Module for Bachelor of Education Programme (Junior High School)

EBS248SW: CURRICULUM STUDIES IN SOCIAL STUDIES

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This pack contains materials that will aid the delivery of the course. The materials contained in the pack are:

i. Information on the course.
ii. Materials needed to study the various units of the course. These materials are attached as folders or links.
iii. Learning guide which aims to provide guidance on what learners are expected to pay attention to in each unit.
iv. Schedule of tutorial sessions and tutorial questions to guide the sessions. These are provided for each unit.

OVERVIEW OF THE COURSE

This course pack contains information about the course, the course outline, notes based on the content of the course will be made available to you as folders and internet links. There are also, a detailed schedule for tutorials and some tutorial questions to guide your study.

PART 1: ABOUT THE COURSE

This course is designed to prepare student-teachers to learn about the fundamentals of curriculum: You will learn about the Saber Tooth Curriculum, The origin and some curriculum concepts. Elements of curriculum, processes, and types of curricula. This course will again introduce you to the theories of curriculum to help you establish the philosophical underpinnings to enable you plan your teaching strategies. You will also learn about the 2020, Common Core JHS Social Studies Syllabus in line with the fundamentals learnt in curriculum design so that you can establish the linkages to plan your lessons to improve learning.

UNIT 1:   THE CURRICULUM

Learning outcome(s)
By the end of the unit, you will be able to:
- Give basic definitions of curriculum
- Explain The Saber-Tooth Curriculum

SESSION 1: UNDERSTANDING NATURAL ENVIRONMENT

In this session, we will focus and learn to appreciate some different definitions of the concept of curriculum. These will help you to examine how each type is different from one another. Curriculum literature is replete with descriptions that do not adequately explain what goes into curriculum making. There are many definitions of curriculum. Because of this, the concept of curriculum is sometimes characterized as fragmentary, elusive and confusing. The definitions are influenced by modes of thoughts, pedagogies, political as well as cultural experiences It is therefore expedient to give a prelude to the origins and beginnings of the term curriculum so as to facilitate readers understanding of what the curriculum is and why it has so many different definitions. This is illustrated by Harold Benjamin in 1939 in a satire he titled "The Saber-Tooth Curriculum "in the United Sates of America. The satire gives an idea about how a curriculum comes into being. This is an extraction from Yakubu (2000).

The Saber-tooth Curriculum
So many years ago, a man lived in a simple tribal village during the Stone Age when tools and equipment were made of stone. He was a very intelligent man who made the best stone fist hammers. He was therefore called New Fist Hammer Maker, for shorty New Fist. As a thinker, he ate little, slept little and did a lot of thinking. While others in the community ate a lot and slept all night, New Fist sat by the fire and thought about the community and how it could survive.

He watched his children at play and noticed that they used bones of animals during their play and repeated some adult activities. The children played for fun but the adults worked to survive. It dawned on New Fist that the tendency of children to role play adult activities could be used in training them to produce food, shelter and security for the community. He could be doing a great service to the community if the children could contribute to its survival. He had got a **GOAL,** which is, training the children to produce food, shelter and security.

Having got this, he thought of **WHAT THINGS MUST BE KNOWN** (content) by every child in the community. That means he had to decide on what was worthwhile for the tribe. He thought out some of the activities practised in the community in his mind and experimented how the processes and techniques with which fish could be grabbed with bare hands in ponds, streams and rivers. He therefore created the first subject for his curriculum which he called **"fish grabbing with bare hands".** In a similar mental exercise, he crafted the second subject that would equip the children with skills for clubbing woolly horses. He called this **"woolly horse clubbing".** The third subject dealt with scaring away tigers which he called **"saber tooth tiger scaring with fire".** The curriculum New Fist designed contained these three subjects. The first beneficiaries of this curriculum were his children and he was the first teacher. He

developed techniques for teaching based on what the children liked to do at play. Their interest was therefore, generated and they learnt fast.

New First's children grew up to live happy lives because they could get enough to eat, felt secure and had enough skin to keep them warm. The three subjects they had learnt were worthwhile. These subjects were accepted as the heart of education in the community as a result many people started to expose their children to them. However, not everybody accepted this curriculum. The conservatives argued that, "the Great mystery who speaks in thunder and moves by lightening and who gives life to men and takes it away from them as he wills...if the Great mystery wanted children to learn fish-grabbing, horse clubbing and tiger-scaring before they grew up, he would have taught them by implanting it in them. New Fist was not only impious to attempt something the Great Mystery never intended to have done, he was also a damned fool for trying to change human nature." To this protest, New Fist, being a thinker, replied that the Great Mystery was aware of what he was doing and he had in fact sanctioned it. Through his persuasive reasoning, he was able to convince the conservatives to accept the curriculum. The curriculum of fish-grabbing, horse- clubbing and tiger- scaring was accepted and practiced for many generations and there was peace, tranquillity and progress.

Then environmental conditions changed suddenly. An ice age brought in its wake some glacier which caused gravels and dirt to fall into the streams and rivers making them milky and difficult to see the fishes. More so, some more intelligent and swifter fishes had replaced the slow ones which lived in the clear waters. This made it impossible to catch fishes with bare hands. The specialist in fish grabbing were baffled by this new situation, that is, fishes could not be caught with bare hands. Graduate in fish grabbing became obsolete!

Another problem emerged as a result of the environmental changes. The ground became very marshy and clumsy such that woolly horses could not survive on it. In their place appeared little antelopes which were much swifter and adapted to the new terrain. This again disturbed graduates in woolly horse clubbing such that it was impossible to club the antelopes. Further, the saber-tooth-tigers caught pneumonia as a result of the dampness of the new environment and died. Their place was taken over by some ferocious bears. Those with expertise in tiger scaring became helpless. The whole community was faced with extinction since there was no means of getting food, clothing and security from the new environment.
Fortunately, there were a few old men who were as intelligent as New Fist was. One of them, after several frustrating attempts to grab fish with bare hands discovered that he could use vines to make a net to catch fish. He was able to take fish home to feed his starving family. Another person, after fruitless attempts to club the antelopes, invented a snare to trap them. A third person created the idea of digging a pit for the bears to fall in. These three innovations came to the rescue of the community.

Gradually, the making of fish-net, antelope-snare and digging bear pit became popular. However, these three new subjects were not automatically accepted into the curriculum. Some thoughtful people, the radicals, argued that they should be part of the curriculum. Their opponents argued that they are practical activities which have nothing to do with schooling. School is concerned with rote learning of "academic" subjects of fish grabbing, horse clubbing and tiger scaring. Since these activities were no more of direct use to the community, they had become mere academic exercise. The radicals insisted that the three new subjects were useful skills for survival so they ought to be included in the curriculum. The wise old men

smiled with derision and said that introducing the three new subjects into the curriculum will be training not education

They argued that with fish grabbing, horse clubbing and tiger scaring, the curriculum was already overcrowded and there was no room for the new subjects. They argued that what was needed was to give their children "some thorough grounding in fundamentals". It could not be said that their children had understood sufficiently fish grabbing, horse clubbing and tiger-scaring.

The radicals burst out, "what is the use of teaching fish grabbing if it cannot be done? What is the point in teaching horse clubbing when there are no horses to club or tiger scaring when there are no tigers to scare?" the old men explained, "we do not teach fish grabbing to grab fish; we teach it to develop a generalized agility which can never be developed by mere training. We do not teach horse clubbing to club horses; we teach it to develop a generalized strength in the learner which he can never get from so prosaic and specialises a thing as antelope snare setting. We do not teach tiger scaring to scare tigers; we teach it for the purpose of giving that noble courage which carries over into all the affairs of life and which can never come from so base an activity as bear killing**."**

The radicals feeling outwitted pleaded that the new subjects be included in the curriculum because they could have some educational value. The old men replied, "if you had any education yourself... you would know that education is timeless. It is something that endures through standing squarely and firmly in the middle of a raging torrent. You must know that there are eternal verities, and the Saber-tooth curriculum is one of them".

The following deductions can be made from the Saber-tooth Curriculum.
Every community or nation for that matter is blessed with intellectuals who think about the survival of the community. Hard thinking normally goes into curriculum making that is why it is called a **RATIONAL CURRICULUM**. The thinking of the curriculum maker should be generated by his observation of activities in the community and also the nature of the children. Whatever the curriculum developer does must have a purpose hence the statement of **GOALS.**

The subject or content in the curriculum has to be seen as a means of achieving the GOALS. The use of **PSYCHOLOGY t**o understand the child developmentally and how to teach him effectively is important. Controversies are characteristic of curriculum development work. There is, therefore, the need to persuade the other person. One needs to take one hard look at the assumptions while trying to see how the other person is trying to persuade oneself.

Relevance of the curriculum in the community is shown when environmental, social and economic conditions change. Again, a new activity or an intervention is not automatically introduced into the curriculum. It must be found to be **WORTHWHILE** before it can be included in the curriculum. Most of the arguments in curriculum work are **PHILOSOPHICAL.** Such arguments are based on why certain subjects should be taught, what education is all about and so on. The sabertooth curriculum implies that if we want to educate members of our community effectively, we must base our educational activities on their problems. Importing, curricula that have been successful in other countries into Ghana will not help

us to solve our problems of survival. We should learn from others but we must not be gullible to their ideas.

Key ideas

- The first idea of a curriculum to guide learning started with the Stone Age.
- The curriculum provides WHAT THINGS MUST BE KNOWN (content)
- Curricula are designed to educate members of a community to be effective
- This helps members to solve their own problems.

Reflection

- Do you think the several attempts at designing curriculum to direct education in Ghana has been helpful?
- Why do we still have poverty among the majority of Ghanaians?
- What kind of curriculum do we need to enable us overcome the following burdens of our societies today:
  a. Taste for foreign dresses, food and other cultures
  b. Care for our environment
- How can we use curriculum to change behaviours?

Discussion

1. What is a curriculum?
2. How can the peoples facing a people influence their choice of curriculum for studies?
3. To what extent, can the Saber-Tooth curriculum be relevant to addressing the socio-economic challenges of Ghana today?
4. If you were to advice, the Minister of Education, what focus should the current curriculum review take and why? Write an essay to support your stance.

SESSION 2:   UNDERSTANDING THE CONCEPT CURRICULUM

In this session, you are going to learn about some of the main concepts used in curriculum studies.
Learning outcomes.
By the end of the session, you will be able to:

- Identify the definitions given to the curriculum

The Curriculum is often mentioned anytime education comes under discussion. It thus suggests that, curriculum and education are intricately interwoven. Like many other concepts in education, curriculum has been described in many ways; it therefore defies one acceptable definition. This is attributable to the

fact that it has been perceived by different people from different fields of specialization. For instance, the word when used by an educationalist may connote something different from that of a politician.

Like education, curriculum is also etymologically derived from the Latin word *'curere** meaning a 'race course'. This (curere) was the course on which the Roman chariots competed. It is applied and is valid to institutionalized education since educational institutions or schools for that matter ran on programmes which have starting and finishing points. Learners enter an educational institution to go through programmes ran by such institutions which span a period of time. Learners enter educational institutions to pursue programmes at specific points. As they progress on the programme, they take examinations which warrant their movement from one level to the next or higher level. These may be equated to hurdles on a race course. Learners, after going through the full length of the programme (race course) successfully, exit at a prescribed point.

The meaning given to the term over the years has led to a variety of definitions in curriculum literature. For want of an appropriate description, these definitions have been put into three categories by Tamakloe (1992) as cited by Adentwi (2005) as narrow, broad and midway definitions.

