

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	B7.1.1.1.1.	Posters on poor sanitation practices in the community
2	Environment	Environmental Issues	B7.1.1.1	B7.1.1.1.1.	
3	Environment	Environmental Issues	B7.1.1.1	B7.1.1.1.1.	
4	Environment	Environmental Issues	B7 1.1.2	B7 1.1.2.1.	Posters of pictures showing sources of energy
5	Environment	Environmental Issues	B7 1.1.2	B7 1.1.2.1.	
6	Environment	Environmental Issues	B7 1.1.2	B7 1.1.2.1.	
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.	Pictures on adolescents
9	Family Life	Adolescent Reproductive Health	B7.2.1.1	B7.2.1.1.1.	
10	Family Life	Adolescent Reproductive Health	B7.2.1.1	B7.2.1.1.1.	
11	REVISION				
12	END OF TERM ASSESSMENT & VACATION				

WEEK 1

Date:		Period:	Subject: Social Studies
Duration:		Strand: Environment	
Class: B7	Class Size:		Sub Strand: Environmental Issues
Content Standard: B7.1.1.1. Demonstrate skills in dealing with environmental challenges		Indicator: B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment	Lesson: 1 of 3
Performance Indicator: Learners can identify some environmental problems		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.2			
Keywords: Environment, Sanitation			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about environmental pollution.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Learners brainstorm for the meaning of Environment and Sanitation <i>The environment consists of the things surrounding us.</i> <i>Sanitation is keeping places clean and healthy.</i></p> <p>Have learners to identify the types of environment.</p> <p>Engage learners to discuss the physical and social environments and show how each affects the other.</p> <ul style="list-style-type: none"> • Physical – Air, water, land, living organisms etc. • Social – cultural, religious, political, etc. <p>Learners to identify some environmental problems, including poor sanitation.</p> <p><u>Assessment</u> 1. Define the following a. Environment b. Sanitation</p>		Posters on poor sanitation practices in the community

	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.	

WEEK 2

Date: 28 th JAN, 2022	Period:	Subject: Social Studies	
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.1. Demonstrate skills in dealing with environmental challenges		Indicator: B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment	Lesson: 2 of 3
Performance Indicator: Learners can identify some environmental problems		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.2			
Keywords: Environment, Sanitation, cultural practices			
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.		Posters on poor sanitation practices in the community
PHASE 2: NEW LEARNING	Teacher takes pupils out to observe some or any of the environmental problems in the community. Engage learners to examine cultural practices and their related problems for sanitation in the		

	<p>community.</p> <p>Discuss the effects of poor sanitation practices.</p> <ul style="list-style-type: none"> • <i>Respiratory diseases</i> • <i>Skin diseases</i> • <i>Destruction of vegetation</i> • <i>Removal of top soil</i> • <i>Removal of vegetation</i> • <i>habitat for animals</i> • <i>Water borne diseases like cholera</i> • <i>Destruction of aquatic life etc</i> <p>Learners to Identify different ways of managing sanitation problems.</p> <ul style="list-style-type: none"> • <i>reducing air pollution</i> • <i>reducing water pollution</i> • <i>protecting the land from degradation</i> <p>Guide learners to embark on a project with the aim of managing sanitation problems in the community.</p> <p>Encourage maximum individual participation in the project. Learners to present their findings in the next lesson.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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 be protected 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

