LESSON PLANS FOR JUNIOR HIGH SCHOOLS

SOCIAL STUDIES

BASIC 8 TERM **FAYOL INC** 0547824419

TERM I SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
I	Environment	Water Pollution	B8.1.1.1.1	Pictures and Charts
2	Environment	Conserving Energy	B8.1.1.2.1.	Pictures and Charts
3	Environment	Conserving Energy	B8.1.1.2.1.	Pictures and Charts
4	Family Life	The Family System	B8.2.2.1.1	Pictures and
5	Family Life	The Family System B8.2.2.1.1		Charts
6	Family Life	Inheritance In Ghana	B8.2.2.1.2	Pictures and Charts
7	Sense Of Purpose	The Individual & The Community	B8.3.2.1.1	Pictures and
8	Sense Of Purpose	Community Decision- Making Process	B8.3.2.1.1	Charts
9	Sense Of Purpose	Community Development	B8.3.2.1.2	Pictures and Charts
10	Law & Order	Human Rights	B8.4.1.1.1	Pictures and Charts
11	Law & Order	Human Rights	B8.4.1.1.1	Pictures and Charts
12	Law & Order	Human Rights	B8.4.1.1.1	Pictures and Charts

FIRST TERM WEEKLY LESSON NOTES

WEEK I

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Week Ending: DA			7 :	Subject: Social Studies				
Duration: 60MINS					Strand: Environme	nt		
Class: B8		Clas	s Size:		Sub Strand: Water	Pollut	ion	
B8.1.1.1 Demonstrat environmental challer	Content Standard: B8.I.I.I Demonstrate skills in dealing with environmental challenges			ine wa	ter pollution as an e		Lesson:	
Performance Indicator: Learners can examine water pollution as an environmental challenge. Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC					9.1: C	P 5.2: CC		
References: Social	Studies Curricului	m Pg.	39					
Keywords: human,	animal, industrial,	waste	2					
Phase/Duration	Learners Activit					Reso	urces	
PHASE I: STARTER	previous lesson.	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.						
PHASE 2: NEW	•					Pictu	res and	
LEARNING	•					Char		
PHASE 3: REFLECTION	learners what th	iey hav	nd effective questive learnt during the earners and summa	e lesso	on.			

Week Ending:		DAY:		Subject: Social Studies					
Duration: 60MINS					Strand: Environme	nt			
Class: B8		Class	Size:		Sub Strand: Wate	r Pollut	tion		
Content Standard B8.1.1.1 Demonstrat environmental challe	rith	Indicator: B8.1.1.1. Exami environmental cl		ter pollution as an e		Lesson: 2 OF 2			
Performance Indic Learners can exam challenge.		on as ai	n environmental		Competencies:	9.1: C	P 5.2: CC		
References: Social	Studies Curriculu	ım Pg.	39						
Keywords: human,	animal, industria	l, waste	:						
						1 _			
Phase/Duration	Learners Activi					Reso	urces		
PHASE I:		Revise with learners to review their understanding in the							
STARTER	previous lesson	١.							
	Share performs	Share performance indicators with learners.							
PHASE 2: NEW	•					Pictu	res and		
LEARNING	Brainstorm learners to explain pollution.						ts		
	Engage learners to watch a documentary of polluted water bodies for discussion.						c3		
	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 on the need and how to prevent water pollution								
PHASE 3:			nd effective questi						
REFLECTION	1		ve learnt during th						

Take feedback from learners and summarize the lesson.