Narrow Definitions
Some curriculum definitions are said to be narrow because they exclude some elements that may be considered educationally relevant and worthwhile such as those of the co-curriculum and the positive aspects of the hidden curriculum. Examples of narrow definitions are those like that of McNeil (1985) who describes curriculum as a course of study to be taught to students in an educational institution. Beach and Reinhatz (1989) explain it as a prescribed series of courses to take. Zais (1975) as cited in Adentwi (2005) intimates that such definitions are considered too simplistic and naive. These definitions or descriptions limit the curriculum to written prescriptions of what is supposed to take place in schools or a documentation of the knowledge, skills, values and attitudes learners should be exposed to. They, thus equate the curriculum to only academic work, subjects or programmes of study and also the syllabus suggesting that only what is written is what is learnt by learners. Proponents of such definitions wrongly assume that activities such as games and excursions and those organised by clubs and societies that take place in educational institutions are not part of the curriculum as a result do consider such activities as 'extra curricula'. More so, they do not make provision for the hidden curriculum which is largely a product of the way the school is planned and organized. Such descriptions limit what the curriculum entails to what happens within the four walls of the classroom.

Broad Definitions
Unlike the narrow ones, some definitions of curriculum are seen as too broad. Broad definitions suggest the inclusion of experiences and activities that may not be considered as educationally worthwhile or relevant to learners. Such experiences may either be mis-educative since they constitute the negative values and attitudes learners imbibe due to peer pressure and socialization in school (Adentwi, 2005) such as cheating, drug abuse, vandalism, alcoholism etc. or non-educative experiences which entail municipal or auxiliary services provided by school administrative staff, security staff, labourers and cooks. Examples of broad definitions may be that of Mathews (1989). He intimates that the curriculum is what goes on in schools and other training institutions Obviously, a lot of things take place in schools. Learners go through a lot of activities and encounter a number of experiences, such as those mentioned earlier,

some of which are not educationally worthwhile or valuable and affect learners negatively. By and large, any curriculum worth its salt should be able to expose learners to activities and experiences that will bring about a relatively positive permanent change in behaviour. Such definitions are thus obviously too wide and broad in scope. They water down the function of the curriculum as a tool for planning an educational programme and instruction.

Midway Definitions

Though, no single definition for curriculum has been widely accepted, the use of those that cater for all educationally valuable and worthwhile activities have been preferred. Some of such definitions are that;

■ The curriculum is "the sum total of all educationally valuable experiences that learners undergo under the guidance of a school or other training institutions" (Adentwi, 2005).

■ "All the learning which is planned and guided by the school whether it is carried on in groups or individuals, inside or outside the school", (Kerr, 1968).

■ A plan or program of all experiences which the learner encounters under the direction of a school (Tanner and Tanner, 1995).

■ It is the totality of the experiences of children for which schools are responsible. (Gatawa, 1990).

■ A curriculum is composed of a selection of socially valued knowledge, skills and attitudes which an educand is made to acquire through various forms of planning. (Tamakloe, 1992).

The scope of such definitions is seen to be clearly defined to include experiences from both the hidden and the co-curriculum. They exclude mis-educative and non-educative experiences. Such definitions also suggest that though not all activities or experiences may be planned by an educational institution, the unplanned knowledge, skills, attitudes and values that learners acquire, inculcate or imbibe in the course of their studies, which are products of schools culture, that the institution will feel proud to associate with, can be part of the curriculum. These may be exposed to learners either within the school premises or outside it. After all, learning is not "two by four"; it goes beyond the two ends of the book and the four walls of the classroom. Therefore, any educationally relevant and worthwhile activities or experiences learners go through, be it inside or outside the school, under the supervision, guidance, control or auspices of the institution may be considered part of the curriculum. From the various definitions and concepts presented, it is clear that curriculum is a dynamic process. Development connotes changes which are systematic. A change for the better means any alteration, modification or improvement of existing condition. To produce positive changes, development should be purposeful, planned and progressive.

Key ideas

- There are varied definitions for the term curriculum.
- The most accepted definitions are those that cater for all educationally valuable and worthwhile activities.
- These include experiences from both the hidden and the co-curriculum.
- Some of these activities or experiences may be planned by an educational institution, unplanned knowledge, skills, attitudes and values that learners acquire in the course of their studies.

Reflection

- Can the experiences of the COVID-19 serve as grounds for designing a curriculum as a way of developing resilient societies?
- Share your responses with the larger group through a video.

Discussion

1. Why is it difficult to have one acceptable definition for a curriculum?
2. Consider the experiences the whole world went through in 2020 and suggest any four content areas for inclusion in the design of the SHS curriculum.
3. If you had the opportunity to advice the Minister of Education, what will be your advice towards developing concepts of care for humanity among the Ghanaian child towards the future
4. In your group, reflect and think through what should constitute the content for such a curriculum.

UNIT 2:   TYPES OF CURRICULA

Learning outcomes
By the end of the session, you will be able to:
- Identify and explain different types of curricula

SESSION 1:
In this session, we will further delve into more examples of a curriculum so you can see how each one differ from the another.

Ideally, when an educational programme is developed, it is supposed to be implemented or transacted uniformly throughout an entire school system. This is possible when all the educational institutions the programme has been designed for have access to the relevant supporting curriculum resources such as teachers with the requisite expertise, syllabi for the various subjects, text books, supplementary readers, teachers' hand books, interactive materials and other physical structures. These create the right kind of milieu that facilitate the implementation of a curriculum. However, since more often than not a curriculum is put into effect amidst various degrees of resource constraints, varying conditions are created in different environments within which implementation take place. The programme is therefore used differently in different contexts which generate different meanings. The way the curriculum is conceptualized in theory and then designed, organized and developed for implementation depends on a country's philosophy of education, on its national, social, cultural, economic and developmental aspirations and where she thinks the emphases should be on the learner, the knowledge or subject matter or the emphasis should be on general or special areas? The answer to basic questions of curriculum such as what should be taught, why, to whom and how? will largely determine how the curriculum should be organized or patterned. This has implications for all other curriculum activities. Some of the common ways by which educational programmes have been organized in various countries including Ghana are according to subject matter, core areas, learners' interests and in an integrated fashion.

This has resulted in the many different labels and terms that have been used to describe the curriculum. Some of these are the official curriculum, formal, actual, hidden and the co-curriculum. Allan Glatthorn (2000) on the other hand describes seven types of curricula operating in the schools.
1. Recommended curriculum- proposed by scholars and professional organizations.
2. Written curriculum- appears in school, district, division or country documents.
3. Taught curriculum- what teachers implement or deliver in the classrooms and schools
4. Types of Curriculum Operating in Schools Supported curriculum- resources textbook computers, audio visual materials which support and help in the implementation of the curriculum.
5. Assessed curriculum, that which is tested and evaluated.
6. Learned curriculum-what the students actually learn and what is measured and
7. Hidden curriculum- the unintended curriculum.

We shall look at a few of them in this course pack.

Core Curriculum

What is a core curriculum? In a public-school setting, a core curriculum is a set of educational goals, explicitly taught (and not taught), focused on making sure that all students involved learn certain material tied to a specific age or grade level. The Core Curriculum is also explained as the set of common courses required of all undergraduates and considered the necessary general education for students, irrespective of their choice in major. The communal learning--with all students encountering the same texts and issues at the same time--and the critical dialogue experienced in small seminars are the distinctive features of the Core curriculum. Core curriculum is an example of a subject-centered design that can be standardized across schools, states, and the country as a whole. In standardized core curricula, teachers are provided a pre-determined list of things that they need to teach their students, along with specific examples of how these things should be taught

In detail, a core curriculum encompasses:

The content and sequence of subjects taught and assessed (according to performance objectives) using a variety of materials.

Anything and everything students participate in that includes or teaches a lesson everything that goes on within a school including extra-curricular activities, guidance, and interpersonal relationships.

Official Curriculum

This is also referred to as the explicit, intended, recommended, prescribed or adopted curriculum. It is the public declaration of a nation's intentions or expectations that are usually documented for its learners. This comprises the nation's chosen educational philosophy, aims, activities, subjects and syllabuses for different learners at different levels (preschool, primary, junior and senior high etc) of the education system. It also consists of various forms of interactive methods and techniques for delivering content, assessment practices and modes of evaluation that are to be employed during instruction and at the end of instruction. More so, plans towards provision of facilities and the expansion of existing ones are all stipulated. Issues regarding the management and financing of education are all captured.

In order for the nation to maximise the benefits of such programmes other policies that may facilitate its implementation by creating access to education for all and enhance quality may be included. In Ghana, some of such policies are the free Compulsory Universal Basic Education (fCUBE), capitation grant, free feeding for basic school pupils among others. The initiation and formulation of all what is documented rests with policy makers and other agencies or institutions that have been designated or legally mandated to do so. It must be noted that the official curriculum is what is used uniformly by all schools at a particular level in a society or nation for which it was designed. It therefore entails what teachers are expected to teach and what learners are expected to learn. In Ghana, the Curriculum Research and Development Division (CRDD) works closely with the Ministry of Education, Ghana Education Service and committees set up by governments to Attend to educational issues.

Co-curriculum

The co-curriculum is also referred to as informal curriculum. It consists of the activities and experiences learners are exposed to which may not be documented or come with the official curriculum but are not

accidental. They are also voluntarily and deliberately planned and guided by an educational institution to complement what is stipulated in the official curriculum that learners learn. There are constitutions and rules that regulate such activities, such as how to elect leaders, programmes that need to be carried out within the term or semester. Groups that carry out these activities also have teachers who serve as patrons. Such activities normally occur outside regular contact hours as a result of which they may not appear on the time table. They may therefore be organized after classes or during weekends. Activities of clubs and societies such as Ghana United Nations Students Association (GUNSA), cadet corps, virgins club, cultural and drama troupe constitute co-curricular activities. Such activities complement the knowledge, skills, values and attitudes learners acquire and imbibe in class and also significantly enhances the total development of learners who take part in them.

Hidden curriculum
Longstreet and Shane (1993) propose a commonly accepted definition for "hidden curriculum," which refers to the kinds of learnings children derive from the very nature and organizational design of the public school, as well as from the behaviours and attitudes of teachers and administrators…." it also refers to unofficial, unwritten, unintended lessons, values and perspectives that students learn in school. Moreover, the Hidden curriculum begins early in a child education, their student learns to form ideas about their environment and their classmate. Artherton made a point that the substance of hidden curriculum is learning acquired "by default" through participation in the activities of an institution, rather than by what has been directly taught (Atherton, 2009).

It is also called collateral or covert curriculum. It is considered as a non-academic but educationally significant aspect of schooling. It comprises the knowledge, skills, values and attitudes that learners acquire and inculcate because of the way a school is planned and organized. It is also the values, norms and attitudes the culture of a school unintentionally and unconsciously teaches learners. Whenever a group of people stay at a place for a period of time, they develop unique ideals and values and ways of life which they identify themselves with. This then becomes their culture.

A teacher's appearance, disposition or demeanour cast impression on learners. Learners may pick the way a teacher dresses, how he or she talks, gestures used, his or her reaction to issues in class among others. A teacher who intimidates learners will grow learners who are timid and uncreative and vice versa. More so, the interactive technique employed in class will engender in learners some affective elements. If a teacher uses techniques that require learners to work in group, it will encourage them to be cooperative and be tolerant of others opinion and pulling resources for the collective good of a group in order to achieve set goals above one's individual interest. critically and solved problems is defeated. Learners undoubtedly develop the habit of cheating after learning in this kind of condition throughout school. Among other sources, cheating in examinations may be traced to this source.

Key ideas

- The initiation and formulation of all what is documented rests with policy makers and other agencies or institutions that have been designated or legally mandated to do so.
- It must be noted that the official curriculum is what is used uniformly by all schools at a particular level in a society or nation for which it was designed.
- It therefore entails what teachers are expected to teach and what learners are expected to learn.
- National Council for Curriculum and Assessment is responsible for the reviewing and development of curricula in Ghana.

