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| **Learning Plan** | | | | | | | |
| **Subject** | *Government* | **Week** | *2* | **Duration** | *240min* | **Form** | *1* |
| **Strand** | *Government and Development* | **Sub-Strand** | *Basics of Government* | | | | |
| **Content Standard** | *Demonstrate understanding of the meanings, basic concepts, principles, and importance of government* | | | | | | |
| **Learning Outcome(s)** | *Evaluate the meanings, basic concepts, principles, and importance of government.* | | | | | | |
| **Learning**  **Indicator(s)** | *Analyse the basic concepts and principles of government* | | | | | | |
| **Essential Question(s)** | * *How can the understanding of the concept of the state be used in international relations or international politics?* * *In what ways can a state be managed to enhance better living standards of the citizenry?* * *How can tolerating varied views from diverse groups in a state ensure peaceful co-existence among members?* | | | | | | |
| **Pedagogical Strategies** | *Group Work, Talk for Learning, Interactive Questioning, etc.* | | | | | | |
| **Teaching & Learning Resources** | *Pictures, Laptop, Projector, Government Pamphlets, E-learning Resources, etc.* | | | | | | |
| **Key Notes on Differentiation** | | | | | | | |
| *Lesson 1*   1. ***Learning Task*** 2. *State the main features of the concept of the state.* 3. *Explain the significance of each of the main features.* 4. *Explain how understanding of the concept of the state is used in international relations/politics (e.g., principle of national self-determination, national boundaries and immigration, United Nations).* 5. ***Pedagogical Exemplars***   *In small groups, learners identify and discuss the features of the state.*  *In the same groups, learners should then develop a presentation to explain the features of the state (e.g., territory, population, government) for a specific audience, e.g., primary school pupils. The teacher should walk round the groups, identifying learners who have difficulties in understanding the concepts and assisting them, e.g., by asking questions to help them relate the subject matter to their own experience. Learners with a good understanding of the subject matter should be encouraged to offer assistance to peers.*     1. ***Key Assessments***   ***Level 1****: State the main features of the state.*  ***Level 2****: Explain the significance of the concept of state.*  ***Level 3:*** *Explain the importance of the concept of the state in addressing problems in international relations.*  ***Lesson 2***   1. ***Learning Tasks*** 2. *Describe the two views of development.* 3. *Compare and contrast these versions of the meaning of development.* 4. *Consider the implications for states and their people of the adoption of one or other view of development.* 5. *Present reasoned arguments as to which model of development is preferable.* 6. ***Pedagogical exemplars***   *Learners in small mixed-ability groups, compare and contrast the two views (narrow and broader) of development. The teacher walks round the groups, identifying learners who have difficulties in understanding the concept of development or the distinction between the two views, and assists them by encouraging members of the group to suggest familiar examples of development. Proficient learners can help fellow learners with their understanding. Highly proficient learners should be encouraged to develop their ideas on which view is preferable and why.*   1. ***Key assessments***   ***Level 2****: Explain the significance of the concept of development.*  ***Level 3****: Present a reasoned argument as to which of the two views of development is preferable and why.*  ***Level 4:*** *Explain the implications of either view of development in addressing any current problem(s) in Ghana.*  ***Lesson 3***   1. ***Learning Tasks*** 2. *State the sources and types of power.* 3. *Explain the relationships between authority and power.* 4. *Explain, with reference to current issues in Africa, the importance of the concepts of power, authority and legitimacy.* 5. ***Pedagogical exemplars***   *Through a question-and-answer session, the teacher draws out what the learners know about power, authority, and legitimacy. For more knowledgeable learners, this could be from their understanding of current affairs. For learners without this understanding, the teacher could use power and authority in the school as an analogy to the state.*  *In small groups, learners prepare and make a presentation to peers on the basic concepts of power, authority, and legitimacy. Learners take up leadership roles and offer support/help to peers. The teacher moves around, offers further assistance to learners who may need support e.g., by giving concrete examples of the operation of the use of power in Ghana and neighboring countries. The teacher also encourages confident learners to develop their understanding further, e.g., through challenging questions or suggestions of further reading.*   1. ***Key Assessments***   ***Level 1****: State the sources and types of power.*  ***Level 2****: Explain the significance of the concepts of power and authority with reference to people’s lives.* | | | | | | | |
| **Keywords** | *State, Development, Neighbor, Population, Sovereignty, Boundary, etc.* | | | | | | |
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| **Lesson 1:** **The Concept of State** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (e.g. 10 minutes)***  *Teacher prints pictures of different states and shared to the learners in their respective groups and ask them to identify any item they can see from the picture. After their responses, teacher gets to realize that some learners have grasped the concept of the picture they watched.* | |