FIRST TERM WEEKLY LESSON NOTES

Week Ending:		DAY	7 :		Subject: Social Stud	dies	
Duration: 60MINS			Strand: Enviro			nt	
Class: B8	Class Size: Sub Strand: Conse				erving Energy		
B8.1.1.2. Analyze the conserving energy in	Content Standard: B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana			ne the	means of conserving	g	Lesson:
Performance Indic Learners can discus		rving (nergy		Competencies: 1: CC 8.1: CC 8.1: CC	. 9 I· CI	P 5 2· CC
References: Social				C1 3.	1. CC 0.1. CC 0.1. CC	, ,,,, CI	J. Z. CC
Keywords: Conserv							
-							
Phase/Duration	Learners Activiti					Reso	urces
PHASE I:	_		e rhymes on how e	energy	can be conserved		
STARTER	in the communit	y.					
	If You Save Ener	gy and	d You Know It, Cla	ıp You	ır Hands		
	If You Use Less If You Use Less it. If You Use Less Verse 2: If You Unplug ar Verse 3: If You Reuse and If You Save Ener Did you enjoy Do you use le What does it What does it	and you and you gy the sess or mean mean	more energy? to use more energical to use more energy?	ur har our fac ur har our fee r hand all thre	nds. te will really show ands. et. s. Final verse:		
PHASE 2: NEW LEARNING	Brainstorm learn Conservation. It is the practice of consumption of ele Do you put of Why do you	ners to of redu nergy s off the have t	light when sleeping to close the fridge	e mear energy g? after u	ning of Energy used or	Pictu Char	res and ts

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).

Guide learners to describe conserving energy in their homes or 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.

- 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.

<u>Assessment</u>

- I. 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

Suggested Homework

- I. 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 Stu	dies	
Duration: 60MINS					Strand: Environme		
Class: B8		Clas	s Size:		Sub Strand: Conse	erving	Energy
Content Standard B8.1.1.2. Analyze the conserving energy in	sources and ways o		Indicator:	ne the	e means of conservin		Lesson:
Performance Indicator: Learners can discuss means of conserving energy References: Social Studies Curriculum Pg. 39 Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC							P 5.2: CC
Keywords: Conserv							
Phase/Duration	Learners Activit	es				Resc	urces
PHASE I: STARTER	learners to refle	ct on ork re for t	a recap of the prev what they learnt for lating to ways of co his lesson including our and assessed	om th	ne previous lesson ving energy.		
PHASE 2: NEW LEARNING	Brainstorm learn Conservation. It is the practice of consumption of eleaning of the will you will you what will give a winder of the will will be will b	of redunergy soft the have to the through through through the thro	come up with the scing the quantity of services. light when sleeping to close the fridge vour friend if he leads think-pair-share on, denergy instead of educe the consumption leaving the room repaper, using more cribe conserving ends and in use. The conservation is of lessening climate aduced maintenance, and the conservation.	g? after taves the petropotion of the natural mergy ma.	v used or use? ne tap on after use? Ilk about strategies Ileum, of energy (e.g. ural light from the in their homes or to discuss the ge.	Pictu	ires and

	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	
	I. 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	

FIRST TERM WEEKLY LESSON NOTES

Week Ending:		DAY	7 :		Subject: Social Stu	dies	
Duration: 60MINS					Strand: Environment		
Class: B8		Clas	s Size:		Sub Strand: Conserving End		nergy
Content Standard: B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana			B8.1.1.2.1. Examine the means of conserving			Lesson:	
	Performance Indicator: Core Competencies: Learners can discuss means of conserving energy CP 5.1: CC 8.1: CC						
References: Social			•	CF 3.	1. CC 6.1. CC 6.1. CC	, 7.1. C	F 3.2. CC
Keywords: Conserv							
Reywords. Conserv	ve, energy, unplug, b	uik, tu	111011				
Phase/Duration	Learners Activit					Reso	urces
PHASE I: STARTER	learners to refle	ct on ork re s for tl	recap of the prev what they learnt fr lating to ways of co his lesson including	om th	e previous lesson ing energy.		
PHASE 2: NEW LEARNING	Draw a girl turn Engage learners answers. What do yo Mat do yo At what instance What advise Draw someone Engage learners answers. What do yo What do yo What advise Learners in grou Engage learners community. Did you enjo What differed Assessment i. What is enemii. State four in iii. State three verse	u see u thin ances e will y closing to tall u see u thin will y closing to tall u see u thin e will y ps, we role-poy the ent ro	flight on the board about the drawin on the board? Is doing? Is doing? Is do we need to off you give to person a fridge on the board? Is the boy is doing? You give to person the board? Is the boy is doing? You give to person the down three was also how energy carole you played? Is would you like to	g thro our li who u oard. g thro who u ays of n be co o play	ght? uses more energy? ugh questions and uses more energy? conserving energy. onserved in the	Pictu	res and ts