Reflection

- Learners may pick the way a teacher dresses, how he or she talks, gestures used, his or her reaction to issues in class among others. A teacher's appearance, disposition or demeanour cast impression on learners. How do these influence the reviewing of a curriculum?

Discussion

1. What is co-curriculum?
2. What is an official curriculum? Examine the main features of an official curriculum.
3. What is a core curriculum? What are some of the main features of a core curriculum?
4. Distinguish between an official curriculum and a co-curriculum
5. How is a hidden curriculum different from co-curriculum?

SESSION 2: OTHER TYPES OF CURRICULA

In this session, we will see more examples of a curriculum and how each type is different from one another.

Learning outcomes

By the end of the session, you will be able to:

1. Explain overt and written curriculum
2. Describe subject matter or disciplined oriented curriculum
3. Explain integrated curriculum.
4. Examine some strengths and weaknesses of each type.

Overt/Explicit or Written Curriculum

Is simply that which is written as part of formal instruction of schooling experiences. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school. Thus, the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

According to Glatthon (1987), the overt curriculum is also unknown as written curriculum. He also added that it is the curriculum that forms part of the state and district curriculum guide which ensure that the purpose of the curriculum development is fulfilled. Ornstein and Hunkins (2004) also add that every school has a planned or formal curriculum, that is, a stated and structured set of objectives, with related content and learning content and learning experiences and expected outcomes. In Ghana Educational system there is syllabus in all the school which contain the aims, objectives of the syllabus, content to be covered, specific objectives and activities to be achieved. Therefore, the syllabus is term as the overt curriculum. The overt curriculum is used by the school as a tool for management to regulate what is taught.

Subject/Subject Matter or Discipline-Centred Curriculum.
It is considered as the most traditional, popular and widely used approach to curriculum designing in all countries, especially at higher levels of education. With this form of design, content or knowledge comprising ideas, theories, principles, concepts, skills, values and attitudes are documented, organized, compartmentalised and labelled as separate subjects that forms the basis of teaching and learning in schools. These are presented as unique bodies of knowledge to learners as if they are not related to other bodies of knowledge. Subject-centered curriculum design revolves around a particular subject matter or discipline. For example, a subject-centered curriculum may focus on math or biology. This type of curriculum design tends to focus on the subject rather than the individual etc. Each of these subjects has its own syllabus that contains topics in the subject broken down into teachable units. The design is founded on the assumption that every subject is made up of knowledge that represents the races experience of the ages and that must be passed on to the younger generation (learners) to ensure the continues existence, stability and progress of the society. It is geared towards developing the mental and intellectual faculties of the learner.

Strengths
- Patterning a curriculum in this fashion is easier than the others
- It promotes an in-depth study and acquisition of knowledge in a particular subject area.
- An expert in the subject is able to clearly demonstrate his understanding of issues that engenders confidence in learners.
- Learners are able to detect their interests early enough to enable them pursue it to the highest level.
- It promotes the development of the cognitive and intellectual abilities of learners.
- It is the surest means of preserving cultural heritage and ensuring the continuous existence of the society since it involves the transmission of accumulated wisdom of the race over ages to the younger generation.
- Allocation of contact hours on the time table and other structural arrangements are easily made

Weaknesses/challenges

- Leads to the compartmentalization and fragmentation of knowledge as if the content of that subject has no relationship with any other body of knowledge. Knowledge is broken into bits and pieces.
- Both teachers and learners' horizon is narrowed since they may not see beyond their areas of specialization.
- Neglects and ignores learners' need and interests which leads to school related problems
- Neglects social problems therefore what is learnt has no relationship with practical real-life situations. It is heavily theoretical and teacher centred.
- Fails to develop habits of effective thinking since it overemphasizes mastery of already accumulated knowledge and not how it was arrived at. It encourages rote learning and memorization.

Activity/Experience/Interest Curriculum

This pattern is the direct opposite of the subject curriculum. The learner is placed at the centre and is the focus of the curriculum. The programme is drafted around the needs, experiences, problems and other things that are of immediate interest and benefit to the learner. It is based on the assumption that people only learn what they are interested in and what they experience. This suggests that learners expressed needs and not what teachers perceive as learners' needs form the basis of lessons. With this, the teacher only becomes a facilitator and a guide and not an instructor who aids the learner in identifying and prioritizing his needs, interest and problems to be selected for study. The programme therefore is cooperatively planned and not pre-planned by the teacher. The learner therefore becomes an active participant.

The most useful teaching technique is problem solving.

Strengths

- It is heavily learner centred since the learner becomes an active participant in designing what to learn.
- Stimulates thinking in learners since lessons are practical and activity oriented.
- Encourages individualized teaching which promotes independent thinking among learners.
- Groups working on projects promote cooperation and tolerance among learners.
- It is most useful at the lower levels of education when children learn a lot through play and manipulation of objects.

Weaknesses

- It is expensive and time consuming since it calls for provision of a variety of resources and structural arrangements.
- Learners' interests are diversified and temporal as a result of which there is lack of continuity of experience. This makes organization difficult.
- Accumulated wisdom of the ages which represents society's cultural heritage will be lost since learners may not be interested in them.

- May not provide accurate preparation for the future.
- Demands a lot of expertise from teachers. It therefore requires a teacher who is experienced and versatile.

Integrated Curriculum

It is one of the radical and aggressive attempts made to do away with the presentation of knowledge in bits and pieces which is a characteristic of the subject curriculum. It seeks to present knowledge and perspectives about the world as one whole by unifying, regrouping, combining and bringing together bodies of knowledge and ideas from different subject areas into a harmonious relationship and a close association with each other. This enables learners to appreciate problems in their fullness and from different perspectives. Examples of integrated subjects in Ghanaian schools are basic design and technology, RME, integrated science, social studies. However, there are different types of integration that demands special time table arrangement and structural organization. These are multidisciplinary, interdisciplinary, intra disciplinary and transdisciplinary.

Strengths
- Learners perceive knowledge as an integrated whole since a concept is explained from the stand point of varying bodies of knowledge.
- Learners are exposed to the accumulated wisdom of the ages which helps to maintain the cultural heritage of the society.
- Discourages memorization since understanding of concepts is reinforced by different bodies of knowledge.
- Promotes development of problem-solving skills in learners since knowledge is 'borrowed' from subject areas to solve problems.
- It eliminates repetition of topics in different subject areas where necessary.

Weaknesses
- Topics covered in integrated subjects may be superficially treated and do not provide in-depth knowledge and understanding. Learners will be broad minded but their knowledge about specific issues may be limited.
- It demands flexibility on the time table and more demanding roles from teachers if it has to be well implemented.
  - Subject specialists oppose it since they lose their professional identity. They sometimes frustrate the implementation of such programmes.

Key ideas

- Overt curriculum is confined to written understandings and are formally reviewed by administrators, curriculum directors and teachers collectively.
- Subject-centred curriculum is designed around a particular subject matter or discipline
- Subject-centred curriculum tends to focus on the subject rather than the individual.
- Integrated curriculum enables learners to appreciate problems from different perspectives.

Reflection

- Would you say that the number of subjects learned at the basic level are too much because curriculum reviewers do not think integrated?

Discussion

1. How does a math or biology curriculum become a subject-centred curriculum? Discuss.
2. What are some of the main challenges associated with a country having an overt curriculum?
3. Suggest a possible number of subjects to be learned at the basic level and justify your choice of subjects
4. Do you agree Ghana should have a subject-centred curriculum during this era of our development?
5. What are some of the challenges you foresee and how can the situation be improved?

UNIT 3: DETERMINANTS OF THE CURRICULUM

Learning outcomes
By the end of the session, you will be able to:
- Identify the determinants of a curriculum
- Explain the determinants of a curriculum

SESSION 1:

The determinants of the curriculum are the factors that influence the construction of the curriculum. In other words, they are the issues that are considered in the selection of objectives, content, learning experiences and the evaluation of each of these elements for curriculum development. It is important to differentiate internal and external factors which determine the various types of curricula.

INTERNAL FACTORS/ DETERMINANTS

Internal factors are issues that play various roles in determining how the curriculum should look like with little influence from outside the school system. In other words, they are the immediate factors within the school set up that play a dominant role in determining what should be considered in the development of a curriculum based on past experience of beneficiaries of an educational system. The parameters that need careful consideration in designing the curriculum include the institutional context, the targeted beneficiaries, materials and already existing curriculum. The under discussed are some of the internal factors/ determinants of a curriculum.

Learners

According to Abrompah (nd) Learners' characteristics can have enormous impact on the designing of a school curriculum and should, therefore, receive close scrutiny as the content selection process takes place. This is because the learners are said to be the 'consumers' in the educational process as such they deserve to be consulted as periodically as the school curriculum development progresses. Posner (1992) argues that "the nature and structure of the subject matter is not as relevant as are findings about the characteristics of learners and the way they learn" (p 140). These findings about the learning process relevant to curriculum planning include pre-requisite skills, the need to provide opportunities for practice of procedures and skills, and the process by which learners internalise beliefs, concepts, skill, knowledge, and values.

Initial consideration must be given to learners' entering characteristics. These entering characteristics include the student's general and applied skills, interests and motives, and their maturity level. These and other related questions are of particular relevance. Since such factors greatly affect the amount and type of experiences and activities that the school curriculum should cover. For instance, the introduction of information technology in a school curriculum will depend to a large extent whether or not learners have adequate reading skills.

Teachers

Pratt (1980) is of the view that curricula cannot be developed in a vacuum. One must have a clear idea of the abilities of the teachers responsible for its implementation, evaluation, and supervision and the impact it will have on their efficiency. Sometimes it may be necessary for teachers to go through a period of re-training. This fact must be taken into consideration when designing the school curriculum. One also has to consider whether or not teachers will be able to execute the new programme. A teacher who is supposed to teach a lesson on poetry but knows very little of this will decide not to teach it or teach it badly. The knowledge and skill of teachers in the school are important considerations in the design of school curricula. According to Sadker and Sadker (1996) a strong liberal arts background combined with courses in pedagogy gives teachers the background and skill to shape what student

learn in school. Since it is the responsibility of teachers to know the specific needs, interests and abilities of their students, they must possess the requisite skills to supplement or replace official texts with their own materials when the need arises. This freedom to modify and transform the official curriculum has led many to conclude that the real curriculum is whatever teachers decide to teach in the classroom. The attitude of teachers also determines the extent to which curriculum is implemented or even designed in a school. Pratt (1980) says that in designing a school curriculum, the interests of teachers in curriculum questions need to be considered since they are the final implementers of the curriculum.

Cross-Cultural Factors

Improvement in transport and communication has facilitated the movement of people from one part of the country or of the world to another. It is possible to have in a school people of varied cultures and linguistic backgrounds. There may be in a school Christians, Muslims, Buddhists, Akans, Ewes, Northerners and so on. In such schools, curriculum design must aim at cross-cultural understanding. The content of the curriculum must be such as to teach learners to learn to understand and accept cultural differences and similarities since separate curricula may only strengthen feelings of difference among groups. Mission schools especially, have in the past been accused of not paying adequate attention to the needs of learners who do not subscribe to their doctrines. Cultural, linguistic, and religious differences must be seriously taken into consideration when designing a school curriculum. This is because education can be a major instrument for achieving the goals of unity, political stability, and the avoidance of conflict (Thompson, 1990).

The Existing Curriculum

The reason to change the existing curriculum may be mainly because it has problems or shortcomings. In isolated cases, some aspects of a curriculum may have proved not to be good as to prompt enhancement. Whatever the case may be the curriculum designer needs to have adequate data on the problems, shortcomings and success of the existing curriculum before he/ she can carry out useful changes. Also, the place of the new curriculum in the overall programme and organization of the institution and its relationship to other curricular must be determined. The impact the curriculum may have on other courses, programmes and teachers should also be estimated (Pratt, 1980). This is because a new curriculum may require the re-training of teachers and re-orientation of other subjects. The curriculum expert can determine the problems and shortcomings of an existing school curriculum by assessing students through tests. This is to find out whether or not the curriculum has been able to fulfil the purpose for which it was designed. A new school curriculum will be designed when it becomes apparent that certain needs are not being met, or that the time allocated or according to a subject or group of subjects and other activities is too short. It could be that the wrong age group is being used. These and a few other factors actually determine what goes into curriculum making.