| ***Introductory Activity (e.g. 10minutes)***   1. *Using interactive questioning, the teacher leads a whole-class discussion on the meaning of*   *the state.*  ***Activity 1 (e.g. 30 minutes)***   1. *Ask learners in small groups to identify and discuss the features of the state.* 2. *In the same groups, ask learners to develop a presentation to explain the features of the state.*     ***Activity 2 (e.g. 30 minutes)***   1. *Ask learners to use the pyramid discussion to explain the significance of each of the main features.* 2. *Ask learners in their ability groups to explain how understanding of the concept of the state is used in international relations/*   *Politics.* | ***Introductory Activity (e.g. 10minutes)***   1. *On individual basis, describe the meaning of the state in your own words.*   ***Activity 1 (e.g. 30 minutes)***   1. *In small groups, identify and discuss the features of the state.* 2. *In the same groups, develop a presentation to explain the features of the state.*     ***Activity 2 (e.g. 30 minutes)***   1. *Using the pyramid discussion method, explain the significance of each of the main features.* 2. *In mixed ability groups, explain how understanding of the concept of the state is used in international relations/politics.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Level 3:***  *How can the population size of a state determines the strength of that state as a member of an international organization?* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (e.g. 10 minutes)***  *Teacher closes the lesson by summarizing the concept of a state through describing a state and highlighting on the main features and its importance.* | |
| **Reflection & Remarks** | |
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| **Lesson 2:** **The Concept of Development** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (e.g. 10 minutes)***  *Teacher reviews previous lesson by refreshing learners’ minds on the meaning, features and importance of state thereby creating a linkage between state and development.* | |
| ***Introductory activity (e.g. 10 minutes)***   1. *Through interactive discussion, the teacher uses an image portraying the ‘now’ and ‘then’ of development to illuminate the concept.*   ***Activity 1 (e.g. 15 minutes)***   1. *Ask learners in small mixed-ability groups to compare and contrast the two views of development.*     ***Activity 2 (e.g. 20 minutes)***   1. *Ask learners in their mixed gender groups to research and make reasonable arguments as to which model of development is preferable in Ghana.*   ***Activity 3 (e.g. 20 minutes)***   1. *Ask learners in mixed ability groups to analyse how non-economic dimensions foster transparency and promote development in a state.* | ***Introductory activity (e.g. 10 minutes)***  *Through interactive discussion, use an image portraying the ‘now’ and ‘then’ of development to illuminate the concept.*    ***Activity 1(e.g. 15 minutes)***   1. *In small mixed-ability groups to compare and contrast the two views of development.*   ***Activity 2 (e.g. 20 minutes)***   1. *In mixed gender groups research and make reasonable arguments as to which model of development is preferable in Ghana.*   ***Activity 3 (e.g. 20 minutes)***   1. *In mixed ability groups analyse how non-economic dimensions foster transparency and promote development in a state.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Level 1:***   1. *What is development?*   ***Level 2:***   1. *Describe the two views on the concept of development****.***   ***Level 3:***   1. *To what extent can the traditional view of development consolidate the modern view of development to ensure both political and economic development?*   ***Level 4:***   1. *How has the human capital of the African continent contributed to the development of the European and American continent?* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (e.g. 10 minutes)***  *Teacher closes the lesson by asking the following questions and soliciting for responses from learners. Feedback is given to learners concerning their responses to effect necessary corrections;*   1. *What are the various forms of development?* 2. *Distinguish between the two forms of development and indicate their importance.* | |
| **Reflection & Remarks** | |
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| **Lesson 3:** **The Concepts of Power, Authority and Legitimacy** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (e.g. 10 minutes)***  *Teacher uses the learners in the class to role-play the concepts of power, authority and legitimacy and quiz learners to differentiate among the three concepts.* | |
| ***Introductory Activity (e.g. 15minutes)***   1. *Through a question-and-answer session, the teacher draws out what the learners know about power, authority and legitimacy.*   ***Activity 1 (e.g. 30 minutes)***   1. *Ask learners in their mixed ability groups to identify and explain the sources and types of power.* 2. *Ask learners in their social groups to discuss the relationship between authority and power.*   ***Activity 2 (e.g. 15minutes)***   1. *Engage learners in their groups to make reference to current issues in Africa and expatiate the importance of the concept of power, authority and legitimacy.* | ***Introductory Activity (e.g. 15minutes)***   1. *In smaller groups, express your knowledge about the concept of power, authority and legitimacy.*   ***Activity 1 (e.g. 30 minutes)***   1. *In mixed ability groups, identify and explain the sources and types of power.* 2. *In social groups, discuss the relationship between authority and power.*   ***Activity 2 (e.g. 15 minutes)***  *In mixed ability groups, make reference to current issues in Africa and expatiate the importance of the concept of power, authority and legitimacy.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Level 3:***   1. *Explain the importance of the concept of the state in addressing problems in international relations.* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (e.g. 10 minutes)***  *Lesson closes by giving feedback to various questions asked by learners after the lesson. Teacher then advices learners to read on the next topic before coming to class the next day.* | |
| **Reflection & Remarks** | |