall within the term	and summarize al		ey have learnt		ore Competencies: P 5.1: CC 8.1: CC 8.1: CC	9.1: CI	9 5.2: CC
References: Social S							
Keywords: commun	ity, development)					
Phase/Duration	Learners Activit	ies				Reso	urces
PHASE 1: STARTER	Start the lesson learners to refle Set expectations	with a recent on what some things of the with a second contract of the with	at they learnt for esson including	rom ; wh	the previous lesson.		
PHASE 2: NEW LEARNING						Pictu	res and ts

	Through whole class discussion guide learners to discuss the importance of energy conservation.	
	i. It plays important role of lessening climate change. ii. Low electricity bills, reduced maintenance, operation and service costs for electronic equipment. iii. We save the country a lot of money when save energy. iv. It reduces environmental pollution.	
	Assessment 1. What is energy conservation?	
	2. State four importance of energy conservation.3. State three ways we can conserve energy in our homes.	
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson	
	Ask learners to summarize what they have learnt	

Week Ending:		DAY:		Subject: Social Studies			
Duration:			Strand: Strands treated for the term				
Class: B8 Class Size		Class Size:		Sub Strand: Sub strands for the to		term	
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.			Indicator: Preparation towards vacation			Lesson: 1 OF 1	
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books. Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC					5 9.1: C	P 5.2: CC	
References: Social Studies Curriculum							
Phase/Duration	Learners Activities					Resources	
PHASE 1: STARTER	Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.				Exercise books, pen, pencils, erasers, Answer sheets.		
PHASE 2: NEW LEARNING	Engage learners to arrange themselves properly to sit for the assessment test. SBA, Asses Ques					essment stions and cise books.	