INSTITUTIONAL CONTEXT

The institutional context within which the curriculum is to be designed and implemented must also be considered when developing a curriculum. The designer(s) of the curriculum must have clarity of the place or relevance of the curriculum being designed in the overall educational programme and organization of the school and how the new curriculum can be related the other programmes in the school. The impact the new curriculum will have on the other school programmes or activities should be carefully considered. The impact the new curriculum will have on the output of teachers based on their original training are issues that need consideration. Again, they must also look at the impact will have on the school infrastructure and facilities. The availability of qualified staff, existence of relevant textbooks to be relied on should all be considered before a new curriculum is rolled out. In the opinion of Mickinny and Westbury (1975) until a school system allocates large sums of money for the construction of buildings and purchase of materials, the existing facilities may limit curricular choice.

EXTERNAL FACTORS
Government Policy/ Political considerations
Government policies play a very significant role in determining what goes into the curriculum more especially in a highly centralised educational system. This is where a unit is legally mandated to plan, develop and design a curriculum. In Ghana, this duty is performed by the National Council for Curriculum and Assessment. Of the Ministry of Education.

Governments all over the world influence school curricula through both legislative acts and administrative policies as well as through curriculum experts. Governments often decide what should be included in an educational programme. For instance, the government made it mandatory with the implementation of the New Education Reform in 2007 for every learner in the basic and senior high school to take a course in computer literacy and this has obviously affected every school in the country. School programmes have been redesigned, teachers are being trained, computer hardware and software being acquired.

A quick overview of Ghana's educational history from the Accelerated Development Plan (ADP) of 1951 through the Kwapong committee's review of 1966 to that of the Dzobo committee in 1974 which were all initiated by the governments of the day points to the fact that governments have enormous influence on what goes into education. For instance, the government in 1974 undertook a reform of the educational system albeit on an experimental basis. This culminated in the implementation of the JSS/SSS concept in 1987 in which emphasis was placed on a more technical and vocational-oriented system. These reforms led to a reduction in the duration for pre-tertiary education from seven (17) years to twelve (12) years. Again, in 2007 a new educational reform was put in place based on Prof. Anamuah Committee Report. The Junior Secondary School was renamed Junior High School and Secondary Schools renamed as Senior High Schools with an additional year of school going among other recent changes in the curriculum by government since 2017 January. One can infer from the foregoing that education is essentially a political activity. The education system is a device by which a society prepares its young to play roles related to them and later to play adult roles in society.

Societal Considerations
The preoccupation of education is to transmit to the younger generation cherished knowledge, skills, values and attitudes to bring about a change in learners' behaviour to enable them play active roles in their societies. Since education does not take place in a vacuum, it is necessary to consider the cherished knowledge, skills, needs, aspirations, interests and problems of the society in planning the curriculum. Planners look at current social problems and factor them into the school curriculum. For example, issues related to morality such as bribery, corruption, dishonesty, insincerity, etc have become pervasive in all aspects of national life. The learners should be made aware of the causes and effects of these problems and how to address them.
On the Ghanaian scene for example our needs are social, political, religious, economic and technological. The social needs include good drinking water for most people; adequate provision of houses; adequate medical care. The political needs include stable and good governance, freedom of all types, liberty and justice. The economic needs include affordable goods and service; low cost of living and poverty reduction. The aspirations may be the desire to build a strong, united prosperous, peaceful nation as well as a nation of very high technology (Tamakloe, 1992).

Psychology of Learning
Curriculum planners also take a look at the psychology of learning. Educational psychology predicts, explains and discovers more about behaviour that is intellectual, social, emotional and physical. It also delves into and predicts the tasks that an individual can perform at certain stages of his or her development. It also includes the processes

of learning. Various learning theorists, such as Pavlov, Thorndike, Piaget, Ausubel, Gagne and Brunner have written extensively about learning and have provided an in-depth study into how learners learn. All these are taken into account when designing a school curriculum. The interest and needs of various groups of learners are catered for. This is the reason why there are provisions in the curriculum for the different ability groups as well as the disabled so that each learner can benefit from education.

The interest of learners is paramount for without it the educational process becomes ineffective and will not make any meaningful impact. Behavioural psychologists developed concepts such as associationism, connectionism, classical conditioning and instrumental conditioning to explain how the environment can be planned to produce the desired behaviour.

Financial Priorities and Constraints

Financial priorities and constraints are also determining factors in curriculum design. One must bear in mind that decisions about curriculum inevitably involve financial priorities and constraints. Lack of money can be as complete a barrier to educational programme as lack of ideas or initiative (Bishop, 1985). This is because money is needed for translating all ideas about the school curriculum into practice. The processes involved in school curriculum development include bringing ideas together; deciding what knowledge is worthwhile; designing appropriate experiences and materials; dissemination of curricula modules; and implementing the whole curriculum in schools. The physical structure of the school such as laboratories, library, classroom building and administration block need to be well equipped with materials that can support the curriculum. All these involve the use of money.

In a speech on the topic "The role of private sector participation in funding tertiary Education in Ghana," the Asantehene lamented that the money spent on the education of a student has fallen from $2000 to $600 even though 35% of the national budget goes into education. This is in fact not peculiar to Ghana; the poorer a country is in human and material resources the more wisely it seeks to spend those resources. In such an instance, one of the sectors of the economy, which is easily affected by any austerity measure, is usually the education sector. This has serious implications for curriculum development or planning because whatever is planned will have to be affordable or within budget constraints. Strategies of curriculum reform will be shaped by what is affordable and by priorities.

Philosophy of Education

Perhaps, one of the most important determinants of curriculum is one's philosophy of education. A philosophy of education is very crucial in any educational enterprise. The benefits of having a philosophy of education are in two folds. First of all, a philosophical attitude helps in identifying inconsistencies in the school programme which are incompatible with the nature of man and his relationship with his physical-social environment. Secondly, areas of common ground among those responsible for educational leadership can be discovered leading to curricular collaboration and the development of successful projects and programmes for schools. Curriculum planners use philosophy of education to clarify values and beliefs that will tie together curriculum organization, instructional procedures, learning roles, material selection and other components of school curriculum.

In a school environment, the issues of goodness (axiology), truth (epistemology) and reality (ontology) are translated into questions concerning the source, medium and form of learning. A philosophy is necessary in planning learning experiences for learners and answering questions such as why do schools exist? What should be taught? What is the role of the teacher and the learner? How does the school deal with change? And even what kind of instructional setting should exist? There are five distinct educational philosophies representing a broad spectrum of thought about what a school should be. Educators would create very different schools depending on whether they are perennialists, idealists, realists, experimentalists or existentialists. Ghana's philosophy of

education as indicated in the report of the president's committee on the review of education in Ghana is "the education system in Ghana should create a well-balanced (intellectually, spiritually, emotionally, physically) individuals with the requisite knowledge, skills, values and aptitudes for self-actualisation and for the socioeconomic and political transformation of the nation" (p. 12

Examination Bodies

Most schools in Ghana today are primarily concerned with making learners come out with flying colours as far as examinations and leading to the next level of education are concerned. If learners in a school do not meet these standards, there will usually be attempts to strengthen the curriculum in those weak spots. The suggested syllabus designed by the Curriculum Research and Development Division (CRDD) are usually filtered by examining bodies such as the West African Examinations Council (WAEC), National Vocational and Technical Institute (NVTI), and Institute of Education (IoE) of the University of Cape Coast. The examinations administered by such bodies may become a major force in shaping the curriculum in most schools. Such examining bodies have a positive influence in ensuring high standards but they are often accused of diverting the attention of teachers from thought-provoking curriculum matters.

Examining bodies such as WAEC and Institute of Education, University of Cape Coast play a major role in modifying the activities of schools regardless of the normal culture of the schools. Eisner (1985) expresses concern about the influence of testing bodies: One may be eloquent about life of the mind and the grand purposes of education but must face up to the fact that school programmes are shaped by other factors as well. Communities are led to believe that the quality of education is presented by the reading and math scores students receive... When this happens, teachers begin to define their own priorities in terms of test performance.

The effect is that the total life of a school may be tilted to academic, relegating other activities such as open days, cultural festivals, sporting activities, and anniversaries to the background. In support of this, Shiundu and Omulando (1992) argue that very frequently, assessment procedures are not well defined and do not closely relate to objectives, content or the methods recommended, but rather to conditions for entry into the next stage in the school system. When this happens, there is a serious and damaging effect on the curriculum. This has adverse effect on examinations upon the curriculum.

Examination bodies also play an advisory role by systematic appraisal of the learning process through implementation of appropriate measurement tools. They also strengthen curriculum implementation process by generating data on student performance through results and chief examiners report, which is readily utilised by the curriculum planners in their school curriculum appraisal.

Key ideas

- The determinants of the curriculum are the factors that influence the construction of the curriculum.
- These are the issues that are considered before selecting objectives, content, learning experiences for curriculum development.
- Some of these could be internal or external factors.
- Internal factors are local issues that determine how the curriculum should look like.
- They are the immediate factors within the school set up that determine what should be studied
- Internal factors are usually based on past experience of beneficiaries of an educational system.
- The external factors are social, political, religious, economic and technological issues that affect

> a people.
> - The external factors often time shape the kind of curriculum a nation develops to enhance the capabilities of people.

Reflection

> - Do you think that Ghana has taken advantage of the political and economic situations in which it finds itself to develop a curriculum to produce a reliant population for its future?
> - What are some of the considerations that make this forward-looking movement towards developing resilient leaders very difficult in Ghana?

Discussion

> 1. Study the Standard Based curriculum of Ghana, and identify the main internal and external considerations that informed the curriculum change.
> 2. Would you say that the Standard based curriculum is really positioned to equip the Ghanaian learner for further studies at the Junior High School?
> 3. What are the strengths and weaknesses of the standard based curriculum.

SESSION 2: CURRICULUM CHANGE VRS CURRICULUM IMPROVEMENT

Learning outcomes
By the end of the session, you will be able to:
- Explain Curriculum changes verses curriculum improvement
- Identify factors that will call for curriculum change
- Explain factors that will lead to curriculum improvement

Change is a constant law of nature. It always brings improvement. It always occurs continuously. Technological advancement and explosion of knowledge is the basic reason of varying style of change. Change is an ongoing, almost unconscious process that involves reworking familiar elements into new relationship. While all changes do not lead to improvement, all improvement requires change. The ability to develop, test, and implement changes is essential for any individual, group, or organization that wants to continuously improve. There are many kinds of changes that will lead to improvement, but these specific changes are developed from a limited number of change concepts. There appears to be no major difference between the concepts of change and improvement as far curriculum is concerned. Indeed, literature of curriculum studies is replete with authors who use the two terms or concepts of curriculum change and improvement interchangeably. As indicated earlier, while all changes do not lead improvement, all improvement requires change. It is therefore appropriate to attempt to indicate what can lead to curriculum change and the features of a curriculum change the factors that may call for curriculum improvement and its features. It must be added that, some of the factors that will call for curriculum

change can also be found in factors that determine the development of a curriculum. The factors accounting for curriculum change include the following:

Improvement in Technology: Technology is one of the main driving forces behind curriculum change. With new and evolving technologies, curriculum in use often become obsolete as new devices can make the instructional process more meaningful. For instance, with technology a teacher can teach a very large class without having to shout at the top of his/her voice. This is made possible because of the use of audio devices, computers, projectors among others. With these technological tools at hand the old concept of "large classes" will have to be rethought in developing a curriculum. Indeed, as a result of the COVID-19 pandemic tutors and teachers at various levels of education are encouraged to move on to E-learning. The E-learning being encouraged now may eventually lead to a change in the curriculum to meet the demands of technology.

