FAYOL INC. 0547824419

FIRST TERM COMPUTING LESSON NOTES - JHS 1

SCHEME OF LEARNING - TERM 1

| WEEKS | STRAND | SUB STRAND | CONTENT STAND. | INDICATORS | RESOURCES |
|-------|----------------|--------------------------------------|-------------------|-------------|--|
| 1 | Environment | Environmental Issues | B7.1.1.1 | B7.1.1.1. | Posters on poor sanitation |
| 2 | Environment | Environmental Issues | B7.1.1.1 | B7.1.1.1. | practices in the community |
| 3 | Environment | Environmental Issues | B7.1.1.1 | B7.1.1.1. | Posters on ways of managing sanitation problems in the community |
| 4 | Environment | Environmental Issues | B7 1.1.2 | B7 1.1.2.1. | Posters of |
| 5 | Environment | Environmental Issues | B7 1.1.2 | B7 1.1.2.1. | pictures showing sources of |
| 6 | Environment | Environmental Issues | B7 1.1.2 | B7 1.1.2.1. | energy |
| 7 | Environment | Mapping Skills | B7.1.2.1 | B7.1.2.1.1. | Atlas, Map of Africa |
| 8 | Family Life | Adolescent Reproductive Health | B7.2.1.1 | B7.2.1.1.1. | |
| 9 | Family Life | Adolescent Reproductive Health | B7.2.1.1 | B7.2.1.1.1. | Pictures on adolescents |
| 10 | Family Life | Adolescent Reproductive Health | B7.2.1.1 | B7.2.1.1.1. | |
| 11 | REVISION | ı | 1 | 1 | 1 |
| 12 | END OF TERM AS | SSESSMENT & VACAT | ΓΙΟΝ | | |

| Date: | | Period: | | Subject: Social Stud | ies |
|---|---|---|--|--|---|
| Duration: | | | | Strand: Environment | t |
| Class: B7 | | Class Size: | | Sub Strand: Environr | mental Issues |
| Content Standard: | | | Indicator: | | Lesson: |
| B7.1.1.1. Demonstrate s environmental challenge | | ng with | dealing wit | Examine ways of h sanitation in the environment | 1 of 3 |
| Performance Indicator: Learners can identify s | some enviro | onmental pro | oblems | Core Competencies: CP 5.1, CC 8.1: CP 5. 7.1: | 2: CC 8.1: CP 5.2: CC |
| References: Social Studi | es Curriculu | m Pg.2 | | | |
| Keywords: Environment, | Sanitation | | | | |
| | | | | | |
| Phase/Duration | Learners | Activities | | | Resources |
| PHASE 1: STARTER | Revise with learners to find out what they already know about environmental pollution. Share performance indicators with learners. | | | | |
| PHASE 2: NEW LEARNING | Environi The environi Sanitati Have lea environi Engage social e the othe Physical etc. Soci | ment and S vironment of ding us. fon is keepi arners to id ment. learners to nvironment er. sical – Air, v al – cultura | Sanitation consists of an places of a discuss the sand show that and show the sand sho | clean and healthy. types of ne physical and w how each affects l, living organisms s, political, etc. vironmental | Posters on poor sanitation practices in the community |
| | | <u>ment</u> e the follov onment b | | n | |

| | 2. state the types of environment and give two examples in each case | |
|------------------------|--|--|
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

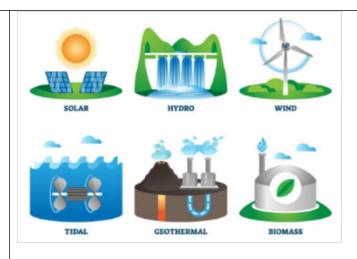
| Date: 28 th JAN, 2022 | Period: | | Subject: Social Studies | |
|--|--|---|-------------------------|-----------------------|
| Duration: | , | Strand: Environment | | |
| Class: B7 | Class: B7 Class Size: | | Sub Strand: Environn | nental Issues |
| Content Standard: B7.1.1.1. Demonstrate skil environmental challenges | dealing wit | Examine ways of h sanitation in the environment Lesson: 2 of 3 | | |
| Performance Indicator: Learners can identify some environmental problems Core Comp CP 5.1, CC 7.1: | | | | 2: CC 8.1: CP 5.2: CC |
| References: Social Studies | Curriculum Pg.2 | | | |
| Keywords: Environment, S | anitation, cultural p | ractices | | |
| Phase/Duration | Learners Activities | | | Resources |
| PHASE 1: STARTER | Revise with learn know about envir Share performan | Posters on poor sanitation practices in the community | | |
| PHASE 2: NEW LEARNING | Teacher takes put the environmental Engage learners their related prob | | | |

