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| **Learning Plan** | | | | | | | |
| **Subject** | *Government* | **Week** | *3* | **Duration** | *300mins* | **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 political and economic gains of a country be attributed to her political ideology being it socialism or capitalism?* * *To what extent has democracy contributed to the growth of feminism in Africa generally?* * *How has democracy contribute in solving political, cultural and socio-economic problems facing Ghana as a sovereign state?* | | | | | | |
| **Pedagogical Strategies** | *Talk for learning, Experiential learning, Think-pair-share, etc.* | | | | | | |
| **Teaching & Learning Resources** | *Videos, Laptop, Projector, Government Pamphlet, Government Teacher Manual, etc.* | | | | | | |
| **Key Notes on Differentiation** | | | | | | | |
| *Lesson 1*   1. ***Learning Tasks*** 2. *List the features of capitalism and socialism.* 3. *Compare and contrast the advantages and disadvantages of each system.* 4. ***Pedagogical exemplars***   *Learners in mixed- ability groups discuss a case study on socialism and capitalism.*  *Learners explore the features of socialism and capitalism and discuss their respective advantages and disadvantages.*   1. ***Key Assessments***   ***Level 1****: State the main features of socialism and capitalism.*  *Level 2: Explain relative advantages and disadvantages of socialism and capitalism.*  ***Level 3****: Explain with detailed reasons, why either socialism or capitalism is a preferable system.*  ***Level 4:*** *Develop a plan, based on own research, to improve management of the economy.*  **Lesson 2**   1. ***Learning Task*** 2. *State the features of democracy.* 3. *Compare and contrast democracy with authoritarian/dictatorial systems.* 4. *Explain advantages and disadvantages of democratic systems.* 5. *Debate how democratic government could be strengthened and improved.* 6. ***Pedagogical exemplars***   *Learners in a think- pair and share activities identify the features of democracy, its advantages, and ways in which it could be strengthened. Learners discuss their answers with the right or left elbow friend. Teacher moves around the classroom, identifies learners who are having difficulties and provides support. Highly proficient learners should be encouraged to develop their ideas further.*   1. ***Key Assessments***   ***Level 1****: State the main features of democracy.*  *Level 2: Compare the benefits of democracy with authoritarian systems.*  ***Level 3****: Present arguments for and against the position that democracy is the best form of government.*  *Lesson 3*   1. ***Learning Tasks*** 2. *State the main features of feminism and the social and political changes for which it has been responsible.* 3. *Identify contemporary issues relating to gender inequality.* 4. *Discuss their own experience of gender stereotyping.* 5. *Debate what changes they would like to see to promote greater gender equality.* 6. ***Pedagogical exemplars***   *Learners debate contemporary issues on gender inequality. Further research could be conducted as homework. The teacher moves around the classroom, supporting learners who are having difficulties with the concept by offering practical examples, and encouraging more proficient learners to develop their further understanding by asking challenging questions or suggesting additional reading.*   1. ***Key Assessments***   ***Level 1****: State the main features of feminism.*  *Level 2: Explain the main challenges that feminism seeks to address.*  ***Level 3****: Present a reasoned view on the issue of dealing with gender stereotyping.*  ***Level 4:*** *Develop a plan, based on own research to increase gender equality.* | | | | | | | |
| **Keywords** | *Socialism, Capitalism, Feminism, Social Welfare, Non-profit oriented, etc.* | | | | | | |

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| **Lesson 1:** **The Concepts of Socialism and Capitalism** | |
| **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 makes a demonstration by dividing the class into two and named one section as socialist state and the other as a capitalist state. He then appoints one person from each section as the head of government for their respective sections and then creates a market within the various states. In the socialist state, we saw the government directly into productions and determining the prices of commodities. However, in the capitalist state on the other hand, it was the direct opposite of what we already saw.* | |