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	
	I. 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 Stu				dies			
Duration: 60MINS					Strand: Environment			
Class: B8		Clas	ss Size:		Sub Strand: Conse	Energy		
Content Standard: B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana			Indicator: B8.1.1.2.1. Exami energy		e means of conservin	g	Lesson: 2 OF 2	
Performance Indie Learners can discu	ss means of conse				e Competencies: .1: CC 8.1: CC 8.1: CC	9.1: C	P 5.2: CC	
References: Social	Studies Curriculu	m Pg.	39					
Keywords: Conserv	ve, energy, unplug, b	ulk, tu	rnoff					
Phase/Duration	Learners Activit	ies				Resc	ources	
PHASE I: STARTER	Start the lesson learners to refle and the homework.	with a ect on ork re	a recap of the preventation what they learnt for the lating to ways of community the lesson including	rom th onserv	ne previous lesson ving energy.	Rese	var ees	
PHASE 2: NEW	how learning wi		ir and assessed f light on the board	٦		Dictu	ires and	
LEARNING	Engage learners answers. What do you What do you At what instead what advises Draw someone Engage learners answers. What do you What do you What advises Learners in group Engage learners community. Did you enjue What differed	to tal u see u thin cances e will; closin to tal u see u thin e will; role-p oy the ent ro	k about the drawing on the board? It the girl is doing? It do we need to off you give to person ag a fridge on the bk about the drawing on the board? It the boy is doing? You give to person write down three we blay how energy case role you played?	f our li who u oard. ng thro who u ays of in be o	uses more energy? ough questions and uses more energy? conserving energy. conserved in the	Char		
PHASE 3: REFLECTION	viii. Write a son	g on e	we can conserve en energy conservation questions to revie	n .	ir understanding of			
	Ask learners to	summ	narize what they ha	ıve lea	rnt			

- I. What is energy conservation?

 State four importance of energy conservation.

 State three ways we can conserve energy in our homes.

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

FIRST TERM WEEKLY LESSON NOTES

Week Ending:		D	AY:		Subject: Social Stud	dies		
Duration: 60MINS				Strand: Family Life				
Class: B8	1				<u> </u>	The Family System		
Content Standard	•		Indicator:		Sub Strand: The Fa			
B8.2.2.1. Show und			B8.2.2.1.1. Examine	the co	mposition and funct	ions	Lesson:	
family and family life	_		of the nuclear and th				I OF 2	
Performance Indic					Competencies:			
Learners can descr	•			CP 5.	1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC	
References: Social	Studies Curriculun	n P	g. 50-51					
Keywords: family, N	luclear, Extended,							
Phase/Duration	Learners Activitie	es				Reso	urces	
PHASE I:	Start the lesson v	wit	h a recap of the previ	ous le	sson. Allow			
STARTER			on what they learnt fro		•			
	and the homewo	rk	relating to ways of co	nserv	ing energy.			
	Cat ava a stations	۲۵.	a this lesson including		م مسمول مما النب			
			r this lesson including ccur and assessed	Wilat	will be learnt and			
PHASE 2: NEW			xplain the concept of	family	<i>'</i> .	Pictu	res and	
LEARNING			t whose members are			Char	ts	
	marriage or cove	ena	nt.		-			
			6.6 11					
	_		e types of family syste	ems in	Ghana.			
	E. g., Nuclear and	J C.	xtended.					
	Guide learners to	o d	escribe the two-famil	y syste	ems in Ghana. E.g.			
			ystem consists of the					
			e nuclear family can a					
	•		dren. Extended family	•				
	relatives from the	e p	aternal and maternal	Tamily	relations.			
	With the help of	ра	rents, learners create	/draw	a poster to show			
	•	•	icating both the nucle		•			
	families.							
	Have leave to	: لہ		ــــــــــــــــــــــــــــــــــــــ	:			
	systems.	ais	scuss the merits and o	Jemer	its of both family			
	Nuclear family sy	/ste	em – Merits					
	i. Easy to take care	of t	he family members.					
	ii. Effective supervision	on,	etc.					
	Demerits							
		c of	support in the absence o	f þaren	nts.			
		-	e breadwinner dies (or pa					
		_						
	Extended Family	•		and m	oral guidanco			
	i. Family support in terms of economic assistance and moral guidance							