| | community. | |
|------------|--|--|
| | Discuss the effects of poor sanitation practices. • Respiratory diseases • Skin diseases • Destruction of vegetation • Removal of top soil • Removal of vegetation • habitat for animals • Water borne diseases like cholera • Destruction of aquatic life etc | |
| | Learners to Identify different ways of managing sanitation problems. • reducing air pollution • reducing water pollution | |
| | protecting the land from degradation | |
| | Guide learners to embark on a project with the aim of managing sanitation problems in the community. | |
| | Encourage maximum individual participation in the project. Learners to present their findings in the next lesson. | |
| | Assessment 1. describe the types and causes of environmental degradation. 2. explain four effects of environmental degradation 3. explain three ways by which the environment can | |
| PHASE 3: | be protected Use peer discussion and effective questioning to find | |
| REFLECTION | out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Date: 4 TH FEB, 2022 | | Period: | | Subject: Social Stud | ies |
|--|---|---|---|---|----------------|
| Duration: | | | | Strand: Environment | t |
| Class: B7 | | Class Size: | | Sub Strand: Environr | mental Issues |
| Content Standard: | | | Indicator: | | 1 |
| B7.1.1.1. Demonstrate s environmental challenge | | ng with | dealing wit | Examine ways of h sanitation in the environment | Lesson: 3 of 3 |
| Performance Indicator: Learners can identify | onmental pro | oblems | Core Competencies: CP 5.1, CC 8.1: CP 5. 7.1: | 2: CC 8.1: CP 5.2: CC | |
| References: Social Stud | lies Curriculu | m Pg.2 | | | |
| Keywords: Environment | , Sanitation, o | cultural prac | tices | | |
| Phase/Duration | Learners | Activities | | | Resources |
| PHASE 1: STARTER | know ab | Revise with learners to find out what they already know about environmental pollution. Share performance indicators with learners. | | | |
| PHASE 2: NEW LEARNING | the envir | onmental po learners to e ated problem | oblems in t examine cult | erve some or any of he community. tural practices and ation in the | |
| | • F • S • L • F • F • K • L Learners sanitatio | Respiratory of Skin disease Destruction of Removal of the Restruction of the Restruction of the Removal of the | diseases s of vegetatio op soil vegetation nimals diseases lik of aquatic li different wa collution | se cholera fe etc lys of managing | |

| | Encourage maximum individual participation in the project. Learners to present their findings in the next lesson. | |
|------------------------|--|--|
| | Assessment 1. describe the types and causes of environmental degradation. | |
| | 2. explain four effects of environmental degradation3. explain three ways by which the environment can be protected | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| | | WEEK 4 | | |
|---|--|--|---|--|
| Date: 11 th FEB, 2022 Period: | | | Subject: Social Studi | es |
| Duration: | | | | |
| | Class Size: | | Sub Strand: Environn | nental Issues |
| | | Indicator: | | Lesson: |
| | · · | | | |
| | | | Core Competencies: | |
| various so | urces of ener | gy | CP 5.1, CC 8.1: CP 5.2 7.1: | 2: CC 8.1: CP 5.2: CC |
| s Curricului | m Pg.6 | | | |
| | | | | |
| | | | | |
| Learners Activities | | | | Resources |
| know ab | out sources | | | |
| Brainstorm learners to explain the meaning of energy. Energy is the ability to do work. Through the use of internet, videos or pictures, let learners describe the sources of energy in Ghana, including fuel wood, hydro, solar and thermal. Example: 1. Solar or Sun energy, Wind energy, Biogas or Biomass energy, Geothermal energy, Water energy, fire wood or charcoal, nuclear energy, fossil fuels and batteries. | | | | Posters and charts on sources of energy |
| | Learners Revise w know ab Share pe Brainsto energy is Through let learn Ghana, i thermal Example 1. Sola Bion ener | Class Size: Toces of energy and conserving energy in Various sources of energy in Various sources of energy in Learners Activities Revise with learners know about sources Share performance in Brainstorm learner energy. Energy is the ability in the conserving for the conserving energy, fire wood in the conserving for the conserving energy, fire wood in the conserving energy, fire wood in the conserving energy, fire wood in the conserving energy in the conservi | Class Size: Toces of energy and conserving energy in Various sources of energy S Curriculum Pg.6 Learners Activities Revise with learners to find out know about sources of energy. Share performance indicators well and the source of energy. Share performance indicators well and the source of energy. Energy is the ability to do work. Through the use of internet, we let learners describe the sour Ghana, including fuel wood, he thermal. Example: 1. Solar or Sun energy, Wind Biomass energy, Geothermenergy, fire wood or charce | Class Size: Indicator: B7 1.1.2.1. Examine the sources of energy Various sources of energy Core Competencies: CP 5.1, CC 8.1: CP 5.2 7.1: Ces of energy Core Competencies: CP 5.1, CC 8.1: CP 5.2 7.1: Core Competencies: CP 5.1, CC 8.1: CP 5.2 CP |



In groups, learners categorize sources of energy into renewable and non-renewable. Renewable sources of energy are those that are inexhaustible or unlimited in nature. Example: Solar or Sun energy, Wind energy, Biogas or Biomass energy, Geothermal energy, Water energy

non-renewable sources of energy are those sources that are exhaustible or limited in supply example:. fire wood or charcoal, nuclear energy, fossil fuels and batteries

<u>Assessment</u>

- 1. Define energy.
- 2. What is renewable source of energy?
- 3. List four sources of energy that can e replenished
- 4. What is non-renewable source of energy?