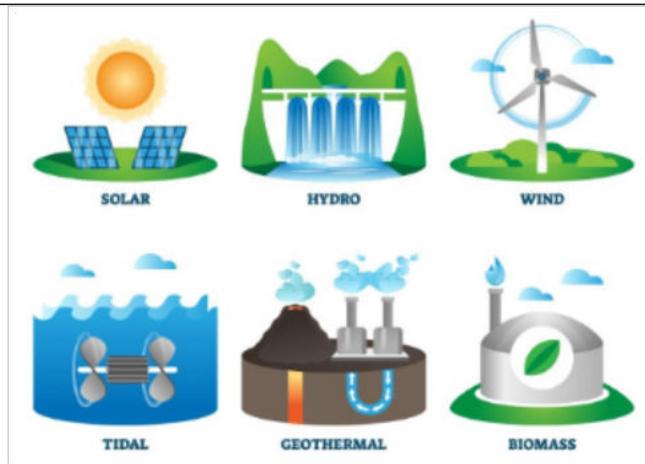
WEEK 3

Date: 4 TH FEB, 2022		Period:	Subject: Social Studies
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.1. Demonstrate skills in dealing with environmental challenges		Indicator: B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment	Lesson: 3 of 3
Performance Indicator: Learners can identify some environmental problems		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.2			
Keywords: Environment, Sanitation, cultural practices			
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.	Posters on poor sanitation practices in the community	
PHASE 2: NEW LEARNING	Teacher takes pupils out to observe some or any of the environmental problems in the community. Engage learners to examine cultural practices and their related problems for sanitation in the community. Discuss the effects of poor sanitation practices. <ul style="list-style-type: none"> • <i>Respiratory diseases</i> • <i>Skin diseases</i> • <i>Destruction of vegetation</i> • <i>Removal of top soil</i> • <i>Removal of vegetation</i> • <i>habitat for animals</i> • <i>Water borne diseases like cholera</i> • <i>Destruction of aquatic life etc</i> Learners to Identify different ways of managing sanitation problems. <ul style="list-style-type: none"> • <i>reducing air pollution</i> • <i>reducing water pollution</i> • <i>protecting the land from degradation</i> Guide learners to embark on a project with the aim of managing sanitation problems in the community.		

	<p>Encourage maximum individual participation in the project. Learners to present their findings in the next lesson.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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 be protected 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

WEEK 4

Date: 11 th FEB, 2022		Period:	Subject: Social Studies
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		Indicator: B7 1.1.2.1. Examine the sources of energy	Lesson:
Performance Indicator: Learners can describe the various sources of energy		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.6			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to find out what they already know about sources of energy. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Brainstorm learners to explain the meaning of energy. <i>Energy is the ability to do work.</i> 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	



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

Assessment

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

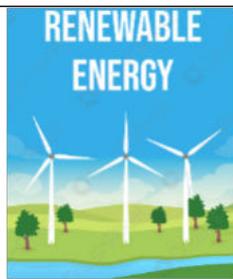
**PHASE 3:
REFLECTION**

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:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		Indicator: B7 1.1.2.1. Examine the sources of energy	Lesson:
Performance Indicator: Learners can describe the various sources of energy		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum 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	<p>Guide learners to examine the benefits of using renewable energy. Example:</p> <ul style="list-style-type: none"> • <i>Generating energy that produces no greenhouse gas emissions from fossil fuels and reduces some types of air pollution</i> • <i>Diversifying energy supply and reducing dependence on imported fuels.</i> • <i>Creating economic development and jobs in manufacturing, installation, and more.</i> <p>Have learners examine the benefits of using non-renewable energy sources. Example:</p> <ul style="list-style-type: none"> • <i>Non-renewable resources are high in in energy.</i> • <i>Huge profits can be generated in the mining of coal, selling of oil or the construction of natural gas pipelines.</i> • <i>These resources are easy to use whether in a home or anywhere.</i> <p>In groups, let learners discuss and design posters to show how different sources of energy are used.</p>		Posters and charts on sources of 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.

WEEK 5

Date: 18 th FEB, 2022		Period:	Subject: Social Studies
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		Indicator: B7 1.1.2.1. Examine the sources of energy	Lesson:
Performance Indicator: Learners can describe the use of energy		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.6			
Keywords: imports, energy			
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	Begin by discussing with learners the role of the sun and its importance to life on earth. Ask the following questions: (a) what is the sun? (b) What are some of the ways through which the earth benefits from the sun? Learners perform outdoor activities to illustrate the importance of the sun. Guide learners to know other major uses of the sun to the earth. Learners outline everyday uses of the sun In groups, let learners discuss how the sun or wind can be used to heat or perform work. Through group discussion, come out with ways of using energy. In groups, discuss why Ghana sometimes imports energy.	Posters and charts on sources of energy	

	<u>Assessment</u> 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 Studies	
Duration:	Strand: Environment		
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		Indicator: B7 1.1.2.1. Examine the sources of energy	Lesson:
Performance Indicator: Learners can describe how to use energy efficiently in the home		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum 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. 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.		Posters and charts on sources of energy

	<p>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.</p> <p>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).</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