	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	
	Assessment I. 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:		DAY:		Subject: Social Stud	dios			
		DAT:		-				
Duration: 60MINS		T		Strand: Family Life				
Class: B8		Class Size:		Sub Strand: The Fa	amily System			
B8.2.2.1. Show undefamily and family life	erstanding of the e issues	Indicator: B8.2.2.1.1. Examine of the nuclear and t		omposition and funct ended families	Lesson: 2 OF 2			
Performance Indic Learners can descri nuclear and the ext	ibe the composition	on and functions of the		e Competencies: I: CC 8.I: CC 8.I: CC	9.1: CP 5.2: CC			
References: Social	Studies Curricului	m Pg. 50-51						
Keywords: family, N	luclear, Extended,							
Phase/Duration	Learners Activiti	ies			Resources			
PHASE I: STARTER	learners to refle and the homework. Set expectations		om th	e previous lesson ving energy.				
PHASE 2: NEW LEARNING	system. Let learners und headed by the far Learners to mer languages. Example: Abusua In a discussion, I Example: I. He is in charge 2. He performs to 3. He represent to 4. He settles all for Have learners did 1. They support 2. They help in to 3. They facilitate	Let learners understand that, the extended family system is headed by the family head. Learners to mention how they call a family head in their local languages. Example: Abusuapanyin, weku nukpa, fiaga, etc. In a discussion, learners identify the roles of family head. Example: I. He is in charge of family properties. 2. He performs the functions of a religious head of the family 3. He represent the family during important occasions 4. He settles all family disputes and conflicts. Have learners discuss the role of the parents (father and mother) I. They support the family financially 2. They help in socialization 3. They facilitate procreation						
PHASE 3: REFLECTION	I. State the ob	oligations of each memberies of questions to revie						

Ask learners to summarize what they have learnt

FIRST TERM WEEKLY LESSON NOTES

Week Ending:		D	AY:		Subject: Social Stud	dias	
				-	7162		
Duration: 60MINS		_		Strand: Family Life			
Class: B8		C	ass Size:		Sub Strand: The Fa	amily S	
family and family life	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					ions	Lesson:
Performance Indic Learners can descri	be the two-family				Competencies: 1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC
References: Social	Studies Curriculun	n P	g. 50-51				
Keywords: family, N	luclear, Extended,						
Phase/Duration	Learners Activitie	es				Reso	urces
PHASE I: STARTER	learners to reflect and the homewo	t c rk fo	_	om th onserv	e previous lesson ring energy.		
PHASE 2: NEW LEARNING	Set expectations for this lesson including what will be learnt and how learning will occur and assessed. Revise with learners on the advantages and disadvantages of the nuclear family systems. This activity should be done in groups. Learners research on the internet to compare the Ghanaian family system and that of any country in the Western world. In groups, discuss the importance of the family as an institution They create a positive family identity They give us a sense of security They give us a sense of belonging and acceptance in society They prepare us for societal demands and norms They satisfy our emotional needs Family helps us in uniting. Family teaches us morals and values Guide learners to discuss the role of the family in supporting gender equality. Assessment State five importance of the family						
PHASE 3: REFLECTION			ne family in supporting of questions to review				
	Ask learners to s	un	nmarize what they hav	ve lear	rnt		