PHASE 3: **REFLECTION**

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Ask learners how the lesson will benefit them in their daily lives.

| Date : 11 th FEB, 2022 | | Period: | | Subject: Social Studies | | |
|--|---|--|--------------------------|--------------------------------|-----------------------|--|
| Duration: | Duration: | | Strand: Environment | | | |
| Class: B7 | | Class Size: | | Sub Strand: Environn | nental Issues | |
| Content Standard: | | J | Indicator: | | Lesson: | |
| B7.1.1.2 Examine the sour demonstrate the skills of of Ghana | | | B7 1.1.2.1 sources of | . Examine the f energy | | |
| Performance Indicator: | | | | Core Competencies: | | |
| Learners can describe the | various so | ources of ener | rgy | CP 5.1, CC 8.1: CP 5.2 7.1: | 2: CC 8.1: CP 5.2: CC | |
| References: Social Studies | s Curriculu | m Pg.6 | | | | |
| Keywords: | | | | | | |
| | | | | | | |
| Phase/Duration | Learners | Activities | | | Resources | |
| PHASE 1: STARTER | Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners. | | | | | |
| PHASE 2: NEW LEARNING | renewal Example Gene gas som Dive depe Crea man Have les -renewa Example Non- Huge coal, gas hom In group | erating energemissions free types of airsifying energendence on itting economufacturing, it is arners example energy energendence of airselling of or its can energy energelines. The energy energe or anywher energy energe energy energe energy energe energy energe energy energe energe energe energy energe en | | | | |

| | RENEWABLE ENERGY |
|------------------------|--|
| | Assessment 1. State three benefits of using non-renewable energy sources 2. State three benefits of using renewable energy sources |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. |
| | Take feedback from learners and summarize the lesson. |
| | Ask learners how the lesson will benefit them in their daily lives. |

| Date : 18 th FEB, 2022 | | Period: | | Subject: Social Studies | |
|--|---|---|-------------------------|--------------------------------|-----------------------|
| Duration: | | | Strand: Environment | | |
| Class: B7 | Class Size: | | Sub Strand: Environn | nental Issues | |
| Content Standard: | | | Indicator: | | Lesson: |
| B7.1.1.2 Examine the sou demonstrate the skills of Ghana | | | B7 1.1.2.1 sources o | . Examine the f energy | |
| Performance Indicator: | | | | Core Competencies: | |
| Learners can describe the | use of ene | ergy | | CP 5.1, CC 8.1: CP 5.2 7.1: | 2: CC 8.1: CP 5.2: CC |
| References: Social Studie | s Curriculu | m Pg.6 | | | |
| Keywords: imports, ener | gy | | | | |
| | | | | | |
| Phase/Duration | Learners | Activities | | | Resources |
| PHASE 1: STARTER | the previ | Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners. | | | |
| PHASE 2: NEW | | Begin by discussing with learners the role of the sun | | | Posters and charts |
| LEARNING | and its in Ask the t (a) what (b) What earth bein Learners importan Guide lear to the ear Learners In groups can be u | following questions: t is the sun? t are some of the ways through which the enefits from the sun? s perform outdoor activities to illustrate the nce of the sun. earners to know other major uses of the sun earth. s outline everyday uses of the sun os, let learners discuss how the sun or wind used to heat or perform work. | | | on sources of energy |
| | In groups | s, discuss w | hy Ghana s | ometimes imports | |

| | Assessment 5. Define energy. 6. What is renewable source of energy? 7. List four sources of energy that can replenished. 8. What is non-renewable source of energy? 9. Write three uses of the sun | |
|------------------------|--|--|
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | |

| Date: 18 th FEB, 2022 | Period: | | | Subject: Social Studi | es |
|---|--|----------------|----------------------|--------------------------------|-----------------------|
| Duration: | Duration: | | | Strand: Environment | |
| Class: B7 | | Class Size: | | Sub Strand: Environn | nental Issues |
| Content Standard: | | | Indicator: | | Lesson: |
| B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana | | | B7 1.1.2.1 sources o | . Examine the f energy | |
| Performance Indicator: | | | | Core Competencies: | |
| Learners can describe how home | w to use en | ergy efficient | ly in the | CP 5.1, CC 8.1: CP 5.2 7.1: | 2: CC 8.1: CP 5.2: CC |
| References: Social Studies | s Curriculu | m Pg.6 | | | |
| Keywords: gadgets, | | | | | |
| | | | | | |
| Phase/Duration | Learners Activities | | | Resources | |
| PHASE 1: STARTER | Revise with learners to review their understanding in the previous lesson. | | | | |
| | Share performance indicators with learners. | | | | |
| PHASE 2: NEW LEARNING | Learners mention names of things that use electricity in the home. | | | on sources of | |
| | Brainstorm with learners to come out with how they use the electrical gadgets. | | | energy | |
| | Learners talk about what will happen if electrical gadgets are not switched off when not in use. | | | | |

