

# MINISTRY OF EDUCATION



Republic of Ghana

## TEACHING SYLLABUS FOR GOVERNMENT (SHS 1- 3)

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# **TEACHING SYLLABUS FOR GOVERNMENT (SENIOR HIGH SCHOOL)**

## **RATIONALE FOR TEACHING GOVERNMENT**

Government refers to the study of the dynamics of politics, the structure of the state and its processes and the relationship between the ruler and the ruled. The subject helps citizens to understand and participate meaningfully in the government and politics of the state. In modern times, government affects the life of every citizen in diverse but significant ways. Citizens therefore need the type of education that will encourage them for popular participation in government and politics to be able to influence government decision-making toward promoting the collective well-being of society. To achieve this, the student requires a form of education that will raise the level of their political consciousness and civic responsibility. Such an education should include knowledge of the nature of government and politics in general, as well as an understanding of the past and present forms and processes of government and politics of this country.

## **GENERAL AIMS**

The syllabus is designed to help students to:

1. Understand the basic concepts relevant to the analysis of government.
2. Understand the machinery of government operations.
3. Analyse the constitutional development and processes of government.
4. Become active participants in the political processes of the country.
5. Appreciate the importance of the relations among nations.

## **SCOPE OF CONTENT**

Government at the Senior High School level is concerned with equipping the student with knowledge, skills and attitudes to develop a broad perspective of political administration. The subject deals with the past and present political and administrative development in Ghana and West Africa to provide students with requisite knowledge and understandings that will enable them to participate responsibly in the political administration of their country. The syllabus focuses on two broad areas namely:

1. Elements of Government
2. Political and Constitutional Development in West Africa and International Relations

## **PRE-REQUISITE SKILLS AND ALLIED SUBJECTS**

The pre-requisite skills needed for effective study of Government at the Senior High School level are knowledge and understanding of Citizenship Education at the Primary School Level, Social Studies at the Junior High School level, observational skills, analytical skills, positive attitudes towards political issues and tolerance toward opposing views in matters of politics and national administration. Good reading, writing and numeracy skills are also important for success in this subject.

## ORGANIZATION OF THE SYLLABUS

This syllabus has been structured to cover the three year Senior High School Course. Each year's work has been divided into sections, with each section containing a number of units. The structure and organization of the syllabus is presented on the next page.

### STRUCTURE AND ORGANIZATION OF THE SYLLABUS

YEAR ONE (SHS 1)	YEAR TWO (SHS 2)	YEAR THREE (SHS 3)
<p><b>SECTION 1: GOVERNMENT: SCOPE, CONCEPTS AND PRINCIPLES</b></p> <p>Unit 1: Meaning and Scope of Government            Unit 2: Basic Concepts and Principles of Government            Unit 3: Citizenship, Rights and Responsibilities</p>	<p><b>SECTION 1: EVOLUTION OF THE GHANAIAAN STATE</b></p> <p>Unit 1: Traditional Governance in Ghana            Unit 2: British and French Colonial Rule            Unit 3: Nationalism in West Africa</p>	<p><b>SECTION 1: INTERNATIONAL RELATIONS AND ORGANISATIONS</b></p> <p>Unit 1: International Systems and Actors            Unit 2: International Organisations            Unit 3: Ghana's Foreign Policy</p>
<p><b>SECTION 2: ORGANS OF GOVERNMENT, STATE STRUCTURE AND CONSTUITITONS</b></p> <p>Unit 1: Organs of Government, Separation of Powers, Checks and Balances            Unit 2: State Structure and Types/Forms of Government            Unit 3: Constitutions</p>	<p><b>SECTION 2: POLITICAL AND CONSTITUTIONAL DEVELOPMENT IN GHANA</b></p> <p>Unit 1: Pre-Independence Political and Constitutional Development in Ghana (1916-1946)            Unit 2: Post Independence Political and Constitutional Development in Ghana (1957-1979)            Unit 3: The Military in the Political Process (1966-1991)</p>	
<p><b>SECTION 3: POLITICAL PROCESSES</b></p> <p>Unit 1: Political Parties            Unit 2: Pressure Groups            Unit 3: Public Opinion            Unit 4: The Media            Unit 5: Electoral Systems and Processes            Unit 6: Electoral Management Body</p>	<p><b>SECTION 3: THE FOURTH REPUBLIC OF GHANA AND PUBLIC ADMINISTRATION</b></p> <p>Unit 1: The 1992 Constitution            Unit 2: Local Government Administration            Unit 3: The Public Service            Unit 4: Public Co-operations</p>	

## TIME ALLOCATION

Time allocation for Government over the three year period is indicated as follows:

Year 1: 6 periods a week

Year 2: 6 periods a week

Year 3: 6 periods a week

## SUGGESTIONS FOR TEACHING THE SYLLABUS

### General Objectives

General Objectives have been listed at the beginning of each section of the Syllabus, that is, just below the theme of the Section. The General Objectives specify the skills and behaviours students should acquire as a result of instruction in the units of a section. The General Objectives form the basis for the selection and organization of the themes and their Unit topics. Read the General Objectives very carefully before you start teaching. After teaching all the Units, go back and read the General Aims and General Objectives again to be sure you have covered both of them adequately in the course of your teaching.

### Sections and Units

The syllabus has been planned in Sections and Units. Each year's work has been divided into Sections. A Section consists of a fairly homogeneous body of knowledge within the subject. Within each Section are Units. A Unit consists of a more related and homogeneous body of knowledge and skills. The teacher is expected to consider the total number of Sections and associated number of Units prescribed for each year and to plan the scheme of work and lessons for each term such that the work in all the Sections and Units for each particular class will be completed by the end of the school year.

Each Section of the syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 – Units: The Units in Column 1 are divisions of the major topics of the section. You are expected to follow the Unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another Unit before coming back to the Unit in the sequence, you are encouraged to do so.

Column 2 – Specific Objectives: Column 2 shows the Specific Objectives for each Unit. The Specific Objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the Unit, while the third digit refers to the rank order of the Specific Objective. For instance, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the Syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using Syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. For instance, Unit 2 of Section 2 has five Specific Objectives: 2.2.1 – 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within Sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that Specific Objectives have been stated in terms of the student i.e., *what the student will be able to do after instruction and learning in the Unit*. Hence each Specific Objective starts with the following, "The student will be able to." This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each Unit of the Syllabus.

Column 3 – Content: The “content” in the third column of the Syllabus presents a selected body of information that you will need to use in teaching the particular Unit. In some cases, the content presented is quite exhaustive. It is important however, to add more content to what is already provided in this Column.

Column 4 – Teaching and Learning (T/L) Activities: T/LA that will ensure maximum student participation in the lessons is presented in Column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning in the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. The major purpose of this subject is to enable students use their knowledge in dealing with national issues while they are still in school and later as workers and professionals in the country. The emphasis is to assist your students to develop analytical thinking, practical problem solving techniques on government and the acquisition of positive attitudes and values toward their nation.

Column 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each Unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems as we have already said above and that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the Specific Objectives of each Unit.

Lastly, bear in mind that the Syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a Scheme of Work and lesson plans for teaching the Units of this Syllabus.

## **PROFILE DIMENSIONS**

A ‘dimension’ is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. Profile Dimensions describe the underlying behaviours or abilities students are expected to acquire as a result of having gone through a period of instruction. Each of the specific objectives in this syllabus contains an action verb that specifies the type of learning or skill that the student should acquire by the end of the instructional period. A specific objective as follows: The student will be able to describe ...etc. contains an action verb "describe" that indicates what the student will be able to do after teaching and learning have taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarise, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student has learnt to create, innovate or synthesize knowledge. Each of the action verbs in the specific objectives of the syllabus describes the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching, learning and assessment in schools.

In government, the three Profile Dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	40%
Use of Knowledge	40%
Attitudes and Values	20%

Each of the Dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights, indicated on the right of the Dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the three Dimensions in the teaching and learning process will ensure that Government is taught and studied not only at the cognitive level, but will also lead to the acquisition of positive attitudes and values.

The explanation of the key words involved in each of the Profile Dimensions is as follows:

### **Knowledge and Understanding (KU)**

- Knowledge - The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
- Understanding - The ability to: explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

### **Use of Knowledge (UK)**

The ability to use knowledge or apply knowledge, as implied in this Syllabus, has a number of learning/behaviour levels. These levels include Application, Analysis, Synthesis, and Evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The Dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub levels are as follows:

- Application - The ability to apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.
- Analysis - The ability to break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, recognize unstated assumptions and logical fallacies, recognize inferences from facts etc. Analytical ability underlies discriminant thinking.
- Innovation/Creativity - The ability to put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.
- Evaluation - The ability to appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

A number of examination questions at the Secondary School level begin with the word "Discuss". Discuss belongs to the Evaluation thinking skill and implies the ability to analyze, compare, contrast, make a judgement etc. The word "discuss" asks for a variety of thinking skills and is obviously a higher order thinking behaviour. Students consequently do poorly on examination questions that start with "Discuss". For this reason and also for the reason that discussion of issues, discussion of reports etc., are some of the major intellectual activities students will be engaged in, in work situations and at higher levels of learning after they have left Secondary School, it will be very helpful if you would emphasize discussion questions etc. both in class and in the tests you set.