Week Ending:		DA	Y:		Subject: Social Stud	dies	
Duration: 60MINS	I				Strand: Family Life		
Class: B8		Cla	ıss Size:		Sub Strand: The Fa	amily S	ystem
Content Standard B8.2.2.1. Show und family and family life	erstanding of the e issues		Indicator: B8.2.2.1.1. Examine of the nuclear and t	he ext		ions	Lesson: 2 OF 2
Performance Indic Learners can descr		cyct	ems in Ghana		Competencies:	91.0	P 5 2: CC
References: Social	-			Ci J.	1. CC 0.1. CC 0.1. CC	, ,.ı. C	1 3.2. CC
Keywords: family, N			. 55 5.				
recywords: larmiy, r	vacical, Exteriord,						
Phase/Duration	Learners Activiti	es				Reso	urces
PHASE I: STARTER							
PHASE 2: NEW LEARNING	Set expectations for this lesson including what will be learnt and how learning will occur and assessed. Revise with learners on the advantages and disadvantages of the nuclear family systems. This activity should be done in groups. Learners research on the internet to compare the Ghanaian family system and that of any country in the Western world. In groups, discuss the importance of the family as an institution They create a positive family identity They give us a sense of security They give us a sense of security They give us a sense of belonging and acceptance in society They prepare us for societal demands and norms They satisfy our emotional needs Family helps us in uniting. Family supports us in every bad situation. Family teaches us morals and values Guide learners to discuss the role of the family in supporting gender equality. Assessment State five importance of the family Explain 4 roles of the family in supporting gender equality						res and ts
REFLECTION	the lesson		of questions to revie	,, uici	anderstanding of		
	Ask learners to	sumr	marize what they ha	ve lea	rnt		

FIRST TERM WEEKLY LESSON NOTES

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Week Ending:	ng: Subject: Social Stud			les			
Duration: 60MINS					Strand: Family Life		
Class: B8		C	lass Size:		Sub Strand: Inherit	ance I	n Ghana
B8.2.2.1. Show und family and family life	Content Standard: B8.2.2.1. Show understanding of the family and family life issues Indicator: B8.2.2.1.2. Discuss the issues of inheritance in Ghana.					Lesson:	
Performance Indic					Competencies:		D F 2 G G
Learners can discus				CP 5.	1: CC 8.1: CC 8.1: CC	9.1: C	P 5.2: CC
References: Social		n r	g. 52				
Keywords: family, N	luclear, Extended,						
Phase/Duration						D	
Phase/Duration PHASE I:	Learners Activitie		ha rocan of the provi	ious lo	ussan Allaur	Keso	urces
STARTER	learners to reflect Set expectations	fo	h a recap of the previ on what they learnt fr r this lesson including ccur and assessed.	om th	e previous lesson.		
PHASE 2: NEW			groups to discuss the	auesti	ons below:	Pictu	res and
LEARNING	Have you with members over the act of simportant? Brainstorm learn Inheritance is the sof the owner. In pairs, discuss the with the class. Guide learners to in Ghana, including Succession. MATRILINEAL S. Matrilineal system individual inherit the mother's brother) This means that we the motive for this child is traced from PATRILINEAL S.	the erstra	essed a conflict or disathe property of a decing ones property to a sing ones property to a sing ones property to a concept of inheritance dentify and discuss the matrilineal, patrilineal single the female line or a mother passes her property or wealth of his a mother passes her property or wealth of his a mother passes her property or wealth of his a mother basses her property or wealth of his a mother basses her property or wealth of his a mother basses her property or wealth of his a mother's lineage or life the control of	nherita nherita n succe ce and e syste and li NCE n of inh mother s mate roperty on of h at, the ine.	nent among family relative? essor so ance. ssor upon the death share thoughts ems of inheritance ntestate eritance where the r's line. ernal uncle (or to her daughters. his sister inherits him. blood relation of a	Char	