| | Elaborate on and link learners' ideas with the issue of power outages and crisis which come as a result of the efficient use of electricity in our homes and industries. Learners, in a think-pair-share activity, identify how they can use electricity efficiently in the home, | |
|---------------------|--|--|
| | community and school. e.g. ironing in bulk, putting off television sets and freezers when ironing, using energy-efficient bulbs and other electrical gadgets with higher energy efficient ratings: (more stars imply higher energy efficiency). | |
| | Assessment 3. State three benefits of using non-renewable energy sources 4. State three benefits of using renewable energy sources 5. State three ways of using energy efficiently | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Date: 25 th FEB, 2022 | Period: Subject: Social Studie | | | es | |
|---|--|---|---|---|---------------|
| Duration: | Strand: Environment | | | | |
| Class: B7 | | Class Size | : | Sub Strand: Mapping | Skills |
| | | | Indicator: | | Lesson: |
| | Content Standard: B7.1.2.1. Demonstrate a range of mapping skills | | | | Lesson. |
| Performance Indicator: | | | | Core Competencies: | |
| Learners can demonstrate | e a range of | f mapping s | kills | CP 5.1: CC 8.1: | |
| References: Social Studie | es Curricului | m Pg.7 | | | |
| Keywords: maps, scale, | political, T | opographic | 2 | | |
| | | | | | |
| Phase/Duration | Learners | Activities | | | Resources |
| PHASE 1: STARTER | Revise with learners to review their understanding in the previous lesson. | | | | |
| PHASE 2: NEW | Share performance indicators with learners. Brainstorm learners to explain the following | | | | Atlas, Map of |
| LEARNING | concepts: "maps" and "scale". Maps - A map is a representation of the earth's surface or part of it drawn to scale Scale - It is the relationship between a distance measured between two points on the map and the actual distance on the ground. Through demonstrations let pupils take measurements of objects on the ground and represent these distances on paper using a scale, | | | | Ghana |
| | Learners differen represei differen Guide le includin | t distance nt the dist t scales earners to g street m s and natio | s on the sch ances taker identify type aps, maps | easurements of nool compound and n on paper, using es of maps, showing landscape ising an atlas. | |

| | i. political map – it shows the state and national boundaries of a place ii. physical map – it shows the physical features of a place or country, like rivers, mountains, forests and lakes. iii. climatic maps – it shows the information about the climate of different areas. iv. road map – it shows different roads, highways or railways present in the area. Assessment Explain the following types of maps 1. Political map 2. Physical map 3. Topographic map |
|------------------------|---|
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. |

| Date: 25 TH FEB, 2022 | Period: Subject: Social Studie | | | | S |
|--|--|---|------------------------|-------------------------|---------|
| Duration: | Strand: Environment | | | | |
| Class: B7 | | Class | Size: | Sub Strand: Mapping | Skills |
| Content Standard: B7.1.2.1. Demonstrate mapping skills | monstrate a range of involved in ma | | B7.1.2.1.1. Den | ping and locating | Lesson: |
| Performance Indicator: | | | | Core Competencies: | |
| Learners can demonstrat | te a range o | f mapp | ing skills | CP 5.1: CC 8.1: DL 5.1: | DL 6.3: |
| References: Social Studio | es Curriculu | m Pg.7 | | | |
| Keywords: maps, scale, | political, T | opogr | aphic | | |
| | | | | | |
| Phase/Duration | Learners | Activi | Resources | | |
| PHASE 1: STARTER | Revise w the previ | ious le | | | |
| PHASE 2: NEW LEARNING | Guide le maps to manage a family city. Learner includin represe rivers, la human plantati names, Pupils g specific represe Pupils ii compou and con | o diffeers, fish which so to id go north ntationakes, refeaturing symbolic landration the north ground us overtil | Atlas, Map of Ghana | | |

| | 2. describe the three ways of indicating a scale on a map. | |
|------------------------|--|--|
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |

| Date: 4 TH MARCH, 2022 | Period: | | | Subject: Social Studi | es |
|--|--|---|--|--|----------------------------|
| Duration: | | | Strand: FAMILY LIFE | | |
| Class: B7 | | Class Size: | | Sub Strand: Adolesce Health | ent Reproductive |
| Content Standard: | | I | Indicator: | | Lesson: |
| B7.2.1.1. Demonstrate und adolescent behavior and reissues | | • | | Examine issues on behavior and re health | |
| Performance Indicator: | | | | Core Competencies: | |
| Learners can explain conc reproductive health | ept of ado | lescence and | | CP 5.1: CC 8.1: CC 9.1 | :. CC 8.1: CC 9.1 |
| References: Social Studies | s Curriculu | m Pg.12 | | | |
| Keywords: adolescence, re | eproductive | e health, chas | stity | | |
| | | | | | |
| Phase/Duration | Learners Activities | | | Resources | |
| PHASE 1: STARTER | Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. | | | | |
| PHASE 2: NEW LEARNING | adolesc Guide le i. Adoles through transition period la ii. Reprostate of wellbein reprodu process Guide le includin reprodu | which an in on from chil asts between oductive He complete p ag in all man ctive systen ses. | eproductively plain the dolescence andividual menders and to it the second and the s | concepts: is the process hakes the gradual adulthood. The ears. roductive health is a nental and social ng to the is functions and blescent behaviors, support | Pictures, video and charts |