## **Attitudes and Values (AV)**

Attitudes and values belong to the affective domain of knowledge and behaviour. The dimension consists of a number of learning and behavioural levels such as receiving, responding, valuing, and organizing.

Receiving - follows directions, listens, shows awareness and sensitivity, accepts, asks questions, gives, points to, replies etc.

Responding - greets, participates, assists, conforms, enjoys, presents, shows interest, volunteers for duties, respects the rights of others.

Valuing - demonstrates attitudes, beliefs, initiates, invites, proposes, reports, shares, works, and reads.

Organizing - ability to assimilate new and different values to form a new and consistent value system. It refers to the ability to accept, alter, defend, arrange, formulate, generalize, modify and defend a belief or good cause.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions. This will ensure that you give your students the chance to develop good thinking skills, and the capacity for excellent performance in examinations and in practical life situations. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

## **FORM OF ASSESSMENT**

It must be emphasized again that it is important that both instruction and assessment be based on the Profile Dimensions of the Subject. In developing assessment procedures, select Specific Objectives in such a way that you will be able to assess a representative sample of the Syllabus Objectives. Each Specific Objective in the Syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a Term or in a Year. The assessment procedure you use i.e. class tests, home work, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example below shows an examination consisting of two papers, Paper 1, Paper 2 and School Based Assessment. Paper 1 will usually be an objective-type paper; Paper 2 will consist of structured questions or essay questions essentially testing “Use of Knowledge” but also consisting of questions on “Knowledge and Understanding”. School Based Assessment (SBA) will essentially focus on “Use of knowledge” and will also consist of some assignments on “Knowledge and Understanding” and “Attitudes and Values”. The distribution of marks for the test papers and SBA should be in line with the weights of the profile dimensions already indicated and as shown in the last Column of the table below.

The West African Examinations Council (WAEC) generally sets about 50 objective test items at the West Africa Senior Secondary Certificate Examination (WASSCE). Emulate this by developing an objective test paper (Paper 1) that consists of 50 items. Paper 2 could consist of some structured questions and essay questions. In general, let students answer five essay questions from a list of 7 – 12 questions.

In the Examination Structure presented on the next page, Paper 1 is marked out of 60; Paper 2 is marked out of 100, and SBA is marked out of 90, giving a total of 250 marks. The last row shows the weight of the marks allocated to each of the three test components. The three papers are weighted differently. Paper 2 is a more intellectually demanding paper and is therefore weighted more than Paper 1.

### DISTRIBUTION OF EXAMINATION PAPER WEIGHTS AND MARKS

Dimensions	Paper 1	Paper 2	SBA	Total Marks	% Weight of Dimension
Knowledge and Understanding	40	40	20	100	40
Use of Knowledge	10	40	50	100	40
Attitudes and Values	10	20	20	50	20
<b>Total Marks</b>	50	60	90	<b>250</b>	-
<b>%Contribution of Papers</b>	<b>20</b>	<b>50</b>	<b>30</b>	-	<b>100</b>

You will note that Paper 1 has a contribution of 20% to the total marks; Paper 2 has a contribution of 50% to the total marks, and SBA has a contribution of 30% to the total marks. The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective test papers.

#### GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The arrangement for SBA may be grouped in categories as follows: Project, Mid-Term test, Group Exercise and End of Term Examination.

1. Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year. Projects may comprise the following:
  - i. Case Study
  - ii. Practical work
2. Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA
3. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus
4. End-of-Term Examination: The end-of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

### Marking SBA Projects

Students are expected to undertake written assignments that may involve investigations, surveys, interviews etc. as Term's project or part of group exercise. The following guidelines are provided for marking assignments of such nature.

- |    |                                 |     |
|----|---------------------------------|-----|
| 1. | Introduction                    | 10% |
| 2. | Data analysis                   | 50% |
| 3. | Conclusions                     | 20% |
| 4. | Acknowledgements and References | 20% |

### GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

# SENIOR HIGH SCHOOL - YEAR 1

## SECTION 1

### GOVERNMENT: SCOPE, CONCEPTS AND ORGANS

**General Objective:** The student will understand the scope, concepts and principles of Government.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>MEANING AND SCOPE OF GOVERNMENT</b>	<p>The students will be able to:</p> <p>1.1.1 explain Government.</p> <p>1.1.2 discuss the functions of government.</p> <p>1.1.3 give reasons for studying Government.</p>	<p>Government</p> <ul style="list-style-type: none"> <li>- as an institution of state</li> <li>- as an art or process</li> <li>- as an academic field</li> </ul> <p>The functions of government fall under the following broad areas.</p> <ul style="list-style-type: none"> <li>- Political</li> <li>- Economic</li> <li>- Cultural and Social Welfare</li> </ul> <p>Government is universal and affects the life of every individual</p> <p>Other reasons may include</p> <ul style="list-style-type: none"> <li>- It helps students to understand and appreciate the processes and functions of government.</li> <li>- It also helps to compare different systems of government.</li> <li>- It is a source of enlightenment etc.</li> </ul>	<p>Students brainstorm on the meaning of Government in groups. Discuss students' response to further explain the concept.</p> <p>Students in groups to discuss the functions of government and make presentations.</p> <p>Class discussion on reasons why students chose to study Government.</p>	<p><u>Class Exercise:</u> Explain Government</p> <p>Examine the functions of government.</p> <p>Write an essay to justify the study of government as a subject.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>BASIC CONCEPTS AND PRINCIPLES OF GOVERNMENT</b></p>	<p>The students will be able to:</p> <p>1.2.1 explain the basic concepts of government.</p> <p>1.2.2 compare basic concepts of government.</p> <p>1.2.3 state and explain the principles of government.</p>	<p>Some of the concepts of government include Society, Nation, State, Sovereignty, Power, Socialism, Communism, Oligarchy, Democracy, Aristocracy, Capitalism, Liberalism, etc.</p> <p>Comparison of concepts in terms of: Features, merits and demerits of the various concepts.</p> <p>The principles of government include: Rule of Law, Separation of Power, Fundamental Human Rights, Constitutionalism, Political participation etc.</p> <p>Features, relevance and limitations of the basic principles of government, i.e.</p> <p>Rule of Law</p> <ul style="list-style-type: none"> <li>- Supremacy of the law</li> <li>- Equality before the law</li> <li>- Fundamental Human Rights</li> <li>- Socio-economic amenities</li> </ul>	<p>Students read on the concepts and do a brainstorming exercise in class.</p> <p>Discuss students' responses.</p> <p>Students in groups compare the various concepts and present for class discussion.</p> <p>Lead a class discussion on the various principles of government.</p> <p>Groups select particular principles, research on them and outline their features, relevance and limitations.</p> <p>Let groups present their findings for class discussion.</p>	<p>Explain Democracy, Socialism and Capitalism.</p> <p><u>Assignment</u> Let students in groups research on the merits and demerits of the various concepts citing countries that are using or have used them.</p> <p>Students present the findings as group exercises.</p> <p>State some of the basic principles of government as enshrined in the 1992 Constitution.</p> <p>What are the features of the Fundamental Human Rights as enshrined in the 1992 Constitution of Ghana?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>CITIZENSHIP, RIGHTS AND RESPONSIBILITIES</b>	<p>The students will be able to:</p> <p>1.3.1 explain the terms:  - Citizenship  - Rights  - Responsibilities</p> <p>1.3.2 explain how citizenship is acquired.</p> <p>1.3.3 examine the rights and responsibilities of a citizen.</p>	<p>A citizen is a person who has full rights as a national of a country either by birth or by being granted that status by the state.</p> <p>Rights are those conditions which enable the individual to live freely and enjoy the social order.</p> <p>Responsibility refers to the obligations of citizens and visitors to the country.</p> <p>Citizenship can be acquired by  - Birth  - Descent  - Naturalisation, etc.</p> <p>The right of citizens are classified into:  - Legal  - Political  - Natural Rights, etc.</p> <p>The responsibility of citizens include:  - Payment of taxes  - Military Service, etc.</p>	<p>Lead a class discussion on the terms citizenship, rights and responsibilities in Ghana.</p> <p>Guide students to brainstorm on the conditions under which their rights could be curtailed.</p> <p>Discuss students' responses.</p> <p>Guide students to read and discuss relevant sections of the 1992 Constitution on the acquisition of citizenship.</p> <p>Based on their readings students in groups engage in a discussion under the following areas:  - Acquisition of citizenship  - Rights of a citizen  - Limitations on the rights  - Obligations of a citizen</p>	<p><u>Individual Write-up</u>  A foreigner wants to become a Ghanaian. Educate him on the process he has to go through.</p> <p>Under what conditions can one's right be curtailed?</p> <p>Examine the issue of Dual Citizenship in Ghana.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>CITIZENSHIP, RIGHTS AND RESPONSIBILITIES</b>	<p>The students will be able to:</p> <p>1.3.4 evaluate the activities of institutions that safeguard the rights of citizens.</p>	<p>Institutions that safeguard the rights of citizens:</p> <ul style="list-style-type: none"> <li>- Commission on Human Rights and Administrative Justice (CHRAJ)</li> <li>- Domestic Violence and Victims Support Unit (DOVVSU)</li> <li>- Legal Aid Board</li> <li>- National Commission on Civic Education (NCCE) etc.</li> </ul> <p>Functions of CHRAJ</p> <ul style="list-style-type: none"> <li>- Settles disputes</li> <li>- Investigates administrative abuses, etc.</li> </ul> <p>Functions of DOVVSU</p> <ul style="list-style-type: none"> <li>- Protests rights of women, children and other vulnerable groups</li> <li>- Settle disputes</li> <li>- Counselling etc.</li> </ul>	<p>Invite resource persons from the various institutions to give a talk on their activities.</p> <p>Students discuss activities of various institutions in groups and do a presentation to the whole class.</p> <p>Discuss the challenges facing the various institutions that safeguard the rights of citizens</p>	<p>Examine the activities of CHRAJ.</p>