	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:		dies						
Duration: 60MINS			Strand: Family Life	2				
Class: B8		Class Size:	Sub Strand: Inheri	tance In Ghana				
Content Standard B8.2.2.1. Show und family and family life	erstanding of the	Indicator: B8.2.2.1.2. Discuss Ghana.	the issues of inheritance in	Lesson: 2 OF 2				
Performance Indic Learners can discus References: Social	ss the issues of inh		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC	C 9.1: CP 5.2: CC				
Keywords: family, N		8. 92						
Phase/Duration	Learners Activiti	ies		Resources				
PHASE I: STARTER	Start the lesson learners to refle	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						
PHASE 2: NEW LEARNING	Invite a resource the systems of in Guide learners to inheritance systems. Inheritance systems of inheritance systems. Inheritance and deceased for Inheritance and contributions. It serves as and Investment of and invest the profit. Negative effects. Less knowled destruction of Extravagant of the systems of the sys	e person in the communication. To discuss the positive areas in Ghana. The us the privilege to inhere continuous usage allows recipient to make in as their retirement benefit great investment for the minded children can invest the money they will accrue for the form their successors and their successors thout a valid will, your possible the norms of intestacy and attion and misapplication of the order they such improving the indigenous to role play one system.	and negative effects of the erit the properties of a supportant investments and its remaining family in future. In money or sell the property from it into a business for create conflict and supsequences will be distributed and not your desires. If properties are paramount creed on silver platter. It is inheritance system and in of inheritance in Ghana. Succession law versus the	Pictures and Charts				

	 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	

FIRST TERM WEEKLY LESSON NOTES

Week Ending:	DAY: Subject: Social Studies					dies
Duration: 60MINS					Strand: Sense Of P	urpose
Class: B8		Class	s Size:		Sub Strand: The In	dividual & The
B8.3.2.1. Demonstr role of the individual Performance Indic	rate knowledge of al in the communi		Indicator: B8.3.2.1.1. Examine the community.		e role of the individu	Lesson: als in I OF 2
Learners can discus		eritan	ce in Ghana		1: CC 8.1: CC 8.1: CC	9.1: CP 5.2: CC
References: Social	Studies Curricului	m Pg. !	56			
Keywords: family, N	luclear, Extended,					
Phase/Duration	I Lagrange A seivise	iaa				Daggungag
Phase/Duration PHASE I:	Learners Activiti		recap of the prev	ious la	sson Allow	Resources
STARTER	learners to refle	ct on v	what they learnt fr	om th	e previous lesson.	
LEARNING	A community is a location, norms, reand interact with components of out. Engage learners communities and Brainstorm learn community refers common interest, common characted. Development mof something, or Community device ating effective. Through a class community development mof something, or Community device a lmprove. • Unity	social eligion, one and recivilization was discussed by the elopmonth of t	cation. Ich a documentary iss observations. Ich a documentary iss observations. Ich explain community is ple who live in the sown or participate is or have mutual relocations and something more ent is the act of grap of people who hasion, guide learner	ty dev same loin some ations.	stics such as y. We all rely on making them crucial t different elopment A ocation, share ething, share owth, or expansion tive. , expanding, or	Pictures and Charts

	Economic growth	
	Assessment	
	What is a community?	
	State and explain the values 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	