| | for the individual and for the country as a whole. Assessment Explain the following Adolescence ii. Reproductive Health Ask learners to write four benefits of chastity | |
|---------------------|---|--|
| PHASE 3: REFLECTION | to the adolescent/society Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Date: 4 TH MARCH, 2022 | | Period: Subject: Social Studie | | | es | |
|---|--|---|--|--|----------------------------|--|
| Duration: | | | | Strand: FAMILY LIFE | | |
| Class: B7 | Class: B7 Class Size: | | | Sub Strand: Adolesce Health | ent Reproductive | |
| Content Standard: | | J. | Indicator: | | Lesson: | |
| B7.2.1.1. Demonstrate un adolescent behavior and issues | | - | | Examine issues on behavior and re health | | |
| Performance Indicator: | | | 1 | Core Competencies: | | |
| Learners can explain cor reproductive health | cept of ado | lescence and | | CP 5.1: CC 8.1: CC 9.1 | :. CC 8.1: CC 9.1 | |
| References: Social Studi | es Curriculu | m Pg.12 | | | | |
| Keywords: adolescence, | reproductive | e health, chas | stity | | | |
| | | | | | | |
| Phase/Duration | Learners | Activities | | | Resources | |
| PHASE 1: STARTER | Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. | | | | | |
| PHASE 2: NEW LEARNING | adolesce Let learn i. Adolesce through transition period le ii. Represtate of wellbeir reprodu process Guide le includin reprodu Learner behavio | which an interpretation from chilasts between complete pagin all markets. The complete ses. The complete pagin all markets to describe the complete ses. The complete pagin all markets to describe the complete pagin and the complete pagin groups of the complete pagin groups of the complete pagin pagin groups of the complete pagin pagin groups of the complete pagin | Reproductive lain the condolescence individual in lahood to a sen 10-19 yealth - Reproduction and to it liscuss additional in the condolescence in a sen 10-19 years relation and to it liscuss additional in the condolescence in the condolesc | re Health ncepts: is the process nakes the gradual adulthood. The ears. roductive health is a nental and social ng to the es functions and | Pictures, video and charts | |

| | Explain the following Adolescence ii. Reproductive Health Ask learners to write four benefits of chastity to the adolescent/society | |
|------------------------|---|--|
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Class: B7 Class Size: Sub Strand: Adolescent Reproductive Health | Date: 11 TH MARCH, 2022 | Period: | | | Subject: Social Studi | es |
|--|---|---|--|--|---|-------------------|
| Content Standard: B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues Performance Indicator: Learners can explain concept of adolescence and reproductive health References: Social Studies Curriculum Pg.12 Keywords: adolescence, reproductive health, chastity Phase/Duration PHASE 1: STARTER Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | Duration: | | | | Strand: FAMILY LIFE | |
| B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues Performance Indicator: Learners can explain concept of adolescence and reproductive health References: Social Studies Curriculum Pg.12 Keywords: adolescence, reproductive health, chastity Phase/Duration Learners Activities PHASE 1: STARTER Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW LEARNING Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | Class: B7 | | Class Size: | | | ent Reproductive |
| adolescent behavior and reproductive health issues Performance Indicator: Learners can explain concept of adolescence and reproductive health References: Social Studies Curriculum Pg.12 Keywords: adolescence, reproductive health, chastity Phase/Duration PHASE 1: STARTER Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW LEARNING Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | Content Standard: | | I | Indicator: | | Lesson: |
| Learners can explain concept of adolescence and reproductive health References: Social Studies Curriculum Pg.12 Keywords: adolescence, reproductive health, chastity Phase/Duration Phase 1: STARTER Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | adolescent behavior and ı | | - | adolescent | behavior and | |
| Learners can explain concept of adolescence and reproductive health References: Social Studies Curriculum Pg.12 Keywords: adolescence, reproductive health, chastity Phase/Duration Learners Activities PHASE 1: STARTER Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW LEARNING Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | Performance Indicator: | | | | Core Competencies: | |
| Phase/Duration Learners Activities Resources | | cept of ado | lescence and | | - | :. CC 8.1: CC 9.1 |
| Phase/Duration Learners Activities Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | References: Social Studie | s Curriculu | m Pg.12 | | | |
| PHASE 1: STARTER Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | Keywords: adolescence, r | eproductive | e health, chas | stity | | |
| PHASE 1: STARTER Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | | | | | | |
| know about adolescence. Share performance indicators and introduce the lesson. PHASE 2: NEW LEARNING Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | Phase/Duration | Learners Activities | | | Resources | |
| PHASE 2: NEW LEARNING Learners brainstorm for the meaning of adolescence and Reproductive Health Guide learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a | PHASE 1: STARTER | know about adolescence. Share performance indicators and introduce the | | | | |
| wellbeing in all matters relating to the reproductive system and to its functions and processes. Guide learners to discuss adolescent behaviors, including chastity that would support reproductive health. Learners in groups, discuss why healthy | | adolesc Guide le i. Adoles through transitio period la ii. Represtate of wellbeir reprodu process Guide le includin reprodu | ence and Rearners to escence - Adwin which an interest between the complete page in all materials as a system of the system of t | explain the dolescence ndividual nadhood to a en 10-19 yealth - Republysical, mand to it discuss addition. | concepts: is the process hakes the gradual adulthood. The ears. roductive health is a hental and social hig to the is functions and olescent behaviors, support | charts |