# SENIOR HIGH SCHOOL - YEAR 1

## SECTION 2: ORGANS OF GOVERNMENT, STATE STRUCTURE AND CONSTITUTIONS

**General Objectives:** The students will be able to:

1. exhibit an understanding of the activities of the arms of Government
2. appreciate the reasons for the limitations imposed on the powers of the various arms of government.
3. appreciate the need to uphold the Constitution.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>ORGANS OF GOVERNMENT, SEPARATION OF POWERS, CHECKS AND BALANCES</b>	<p>The students will be able to:</p> <p>2.1.1 describe the organs of government.</p> <p>2.1.2 describe types of legislative system.</p> <p>2.1.3 describe the structure and functions of the legislature.</p> <p>2.1.4 analyse the constraints of the legislature.</p>	<p>The organs of government:</p> <ul style="list-style-type: none"> <li>- Legislature</li> <li>- Executive</li> <li>- Judiciary</li> </ul> <p><u>Legislative systems:</u> Unicameral and bi-cameral legislature.</p> <p><u>Structure of the Legislature</u></p> <ul style="list-style-type: none"> <li>- Speaker of parliament</li> <li>- Majority and Minority leaders</li> <li>- Members of Parliament</li> <li>- Sub-committees of parliament, etc.</li> </ul> <p><u>Functions of the Legislature</u></p> <ul style="list-style-type: none"> <li>- Making of laws</li> <li>- Approves government expenditure</li> <li>- Debates national issues, etc.</li> </ul> <p><u>Constraints on the Legislature</u></p> <ul style="list-style-type: none"> <li>- Lack of expertise</li> <li>- Inadequate facilities, etc.</li> </ul>	<p>Organize class visit to the Parliament, Ministries and Courts for students to study their structure, features, functions and constraints in performing their duties.</p> <p>Students to submit group reports for class discussion.</p> <p>Lead a class discussion on:</p> <p>(a) the two types of legislature and their differences.</p> <p>(b) the structure and functions of the legislature in Ghana including the enactment of bye-laws by the agencies of local government, etc.</p> <p>Assist students to discuss the constraints of the legislature in Ghana.</p> <p><b>Note</b> You can invite a resource person to talk to the class on this topic.</p>	<p><u>Essay</u> Illustrate the hierarchy of the legislature.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>ORGANS OF GOVERNMENT, SEPARATION OF POWERS, CHECKS AND BALANCES</b>	<p>The students will be able to:</p> <p>2.1.5 explain Delegated Legislation.</p> <p>2.1.6 examine the types, importance and limitations of Delegated Legislation.</p> <p>2.1.7 discuss the structure and functions of the executive.</p>	<p>Delegated Legislation is the practise by which persons or other bodies besides the legislature are giving powers under an Act of Parliament to make rules, regulations and bye-laws to govern their areas of operation.</p> <p><u>Types of Delegate Legislation</u></p> <ul style="list-style-type: none"> <li>- Bye-laws</li> <li>- Executive Instruments etc.</li> </ul> <p><u>Importance</u></p> <ul style="list-style-type: none"> <li>- Saves time of legislature</li> <li>- Allows for experimentation</li> <li>- Ensures flexibility etc.</li> </ul> <p><u>Limitations</u></p> <ul style="list-style-type: none"> <li>- Violates the principle of Rule of Law</li> <li>- Violate the principle of Separation of Powers etc.</li> </ul> <p><u>Structure of the Executive</u></p> <ul style="list-style-type: none"> <li>- President</li> <li>- Cabinet</li> <li>- Ministers, etc.</li> </ul> <p><u>Functions of the Executive</u></p> <ul style="list-style-type: none"> <li>- Preparation of budget</li> <li>- Formulation of policy</li> <li>- Implementation of policy</li> <li>- Monitoring of policy</li> <li>- Evaluation of policy</li> </ul>	<p>Assist students to use the school system in explaining Delegated Legislation.</p> <p>Put students into groups to examine the types, importance and institutions of Delegated Legislation.</p> <p>Students to make a presentation for class discussion.</p> <p>Lead a class discussion on the structure and functions of the executive.</p>	<p><u>Essay</u>          "Delegated legislation violates the supremacy of the legislature". Discuss.</p> <p>Examine the limitations of the executive in the light of its functions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (CONT'D)</b></p> <p><b>ORGANS OF GOVERNMENT, SEPARATION OF POWERS, CHECKS AND BALANCES</b></p>	<p>The students will be able to:</p> <p>2.1.8 discuss the structure and functions of the judiciary.</p> <p>2.1.9 outline the features of the Judiciary.</p> <p>2.1.10 examine the constraints on the Judiciary.</p> <p>2.1.11 examine the independence of the Judiciary.</p>	<p><u>Structure of the Judiciary</u></p> <ul style="list-style-type: none"> <li>- Supreme Courts</li> <li>- Appeal Court</li> <li>- High Court</li> <li>- Magistrate Courts</li> <li>- Circuit Courts etc.</li> </ul> <p><u>Functions of the Judiciary</u></p> <ul style="list-style-type: none"> <li>- Adjudication</li> <li>- Settlement of disputes</li> <li>- Interpretation of constitution, etc.</li> </ul> <p><u>Features of the Judiciary</u></p> <ul style="list-style-type: none"> <li>-Independence</li> <li>-Impartiality</li> <li>-Neutrality etc.</li> </ul> <p><u>Constraints on the Judiciary</u></p> <ul style="list-style-type: none"> <li>-Lack of facilities</li> <li>-Inadequate personnel</li> <li>-Mistrust in some judges etc.</li> </ul> <p>Judicial Independence is the practise by which Judges are giving complete freedom to administer justice impartially without fear or favour.</p> <p><u>Measures to ensure Judicial Independence</u></p> <ul style="list-style-type: none"> <li>-Mode of recruitment</li> <li>-Salaries charged on the consolidated fund etc.</li> </ul>	<p>Discuss the structure and functions of the judiciary.</p> <p><b>Note:</b> You can take the class to observe a court process.</p> <p>Discuss the features of the judiciary.</p> <p>Discuss the constraints facing the judiciary in Ghana.</p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>i. You can invite a resource person from the judiciary to talk to the class on some of the problems facing the judiciary</li> <li>ii. Students to bring information of problems facing the judiciary from newspapers and other sources for class discussion</li> </ol> <p>Lead a class discussion on the measures to ensure Judicial Independence.</p>	<p><u>Essay</u></p> <p>Outline the hierarchy of the Judiciary and examine constraints in the execution of its functions.</p> <p><u>Assignment</u></p> <p>Read from other sources including the internet on other countries judiciary system and compare them with Ghana's.</p> <ul style="list-style-type: none"> <li>- Write on the similarities, differences and how to improve Ghana's judiciary.</li> </ul>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (CONT'D)</b></p> <p><b>ORGANS OF GOVERNMENT, SEPARATION OF POWERS, CHECKS AND BALANCES</b></p>	<p>The students will be able to:</p> <p>2.1.14 examine the application of Separation of Powers under the Presidential and Parliamentary systems.</p> <p>2.1.15 outline the advantages and disadvantages of Separation of Powers.</p> <p>2.1.16 evaluate the concept of Checks and Balances in the Presidential and Parliamentary systems of government.</p>	<p>Separation of Powers under the Presidential/Parliamentary system of Government e.g. Prime Minister Busia (Parliamentary system); Hilla Limann (Presidential system).</p> <p><u>Advantages</u> - checks the emergence of tyranny - protects the liberty of the individual etc.</p> <p><u>Disadvantages</u> Separation of Powers can be a stumbling block to effective and flexible government in some cases etc.</p> <p><u>Advantages</u> i. enhance efficient working of the organs of government. ii. ensure balance of power among the three arms of government etc</p> <p><u>Disadvantages</u> Extreme checks and balances can be an obstacle to smooth and effective government etc.</p>	<p>Students to do the following:</p> <p>i. Select any two governments Ghana has had since independence and compare how the Separation of Powers was maintained and the attendant problems.</p> <p>ii. Read the constitution and indicate two instances where the Separation of Powers is mentioned.</p> <p>Students brainstorm the advantages and disadvantages of Separation of Powers.</p> <p>Students to discuss cases where the Separation of Powers may be a stumbling block to effective governance.</p> <p>Put students into groups to discuss the concept of Checks and Balances, its advantages and disadvantages under Presidential and Parliamentary systems.</p>	<p><u>Class debate</u> Separation of Powers is crucial in a modern system of government.</p> <p><u>Written work</u> How does the Legislature check the executive in a Presidential system?</p>