Week Ending:	DAY: Subject: Social Stud					dies	
Duration: 60MINS					Strand: Sense Of P	urpose	9
Class: B8		Class	s Size:		Sub Strand: The Individual & T Community		
role of the individual Performance Indic	Demonstrate knowledge of the he individual in the community B8.3.2.1.1. Examine the role of the individual the community.						2 OF 2 P 5.2: CC
References: Social	Studies Curricului	n Pg. !	56				
Keywords: commu	nity, development	t,					
Phase/Duration	Learners Activiti					Reso	urces
PHASE I: STARTER	learners to refle	ct on s	ris lesson including	om th	esson. Allow he previous lesson. will be learnt and		
PHASE 2: NEW LEARNING	 Organization extent a commextent a commextent a commercial for the group and keep it fit statement" is for which the Analyzing: the community to to solve problem. Communicate process be eswith the publicand trustwort. Planning: The strategic plan. Implementate the plan man. 	mission: crea munity mission: 's form rom ex a brie organ is invo pinpo ems. tion; It tablish ic. This thy. e organ to suf- tagement lopmen	on statement: It out nation. This statement etending beyond or of for a one-sentence ization operates. Ives accessing to local sint pressing problem this essential that an ared to keep the lines is is important if the mizing committee shapport the outlined further many mixed to me the place of the plac	erroup to essional elines that nt ough deviating descrip ok at evens, or u effects of cor process ould de enture vi	o determine to what a will be used. The goals and reasons that to keep it on tracking from it. A "mission obtion of the purpose overy part of the using SWOT analysis are communication open is to be inclusive evelop a thorough ision.	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

FIRST TERM WEEKLY LESSON NOTES

Week Ending:	DAY: Subject: Social Studies						
Duration: 60MINS					Strand: Sense Of Purpose		
Class: B8		Class	s Size:		Sub Strand: Comm Making Process	nunity	Decision-
role of the individua	ontent Standard: 3.3.2.1. Demonstrate knowledge of the ble of the individual in the community making process. Indicator: B8.3.2.1.1. describe the community decisi making process.			e community decisio	n-	Lesson:	
	Performance Indicator: Learners can describe the community decision-making process Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC					9.I: C	P 5.2: CC
References: Social	Studies Curriculu	m Pg	57				
Keywords: family, N	luclear, Extended,						
DI /D :						-	
Phase/Duration	Learners Activit		6.1		A 11	Reso	urces
PHASE I: STARTER			recap of the prev what they learnt f		esson. Allow e previous lesson.		
	how learning wi	Set expectations for this lesson including what will be learnt and how learning will occur and assessed.					
PHASE 2: NEW LEARNING		sion-m	lain the factors to naking process, incident inc	luding		Pictu Char	res and ts
		D	eveloping alterna	atives]		
			<u> </u>				
	Evaluating	g alter	rnatives and sele	ct the	best option		
			Ţ				
	Imple	menti	ng and monitorin	ng the	decision		
		Invite a resource person to talk about the importance of community development					
	and show how le	earner	cific need or prob s 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	summ	arize what they ha	ıve leai	rnt		

Week Ending: DAY:				Subject: Social Studies			
Duration: 60MINS			Strand: Sense Of Purpose				
Class: B8 Class			s Size:		Sub Strand: Voluntee		
Content Standard: B8.3.2.1. Demonstrate knowledge of the role of the individual in the community				I.2. Discuss the relevance of erism to community development.			Lesson: 2 OF 2
Performance Indicator: Learners can discuss the relevance of volunteerism to community development Core Competencies: CP 5.1: CC 8.1: CC					9.I: C	P 5.2: CC	
References: Social	Studies Curricului	m Pg	58				
Keywords: commu	nity, development	,					
Phase/Duration	Learners Activit					Reso	urces
PHASE I:			recap of the prev				
STARTER	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	Brainstorm learners to explain the concept of volunteerism Learners in their groups, examine the ways by which one can volunteer in the community responsibly, including performing household chores, shopping or cleaning for an elderly person and helping clean the community 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.					Pictu Char	res and ts
PHASE 3: REFLECTION	the lesson		questions to revie arize what they ha		their understanding of learnt		