| | for the individual and for the country as a whole. Assessment Explain the following Adolescence ii. Reproductive Health Ask learners to write four benefits of chastity | |
|---------------------|---|--|
| PHASE 3: REFLECTION | to the adolescent/society Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Date: 11 TH MARCH, 2022 | <u> </u> | Period: | | Subject: Social Stud | es |
|--|---|--|------------|---|-------------------|
| Duration: | | | | Strand: FAMILY LIFE | |
| Class: B7 | | Class Size: | | Sub Strand: Adolescent Reproductive Health | |
| Content Standard: | | | Indicator: | | Lesson: |
| B7.2.1.1. Demonstrate unadolescent behavior and issues | | - | | Examine issues on behavior and re health | |
| Performance Indicator: | | | | Core Competencies: | |
| Learners can explain cor reproductive health | ncept of ado | lescence and | | CP 5.1: CC 8.1: CC 9.1 | :. CC 8.1: CC 9.1 |
| References: Social Studi | es Curriculu | m Pg.12 | | | |
| Keywords: adolescence, | reproductive | e health, cha | stity | | |
| | | | | | |
| Phase/Duration | Learners | Activities | | | Resources |
| PHASE 1: STARTER | know ab | ith learners out adolesc erformance i | | | |
| PHASE 2: NEW LEARNING | Let learni. Adolest i. Adolest through transition period lii. Represtate of wellbeir reproduprocess Guide le includin reprodu | earners to c g chastity t ctive health s in groups r during ad | | | |

| | Explain the following Adolescence ii. Reproductive Health Ask learners to write four benefits of chastity to the adolescent/society | |
|------------------------|---|--|
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Date: 18 th MARCH, 2022 | | Period: | | Subject: Social Studies | | |
|--|---|---|--|--|--------------------|--|
| Duration: | | | | Strand: Sense Of Purpose | | |
| Class: B7 | | Class Size: | | Sub Strand: Self-Iden | tity | |
| Content Standard: | Content Standard: | | | | Lesson: | |
| B7.3.1.1. Show understar unique individual | nding of self | as a | B7.3.1.1.1. self-identity | Exhibit knowledge of | 1 of 2 | |
| Performance Indicator: | | | | Core Competencies: | | |
| Learners can explain the | self - conce | pt | | CP 5.1: CC 8.1: CC 9.7 | I:. CC 8.1: CC 9.1 | |
| References: Social Stud | dies Curricu | lum Pg.15 | | I | | |
| | | | | | | |
| Phase/Duration | Learners | Activities | | | Resources | |
| PHASE 1: STARTER | Engage themsel | | conversation | on to talk about | | |
| | Recap with learners to review their understanding in the previous lesson. | | | | | |
| | indicator | | by Sharing | the performance | | |
| PHASE 2: NEW LEARNING | and "se Self - A distingu Self-ide ones ch especia Learner worth, ii | earners to e f-identity" persons es iishes them ntity - The p aracteristic lly in relation s to identify noluding se ositive attit | Pictures, video and charts | | | |
| PHASE 3: REFLECTION | Use peer out from lesson. Take feer lesson. | discussion learners wh | and effecti nat they hav learners an | ve questioning to find e learnt during the d summarize the | | |

| daily lives. | |
|--------------|--|
| | |
| | |
| | |
| | |

| Date: 18 th MARCH, 2022 | | Period: | | Subject: Social Stud | ies |
|---|---|--|------------------------------|---------------------------|--------------------|
| Duration: | | | | Strand: Sense Of Pu | rpose |
| Class: B7 | Class: B7 Class Size: | | | Sub Strand: Self-Ider | ntity |
| Content Standard: | | | Indicator: | | Lesson: |
| B7.3.1.1. Show understar unique individual | nding of self | f as a | B7.3.1.1.1. self-identity | Exhibit knowledge of y | 2 of 2 |
| Performance Indicator: | | | | Core Competencies: | |
| Learners can explain the | self - conce | pt | | CP 5.1: CC 8.1: CC 9.1 | 1:. CC 8.1: CC 9.1 |
| References : Social Stud | dies Curricu | lum Pg.15 | | | |
| | | | | | |
| Phase/Duration | Learners | Activities | | | Resources |
| PHASE 2: NEW | the previous | ith learners lous lesson. e the lesson | Pictures, video and | | |
| LEARNING | Guide learners to identify one's strengths and weaknesses as unique individual and discuss with one's peers. Let learners examine the reasons for knowing oneself including accepting oneself and identification of one's potential and abilities. | | | charts | |
| PHASE 3: REFLECTION | Use peel out from lesson. | r discussion learners wh edback from | | | |
| | Ask lear daily live | | e lesson wil | l benefit them in their | |