<p><b>UNIT 2</b></p> <p><b>STATE STRUCTURE AND TYPES/FORMS OF GOVERNMENT</b></p>	<p>2.2.1 explain the various types of state structure.</p>	<p>State Structure include</p> <ul style="list-style-type: none"> <li>- Unitary</li> <li>- Federal</li> <li>- Confederal</li> <li>- Monarchy,</li> <li>- Parliamentary</li> <li>- Republican</li> <li>- Centralisation</li> <li>- Decentralisation</li> </ul>	<p>Students in groups to discuss the various structures adopted by different states and report for class discussion.</p>	<p><u>Class Exercise</u> Identify five countries with different structures.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2 (CONT'D)</b></p> <p><b>STATE STRUCTURE AND TYPES/FORMS OF GOVERNMENT</b></p>	<p>The students will be able to:</p> <p>2.2.2 examine the features, merits and demerits of structures adopted by various states.</p> <p>2.2.3 explain the following terms:</p> <ul style="list-style-type: none"> <li>- Centralisation</li> <li>- Decentralisation</li> </ul> <p>2.2.4 examine the main types and features of Centralisation and Decentralisation.</p>	<p>Some of the features of a Unitary system include:-</p> <ul style="list-style-type: none"> <li>- power is concentrated in the central government.</li> <li>- it occurs in a society comparatively homogeneous in character, etc.</li> </ul> <p>Federalism has features like</p> <ul style="list-style-type: none"> <li>- Government power is constitutionally divided between two levels of government.</li> <li>- It has a written and rigid constitution, etc.</li> </ul> <p><u>Centralized State Structure</u> This is where authority over decision making and implementation is concentrated at a single centre.</p> <p><u>Decentralized State Structure</u> This is a devolution of power to the agencies of local government in the country.</p> <p>Features of Centralisation</p> <ul style="list-style-type: none"> <li>- Power is located at the centre</li> <li>- Sub governmental bodies are subordinated to the central government/bureaucracy</li> <li>- Decision making and national planning is located in the central bureaucracy etc.</li> <li>- Weak local authority</li> <li>- Recruitment occurs at the nation's capital</li> <li>- Resources are administered at central offices.</li> </ul>	<p>Discuss the different government structures.</p> <p>e.g. Federal and Unitary states as in Nigeria and Ghana respectively.</p> <p>Discussion should include the differences, merits and demerits of each structure.</p> <p>Class to visit a session of the District Assembly or the Regional Administration to observe and ask questions on how they operate.</p> <p>Students in groups to discuss the field trip and present a report on</p> <ul style="list-style-type: none"> <li>- the features/types</li> <li>- merits and demerits of centralisation and decentralisation</li> </ul> <p>Ask students to search the internet to get examples of two countries which practice either Centralized or Decentralized and discuss their features in class.</p>	<p><u>Assignment</u> Students to use the internet to look out for the different state structures and report in class.</p> <p><u>Class Exercise</u> Describe centralisation and decentralisation with examples.</p> <p><u>Essay</u> Critically examine the system of decentralisation in Ghana and suggest how best it could be improved for national development.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2 (CONT'D)</b></p> <p><b>STATE STRUCTURE AND TYPES/FORMS OF GOVERNMENT</b></p>	<p>The students will be able to:</p> <p>2.2.5 outline the merits and demerits of Centralisation and Decentralisation.</p>	<p><u>Types of Decentralisation</u></p> <ul style="list-style-type: none"> <li>- Delegation</li> <li>- De-concentration</li> <li>- Devolution</li> </ul> <p><u>Merits of Centralisation</u></p> <ul style="list-style-type: none"> <li>- Quick implementation of policy</li> <li>- Ensures uniform development</li> <li>- It is economical to run</li> <li>- Promotes unity etc.</li> </ul> <p><u>Demerits of Centralisation</u></p> <ul style="list-style-type: none"> <li>- Lack of local initiative</li> <li>- Heavy work load on government</li> <li>- Government removed from the people</li> <li>- Congestion</li> <li>- Promotes dictatorship</li> </ul> <p><u>Merits of Decentralisation</u></p> <ul style="list-style-type: none"> <li>- Promotes local participation in government.</li> <li>- Draws local people close to central government.</li> <li>- Encourages initiative</li> <li>- Reduces workload on government</li> <li>- Effective supervision and co-ordination</li> </ul> <p><u>Demerits of Decentralisation</u></p> <ul style="list-style-type: none"> <li>- Breeds corruption</li> <li>- Uneven distribution of resources and development</li> <li>- Initial problem of infrastructure and personnel, etc.</li> </ul>	<p>Guide students to do the following:</p> <p>i. Discuss the merits and demerits of Centralization and Decentralisation and identify the factors that impede the implementation of Decentralization.</p> <p>ii. Brainstorm on how to solve the problems of Decentralization.</p> <p>iii. Discuss students' responses.</p>	<p><u>Class Test</u> Weigh the benefits of Decentralisation over Centralisation.</p> <p><u>Group Work - Essay</u> You have identified the absence of education as a stumbling block in the Decentralisation process. With reference to your district, suggests ways to tackle this problem for development to proceed.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>CONSTITUTIONS</b></p>	<p>The students will be able to:</p> <p>2.3.1 explain the meaning and identify the sources of constitutions.</p> <p>2.3.2 outline the functions/ importance of the constitution.</p> <p>2.3.3 describe the processes of making a constitution.</p> <p>2.3.4 make a comparative analysis of different types/forms of constitutions.</p>	<p>Constitution can be defined as the legal and non-legal rules which are employed in the administration of a state.</p> <p>A constitution is obtained from many sources. Among these are:</p> <ul style="list-style-type: none"> <li>- customs and conventions</li> <li>- statutory sources</li> <li>- authorities</li> <li>- judicial precedents, etc.</li> </ul> <p>It is important for a country to have a constitution because:-</p> <ul style="list-style-type: none"> <li>- it establishes the organs of government</li> <li>- it is a mark of statehood</li> <li>- it determines the powers and functions of the various organs, etc.</li> </ul> <p>A constitution goes through a series of processes to get it passed. These are:</p> <ul style="list-style-type: none"> <li>- A committee of experts</li> <li>- Expert reports</li> <li>- A Constituent or Consultative Assembly</li> <li>- A referendum</li> <li>- Assent, etc.</li> </ul> <p>The forms of constitutions include:</p> <ul style="list-style-type: none"> <li>- Written and Unwritten</li> <li>- Rigid and Flexible</li> <li>- Federal and Unitary, etc.</li> </ul>	<p>Lead class to brainstorm on the meaning of constitution.</p> <p>Put students in groups to discuss the sources of constitutions.</p> <p>Using the 1992 Constitution of Ghana let students discuss how the constitution helps to ensure harmonious living and improvement in the quality of life.</p> <p>Students research on the stages through which the 1992 Constitution went through to be passed.</p> <p>Put students into groups to discuss some of the problems encountered during the drafting of the 1992 Constitution</p> <p>Guide students to analyse the various forms of constitutions.</p> <p>Students do a research through the internet/library to come out with comparative study of different countries and their forms of constitutions.</p>	<p><u>Group Assignment</u> Identify the sources of the constitution of Ghana and justify their relevance in a modern state.</p> <p>Write an essay justifying the importance of modern constitutions.</p> <p>Compare and contrast the Constitution of Ghana and that of Britain.</p> <p>Weigh the advantages of the constitution of Nigeria and that of Ghana.</p>