| ***Introductory Activity (e.g. 10minutes)***   1. *Lead an interactive whole - class discussion on the concepts of socialism and capitalism.*   ***Activity 1 (e.g. 30 minutes)***   1. *Ask learners in their mixed ability groups to explore the features of socialism and capitalism.*   ***Activity 2 (e.g. 40 minutes***   1. *Task learners in their mixed ability groups to discuss respective advantages**and disadvantages of capitalism and socialism.* 2. *Ask learners to conduct a research in their groups and provide a sharp contrast between socialism and capitalism.* | ***Introductory Activity (e.g. 10minutes)***   1. *In an interactive whole - class discussion, discuss a case study on socialism and capitalism.*   ***Activity 1 (e.g. 30 minutes)***   1. *In your mixed ability groups explore the features of socialism and capitalism.*   ***Activity 2 (e.g. 40 minutes)***   1. *In your mixed ability groups, discuss respective advantages**and disadvantages of capitalism and socialism.* 2. *In groups, conduct a research and guide the larger class through a presentation on the contrast between socialism and capitalism.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Level 1:***   1. *What is socialism?*   ***Level 2:***   1. *Discuss the features of capitalism.*   ***Level 3:***   1. *How has both capitalism and socialism supported the human resource capacity in America and China respectively?* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (e.g. 10 minutes)***  *Teacher summarizes the main points and brings the lesson to a close.* | |
| **Reflection & Remarks** | |
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| **Lesson 2:** **The Concept of Democracy** | |
| **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 projects a video on how people are living in a typical democratic state like Ghana and call on learners to share with the larger class what the saw from the video.* | |
| ***Introductory activity (e.g. 20 minutes)***   1. *Use press articles on current issues in Ghana to stimulate discussion on the meaning and forms of democracy among the learners.*   ***Activity 1 (e.g. 20 minutes)***   1. *Ask learners in a think- pair and share activity to identify the features of democracy.* 2. *Ask learners in their gender groups to elaborate on the advantages of democracy.*   ***Activity 2 (e.g. 20 minutes)***   1. *Ask learners to discuss with the right or left elbow friend the challenges of democracy towards political and economic growth and development.*   ***Hint:***  *Teacher moves around the classroom, identifies learners who are finding difficulties and provides support.* | ***Introductory activity (e.g. 20 minutes)***   1. *Individually, think-ink-share with the larger class the meaning and forms of democracy.*     ***Activity 1(e.g. 20 minutes)***   1. *In a think-pair-share activity, identify the features of democracy.* 2. *In gender groups, elaborate on the advantages of democracy.*   ***Activity 2 (e.g. 20 minutes)***   1. *Discuss with the right or left elbow friend the challenges of democracy towards political and economic growth and development.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Level 3:*** *How best has democratic governance established peaceful co-existence among states under the United Nations?* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (e.g. 10 minutes)***  *Teacher asks selected learners to summarize their understanding of the meaning of democracy and its advantages/challenges. Other learners contribute to the ensuing discussion.* | |
| **Reflection & Remarks** | |
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| **Lesson 3:** **The Concept of Feminism** | |
| **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 narrates a story about a typical Ghanaian society in the primitive days where women were relegated to the background and then identified as caretakers and housekeepers and tries to draw learners’ attention to the roles played by women in our modern society.* | |
| ***Introductory Activity (e.g. 15minutes)***   1. *Present videos and pictures portraying various gender roles in Ghanaian society.*   ***Activity 1 (e.g. 40 minutes)***   1. *Ask learners in mixed ability groups to discuss the main features of feminism and the social and political changes for which it has been responsible.*   ***Activity 2 (e.g. 40 minutes)***   1. *Inform learners to use the pyramid discussion to identify contemporary issues relating to gender inequality.* 2. *Ask learners to debate in groups the changes they would like to see to promote greater gender equality* | ***Introductory Activity (e.g. 15minutes)***   1. *In an activity ball strategy, identify various gender roles in the Ghanaian society.*   ***Activity 1 (e.g. 40 minutes)***   1. *In mixed ability groups, discuss the main features of feminism and the social and political changes for which it has been responsible.*   ***Activity 2 (e.g. 40 minutes)***   1. *In pyramid discussion activity, discuss the contemporary issues relating to gender inequality.* 2. *In mixed ability groups, debate the changes you would like to see to promote greater gender equality.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Level 3:***  *To what extent has gender stereotyping affected the educational needs of the girl child in the Ghanaian society?* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (e.g. 15 minutes)***  *Teacher closes the lesson by asking some learners to share with the larger class their experiences of gender stereotyping after which he motivates every girl in the class to study hard to become responsible adults in future.* | |
| **Reflection & Remarks** | |