| | | | WEEK 10 | | | |
|--|---|--|---------|---|----------------------|--|
| Date: 25 th MARCH, 2022 | MARCH, 2022 Period: | | | Subject: Social Studies | | |
| Duration: | | | | Strand: LAW AND ORDER | | |
| Class: B7 | | Class Size: | | Sub Strand: CITIZENS | HIP AND HUMAN RIGHTS | |
| B7.4.1.1 Analyze the responsibilities of a citizen | | | | Examine the value of in nation building | Lesson: | |
| Performance Indicator: Core Competencies: | | | | | | |
| Learners can describe the | responsib | lities of a citi | zen | CP 5.1: CP 5.2: CP 5.2 | CC 7.2: CC 8.1: | |
| Reference: Social Studie | s Pg. 18 | | | | | |
| | | | | | | |
| Phase/Duration | Learners | Activities | | | Resources | |
| PHASE 1: STARTER | Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators. | | | | | |
| PHASE 2: NEW LEARNING | Guide the acquiring citizens naturalized the control of taxes and acquiring crime, regulating of taxes and acquiring the control of taxes and acquiring the | nem to disc g citizensh hip by birth zation. ners examin in citizen, ir ons, protec especting nos, among ot ment in three bel someone e a poem on | | | | |
| PHASE 3: REFLECTION | | | | ve questioning to find e learnt during the | | |

| Take feedback from learners and summarize the | |
|---|--|
| lesson. | |
| | |

| Date: 25 th MARCH, 2022 | Period: | | Subject: Social Studies | | | |
|---|--|-------------------|----------------------------|---|---|--|
| Duration: | | | | Strand: LAW AND ORDER | | |
| Class: B7 | s: B7 Class Size: | | | Sub Strand: CITIZENSHIP AND HUMAN RIGHTS | | |
| Content Standard: | | | Indicator: | | Lesson: | |
| B7.4.1.1. Analyze the res | sponsibilities | of a citizen | | Examine the value of in nation building | | |
| Performance Indicator: | | | | Core Competencies: | | |
| Learners can describe th | ne responsib | ilities of a citi | zen | CP 5.1: CP 5.2: CP 5.2 | 2 CC 7.2: CC 8.1: | |
| Reference: Social Stud | ies Pg. 18 | | | | | |
| | | | | | | |
| Phase/Duration | Learners A | Activities | | | Resources | |
| PHASE 1: STARTER | Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators. | | | | | |
| PHASE 2: NEW LEARNING | attitudes, crime and | including h | nonesty, wi ctual and i | good working illingness to report regular at events | Audio-visual equipment (video cameras, tape recorders, mobile phones, | |
| | Dramatize the various ways (communal labour, reporting crime) citizens contribute to the development of the country. | | | | computers, projectors, 1992 constitution Videos/pictures | |
| | Assessment 1. Explain three behaviors expected of a good citizen. 2. Draw someone exhibiting good behavior. 3. Write a poem on responsible citizenship | | | on citizens protecting state property, reporting crime, respecting national symbols or paying taxes | | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | | | | | |
| | Take feed lesson. | back from le | earners and | summarize the | | |

WEEK 11 & 12

| Date: 1 ST APRIL, 2022 | | Period: | | Subject: Social Studi | es |
|--|---|--|--|--|--|
| Duration: | | | | Strand: LAW AND ORI | DER |
| Class: B7 | | Class Size: | | Sub Strand: CITIZENS | HIP AND HUMAN RIGHTS |
| Content Standard: | | | Indicator: | | Lesson: |
| B7.4.1.1. Analyze the res | ponsibilities | of a citizen | | Examine the value of in nation building | |
| Performance Indicator: | Performance Indicator: Core Competencies: | | | | |
| Learners can describe th | e responsib | ilities of a citi | zen | CP 5.1: CP 5.2: CP 5.2 | CC 7.2: CC 8.1: |
| Reference: Social Studi | es Pg. 18 | | | | |
| | | | | | |
| Phase/Duration | Learners | Activities | | | Resources |
| PHASE 1: STARTER | | ith learners ous lesson. | to review th | neir understanding in | |
| | Introduc | e the lesson 's. | | | |
| PHASE 2: NEW LEARNING | "citizens Guide th acquirin citizens naturali | Brainstorm learners to explain the concept of "citizenship". Guide them to discuss the various ways of acquiring citizenship in Ghana, including citizenship by birth, adoption, registration and naturalization. Let learners examine the responsibilities of a | | | Audio-visual equipment (video cameras, tape recorders, mobile phones, computers, projectors, 1992 constitution Videos/pictures on citizens protecting stat property, reporting |
| | regulation | an citizen, ir ons, protec especting r s, among ot | crime, respecting national symbols or paying taxes | | |
| | citizen. 2. Draw 3. Write | in three bel someone e a poem on | exhibiting (responsib | | |
| PHASE 3: REFLECTION | | | | ve questioning to find ve learnt during the | |