# SENIOR HIGH SCHOOL - YEAR 1

## SECTION 3

### THE POLITICAL PROCESSES

**General Objective:** The student will

1. appreciate the importance of multi-party political system and the roles of political parties in the development and practice of democracy.
2. recognise the crucial importance of the electoral process.
3. become aware of the role of the media in shaping Public Opinion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>POLITICAL PARTIES</b>	<p>The students will be able to:</p> <p>3.1.1 explain the term "Political party"</p> <p>3.1.2 examine the functions of political parties.</p> <p>3.1.3 analyse the advantages and disadvantages of different party systems.</p>	<p>A political party is an organised group of people who strive to capture political power through elections to be able to control policies and machinery of government.</p> <p>The functions of political parties include</p> <ul style="list-style-type: none"> <li>- Education/Political Socialization</li> <li>- Aggregation of interest</li> <li>- Recruitment and training of political leaders etc.</li> </ul> <p>The criticisms against political parties are:</p> <ul style="list-style-type: none"> <li>- Tendency to perpetuate themselves when in power</li> <li>- Divisive tendencies</li> <li>- Corruption, nepotism, tribalism, etc.</li> </ul> <p>The party systems are:</p> <ul style="list-style-type: none"> <li>- The One Party System</li> <li>- The Two Party System</li> <li>- The Multi-Party System</li> </ul>	<p>Students brainstorm to come out with the meaning and structure of political parties.</p> <p>Organize students to go on a study tour to any party secretariat to acquaint themselves with the hierarchical structure and sources for funding political parties.</p> <p>Students in groups to discuss the activities and problems of political parties after a lecture by a resource person.</p> <p>Guide students to discuss the advantages of Two-Party and Multi-Party systems as against One party system.</p>	<p><u>Class Exercise</u> Explain Political Parties and identify the major parties that have emerged in Ghana since Independence.</p> <p><u>Report</u> Write a short report on the hierarchical structure of a named political party in Ghana.</p> <p><u>Essay</u> Analyse the functions of political parties in Ghana and suggest improvement for effective governance.</p> <p>Political parties should be funded by the government. Discuss.</p> <p>Examine the disadvantages in the Multi-Party System and suggest solutions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>PRESSURE GROUPS</b>	<p>The students will be able to:</p> <p>3.2.1 explain the term Pressure Group.</p> <p>3.2.2 analyse the mode of operations of Pressure Groups.</p> <p>3.2.3 explain the functions of Pressure Groups.</p>	<p>Pressure Groups are organisations which try to influence government policies toward their own interest or in other directions.</p> <p>Some of the techniques used by Pressure Groups to attain their objectives are:</p> <ul style="list-style-type: none"> <li>- Lobbying</li> <li>- Debates and Seminars</li> <li>- Confrontation and demonstrations, etc.</li> </ul> <p><u>Functions of Pressure Groups</u></p> <ul style="list-style-type: none"> <li>- They exert influence on the legislative process</li> <li>- They serve as a source of information to government</li> <li>- They contribute to policy making</li> <li>- Promote interest marginalised groups, etc.</li> </ul> <p><u>Criticisms against Pressure Groups</u></p> <ul style="list-style-type: none"> <li>- Their activities may truncate government policies.</li> <li>- Could distort public opinion.</li> <li>- Opposition could hide under pressure groups to undermine government business, etc.</li> </ul>	<p>Students to brainstorm to come out with the meaning of Pressure Groups and give examples of pressure groups in Ghana.</p> <p>Students discuss the mode of operations of Pressure Groups and the circumstances where each mode of operation may be used.</p> <p>Arrange for students to visit an identifiable pressure group for education on their activities.</p> <p>Guide students to discuss the functions and negative effects of Pressure Groups.</p>	<p><u>Oral Question</u> What is a Pressure Group?</p> <p><u>Class Exercise</u> What methods are employed by pressure Groups to achieve their aims in Ghana?</p> <p><u>Essay</u> Discuss the role of Pressure Groups in a state.</p> <p>Distinguish between Political Parties and Pressure Groups.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>PUBLIC OPINION</b></p>	<p>The students will be able to:</p> <p>3.3.1 explain Public Opinion.</p> <p>3.3.2 explain the importance and possible disadvantages that may be caused by Public Opinion.</p> <p>3.3.3 describe the formation of public opinion and the various ways by which public opinion may be measured</p>	<p>Public Opinion is the aggregate of views expressed on an issue at a particular time in a state.</p> <p><u>The importance of Public Opinion</u></p> <ul style="list-style-type: none"> <li>- It serves as a guide to government</li> <li>- It puts government on its toes</li> <li>- It promotes public participation in Government, etc.</li> </ul> <p><u>Disadvantages of Public Opinion</u></p> <ul style="list-style-type: none"> <li>- It may threaten state security</li> <li>- May lead to inconsistencies in government</li> <li>- It may be an impediment to progress, etc.</li> </ul> <p>Public opinion is formed through the</p> <ul style="list-style-type: none"> <li>- Media</li> <li>- Personal experiences</li> <li>- Pressure groups, etc.</li> </ul> <p>Public opinion could be measured through:</p> <ul style="list-style-type: none"> <li>- Opinion polls</li> <li>- Mass media</li> <li>- Referenda and elections etc.</li> </ul>	<p>Students brainstorm to come out with the meaning of public opinion.</p> <p>Students in groups discuss and present in class the importance and demerits of Public opinion.</p> <p>Students debate on the topic “Public opinion retards the progress of development”.</p> <p>Students to discuss the formation and measurement of Public opinion.</p>	<p><u>Oral Question</u> What is public opinion?</p> <p>Examine the role of Public opinion in the formulation of government policies.</p> <p>In what ways can public opinion be measured?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>THE MEDIA</b>	<p>The students will be able to:</p> <p>3.4.1 explain the concept of “media”.</p> <p>3.4.2 state and analyse the principles of the media.</p> <p>3.4.3 analyse the role of the media in democratic governance.</p>	<p>In general “media” refers to various means of communication. Television, radio and the newspaper are different types of media.</p> <p><u>Principles of the media</u></p> <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Fairness</li> <li>- Balance</li> <li>- Timeliness</li> </ul> <p><u>Role of media</u></p> <ul style="list-style-type: none"> <li>- Education</li> <li>- Awareness creation</li> <li>- Dissemination of information</li> <li>- Communication etc.</li> </ul>	<p>Assist students to discuss the concept of media and the various types of media</p> <p>Students to discuss the basic principles by which the media operates.</p> <p>Invite a resource person to talk on the role of the media in modern governance.</p> <p>Students to select one critical issue on which the media worked hard to build public opinion for or against the issue and discuss in class.</p>	<p>Describe the various types of media.</p> <p><u>Essay</u> The Ghanaian media is being criticised as partisan in reportage. Do you agree?</p> <p>The media is described as the fourth estate of government. Discuss.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5</b></p> <p><b>ELECTORAL SYSTEMS AND PROCESSES</b></p>	<p>The students will be able to:</p> <p>3.5.1 explain the term: - Electoral Systems</p> <p>3.5.2 distinguish between the types/ forms of electoral systems.</p> <p>3.5.3 explain the importance and limitations of elections.</p>	<p>Electoral systems are the procedures and mechanisms by which public elections are conducted.</p> <p>Types of elections</p> <ul style="list-style-type: none"> <li>- General elections</li> <li>- Bye elections</li> <li>- Run-off elections</li> <li>- Referendum</li> <li>- Plebiscite</li> </ul> <p>The forms of electoral systems are:</p> <ul style="list-style-type: none"> <li>- Simple Majority or plurality</li> <li>- Proportional representation</li> <li>- Absolute majority etc.</li> </ul> <p><u>The importance of Elections :</u></p> <ul style="list-style-type: none"> <li>- It confers legitimacy on government</li> <li>- A mechanism for selecting rulers</li> <li>- Platform for the exercise of franchise</li> <li>- Holding leaders accountable</li> </ul> <p><u>Limitations of Elections</u></p> <ul style="list-style-type: none"> <li>- Electorates do not have in depth knowledge of the people they vote for.</li> <li>- Candidates do not have time to reach all voters etc.</li> </ul>	<p>Invite the district electoral officer to give a talk on the electoral processes. Encourage students to ask question.</p> <p>Assist students to discuss the purposes of electoral systems.</p> <p>Assist students to discuss the various electoral systems listed in content. Guide students to organise mock elections to demonstrate the forms of elections.</p> <p>Students in groups to do the following:</p> <ol style="list-style-type: none"> <li>i. Discuss the functions and limitations of elections.</li> <li>ii. Identify some of the factors that may influence the outcome of public elections.</li> <li>iii. Discuss ways of avoiding conflicts during elections</li> </ol>	<p><u>Class Exercise</u></p> <p>Explain franchise</p> <p>Give instances under which an individual's franchise could be curtailed.</p> <p><u>Class Test</u></p> <p>Suggest factors that will improve election results in a modern electoral system.</p> <p><u>Essay</u></p> <p>Examine some of the factors that mar the beauty of elections in Ghana and suggest ways for minimising election malpractice and fraud.</p>