FIRST TERM WEEKLY LESSON NOTES WEEK 9

Week Ending:	DAY:		Subject: Social Studies			
Duration: 60MINS	Strand: Sense Of Po		ırpose	pose		
Class: B8	Class Size: Su		Sub Strand: Human	Sub Strand: Human Rights		
Content Standard B8.4.1.1. Investigate responsibilities of a	Indicator: B8.4.1.1.1. Examine the importance of human r in the Ghanaian society volunteerism to comm development.			_	Lesson:	
Learners can exam	Performance Indicator: Learners can examine the importance of human rights in the Ghanaian society Core Competencies: CP 5.1: CC 8.1: CC					P 5.2: CC
References: Social	Studies Curriculur	n Pg. 58				
Keywords: commu	nity, development,	,				
_						
Phase/Duration	Learners Activiti	es			Reso	urces
PHASE I:	Start the lesson with a recap of the previous lesson. Allow					
STARTER	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				Pictu Char	res and ts
	Identify some examples of human rights enshrined in the 1992 constitution.					
	Assess the importance of the protection of human rights					
PHASE 3:		ies of questions to revie			f	
REFLECTION	the lesson					
	Ask learners to summarize what they have learnt					

Week Ending:	DAY:		Subject: Social Studies				
Duration: 60MINS				Strand: Sense Of Purpose			
Class: B8	Class Size:		Sub Strand: Human R				
Content Standards B8.4.1.1. Investigate responsibilities of a	Indicator: B8.4.1.1.1. Examine the importance of human r in the Ghanaian society volunteerism to comm development.			_	Lesson: 2 OF 2		
Performance Indicator: Learners can examine the importance of human rights in the Ghanaian society Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC						P 5.2: CC	
References: Social	Studies Curriculun	n Pg. 58					
Keywords: commu	nity, development,						
Phase/Duration	Learners Activities				Resources		
PHASE I: STARTER	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				Pictu Char	res and ts	
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt						

FIRST TERM WEEKLY LESSON NOTES WEEK 10

REVISION AND END OF TERM ASSESSMENT

Week Ending:		DAY:			Subject: Social Studies			
Duration: 60MINS					Strand: Strands for the term			
Class: B8		Class Size:			Sub Strand: Sub strands for the tel			
Demonstrate knowledge and understanding Recall a				Recall and summarize all what they have			Lesson:	
Performance Indicator: Learners can recall and summarize all what they have learnt within the term Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1:							P 5.2: CC	
References: Social	Studies Curricului	n Pg. 58						
Keywords: commu	inity, development	,						
Phase/Duration PHASE I: STARTER	Start the lesson	Learners Activities Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.				Reso	Resources	
PHASE 2: NEW	how learning wil	l occur ar	nd assessed.		nat will be learnt and	District	res and	
LEARNING	how learning will occur and assessed. 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). Guide learners to describe conserving energy in their homes or 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.					Char		

	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	
	I. 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	

Week Ending:	ek Ending: DAY:			Subject: Social Studies				
Duration: 60MINS				Strand: Strands treated for the term				
Class: B8 Class Size:				Sub Strand: Sub strands for the term				
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.			Indica Prepar	tor: ation towards vacation		Lesson:		
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books. Core Competencies: CP 5.1: CC 8.1: CC					C 9.1: C	P 5.2: CC		
References: Social	Studies Curriculu	m						
Phase/Duration	Learners Activit					Resources		
PHASE I:	Ask learners to bring and display all the materials needed					Exercise books,		
STARTER	for the assessment.					pen, pencils,		
	Educate them on the consequences of examination mal practice.					ers, wer sheets.		
PHASE 2: NEW	Engage learners to arrange themselves properly to sit for SBA,					,		
LEARNING	the assessment test. Assessment							
	Mark learners answer sheets or exercise books. Questions an exercise books.							
	Fill in learner's SBA books and report cards.							
	Distribute learners answer sheets or exercise books for feedback.							