State of the National Economy: One of the driving forces behind a curriculum is the health of a nation's economy. If there is major improvement in the economy, the curriculum may be changed to meet the new standard. This explains why very developed or industrialised economies have different types of educational systems from developing economies. Among the developing economies too, their educational infrastructure are different because of the differences in our economies. On the other hand, when there is a sharp and sustained decline in a country's economy, the planned curriculum may be rethought. For instance, the policy of Free SHS education in Ghana may not be sustained if the COVID-19 should continue for two years.

Credibility and suitability of existing curriculum: Where there is public outcry about the credibility of the educational system or curriculum in use people will clamour for a change. This change was witnessed in the 1987 Education Reform which introduced the Junior Secondary School concept in place of the then middle schools. It was thought that the middle school curriculum was no longer relevant and therefore had lost credibility and therefore needed to be changed. The change brought in masonry, carpentry, life skills, home economics in place of History, Geography English and Math.

Competing demands of governments: There may be the need for curriculum change when there is competing demands on the government but with little resources. Areas of the various curricula in use that may be seen to be a drain on the country resources may be redesigned. When the education reform was launched in 1987, equipment for carpentry, tailoring masonry works were purchased with the aid of a world bank loan. After exhausting the loan, the government of Ghana has resorted to teaching technical skills without the needed equipment. ICT was recently introduced in the schools but no computers are supplied this has led to a decline in the interest the pupils and teachers had in ICT.

Interest groups Demands: There may also be a change in the curriculum when employers of the graduates of a particular education system are said not to be up to the task of jobs available. In Ghana, it is common to hear industry players bemoan the type of graduates being churned out. Some industries even go to the extent of refusing certain caliber of graduates because of their perceived or nonperformance. When the cry becomes very pervasive there may be the need to change the curriculum to meet the needs of industry and the world of work at large.

Media: Closely related to the above is the role of a vibrant media. Where there is a huge cry almost on daily basis from the media about the poor quality of manpower in the country, it may lead to a change in the country. If the country has the needed resources it may be forced to carry out a massive overhaul of the entire educational system thus affecting the curriculum in use.

Examination system and Examinations bodies: Reports from Examiners and examining bodies may yet constitute a major reason that may lead to a change the curriculum. The reports from Chief Examiners of various examinations bodies also play different roles in bringing about changes in some aspects of the curriculum.

Teaching methods: Evolving new pedagogical approaches may call for changes in the curriculum to meet the demands of the new teaching methods. Over the years, new methodologies have evolved for different subject areas. This has equally called for a change in the curriculum to meet the new demands.

Curriculum Improvement
Curriculum improvement as used in the current sense is the little adjustments made to sections or portions of the curriculum to make them better or more suitable for a purpose. Curriculum improvement may not require very drastic changes to the entire curriculum in use. Again, referring to the following statement, it is clear that curriculum improvement is needed from time to time. **While all changes do not lead to improvement, all improvement requires change.** For improvement to occur in the curriculum there must be a sort of change and the changes may include the following.

Increase or reduction in contact hours: As a way of improving the curriculum, the existing curriculum could still be use only the number of contact hours could be increased for specific beneficial activities to be added or contact hours reduced to allow teachers and pupils use the rest of the time to carry out other activities that could also improve learning.

Replacement of some topics in the curriculum: In trying to improve the existing curriculum, some topics that are deemed to have lost their relevance could be removed and replaced with new topics or reduce without adding anything new.

Use of new teaching and learning resources: The curriculum can be improved with the addition or introduction of new teaching and learning resources to teach the various topics in the curriculum better.

Movement of activities to different levels: Sometimes activities stated in a particular curriculum may not be suitable for the level of education. An improvement could be made by removing such activities to appropriate grade levels to ensure effectiveness and learning satisfaction of both pupils and the teachers.

Periodic Professional development Programmes: Teachers may need to constantly go for post qualification professional development to learn new ways of teaching, preparing teaching notes, managing the physical and social classroom environments from their peers and subject specialist. All these activities will see an improvement in delivery of the curriculum.

In all the above, the major points of departure between curriculum change and curriculum improvement is that:

➢ Whereas curriculum change may need a complete change in the curriculum write up, curriculum improvement may still keep the existing curriculum but making some changes that will bring about a change and therefore an improvement.

➢ A curriculum change may need completely new buildings to suit the changed curriculum eg workshops, home economics block, science practical labs, ICT labs etc. Curriculum improvement may not need any change in infrastructure.

➢ A curriculum change may call new qualifications of teachers whereas curriculum improvement may not need any new academic qualification.

➢ A curriculum change may warrant a complete change in the academic calendar is use, Curriculum improvement will not require a change in the calendar.

➢ A curriculum change may require the purchase of new equipment and retraining of teachers but curriculum improvement will not need such changes.

Curriculum change is a process not an event: it requires - time- energy- resources, It is achieved incrementally and entails development in feelings and skills it should lead to improvement in the curriculum.

Key ideas

- Curriculum change is a constant law of development.
- It always brings improvement.
- Factors such as technological advancement and explosion of knowledge are some factors that can trigger curriculum change
- Not all changes do lead to improvement, however, all improvement requires change.
- The ability to develop, test, and implement changes is essential for educational systems to continuously improve.

Reflection

- Why did it take over 10 years to review the 1997 curriculum for Social Studies?
- What are some of the challenges that you can perceive to have arisen out of the long period of running a curriculum?
- Visit the website of NaCCA and find out the reasons why they embarked upon the 2019 curriculum change for Ghana.

Discussion

a. What is curriculum change?
b. How often should a curriculum be reviewed?
c. What are some of the systems that must be put in place to ensure curriculum change brings about improvement?
d. Share your responses with your friend to compare notes for a class discussion.

UNIT 4:   PHILOSOPHIES OF THE CURRICULUM

SESSION 1: THEORIES OF CURRICULUM 1
In this session, we will focus on the concepts and further theories studied in curriculum analyses.

Learning outcomes:
By the end of the unit, you should be able to:
Explain the following philosophies related to curriculum development:
   a. Rationalism
   b. Realism
   c. Perenialism
   d. Idealism
   e. Existentialism
   f. essentialism

Rationalism
Rationalism as a philosophy is defined as using reason and logic as the reliable basis for testing any claims of truth, seeking objective knowledge about reality, making judgments and drawing conclusions about it. Although rationalism must ultimately rely on sense perceptions, but it must also couple sense perceptions with logic and evidence. To be consistent with logic, the thought process of a rationalist must be free from logical fallacies, catalogued in many introductory books on logic or critical thinking. There is no place for personal bias or emotion in rationalism, although emotion and rationalism are not mutually exclusive, each has its place. More on this later. Freethinking, which is sometimes confused with rationalism, is defined as the free forming of views about reality independent of authority. Rationalism is a reliance on reason {Lat. ratio} as the only reliable source of human knowledge. Rationalists hold that the best way to arrive at certain knowledge is using the mind's rational abilities. The opposite of rationalism is empiricism, or the view that knowledge comes from observing the outside world.

Realism
According to Ozmon and Craver (2008), the most central thread of realism is the principal or thesis of independence. This thesis holds that reality, knowledge, and value exist independently of the human mind. The world of ideas and matter defined in idealism by Plato and Socrates do not exist separately and apart from each other for realists. Realists contend that material things can exist whether or not there is a human being around to appreciate or perceive them.

Realists believe that the study of ideas can be enhanced by the study of material things. They believe that knowledge is power, and acquiring knowledge allows individuals to deal with problems and to face life effectively.

If the mind is a blank slate, then knowledge comes from sources other than the mind, those things gained from sensation and reflection. Moreover, realists hold that the essence of things is objectively given in nature, and that our classifications are not arbitrary. As such, realism is contrasted with nominalism, the theory that universals are merely names or general terms.

More generally, realism is any philosophical theory that emphasizes the existence of some kind of things or objects, in contrast to theories that dispense with the things in question in favour of words, ideas, or logical constructions. In particular, the term stands for the theory that there is a reality quite independent of the mind. In this sense, realism is opposed to idealism, the theory that only minds and their contents exist. that nature is under the control of changeable divinity which are to be appeared rather than understood, is one of the roots of science.

3. Perennialism

Perennialism is said to be the most conservative, inflexible and traditional among the five educational philosophies to be discussed. The perennialists see the aims of education as the disciplining of the mind, the development of the ability to reason and pursuit of truth.

They believe that truth is eternal, everlasting and unchanging. They advocate a highly academic curriculum with emphasis on grammar, rhetoric, logic classical and modern languages as well as mathematics. They favor the study of the bible and theological writings, which to them contains truth, which are unchangeable. According to the perennialists, some ideas have lasted over centuries and are relevant today as when they first thought of.

In the great of books of pasts, one could fine truth, which in perennialists thinking is the same today as it was then and always shall be (Oliva,1992).

Key ideas

- Rationalism explains the use of reasoning and logic as basis for testing claims of truth. The theory makes arguments objective and real to inform judgments and conclusions.
- Realism is the study of ideas to enhance explanations. Realists believe that knowledge is power, and those who acquire knowledge are able to address problems with ease in life.
- Perennialism is conservative and traditional philosophy that believe truth is eternal and unchanging. They argue the only way out to know truth is the bible which defies knowledge and logic.

Reflection
- What is the truth?
- How do you know the truth?

Discussion
1. Explain realism. Do you agree with the realists view of knowing the truth?
2. How does this believe prevent the exploration of other factors that are necessary to knowing the truth?
3. Discuss the view that Perennialism is 'utopian' and often make adherents block-headed to the external environment of their being?

SECTION 2: THEORIES OF CURRICULUM 2

Learning outcomes
By the end of the session, you will be able to:
- Explain other basic theories of curriculum

4. Idealism

Idealism is a philosophical approach that has as its central tenet that ideas are the only true reality, the only thing worth knowing. In a search for truth, beauty, and justice that is enduring and everlasting, the focus is on conscious reasoning in the mind. Plato, father of Idealism, espoused this view about 400 years BC, in his famous book, The Republic. Plato believed that there are two worlds. The first is the spiritual or mental world, which is eternal, permanent, orderly, regular, and universal. There is also the world of appearance, the world experienced through sight, touch, smell, taste, and sound, that is changing, imperfect, and disorderly. The birth process checks this perfection, so education requires bringing latent ideas (fully formed concepts) to consciousness.

In idealism, the aim of education is to discover and develop each individual's abilities and full moral excellence in order to better serve society. The curricular emphasis is subject matter of mind: literature, history, philosophy, and religion. Teaching methods focus on handling ideas through lecture, discussion, and Socratic dialogue (a method of teaching that uses questioning to help students discover and clarify knowledge). Introspection, intuition, insight, and whole-part logic are used to bring to consciousness the forms or concepts which are latent in the mind. Character is developed through imitating examples and heroes.

5. Existentialism

Another philosophical thought is existentialism. To the existentialist, the world is seen as one's personal subjectivity where goodness, truth and reality depends on one's opinion. In other words, individuals are responsible to determine for themselves what is "true" or "false" "right" or "wrong" handsome or "ugly".
The existentialists hold the view that the learner is more important than the content to teach. The teacher's role is to help the students chart their own course by directing them to various ways as well creating a conducive environment to decide on his own.
In line with existentialist curriculum learners are provided with array of alternatives from which to choose.