WEEK 6

Date: 25 th FEB, 2022		Period:	Subject: Social Studies
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Mapping Skills	
Content Standard: B7.1.2.1. Demonstrate a range of mapping skills		Indicator: B7.1.2.1.1. Demonstrate skills involved in mapping and locating places in the environment	Lesson:
Performance Indicator: Learners can demonstrate a range of mapping skills		Core Competencies: CP 5.1: CC 8.1:	
References: Social Studies Curriculum Pg.7			
Keywords: maps, scale, political, Topographic			
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	Brainstorm learners to explain the following concepts: "maps" and "scale". <ul style="list-style-type: none"> • <i>Maps - A map is a representation of the earth's surface or part of it drawn to scale</i> • <i>Scale - It is the relationship between a distance measured between two points on the map and the actual distance on the ground.</i> <p>Through demonstrations let pupils take measurements of objects on the ground and represent these distances on paper using a scale,</p> <p>Learners in groups, to take measurements of different distances on the school compound and represent the distances taken on paper, using different scales</p> <p>Guide learners to identify types of maps, including street maps, maps showing landscape features and national maps using an atlas. Example:</p>	Atlas, Map of Ghana	

	<p><i>i. political map – it shows the state and national boundaries of a place</i></p> <p><i>ii. physical map – it shows the physical features of a place or country, like rivers, mountains, forests and lakes.</i></p> <p><i>iii. climatic maps – it shows the information about the climate of different areas.</i></p> <p><i>iv. road map – it shows different roads, highways or railways present in the area.</i></p> <p>Assessment Explain the following types of maps</p> <ol style="list-style-type: none"> 1. Political map 2. Physical map 3. Topographic map 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 25 TH FEB, 2022		Period:	Subject: Social Studies
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Mapping Skills	
Content Standard: B7.1.2.1. Demonstrate a range of mapping skills		Indicator: B7.1.2.1.1. Demonstrate skills involved in mapping and locating places in the environment	Lesson:
Performance Indicator: Learners can demonstrate a range of mapping skills		Core Competencies: CP 5.1: CC 8.1: DL 5.1: DL 6.3:	
References: Social Studies Curriculum Pg.7			
Keywords: maps, scale, political, Topographic			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to explore the importance of maps to different people, including airline managers, fisher folk, farmers and, for example, a family which has moved from a rural area to a city.</p> <p>Learners to identify components of maps, including north arrow, scale, map key allowing representation of physical features (including rivers, lakes, mountains and coastline) and human features (including settlements, plantations and industrial developments) using names, symbols and colors.</p> <p>Pupils go out of the classroom and identify specific landmarks in their locality and represent these features on a sketch.</p> <p>Pupils in groups, to measure the school compound using tapes, record their findings and convert their records into maps.</p> <p><u>Assessment</u> 1. what is a scale of a map?</p>		Atlas, Map of Ghana

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

WEEK 7

Date: 4 TH MARCH, 2022		Period:	Subject: Social Studies
Duration:		Strand: FAMILY LIFE	
Class: B7	Class Size:		Sub Strand: Adolescent Reproductive Health
Content Standard: B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues		Indicator: B7.2.1.1.1. Examine issues on adolescent behavior and reproductive health	Lesson:
Performance Indicator: Learners can explain concept of adolescence and reproductive health		Core Competencies: CP 5.1: CC 8.1: CC 9.1: CC 8.1: CC 9.1	
References: Social Studies Curriculum Pg.12			
Keywords: adolescence, reproductive health, chastity			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Recap with learners to find out what they already know about adolescence.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Learners brainstorm for the meaning of adolescence and Reproductive Health</p> <p>Guide learners to explain the concepts:</p> <p>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.</p> <p>ii. Reproductive Health - Reproductive health is a state of complete physical, mental and social wellbeing in all matters relating to the reproductive system and to its functions and processes.</p> <p>Guide learners to discuss adolescent behaviors, including chastity that would support reproductive health.</p> <p>Learners in groups, discuss why healthy behavior during adolescence is important, both</p>		<p>Pictures, video and charts</p>