<p><b>UNIT 6</b></p> <p><b>ELECTORAL MANAGEMENT BODY (EMB)</b></p>	<p>3.6.1 describe the composition and features of the electoral management body.</p>	<p>The Electoral Management Body is an independent body entrusted with the responsibility of conducting and supervising free and fair elections in the state.</p> <p><u>Composition of Electoral Management Body</u></p> <ul style="list-style-type: none"> <li>- A Chairman</li> <li>- Deputy chairperson(s)</li> <li>- Other members</li> </ul>	<p>Ask students to read the constitution on composition of the Electoral Commission to illustrate a typical Electoral Management Body.</p> <p>Take students on a visit to the Electoral Commission to learn at firsthand the composition and features of the Commission.</p>	<p><u>Written Exercise</u></p> <p>What is the Electoral Management Body?</p> <p>Discuss the features of the Electoral Management Body.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5 (CONT'D)</b>  <b>ELECTORAL MANAGEMENT BODY</b>	<p>The students will be able to:</p> <p>3.6.2 describe the functions and constraints of the Electoral Management Body.</p>	<p><u>Features of the Electoral Management Body</u></p> <ul style="list-style-type: none"> <li>- Insulated from political influence</li> <li>- Impartial</li> <li>- Neutral etc.</li> </ul> <p><u>The functions of an Electoral Management Body:</u></p> <ul style="list-style-type: none"> <li>- It makes rules and regulations for elections.</li> <li>- Compiles and revises voters register for elections.</li> <li>- Demarcates electoral constituencies.</li> <li>- Conducts free and fair elections, etc.</li> </ul> <p><u>Constraints of Electoral Management Body</u></p> <ul style="list-style-type: none"> <li>- Inadequate funding</li> <li>- Inadequate logistics and personnel</li> <li>- Interference from government and opposition</li> <li>- Biases of its members, etc.</li> </ul>	<p>Students discuss the functions of the Electoral Management Body.</p>	<p><u>Quiz</u> What are some of the activities of the Electoral Commission?</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (CONT'D)</b></p> <p><b>TRADITIONAL GOVERNANCE IN GHANA</b></p> <p><b>CHIEFTAINCY</b></p>	<p>The students will be able to:</p> <p>1.1.3 discuss the influence of modern political authority on the traditional authority.</p> <p>1.1.4 examine criticisms against chiefs.</p> <p>1.1.5 identify the sources of chieftaincy disputes in Ghana.</p>	<p>The contemporary influences on chieftaincy institution include:</p> <ul style="list-style-type: none"> <li>- The executive taking away their role</li> <li>- The party system</li> <li>- The Local government system etc.</li> </ul> <p><u>Criticisms against Chiefs</u></p> <ul style="list-style-type: none"> <li>- Perennial conflicts</li> <li>- Corruption</li> <li>- Interference in politics</li> <li>- Lack of modernisation of the institution etc.</li> </ul> <p><u>Sources of Chieftaincy Disputes</u></p> <ul style="list-style-type: none"> <li>- Poor record keeping</li> <li>- Distortions or oral history</li> <li>- Wrongful successions chieftaincy, etc</li> </ul>	<p>Lead a class discussion on how the existence of modern political structures has affected the role of chiefs.</p> <p>Students discuss criticisms against chieftaincy.</p> <p>Put students' into groups to discuss sources of chieftaincy disputes in Ghana.</p> <p>Students make presentations for class discussion.</p> <p>Students to suggest how to minimize chieftaincy disputes.</p>	<p>Examine some of the criticisms levelled against the chieftaincy institution.</p> <p>Write an essay on the consequences of chieftaincy disputes in Ghana and the way out.</p>
<p><b>UNIT 2</b></p> <p><b>THE BRITISH AND FRENCH COLONIAL RULE IN WEST AFRICA</b></p>	<p>1.2.1 explain the reasons and events leading to the colonisation of Gold Coast.</p> <p>1.2.2 discuss the nature of British Colonial Administration.</p>	<p><u>Reasons for colonialism</u></p> <ul style="list-style-type: none"> <li>-The search for raw materials</li> <li>-National prestige</li> <li>-Search for overseas market etc.</li> </ul> <p><u>Elements of British Colonial administration</u></p> <ul style="list-style-type: none"> <li>-The Crown Colony System</li> <li>-Indirect Rule</li> <li>-Traditional Authority (Chieftaincy)</li> </ul>	<p>Guide students to dramatise and discuss the signing of the various treaties that gave the opportunity for the British to Colonise Gold Coast.</p> <p>Assign students to read on the British Colonial rule and present the group reports in class.</p> <p>Guide students to discuss the issues from group reports.</p>	<p>Examine the causes of colonialism in West Africa.</p> <p>Discuss the major features of the Crown Colony System.</p> <p>Examine the reasons why the educated elites opposed the Indirect Rule.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2 (CONT'D)</b></p> <p><b>THE BRITISH AND FRENCH COLONIAL RULE IN WEST AFRICA</b></p>	<p>The students will be able to:</p> <p>1.2.3 discuss the nature of French Colonial Administration.</p>	<p><u>The features of French Colonial Administration</u></p> <ul style="list-style-type: none"> <li>- Assimilation</li> <li>- Association</li> <li>- Loi Cadre</li> </ul> <p><u>Effects of French Colonial Administration</u></p> <p><u>Positive effects</u></p> <ul style="list-style-type: none"> <li>- Cultural Assimilation</li> <li>- Economic development</li> <li>- Political Representation</li> </ul> <p><u>Negative effects</u></p> <ul style="list-style-type: none"> <li>- Assimilation failed to assimilate</li> <li>- It degraded the Africans</li> <li>- Destroyed the African Values</li> <li>- Delayed Nationalism</li> </ul>	<p>Assist class to discuss the effects of the French Colonial Administration in West Africa.</p>	<p>Compare and contrast the French Colonial Administration with that of the British.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>NATIONALISM IN WEST AFRICA</b></p>	<p>The students will be able to:</p> <p>1.3.1 explain Nationalism.</p> <p>1.3.2 examine the causes and activities of the nationalists movements before and after the Second World War.</p> <p>1.3.3 describe specific factors and activities that took place in the independence struggle in Ghana.</p>	<p><u>Nationalism</u> African Nationalism refers to the patriotic desire and the struggle of colonised Africans to free themselves from foreign rule and to take their destiny into their own hands.</p> <p><u>Causes of Nationalism:</u> The weaknesses of Indirect Rule Racial discrimination Denial of political rights etc.</p> <p><u>Nationalist Movements</u></p> <ul style="list-style-type: none"> <li>- The Aborigines Right Protection Society</li> <li>- NCBWA</li> <li>- WASU</li> <li>- Youth Movements etc.</li> </ul> <p>The factors leading to the increase in nationalist activities can be grouped into</p> <ul style="list-style-type: none"> <li>- Internal factors</li> <li>- External factors</li> </ul> <p><u>Internal factors</u></p> <ul style="list-style-type: none"> <li>- The grievances of the ex-servicemen</li> <li>- The short comings of the Burns constitution</li> <li>- Cutting down of Cocoa trees etc.</li> </ul>	<p>Class brainstorm the meaning of Nationalism. Discuss students' responses.</p> <p>Students in groups to read and compile the causes of nationalism for discussion in class.</p> <p>Students in groups to read and discuss specific nationalist movements and present reports in class under the following:</p> <ul style="list-style-type: none"> <li>- background</li> <li>- membership</li> <li>- activities</li> <li>- success and failures.</li> </ul> <p>Students in groups to research on the causes of nationalism after the Second World War and compare nationalism in British West Africa to that of French West Africa.</p>	<p><u>Quiz</u> What is Nationalism?</p> <p><u>Class Exercise</u> Outline the major causes of Proto-Nationalism in Gold Coast.</p> <p>Identify and discuss one outstanding nationalist leaders during the Proto-Nationalist era.</p> <p>Examine the influence of the ex-servicemen in the struggle for independence.</p> <p>Account for the intensification of nationalist activities in British West Africa after the Second World War.</p> <p>Examine the slow pace of nationalist activities in French West Africa.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>NATIONALISM IN GHANA: 1925-1957</b>	The students will be able to:	<p><u>External factors</u></p> <ul style="list-style-type: none"> <li>- The Atlantic Charter of 1941</li> <li>- The defeat of Britain</li> <li>- Pan-Africanism etc.</li> </ul> <p><u>Activities</u></p> <ol style="list-style-type: none"> <li>i. Formation of Political movements e.g. UGCC, CPP etc. and their activities.</li> <li>ii. Events leading to independence               <ul style="list-style-type: none"> <li>- The 1948 riots</li> <li>- The Watson Commission</li> <li>- The Coussey Committee</li> <li>- Positive Action, Elections of 1951, 1954 and 1956</li> </ul> </li> </ol>	Assign groups to research in the library/internet on the background, features and achievements of nationalists from 1925-1957 and present reports for class discussion.	<p><u>Essay</u></p> Examine the composition and functions of the Legislative Council under the 1925 Guggisburg's constitution.