6. Essentialism

The next philosophy is essentialism according to the essentialism, what is paramount or core interest is the transmission of cultural heritage. The essentialists seek to adjust men and women to society. The goals of essentialist are basically cognitive and intellectual. The three R's (i.e academic subjects) constitutes the essentialist curriculum. The essentialist plan for curriculum organization is the subject matter curriculum. Related to education, the subject matter of existentialist classrooms should be a matter of personal choice. Teachers view the individual as an entity within a social context in which the learner must confront others' views to clarify his or her own. Character development emphasizes individual responsibility for decisions. Real answers come from within the individual, not from outside authority.

Examining life through authentic thinking involves students in genuine learning experiences. Existentialists are opposed to thinking about students as objects to be measured, tracked, or standardized. Such educators want the educational experience to focus on creating opportunities for self-direction and self-actualization. They start with the student, rather than on curriculum content.

Key ideas

- Idealism is a philosophical approach that says ideas are the only true reality, the only thing worth knowing.
- To the idealist, in the search for truth, beauty, and justice the only focus is on conscious reasoning in the mind.
- The existentialism is the believe that the world is seen as one's personal subjectivity where goodness, truth and reality depends on one's opinion.
- To the existentialist, individuals are responsible to determine for themselves what is "true" or "false" "right" or "wrong" handsome or "ugly".
- Essentialism is a believe that what is paramount or of core interest is the transmission of cultural heritage.
- The essentialists seek to adjust men and women to society using cognitive and intellectual capabilities.

Reflection

- A person's gene alone does not him/her more able than the other.
- As an academic how does this help you to educate your learners comprehensively?

Discussion

a. Examine the belief of the idealist and relate them to how they can influence the development of a curriculum in a country like Ghana.
b. What is existentialism?
c. Show how essentialism differ from existentialism
d. How do the existentialists' view inform the design of a curriculum?

UNIT 5:   ELEMENTS OF THE CURRICULUM.

The curriculum is made up of a number of elements. This unit will take you through some of the elements that make up the curriculum.

SESSION 1: UNDERSTANDING THE BASIC ELEMENTS OF A CURRICULUM
- In this session, we will focus on how you can examine some of the main elements of the curriculum.

Learning outcomes
By the end of the session, you will be able to:
- Rationale for design a curriculum
- How to set objectives or goals for a curriculum
- The kind of content materials to select
- How to evaluate a curriculum

Rationale
Purpose of the curriculum. In other words, why is the curriculum created or developed? What is meant to be learnt by pupils? Aims, Goals, and Objectives What **is to be done?**
What is meant to be achieved after going through the curriculum? What are the immediate and long run significance of the curriculum? What will learners gain from the curriculum etc.

Objectives should be consistent with curriculum aims:
By the mechanism Wheeler proposed, it is obvious that objectives are derived from ultimate curriculum aims and must therefore naturally be in correspondence in order to facilitate its achievement. Pratt advices that "if an objective meets the other criteria but is not in consonant with the curriculum aim, there are two paths of action opened: change the aim, or include the objective in a more suitable curriculum" (p. 184).

Objectives must be precise: This suggests that objectives stated should be devoid of any ambiguity thereby lending itself to different interpretations by different people. Objectives should therefore be clearly, accurately and exactly stated so that intended learning outcome may be easily identified. An objective like: by the end of the instruction a student should be able to observe intelligent health practices, is vague and its usefulness severely limited. Precision relates to the scope of objectives but it not easy to say how much learning a single objective should entail. However, statement of objectives must be determined by a particular situation and should be stated such that it will provide clear guidance to instructional designers, teachers and evaluators of achievement. Different people should explain the objectives similarly.

Objectives should be feasible: This implies that the objectives stated should be achievable considering the resources available. This comprises the time or period, materials for teaching and learning and personnel with the requisite expertise to take learners through the instructional process to enable them demonstrate intended learning outcomes. For instance, if the objective indicates that learners should be able to

demonstrate how to pour libation, the teacher should possess the requisite expertise to teach it or fall on a resource person and should also have the relevant materials to teach it and so on.

Objectives should be functional: Objectives should be both personally and socially functional. An objective is personally functional if its achievement is likely to benefit the learner now and in the future. It is socially functional if it benefits not only the learner but other people. It must be noted that after going through an instructional process the learner must be useful to himself and to the society. For instance, teaching income tax evasion might benefit the learner but will be socially dysfunctional whereas teaching strict conformity to social norms will be beneficial to the society but may stifle the development of the learner.

Objectives should be significant: The criterion of significance requires that any stated objective should be of greater value than any other alternative objective that could be, but is not being, pursued in the curriculum. Trivial objectives are often the result of overemphasis on details.

Objectives should be appropriate: An objective may be functional and significant in principle but may be inappropriate. An appropriate objective therefore is the one that is consistent with learners' background, emotional disposition, intellectual capacities, age and physical abilities. An objective having to do with age retirement will be appropriate for students in tertiary institutions, some of whom may be above forty, but not for high school students.

4. **Content. What subject matter is to be included?**

Selection of Content
The selection of content is another important phase of the curriculum development process. It is the one which receives the highest attention in curriculum thinking today. Therefore, the selection of content or subject matter becomes the prime concern of some curriculum developers.

In countries where there are well established systems of external examinations like what prevails in Ghana, the selection of content by bodies outside the school, even though some serve on these bodies, determines what the learner does or learns in school. Obviously, every learning experience involves content that a person is acting upon or being acted upon by some other person or phenomenon. One point of major importance is that it cannot be directly related to the general aims of education. It is noted that the general or national aims of education must be translated into more specific operational goals as suggested by Wheeler (1967), so that related content can be selected to exert a direct function in the teaching and learning process.

Selection of content is a question of deciding what knowledge, concepts, principles, generalizations, theories, procedures, skills, values and attitudes in a particular subject shall be used to facilitate the achievement of stated goals and objectives. Since the curriculum in whatever way, one views it, attempts to translate or is the process of the translation of educational aims, goals and objectives into practical and meaningful terms. Content also refers to collection of information which comprises the learning materials for a particular course or given grade.

Criteria

Validity: It is important for the content selected to be valid. Technically, the word validity in this context implies a close connection between content and the goals or objectives which it is intended to serve. In this sense, content is valid if it promotes the outcome that it is intended to promote. Another aspect of validity is concerned with authenticity, the extent to which the subject matter is true. Due to social dynamism, knowledge is accumulating and changing so rapidly that learning is in danger of obsolescence. Such that what is true today might not be true tomorrow.

Significance: This relates to the importance of the materials chosen. This attempts to find questions to answers such as whether the content is logically central enough to apply to a wide range of issues and problems. The answer suggests that the fundamental understandings in a subject must be widely applicable as well as powerful in the sense that they provide for the organization of discrete facts and help to explain them, take account of interrelationships and can be used for prediction and the discovery of new knowledge.

Needs and interests of learners: The needs and interests of the learner play an importance role in the selection of content.

Specifically, the needs and interests must be linked with the total development of the learner- cognitive, affective and psychomotor-if the content selected is not consistent with the three categories of educational objectives which constitute the needs of the learner in an institution the desirable change in behaviour will not occur. This is because the necessary motivation will not be there to generate the expected outcomes. Also, if the content does not suit learners, their interest will be directed towards other things and the desired change will not be realised.

Utility: This basically deals with how useful selected content is to learners. Content that is geared towards achieving lesson objectives, subject and institutional goals and ultimately the national educational aims must be selected on the basis of the extent to which it will be useful to the learners themselves and the society from which they are coming from. This is very important since learners must get back into the society to help solve problems. The content must also not enable learners solve only their current problems but future problems.

Learnability: It is important to begin by saying that learners' ability and difficulty are two sides of the same time. They differ; however, difficulty is usually expressed in statistical terms by saying an item of content is suitable for say primary six pupils, meaning that a certain proportion of the sample if tested can learn the item in a given time. From the teachers' point of view, learnability or difficulty is a different matter. It is important to take into consideration whether the content selected can be learned by the target population. The item must not be too easy or too difficult for the group. In either case motivation will be stifled. This implies that the content must commensurate with the developmental level of learners.

Feasibility: This bothers on the selection of content in the light of the resources available; personnel, materials or facilities, funds and time. In selecting content for learner's consideration must be given to all these. It is important to find out about the availability of teachers with the requisite competencies to teach

a particular subject before it is introduced otherwise in the short term provision must be made for that through various forms of in service training and in the long term reviews must be effected in teacher education programmes. Content should also be selected and structured in a way that it can be dealt with within the time allotted to it. Sometimes very important aspects of content are omitted because the circumstances under which they will be dealt with have not been considered.

Consistency with social realities: Subject matter should be chosen to provide the most useful orientation to the environment- social, material, economic, political-in which the learner lives hence the need for situational analysis.

Learning experience Selection of Learning Experiences. What instructional strategies, resources and activities will be employed?

Learning experience is a very important component of the curriculum. It is not the same as content. In fact, it actually aids or facilitates content delivery. The provision of appropriate learning experiences under any teaching and learning situation helps learners to understand concepts better. Tyler (1949) posits it as "the interaction between the learner and the external conditions in environment to which he can react" (p. 63). He goes further to explain that learning occurs through the active behaviour of learners, it is what learners do that they learn not what the teacher does. Providing learning experiences therefore entails creating the right kind of elements in a teaching learning milieu to generate a certain kind of condition that learners will interact with to enable them understand content. Some of the elements that learners interact with mentally and physically are the teacher, peers, pictures in class, text books, other teaching and learning materials etc.

Criteria

Validity: Learning experience is considered valid if it produces the intended learning outcomes stated in the objectives. They should therefore be consistent with the stated objective such that they promote and facilitate its achievement. This suggests that direct provision must be made for specific learning outcomes by consciously selecting particular kinds of experience. For instance, if learners are to cultivate independent mindedness, then opportunities must be created for learners for this in many areas of school work.

Comprehensiveness: Another aspect of relationship between objectives and experiences is scope or comprehensiveness. This suggests that all objectives which are stated should have corresponding experiences to ensure the demonstration of desired learning outcomes. This also implies that experiences should be provided to cater for all the three domains of learning-cognitive, affective and psychomotor. Wheeler argues that what is disturbing about the lack of correspondence between objectives and experiences is that, more often a full range of objectives are stated but experiences provided cater only for the development of one area, usually the cognitive domain.

Variety: This criterion is closely related to comprehensiveness. Developmental studies have shown that children do not only need learning of different kinds but they also learn at different rates and through different methods, they therefore perceive things differently because they have different backgrounds. This indicates the need for variety. The great variety of experiences presented provides the learner with

the opportunity of exploring and perceiving a particular concept from different angles. This broadens learners' outlook and horizon. This contributes to learners' total and maximum growth.

Balance: It involves the placing of equal emphasis on all aspects or issues in the curriculum. Considering balance in the provision of learning experiences may be tackled from two angles- the needs of learners and the demands of society. If too much attention is devoted to societal needs and demands the personal development of learners may be stifled. In order words if too much emphasis is on the transmission of the cultural heritage it may rely heavily on a subject matter pattern that leaves little or no space for learners' needs and interest. The reverse is also the case..

Suitability: The psychologies of learning have provided a lot of information on the growth and development of learners. Learners are unique in many ways. Though they may be of the same age and at a particular level or class, by virtue of their varying background and exposures they may demonstrate different emotional dispositions, intellectual capacities, and physical abilities which may influence their interaction with conditions in the environment. It is therefore important that all these are considered in the provision of experiences for learners in groups and as individuals.

Relevance to life: Learning becomes more worthwhile, useful and rewarding if learners are able to apply what they have learnt outside school due to contextual similarities. Transfer is greatest when the learning situation is more like the situation in which the learning is to be used. Learning then becomes meaningful. It is therefore important that in providing learning experiences there is the need to provide those that learners are familiar and can easily identify with. This makes the experience relevant. To put it simple, it is about bringing the community into the school or classroom because no school can operate successfully if it is isolated from the socio-cultural surrounding. Therefore, learning experiences provided should be such that learners can make use of them outside and after school.