	<p>for the individual and for the country as a whole.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain the following <ol style="list-style-type: none"> i. Adolescence ii. Reproductive Health 2. Ask learners to write four benefits of chastity to the adolescent/society 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Date: 4 TH MARCH, 2022		Period:	Subject: Social Studies
Duration:		Strand: FAMILY LIFE	
Class: B7	Class Size:		Sub Strand: Adolescent Reproductive Health
Content Standard: B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues		Indicator: B7.2.1.1.1. Examine issues on adolescent behavior and reproductive health	Lesson:
Performance Indicator: Learners can explain concept of adolescence and reproductive health		Core Competencies: CP 5.1: CC 8.1: CC 9.1: CC 8.1: CC 9.1	
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Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Recap with learners to find out what they already know about adolescence.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Revise with learners for the meaning of adolescence and Reproductive Health</p> <p>Let learners to explain the concepts:</p> <p>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.</p> <p>ii. Reproductive Health - Reproductive health is a state of complete physical, mental and social wellbeing in all matters relating to the reproductive system and to its functions and processes.</p> <p>Guide learners to discuss adolescent behaviors, including chastity that would support reproductive health.</p> <p>Learners in groups, discuss why healthy behavior during adolescence is important, both for the individual and for the country as a whole.</p> <p><u>Assessment</u></p>		Pictures, video and charts

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PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

WEEK 8

Date: 11 TH MARCH, 2022		Period:	Subject: Social Studies
Duration:		Strand: FAMILY LIFE	
Class: B7	Class Size:		Sub Strand: Adolescent Reproductive Health
Content Standard: B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues		Indicator: B7.2.1.1.1. Examine issues on adolescent behavior and reproductive health	Lesson:
Performance Indicator: Learners can explain concept of adolescence and reproductive health		Core Competencies: CP 5.1: CC 8.1: CC 9.1: CC 8.1: CC 9.1	
References: Social Studies Curriculum Pg.12			
Keywords: adolescence, reproductive health, chastity			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Recap with learners to find out what they already know about adolescence.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Learners brainstorm for the meaning of adolescence and Reproductive Health</p> <p>Guide learners to explain the concepts:</p> <p>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.</p> <p>ii. Reproductive Health - Reproductive health is a state of complete physical, mental and social wellbeing in all matters relating to the reproductive system and to its functions and processes.</p> <p>Guide learners to discuss adolescent behaviors, including chastity that would support reproductive health.</p> <p>Learners in groups, discuss why healthy behavior during adolescence is important, both</p>		<p>Pictures, video and charts</p>

	<p>for the individual and for the country as a whole.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain the following <ol style="list-style-type: none"> i. Adolescence ii. Reproductive Health 2. Ask learners to write four benefits of chastity to the adolescent/society 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

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PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

WEEK 9

Date: 18 th MARCH, 2022		Period:	Subject: Social Studies
Duration:		Strand: Sense Of Purpose	
Class: B7	Class Size:	Sub Strand: Self-Identity	
Content Standard: B7.3.1.1. Show understanding of self as a unique individual		Indicator: B7.3.1.1.1. Exhibit knowledge of self-identity	Lesson: 1 of 2
Performance Indicator: Learners can explain the self - concept		Core Competencies: CP 5.1: CC 8.1: CC 9.1: CC 8.1: CC 9.1	
References : Social Studies Curriculum Pg.15			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners in a conversation to talk about themselves. Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.		
PHASE 2: NEW LEARNING	Guide learners to explain the concepts "self " and "self-identity" Self - A persons essential being that distinguishes them from others. Self-identity - The perception or recognition of ones characteristics as a particular individual, especially in relation to social context. Learners to identify attitudes that enhance self-worth, including self-confidence, can-do spirit and a positive attitude towards life.	Pictures, video and charts	
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.	
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Date: 18 th MARCH, 2022		Period:	Subject: Social Studies
Duration:		Strand: Sense Of Purpose	
Class: B7	Class Size:	Sub Strand: Self-Identity	
Content Standard: B7.3.1.1. Show understanding of self as a unique individual		Indicator: B7.3.1.1.1. Exhibit knowledge of self-identity	Lesson: 2 of 2
Performance Indicator: Learners can explain the self - concept		Core Competencies: CP 5.1: CC 8.1: CC 9.1.: CC 8.1: CC 9.1	
References : Social Studies Curriculum Pg.15			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners in a conversation to talk about themselves. Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.		
PHASE 2: NEW 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.	Pictures, video and charts	
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 10