# SENIOR HIGH SCHOOL - YEAR 2

## SECTION 2

### POLITICAL AND CONSTITUTIONAL DEVELOPMENT IN GHANA

**General Objectives:** The student will follow the political developments in Ghana.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>PRE-INDEPENDENCE POLITICAL/ CONSTITUTIONAL DEVELOPMENT IN GHANA (1916–1946)</b>	The students will be able to:  2.1.1 analyse the features of pre-independence constitutions in the Gold Coast.	<u>Pre-independence constitutions</u> - 1916 Clifford's Constitution - 1925 Guggisberg's Constitution - 1946 Burns' Constitution - 1951 Arden Clarke's Constitution - 1954 Nkrumah's Constitution	Assign groups to research in the library/internet on the background and features of the pre-independence constitutions.  Presentation of group reports for class discussion.	Analyse the 1954 constitution of Nkrumah  Examine the composition and functions of the legislative council under the 1925 Guggisberg constitution.
	2.1.2 outline the achievements and failures of the pre-independence constitutions.	Examine the achievements and failures of the 1916, 1925, 1946 and 1954 constitutions.	Guide students to discuss the achievements and failures of the pre-independence constitutions.	Why was the 1946 constitution rejected by the educated elites?
<b>UNIT 2</b>  <b>POST- INDEPENDENCE POLITICAL/ CONSTITUTIONAL DEVELOPMENTS IN GHANA (1957- 1979)</b>	2.2.1 compare the various constitutions from the time of independence in terms of fairness in democratic rule.	<u>Post Independence Constitutions</u> - 1957 - Independence Constitution - 1960 - First Republican Constitution - 1969 - Second Republican Constitution - 1979 - Third Republican Constitution	Students in groups to read the constitutions listed in content and compare them in terms of i. Human rights ii. Democracy iii. Good governance  Students in groups to discuss and agree on the constitution they consider as the best of the four and make suggestions for improving it (i.e. What could have been added or deleted from the selected constitution to make it better)  Groups present their reports for class discussion.	<u>Essay</u> Examine the relationship between the Governor - General and the Prime Minister under the 1957 Independence Constitution.  <u>Class Work</u> What were the functions of the President under the 1979 Third Republican Constitution?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>THE MILITARY IN THE POLITICAL PROCESS (1966-1991)</b></p>	<p>The students will be able to:</p> <p>2.3.1 explain Military Intervention and Political Instability.</p> <p>2.3.2 explain the general causes and effects of military rule in Ghana.</p> <p>2.3.3 evaluate the various military regimes in terms of the development of Ghana.</p>	<p><u>Military Intervention</u> The seizure of political power of a legitimate government by a group of soldiers and sometimes police through the barrel of the gun and not through constitutional means. Political instability is a process by which the peace of the country is disturbed as a result of violent military intervention or rebel disturbances in the politics of the state which might result in frequent changes in government</p> <p><u>Causes of military interventions</u></p> <ul style="list-style-type: none"> <li>- The military factor(dissatisfaction)</li> <li>- Mismanagement of the economy</li> <li>- External influence etc.</li> </ul> <p><u>Effects of military interventions</u></p> <ul style="list-style-type: none"> <li>- Human rights abuses</li> <li>- Soldiers entrenching themselves</li> <li>- Inexperienced military men tend to mismanage the economy</li> <li>- Undermining democratic progress</li> <li>- Corruption</li> </ul> <p><u>Military regimes in Ghana</u> The National Liberation Council (NLC) The National Redemption Council (NRC) The Supreme Military Council 1 (SMC I) The Supreme Military Council 2 (SMC II) The Armed Forces Revolutionary Council (AFRC) The Provisional National Defence Council (PNDC)</p>	<p>Students research in the library/ internet to find out countries which have suffered military interventions/ political instability i.e. Sierra Leone, Liberia, and Ghana in 1972, 1981 etc.</p> <p>Guide students with references to trace the causes of military interventions and their social, economic and political effects on Ghana.</p> <p>Students in groups to research the achievements and failures of the military regimes listed in content, in the development of Ghana and report in class.</p> <p>Students to compare military regimes and elected governments (i.e. Nkrumah, Busia, Limann, Rawlings and Kufour) in terms of national development.</p>	<p><u>Quiz</u> What is military intervention?</p> <p>Is it proper to involve military in political administration?</p> <p><u>Essay</u> Compare and contrast military and civilian rule.</p>

# SENIOR HIGH SCHOOL - YEAR 2

## SECTION 3

### THE FOURTH REPUBLIC OF GHANA AND PUBLIC ADMINISTRATION

**General Objective:** The student will

1. appreciate the need to uphold the 1992 Constitution of Ghana.
2. appreciate the activities of Public and Civil Services in Ghana.
3. appreciate the relevance of the local government system to democratic participation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>THE 1992 CONSTITUTION</b>	<p>The students will be able to:</p> <p>3.1.1 describe the steps taken in drawing up the 1992 Constitution.</p> <p>3.1.2 analyse the features of the 1992 Constitution.</p>	<p><u>he Process</u></p> <ol style="list-style-type: none"> <li>1. Regional Popular Fora on 'Evolving a True Democracy' by Justice Annan</li> <li>2. The work of the Committee of Experts headed by Dr. S.K.B Asante</li> <li>3. Consultative Assembly</li> <li>4. Referendum –April, 1992.</li> <li>5. Promulgation of the constitution on 7<sup>th</sup> January, 1993.</li> </ol> <p><u>The Features of the 1992 constitution include:</u></p> <ul style="list-style-type: none"> <li>- A Monocephalous Executive</li> <li>- A unicameral Legislature</li> <li>- Independence of the Judiciary</li> <li>- Local Government and Decentralisation</li> <li>- Directive Principles of State Policy etc.</li> </ul>	<p>Students research through the library/ internet to compile information on the processes adopted in developing the constitution of the fourth Republic.</p> <p>Students in groups to study the 1992 constitution to examine the various features listed in content in detail.</p> <p>Guide students to compare the 1992 constitution to the constitution selected in Unit 2 of Section 2 in terms of:</p> <ol style="list-style-type: none"> <li>i. Human rights</li> <li>ii. Democracy</li> <li>iii. Good governance</li> </ol>	<p>In what way can we say that the 1992 was democratically developed?</p> <p>How is Judicial Independence ensured under the 1992 Constitution?</p> <p>Examine the powers of the President under the 1992 fourth Republican Constitution.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>LOCAL GOVERNMENT ADMINISTRATION</b></p>	<p>The students will be able to:</p> <p>3.2.1 explain the meaning of Local Government.</p> <p>3.2.2 describe the structure of Ghana's Local Government under the fourth Republic.</p> <p>3.2.3 describe the functions of the District Assemblies.</p> <p>3.2.4 suggest ways for improving the revenue of Local Government.</p>	<p>Local Government is a semi-autonomous body, established by an Act of Parliament to provide political administration at the local level.</p> <p>It is a sub-division of a nation into units for the purpose of providing political, administrative and development at the grassroots.</p> <p>Structure of Ghana's Local Government</p> <ul style="list-style-type: none"> <li>-Ministry of Local Government</li> <li>-Regional Coordinating Councils</li> <li>-Metropolitan/ Municipal/District Assemblies</li> <li>-Zonal Area/ Area Councils</li> <li>-Unit Committees.</li> </ul> <p>Some functions of District Assemblies</p> <ul style="list-style-type: none"> <li>- Implementation of government policies</li> <li>- Enactment of bye-laws</li> <li>- Provide opportunity at the grassroot for political participation etc.</li> </ul> <p>Sources of revenue for Local Authorities:</p> <ul style="list-style-type: none"> <li>- District Assemblies Common Fund</li> <li>- Grants</li> <li>- Rates</li> <li>- Loans etc.</li> </ul>	<p>Students go on a study tour of the District Assembly to find out about the structure and operations of the Assembly.</p> <p>Students discuss their findings from the tour to the Assembly in smaller groups.</p> <p>Group presentation and discussion of findings on the functions, revenue sources, problems and control of the local government units.</p> <p>Using the 1992 constitution, guide students to discuss the various structures of Ghana's local government.</p> <p>Assist students to discuss the functions of the District Assemblies and some of the problems confronting the assemblies in implementing policies and projects.</p> <p>Guide student to form a mock assembly to deliberate on pressing issues in the community.</p> <p>Students to discuss the sources of revenue of local authorities and suggest ways by which these sources could be expanded.</p>	<p><u>Essay</u> Justify the existence of the local government.</p> <p><u>Class Exercise</u> Draw an organogram of the structure of any District Assembly.</p> <p>Outline the shortcomings of revenue collection by District Assemblies and suggest solutions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (CONT'D)</b>  <b>LOCAL GOVERNMENT ADMINISTRATION</b>	<p>The students will be able to:</p> <p>3.2.5 explain the problems of Local Governments face in implementing their programmes.</p> <p>3.2.6 explain ways through which Local Governments are controlled.</p>	<p>Some of the problems facing District Assemblies:</p> <ul style="list-style-type: none"> <li>- Inadequate qualified personnel</li> <li>- Inadequate finance</li> <li>- Political interference etc.</li> </ul> <p>Controls of District Assemblies in Ghana</p> <ul style="list-style-type: none"> <li>- Executive control</li> <li>- Judicial control</li> <li>- Legislative control</li> </ul>	<p>Assist students to discuss some of the major problems facing District Assemblies in implementing their programmes.</p> <p>Assist students to discuss the various ways by which local governments are controlled.</p>	<p>What is the relevance of an Assembly member in the development of the local community?</p>
<b>UNIT 3</b>  <b>THE PUBLIC SERVICE</b>	<p>3.3.1 explain the terms:</p> <ul style="list-style-type: none"> <li>- Public Service</li> <li>- Civil Service</li> <li>- Regulatory Agencies</li> </ul>	<p>Public Service refers to all service organisations that are created to render specific crucial services on behalf of government. Employees are recruited by government and paid from the consolidated fund.</p> <p>Civil Service is an institution under the executive arm of government responsible for design, formulation and implementation of government policies.</p> <p>Regulatory Agencies – Institutions/ body established to monitor and check the activities of service providers for quality, safety, and efficiency e.g. Ghana Standards Board, Public Utility Regulatory Commission, Foods and Drugs Board.</p>	<p>Invite a Civil Servant to give a talk on the structure and functions of the Public Service.</p> <p>Students to visit a selected government department to study its structure and discuss observations in class.</p> <p>Students to use the internet to research on the features of the British Civil Service and compare to the Ghana Civil Service.</p>	<p>Differentiate between the Public Service and Civil Service.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3 (CONTD)</b></p> <p><b>THE PUBLIC SERVICE</b></p>	<p>The students will be able to:</p> <p>3.3.2 outline the composition and functions of the Public Services Commission.</p> <p>3.3.3 describe the structure and characteristics of the Civil Service.</p>	<p>The composition of the Public Services Commission is prescribed by the constitution and includes a Chairman, Vice Chairman, and three others who are full time members. Others are :</p> <ul style="list-style-type: none"> <li>- The chairman of the National Council for Tertiary Education</li> <li>- Three others with extensive experience in the operation of the public service. (see Public Services Commission Act 1994 Act 482)</li> </ul> <p>The Public Services Commission performs numerous functions including:</p> <ul style="list-style-type: none"> <li>- Advice to government on criteria for appointing public officers</li> <li>- Appointments and promotions</li> <li>- Discipline of personnel etc.</li> </ul> <p>The Ghana Civil Service is divided into classes and grades and they follow the</p> <ul style="list-style-type: none"> <li>- Administrative class</li> <li>- Professional class</li> <li>- Executive class</li> <li>- Clerical class</li> <li>- Messenger class</li> </ul> <p>The features of the Civil Service include:</p> <ul style="list-style-type: none"> <li>- Permanence</li> <li>- Anonymity</li> <li>- Neutrality and Impartiality.</li> </ul>	<p>Using the constitution, guide students to discuss the composition and functions of the Public Services Commission.</p> <p>Students to discuss and draw an organogram of the structure of the Civil Service.</p> <p>Assist students to discuss the features of the civil service.</p>	<p>What are the functions of the Public Services Commission?</p> <p>Examine the structure of the Civil Service in Ghana.</p>