Learners' participation in planning: Cooperative planning is an essential recipe for successful learning. Studies have shown that when learners are involved in putting together what to learn their interest is excited and they become committed to what they learn. It is instructive to note that learners' make a selection from the experiences presented to them. The selection is largely influenced by whether the experiences are useful or consistent with their purpose. Whether learners engage in the experiences willingly or reluctantly, whether the experiences are retained or forgotten, whether students cannot learn or will not learn what is planned for them, the fact that they do not always learn indicates how much power they have to select or reject what they are presented.

Evaluation

What method and instruments will be used to assess the results of the curriculum?
Educators as well as other stakeholders who are concerned with the progress of the learner and effectiveness of educational programmes need information on the learner. There is the need for the teacher to describe the nature and extent of the pupils learning in terms of how far goals and objectives of teaching have been achieved and what is left to be covered. Information is also needed to determine the extent to which a particular programme is bringing about the required behavioural change in the learner

as well as the extent to which society is benefitting from the programme. This calls for educational evaluation.

Ordinarily, evaluation may be explained as forming an idea or judgment about the worth or value of something. However, in educational circles the concept is considered as the act of gathering, obtaining and providing quantitative and qualitative information and analysing it to make judgment regarding the strength and weaknesses, merit, worth or effectiveness of an educational innovation, programme or product. In this vein, evaluation will provide the necessary information on learners, instructional strategies, curricula materials and the programme in general for the purpose of passing judgment. This confirms the extensiveness of an evaluation exercise as pointed out by Taba (1962) that: one can evaluate anything about the curriculum. Its objectives, scope, quality of personnel in charge of it, the abilities of learners, the objectives, the equipment and materials and so on...

So, curriculum evaluation must be seen as a comprehensive exercise that gathers comprehensive information on all aspects of the curriculum to enable a valid judgment to be made. When information collected indicates minor deficiencies and defects in some aspects of the programme that can be fixed whiles the existing programme still runs, interventions reviews and innovations are initiated.

Key ideas

- The rationale is the purpose of a curriculum.
- The rationale states why the curriculum is created or developed?
- It gives directions to what is meant to be learnt by pupils and how learning outcomes are evaluated
- The content is what is to be learned.
- It states what is expected to be achieved after going through the curriculum.
- To measure the progress and efficiency of a curriculum, evaluations are done
- Evaluation provides useful information on the learner and to educators to make good decisions about the progress of learning.

Reflection

- Visit the Website of NaCCA and study the rationale, content and evaluation systems put in the design of the Our World and Our People curriculum.
- Write down your observations in line with the criteria provided in this module.

Discussion

1. What is the rationale for teaching the subject: Our World and Our People of the Primary education programme of Ghana?
2. Identify the contents of the OWOP for primary schools
3. Examine the instructional expectations of OWOP and compare with the learning expectations?
4. Show how the instructional expectations support the learning expectations

SESSION 2: TYPES OF EVALUATION

In this session, we will focus on the concept of evaluation of a curriculum and see the different ways by which evaluation can be conducted in curriculum studies.

Learning outcomes

By the end of the session, you will be able to:

- Identify the types of evaluations in curriculum studies.
- Explain the purposes of evaluation
- Explain how to conduct evaluation

Curriculum evaluation may either be formative or summative. These terms were coined by Scriven (1967) when he attempted to describe the various roles evaluation plays in curriculum development.

Formative Evaluation describes the procedures that are used to monitor an instructional process to determine whether learning is taking place as planned. It takes place during teaching and learning interaction or when the implementation of a programme is on-going. The main purpose of the exercise is to provide data useful in monitoring progress and providing feedback to both learners and teachers concerning learning successes and failures. Some of the tools that could be used to collect data are observation, quizzes, worksheets, tests etc. Information gathered could be used directly to improve learning on the part of pupils by clarifying the nature of intended learning outcomes, providing short term goals to work towards, providing" feedback on learning progress and providing information for dealing with learning difficulties and for selecting future learning experiences. More so, formative evaluation data enable the curriculum developer to determine the effectiveness of new procedures and techniques, methods and materials that are being tried and to identify areas where revision or a complete overhaul is needed. Ultimately, formative evaluation is meant to improve on an instructional process or programme.

On the other hand, **summative evaluation** is conducted at the end of an instructional segment to determine if learning is sufficiently completed to warrant moving the learner to the next segment of instruction. It typically comes at the end of a course or unit of instruction or even a whole cycle or stage of learning. Some of the procedures that may be employed are end of term or semester exams, end of programme exams such as BECE, WASSCE etc. After a new curriculum programme has been developed, summative evaluation data make it possible to determine the degree to which the programme has been effective in meeting instructional goals or even national educational aims for which it was designed. This therefore gauges the overall performance of learners, success or otherwise of the programme. This would help curriculum developers pass judgment as to whether the programme is good and worthwhile for it to be maintained or the curriculum is bad as a result should be replaced. It must however, be noted that what is considered formative or summative does not simply rest on the gathering of data during the process or at the end of it but the purpose for which the data is being or what it will be used for.

Purpose of curriculum evaluation

An evaluation of an educational programme in carried out for varying reasons. These are to diagnose, to revise curricula, to compare, to anticipate educational needs and to determine if objectives have been achieved.

Diagnoses focus on the instructional programme, the process of implementation and students learning. The thrust of diagnostic evaluation is to unearth the strengths and weaknesses of these three areas. There are informal and formal devices. Informal diagnostic devices are used by teachers (insiders), some are observation, teacher made tests, assignments and even asking oral questions during teaching and learning interaction. These provide on-the-spot feedback for teachers. However, formal diagnostic devices may be used by designated bodies such as GES, Institute of Education (UCC), CRDD and WAEC.

Curriculum evaluation also leads to the revision of the curriculum. This becomes necessary when there are signs that certain areas of the instructional programme are not making it possible for it to yield the desired outcomes. It may be that the content selected is not appropriate, or the learning experiences are at variance with the methods or resources recommended are too complex. If the flaws are minor the revision may not be comprehensive otherwise the whole programme will have to be changed.

An evaluation may also be necessary if there is the need to compare an instructional programme to another one with similar or common goals. A comparative evaluation may be occasioned by the fact that one of the programmes has been in use for some time and a new one has been designed to replace it. An instance is the replacing of cultural studies with RME in 1999 and centres of interest' with environmental studies in 1974

Further, the essence of evaluation is to accumulate enough data from the various aspects of an educational programme to determine or gauge the extent to which the aims and goals of the programme have been achieved. This is the ultimate aim of evaluation.

Key ideas

- Curriculum evaluation may either be formative or summative.
- Formative Evaluation describes the procedures for monitoring an instructional process to determine whether learning is taking place as planned.
- It takes place during teaching and learning interaction or when the implementation of a programme is on-going.
- Some of the tools that could be used to collect data are observation, quizzes, worksheets, tests among others.
- Summative evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently completed to determine the next stage of instruction.
- Summative evaluation is done at the end of a course or unit of instruction or even a whole cycle or stage of learning.
- Some of the procedures used end of term or semester exams, end of programme exams such as BECE, WASSCE among others.

Reflection

- Would you say with effective evaluation, every learner can be educated no matter the type of curriculum being implemented?
- How can every learner be assisted to achieve some level of education for life?

Discussion

1. What is formative evaluation?
2. How can formative evaluations be enhanced to improve the effectiveness of curricula for improved learning outcomes
3. What is summative evaluation?
4. What procedures would be appropriate to implement a summative evaluation?
5. Describe any 4 reasons to explain why it is important to evaluate a curriculum

UNIT 6: THE COMMON CORE SOCIAL STUDIES CURRICULUM

In this Unit, we shall discuss the common core curriculum for social studies that was recently introduced. This unit will help us get a better understanding of the common core social studies curriculum. This unit will take us through the rationale, philosophies and core competencies expected from the curriculum among others.

SESSION 1: UNDERSTANDING THE SOCIAL STUDIES CURRICULUM

In this session, we will focus on the Common Core Social Studies curriculum to enhance your appreciation of the rationale, teaching and learning philosophies and how you can undertake assessments to develop the competencies expected to be developed by learners who go through the curriculum. There are other aspects of the social studies curriculum that can be learnt from newly developed curriculum material for social studies.

Learning outcomes
By the end of the session, you will be able to explain the Common core Social Studies curriculum.

RATIONALE
Social Studies is a multi-disciplinary subject that aims to equip learners with knowledge, attitudes, values and skills that will enable them to become active, informed, innovative, and responsible citizens. Social Studies addresses the challenges or problems that confront and threaten the survival of the Ghanaian society. It does so by providing the learner with the opportunity to apply concepts, theories and generalisations from a variety of relevant disciplines to analyse, investigate and come out with appropriate solutions to personal and societal problems. It provides an opportunity for learners to further explore their immediate environment and the world at large. Therefore, Social Studies specifically focuses on developing the learner's curiosity, critical thinking, problem-solving skills and competencies for personal development and leadership. Besides, it seeks to enhance communication and collaboration, creativity and innovation, digital literacy, cultural identity and global citizenship. The inclusion of Social Studies in the Common Core Programme of the Pre-tertiary Education Curriculum is, therefore, intended to enable learners acquire relevant tools to become effective, active and patriotic citizens.

PHILOSOPHY
The Social Studies curriculum will enable learners develop skills and competencies through a combination of social constructivism and social realism. These theories emphasise learning as an active process where the learner constructs knowledge rather than acquiring it. Learners will take responsibility for the environment and appreciate the richness and the diversity of Ghana's culture. They will also be willing to take advantage of social changes relating to globalisation, technological advancement and digital literacy. It is envisioned that the curriculum will promote expected that learners will demonstrate competencies in making independent and healthy choices regarding their personal development and well-being. By developing awareness of themselves, their immediate and wider environment, they become national and global citizens. Learners are to be guided to maximise the opportunities offered by new

technologies to express their beliefs and further enhance their moral perspectives and values. The teacher should emphasise these important areas in the day-to-day learning since they are aimed at promoting higher order thinking among learners.

AIMS

General Aims

Social Studies aims at producing reflective, concerned and competent citizens, who will make informed decisions for individual and public good. The subject seeks to produce morally upright Ghanaians, who are responsible and capable of maintaining healthy lifestyles and preserving their environment for sustainability.

Specific Aims

Specifically, the subject will enable learners to:
   a. explore and protect the environment
   b. exhibit a sense of belonging to the family and community
   c. appreciate themselves as unique individuals
   d. demonstrate responsible citizenship
   e. develop attitudes for healthy and peaceful co-existence
   f. ensure sustainable use of resources
   g. develop a sense of patriotism and national pride
   h. make themselves globally competitive

CORE COMPETENCIES

The Core Competencies describe a body of skills that teachers at the basic level should seek to develop in their learners. The competencies describe a connected body of core skills that are acquired throughout the processes of teaching and learning. They are the relevant global skills for learning that allow learners to develop, in addition to the 4Rs, to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, culturally identified individuals, digitally literate and global citizens who have keen interest in their personal development. In using this curriculum, we hope the core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

Critical thinking and Problem solving (CP)

Develop learners' cognitive and reasoning abilities to enable them analyse issues and situations, leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned, and from their own experiences analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

Creativity and Innovation (CI)

Learners acquire entrepreneurial skills through their ability to think about new ways of solving problems and develop technologies to addressing the problem at hand. This competency requires ingenuity of ideas in arts, technology and enterprise. It enables learners to think independently and creatively. The development of a holistic worldview of learners to make them creative, honest and responsible citizens.