Date: 25 th MARCH, 2022		Period:	Subject: Social Studies
Duration:		Strand: LAW AND ORDER	
Class: B7	Class Size:	Sub Strand: CITIZENSHIP AND HUMAN RIGHTS	
Content Standard: B7.4.1.1. Analyze the responsibilities of a citizen		Indicator: B7.4.1.1.1 Examine the value of citizenship in nation building	Lesson:
Performance Indicator: Learners can describe the responsibilities of a citizen		Core Competencies: CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1:	
Reference: Social Studies 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	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 Ghanaian citizen, including obeying rules and regulations, protecting state property, reporting crime, respecting national symbols and payment of taxes, among others. <u>Assessment</u> 1. Explain three behaviors expected of a good citizen. 2. Draw someone exhibiting good behavior. 3. Write a poem on responsible citizenship	Audio-visual equipment (video cameras, tape recorders, mobile phones, computers, projectors, 1992 constitution Videos/pictures 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 feedback from learners and summarize the lesson.	
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Date: 25 th MARCH, 2022		Period:	Subject: Social Studies
Duration:		Strand: LAW AND ORDER	
Class: B7	Class Size:	Sub Strand: CITIZENSHIP AND HUMAN RIGHTS	
Content Standard: B7.4.1.1. Analyze the responsibilities of a citizen		Indicator: B7.4.1.1.1 Examine the value of citizenship in nation building	Lesson:
Performance Indicator: Learners can describe the responsibilities of a citizen		Core Competencies: CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1:	
Reference: Social Studies 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	In groups, let learners discuss good working attitudes, including honesty, willingness to report crime and being punctual and regular at events and at the workplace. Dramatize the various ways (communal labour, reporting crime) citizens contribute to the development of the country. <u>Assessment</u> 1. Explain three behaviors expected of a good citizen. 2. Draw someone exhibiting good behavior. 3. Write a poem on responsible citizenship	Audio-visual equipment (video cameras, tape recorders, mobile phones, computers, projectors, 1992 constitution Videos/pictures 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 feedback from learners and summarize the lesson.		

WEEK 11 & 12

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: B7.4.1.1. Analyze the responsibilities of a citizen		Indicator: B7.4.1.1.1 Examine the value of citizenship in nation building	Lesson:
Performance Indicator: Learners can describe the responsibilities of a citizen		Core Competencies: CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1:	
Reference: Social Studies 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	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 Ghanaian citizen, including obeying rules and regulations, protecting state property, reporting crime, respecting national symbols and payment of taxes, among others. <u>Assessment</u> 1. Explain three behaviors expected of a good citizen. 2. Draw someone exhibiting good behavior. 3. Write a poem on responsible citizenship	Audio-visual equipment (video cameras, tape recorders, mobile phones, computers, projectors, 1992 constitution Videos/pictures 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 feedback from learners and summarize the lesson.	
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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: B7.4.1.1. Analyze the responsibilities of a citizen		Indicator: B7.4.1.1.1 Examine the value of citizenship in nation building	Lesson:
Performance Indicator: Learners can describe the responsibilities of a citizen		Core Competencies: CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1:	
Reference: Social Studies 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	In groups, let learners discuss good working attitudes, including honesty, willingness to report crime and being punctual and regular at events and at the workplace. Dramatize the various ways (communal labour, reporting crime) citizens contribute to the development of the country. <u>Assessment</u> 1. Explain three behaviors expected of a good citizen. 2. Draw someone exhibiting good behavior. 3. Write a poem on responsible citizenship	Audio-visual equipment (video cameras, tape recorders, mobile phones, computers, projectors, 1992 constitution Videos/pictures 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 feedback from learners and summarize the lesson.		

WEEK 12

REVISION AND END OF TERM ASSESSMENT

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: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Recall and summarize all what they have learnt within the term.	Lesson:
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1:
Reference: Social Studies Pg. 1 to 18		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners to discuss the physical and social environments and show how each affects the other.</p> <ul style="list-style-type: none"> • Physical – Air, water, land, living organisms etc. • Social – cultural, religious, political, etc. <p>Learners to identify some environmental problems, including poor sanitation.</p> <p>Engage learners to examine cultural practices and their related problems for sanitation in the community.</p> <p>Revise with learners to examine the sources of energy.</p> <p>Brainstorm with learners to come out with how they use the electrical gadgets.</p> <p>Learners talk about what will happen if electrical gadgets are not switched off when not in use.</p> <p>Elaborate on and link learners' ideas with the issue of</p>	Pictures, video and charts

	<p>power outages and crisis which come as a result of the efficient use of electricity in our homes and industries.</p> <p>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.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> i. Adolescence ii. Reproductive Health 19. Ask learners to write four benefits of chastity to the adolescent/society 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

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: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Preparation towards vacation	Lesson:
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.	Core Competencies: CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1:	
Reference: Social Studies Pg. 1 to 18		
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. 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.	SBA, Assessment Questions and exercise books.