| Take feedback from learners and summarize the | |
|---|--|
| lesson. | |
| | |

| Date: 1 ST APRIL, 2022 | Period: | | Subject: Social Studies | | | |
|-----------------------------------|--|-------------------|-----------------------------|---|---|--|
| Duration: | | | | Strand: LAW AND ORDER | | |
| Class: B7 | Class Size: | | | Sub Strand: CITIZENSHIP AND HUMAN RIGHTS | | |
| Content Standard: | | | Indicator: | | Lesson: | |
| B7.4.1.1. Analyze the res | sponsibilities | of a citizen | | Examine the value of in nation building | | |
| Performance Indicator: | | | | Core Competencies: | | |
| Learners can describe th | ne responsib | ilities of a citi | zen | CP 5.1: CP 5.2: CP 5.2 | CC 7.2: CC 8.1: | |
| Reference: Social Stud | ies Pg. 18 | | | I | | |
| | | | | | | |
| Phase/Duration | Learners A | Activities | | | Resources | |
| PHASE 1: STARTER | Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators. | | | | | |
| PHASE 2: NEW LEARNING | attitudes, crime and | including h | nonesty, wi ictual and r | good working Ilingness to report regular at events | Audio-visual equipment (video cameras, tape recorders, mobile phones, | |
| | Dramatize the various ways (communal labour, reporting crime) citizens contribute to the development of the country. | | | | computers, projectors, 1992 constitution Videos/pictures | |
| | Assessment 1. Explain three behaviors expected of a good citizen. 2. Draw someone exhibiting good behavior. 3. Write a poem on responsible citizenship | | | on citizens protecting state property, reporting crime, respecting national symbols or paying taxes | | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | | | | | |
| | Take feed lesson. | back from le | earners and | summarize the | | |

REVISION AND END OF TERM ASSESSMENT

| Date: 7 [™] APRIL, 2022 | | Period: | | Subject: Social Studies | |
|---|--|---|--|----------------------------|--|
| Duration: | | | Strand: Strands treated for the term | | |
| Class: B7 | Class Size: | | Sub Strand: Sub strands for the term | | |
| Content Standard: | | Indicator: | | Lesson: | |
| Demonstrate knowledge and understanding in the topics treated so far. | | Recall and summarize all what they have learnt within the term. | | | |
| Learners can recall and summarize all what they have learnt | | | Core Competencies: CP 5.1: CP 5.2: CP 5.2 | CC 7.2: CC 8.1: | |
| Reference: Social Studi | ies Pg. 1 to 1 | 8 | | | |
| | | | | | |
| Phase/Duration | Learners Activities | | | Resources | |
| PHASE 1: STARTER | Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators. | | | | |
| PHASE 2: NEW LEARNING | Revise with learners to discuss the physical and social environments and show how each affects the other. Physical – Air, water, land, living organisms etc. Social – cultural, religious, political, etc. Learners to identify some environmental problems, including poor sanitation. Engage learners to examine cultural practices and their related problems for sanitation in the community. Revise with learners to examine the sources of energy. Brainstorm with learners to come out with how they use the electrical gadgets. Learners talk about what will happen if electrical gadgets are not switched off when not in use. Elaborate on and link learners' ideas with the issue of | | | Pictures, video and charts | |

| | power outages and crisis which come as a result of the efficient use of electricity in our homes and industries. |
|------------------------|--|
| | Learners, in a think-pair-share activity, identify how they can use electricity efficiently in the home, community and school. Let learners examine issues on adolescent behavior and reproductive health. |
| | Assessment 10. Define energy. 11. What is renewable source of energy? 12. List four sources of energy that can replenished. 13. What is non-renewable source of energy? 14. Write three uses of the sun 15. describe the types and causes of environmental degradation. 16. explain four effects of environmental degradation 17. explain three ways by which the environment can be protected 18. Explain the following i. Adolescence ii. Reproductive Health 19. Ask learners to write four benefits of chastity to the adolescent/society |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. |
| | Take feedback from learners and summarize the lesson. |

| Date: 7 TH APRIL, 2022 | | Period: | | Subject: Social Studies | |
|---|---|-------------|--|---|-----------|
| Duration: | | | Strand: Strands treated for the term | | |
| Class: B7 | | Class Size: | | Sub Strand: Sub strands for the term | |
| Content Standard: | | Indicator: | | Lesson: | |
| Demonstrate knowledge and understanding in the topics treated so far. | | tanding in | Preparation | n towards vacation | |
| Performance Indicator: | | | | Core Competencies: | |
| Learners can answer all end of term assessment questions in their exercise books. | | | CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1: | | |
| Reference: Social Studi | ies Pg. 1 to | 18 | | | |
| | | | | | |
| Phase/Duration | Learners Activities Resources | | | | 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 | sit for the assessment test. | | | SBA, Assessment Questions and exercise books. | |
| | Mark learners answer sheets or exercise books. | | | | |
| | Fill in learner's SBA books and report cards. | | | | |
| | Distribute learners answer sheets or exercise books for feedback. | | | | |