# SENIOR HIGH SCHOOL - YEAR 3

## SECTION 1

### INTERNATIONAL RELATIONS AND ORGANISATIONS

**General Objectives:** The student will

1. appreciate the need to live in harmony with other nationals in Ghana.
2. recognise the role of their country as a member of the international community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>INTERNATIONAL SYSTEMS AND ACTORS</b>	<p>The students will be able to:</p> <p>1.1.1 explain the meaning of Diplomacy.</p> <p>1.1.2 analyze the factors that influence diplomacy.</p> <p>1.1.3 identify and describe the functions of embassies.</p>	<p>Diplomacy is the technique used by representatives of states to conduct negotiations with the view of resolving conflicts to enhance international co-operation.</p> <p><u>Determinants of Diplomacy</u></p> <ul style="list-style-type: none"> <li>- Membership of International Organisations</li> <li>- Religious factors</li> <li>- Level of technology, etc.</li> </ul> <p>Ambassadors, High Commissioners, Special envoys and Honorary Consuls are appointed to improve upon a state's relations with the rest of the world.</p> <p>The functions of embassies include the following:</p> <ul style="list-style-type: none"> <li>- Serve as a link between their respective countries and other countries</li> <li>- Seek the interest of their nationals, etc.</li> </ul>	<p>Assist students to discuss the meaning of "diplomacy" and identify situations where diplomacy is needed.</p> <p>Invite a career diplomat to give a talk on diplomacy and peace building.</p> <p>Students in groups discuss the talk under:</p> <ul style="list-style-type: none"> <li>- determinants of diplomacy</li> <li>- functions of diplomacy</li> <li>- benefits/challenges of diplomacy</li> </ul> <p>Lead a class discussion on the functions of embassies.</p> <p>Organise a study tour to any embassy in Ghana.</p> <p>Discuss students' observations.</p>	<p>Examine the use of 'force' as a tool of diplomacy in the modern world.</p> <p>Justify the need for the establishment of Embassies in other countries.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>INTERNATIONAL ORGANISATIONS</b></p>	<p>The students will be able to:</p> <p>1.2.1 trace the history of</p> <ul style="list-style-type: none"> <li>- UNO</li> <li>- ECOWAS</li> <li>- AU</li> <li>- COMMONWEALTH</li> <li>- NON-ALIGNED MOVEMENT</li> </ul> <p>1.2.2 analyse some of the significant achievements and challenges of NEPAD.</p>	<p>The international organisations to which Ghana belongs are</p> <ul style="list-style-type: none"> <li>- United Nations Organisation</li> <li>- The African Union (AU)</li> <li>- The Commonwealth</li> <li>- The Non-Aligned Movement</li> <li>- ECOWAS etc.</li> </ul> <p>NEPAD: New Partnership for African Development</p> <p>APRM: African Peer Review Mechanism</p>	<p>Students to use the internet/library to collect and collate information about the organisations listed in content.</p> <p>Guide students to discuss the information collected from the internet/library in smaller groups.</p> <p>Group presentations under the following areas –</p> <ul style="list-style-type: none"> <li>- origin</li> <li>- aims and objectives</li> <li>- membership</li> <li>- organisational structure and functions</li> <li>- achievements and challenges</li> </ul> <p>Guide students to discuss programmes being pursued by the various international organisations in the interest of member states especially NEPAD.</p>	<p>What benefits does Ghana derive from its membership of international organisations?</p> <p>Why is the APRM not very attractive to most African Heads of States?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>GHANA'S FOREIGN POLICY</b></p>	<p>The students will be able to:</p> <p>1.3.1 explain the meaning of "Foreign Policy".</p> <p>1.3.2 analyze the factors that determine Ghana's foreign Policy.</p> <p>1.3.3 analyze the challenges of Ghana's foreign policy.</p>	<p>Foreign Policy is the sum total of decisions, practices and actions which a country pursues in its interactions with other countries.</p> <p><u>Determinants of Foreign Policy</u></p> <ul style="list-style-type: none"> <li>- National interest: foreign investments, overseas markets etc</li> <li>- Political ideology: non-alignment</li> <li>- Political system</li> <li>- Geographical location, historical factors etc.</li> <li>- International law, conventions and treaties</li> </ul> <p>Challenges of Ghana's foreign policy:</p> <ul style="list-style-type: none"> <li>-Unstable ideologies</li> <li>-Poverty</li> <li>-Influence of political blocks etc.</li> </ul>	<p>Students to brainstorm and come out with the meaning of Foreign Policy.</p> <p>Invite a diplomat, experienced civil servant or personnel from the Foreign Affairs Ministry to give a talk on Ghana's' Foreign Policy.</p> <p>Students in groups to discuss the talk under:</p> <ul style="list-style-type: none"> <li>- determinants</li> <li>- functions</li> <li>- benefits/challenges</li> </ul> <p>Put students into groups to discuss challenges facing Ghana's foreign policy.</p> <p>Discuss students' presentation.</p> <p><u>Class debate</u> Ghana has taken Nkrumah's declaration at independence that "the independence of Ghana is meaningless unless it is linked to the total liberation of Africa" too far.</p>	<p><u>Class Exercise</u> What are the functions of an Ambassador/High Commissioner?</p> <p><u>Report</u> Write a short report on Ghana's foreign policy on international trade.</p>

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