Communication and Collaboration (CC)
This competence aims to promote in learners the ability to make use of languages, symbols and texts to exchange information about themselves and the world around them. Learners actively participate in sharing their ideas and engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

Cultural identity and Global Citizenship (CG)
This competence aims to develop learners who put country and service as foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental, and economic awareness. Learners make use of the knowledge, skills, attitudes acquired to contribute meaningfully towards the socio-economic development of the country. They develop skills to critically analyse cultural trends, identify and contribute to the global community.

Personal Development and Leadership (PL)
This competence is aimed at improving self-awareness, self-knowledge; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; self-regulation and responsibility, and developing a love for lifelong learning.

Digital Literacy (DL)
It involves guiding learners to discover, acquire skills in, and communicate through ICT to support their learning and make use of digital media responsibly.

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix A for details of the components of the core competencies. These details comprise the unpacked skills such as: listening, presenting and team work for collaboration.

These include the approaches, methods, strategies, appropriate relevant teaching and learning resources for ensuring that every learner benefits from the teaching and learning process.
The curriculum emphasises the:
1. creation of learning-centred classrooms through the use of creative approaches to ensure learner empowerment and independent learning;
2. positioning of inclusion and equity at the centre of quality teaching and learning;
3. use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;
4. use of Information Communications Technology (ICT) as a pedagogical tool;
5. identification of subject specific instructional expectations needed for making learning in the subject relevant to learners;
6. integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy; and questioning techniques that promote deep learning.

SESSION 2: PROFILE OF EXPECTED LEARNING BEHAVIOURS

Knowledge, Understanding and Application
Under this domain, learners acquire knowledge through learning experiences. They may also show understanding of concepts by comparing, summarising and re-writing in their own words, and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learner may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours- "knowledge", "understanding", ''application'', "analysis", "synthesis", "evaluation" and "creation", fall under the cognitive domain.

In this curriculum, the learning indicators are stated with action verbs to show what the learner should know and be able to do. The ability of the learner to *describe, explain, examine, discuss, and summarise* situations after teaching and learning has been completed, suggests that the learner has acquired *knowledge*. In the past, teaching in most cases, stressed knowledge acquisition to the detriment of other higher-level behaviours such as application, analysis among others. In this standards-based Social Studies curriculum, learners are challenged to solve personal and societal problems. In this respect, they demonstrate their ability to "apply" the knowledge acquired. Learners must, therefore, be engaged in a variety of activities to stimulate their critical thinking abilities.

Bloom's Taxonomy identifies the following concepts under the Cognitive domain:

Knowing: This has to do with the ability to *remember, recall, identify, define, describe, list, name, match and state principles*, *facts and concepts*. In this sense, 'knowing' constitutes the lowest level of learning.

Understanding: This involves the ability to *explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict* consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial or symbolic.

Applying: This dimension is also referred to as "Use of Knowledge". It is the ability to *use knowledge or apply knowledge, apply rules, methods, principles, theories,*to situations that are new and unfamiliar. It also involves the ability to *produce, solve, plan, demonstrate, discover* among others.

Analysing: This is the ability to break down material/information into its component parts; to *differentiate, compare, distinguish, outline, separate, identify* significant points; it is also the ability *to recognise unstated assumptions and logical fallacies; the ability to recognise inferences* from facts, etc.

Synthesising: It is the ability to put parts or ideas together to form a new whole. It involves the ability to *combine, compile, compose, devise, plan, revise, organise, create, and generate* new ideas and solutions.

Evaluating: It is the ability to *appraise, compare* features of different things and make *comments or judgment, contrast, criticise, justify, support, discuss, conclude and make recommendations*. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

Creating: It is the ability to use information or materials to *plan, compose, produce, manufacture or construct* other products. From the above, it can be seen that *creating* according to Bloom's Taxonomy constitutes the highest form of learning. This standards-based Social Studies curriculum, therefore, places emphasis on *creating* as a core behavioural attribute. It is advised that teachers encourage learners to develop their creative skills to solve personal and societal problems.

ATTITUDES, VALUES AND PROCESS SKILLS

Attitudes

This Social Studies curriculum seeks to equip learners with positive attitudes that will enable them to function effectively in the society. Acquisition of knowledge alone is not enough to cause expected behavioural change to make learners function properly in the society. There is, therefore, the need to emphasise the development of positive attitudes. The following are examples of positive attitudes learners are encouraged to develop:

Commitment: the determination to contribute to national development.

Tolerance: the willingness to respect the views of others.

Patriotism: love for one's country, national pride and willingness to sacrifice oneself for the development of the country.

Flexibility in ideas: the willingness to change one's opinion in the face of more plausible evidence.

Respect for evidence: the willingness to collect and use data from one's investigation, and also have respect for data collected by others.

Reflection: the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible flaws and other ways in which the investigation or observation can be improved upon.

Comportment: the ability to conform to acceptable societal norms.

Co-operation: the ability to work effectively with others.

Responsibility: the ability to act independently and make decisions; be morally accountable for one's action and be capable of rational conduct.

Environmental Awareness: the ability to be conscious of one's physical and socio-economic surroundings.

Respect for the Rule of Law: the ability to obey the rules and regulations of the land.

Values

At the core of the standards-based Social Studies curriculum is the acquisition of values. These values help individuals to define their identity and uphold high moral standards. Learners are expected to exhibit the following values:

Respect: This includes respect for the nation, its institutions, laws, culture, citizens and neighbours.

Diversity: Ghana is a multicultural society; therefore, learners must be encouraged to respect all persons irrespective of their ethnic or religious background to ensure peaceful co-existence and national integration.

Equity: Every citizen, irrespective of their socio-economic background and condition should be treated fairly in terms of access to national resources and state power. Equal opportunities should be given to all learners for a fair learning environment to enable them harness their potentials and capabilities.

Commitment to achieving excellence: Learners must be encouraged to take advantage of the opportunities provided through the curriculum to acquire the requisite skills to enable them function in the society they find themselves. Learners should strive to pursue and achieve excellence in whatever they set out to do.

Teamwork/Collaboration: Learners are encouraged to work together towards common goals within the context of tolerance and mutual understanding. This will instil in them virtues of living harmoniously with members of the larger society.

Truth and Integrity: Learners must be encouraged to will tell the truth irrespective of the consequences. In addition, the curriculum aims to make them morally upright and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance must underpin the learning processes to allow learners see and apply skills and competencies in the world of work.

PROCESS SKILLS

These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

Observing: This is the skill of using our senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses.

Classifying: This is the skill of grouping objects or events based on common characteristics.

Comparing: This is the skill of identifying the similarities and differences between two or more objects, concepts or processes.

Communicating/Reporting: This is the skill of transmitting, receiving and presenting information in concise, clear and accurate forms - spoken, written, pictorial, tabular or graphical.

Predicting: This is the skill of assessing the likelihood of an outcome based on prior knowledge of how things usually turn out.

Analysing: This is the skill of identifying the parts of objects, information or processes and the patterns and relationships between these parts.

Generating possibilities: This is the skill of exploring all the options, possibilities and alternatives beyond the obvious or preferred one.

Evaluating: This is the skill of assessing the reasonableness, accuracy and quality of information, processes or ideas.

Designing: This is the skill of visualising and drawing new objects or gadgets from imagination.

Interpreting: This is the skill of evaluating data in terms of its worth: good, bad, reliable, unreliable; making inferences and predictions from written or graphical data; and extrapolating and deriving conclusions. Interpretation is also referred to as "Information Handling".

Recording: This is the skill of drawing or making graphical representation boldly and clearly, well labelled and pertinent to the issue at hand.

Generalising: This is the skill of being able to use and apply the conclusions arrived at in an activity to what could happen in similar situations.

NEW ASSESSMENT IN THE CCP
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. It is integral to the teaching-learning process, promotes student learning and improves instruction. In CCP, it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in the subsequent paragraphs.

Assessment for Learning (AfL)
Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and the teachers to decide where the learner is in their learning, where they need to be (the desired goal), and how best to get them there. AfL is one of the most suitable methods for improving learning and raising standards (Black and Wiliam, 1998)1. Assessment for Learning also refers to all their activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning, and feedback.

AfL, therefore, provides timely feedback to ensure individual learners are assisted during the teaching and learning process using various strategies and questioning to measure the learning that has actually taken place. It is a continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer feedback or change teaching strategies to achieve performance standards of a lesson.

Assessment of Learning (AoL)

Assessment of learning provides a picture of the achieved standards of the teacher and performance of students at the terminal stage of the learning process. This information provides data for accountability and educational decisions such as grading, selection and placement, promotion and certification. Through AoL, stakeholders such as parents and guardians are informed about the extent students have attained expected learning outcomes at the end of their grade or programme.

Assessment as Learning (AaL)

Assessment as Learning develops and supports students' sense of ownership and efficacy about their learning through reflective practices. This form of self-assessment helps in building the competencies of learners to achieve deeper understanding of their own learning and what they are taught.

What do we assess?

Emphasis in assessment in the CCP is on the Common Core Learner Attributes, which are essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective).
Knowledge and skills with emphasis on the 4Rs **in the learning areas**
Core competencies with emphasis on attitudes and values developed **through the learning and its context as well as the pedagogical approaches.**

How do we monitor progress?

School Based Assessments (SBA) cover all forms/modes of assessment including AfL, AaL and AoL (see Table 1), that can be undertaken by any school-level actor (learner, teacher, head teacher) to monitor the learner's achievement over a period of time. Data collection and keeping records of the data are central to the conduct of SBA.

Table 1

Modes of Assessment Assessment for Learning	Assessment of Learning	Assessment as Learning
Class exercises	Class Assessment Task (CAT)	Portfolio
Quizzes	End of term	Journal entries
Class tests (written, oral, aural and/or practical)	End of year	Project work
Class Assessment Task (CAT)		Checklist Questionnaire

2Ministry of Education (2020a). National Pre-tertiary Learning Assessment Framework (NPLAF). Accra: Ministry of Education.
3Ministry of Education (2020b). School-Based Assessment Guidelines. Accra: Ministry of Education

The following are samples of relevant records that can be kept on the student's learning.
- Student's Progress Record (Cumulative Record)
- Student's Report Card
- School Based Assessment Termly Recording Register

Details of guidelines on SBA can be found in *the National Pre-tertiary Learning Assessment Framework (NPLAF)* document (Ministry of Education, 2020a)2 and *the School-Based Assessment Guidelines* (Ministry of Education, 2020b)3.

Reporting School-Based Assessment (SBA) in the CCP
The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the four-year duration of CCP, is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 2). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion or (benchmark for the level of proficiency), a number of descriptors are defined as shown in Table 2.

Table 2

Benchmarks, levels of proficiency and the grade level descriptors Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer them independently through authentic performance tasks
3: Approaching Proficiency (AP)	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

The grading system presented, shows the letter grade system and equivalent grade boundaries. In assigning grades to pupils' test results or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E]), indicate the meaning of each grade.

In addition to the school-based assessment (SBA), a national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievement.

CREATIVE PEDAGOGICAL APPROACHES

The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, holistic learning, cross-

disciplinary learning (i.e. the 4Rs across the curriculum) as well as developing the core competencies. This section describes some of the creative pedagogical approaches required for the CCP.

LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with their classmates. At the high school level, the progression phases are from B7 to B10.

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful "hands-on" activities that bring home to them what they learn in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas through the inspiration of the teacher. Learners then become actively engaged in looking for answers, working in groups to solve problems. They also research for information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

a. makes learners feel safe and accepted;
b. helps learners to interact with varied sources of information in a variety of ways;
c. helps learners to identify a problem suitable for investigation through project work;
d. connects the problem with the context of the learners' world so that it presents realistic opportunities for learning;
e. organises the subject matter around the problem, not the subject;
f. gives learners responsibilities for defining their learning experiences and planning to solve the problem;
g. encourages learners to collaborate in learning; and
h. expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centred classroom.

DIFFERENTIATION AND SCAFFOLDING

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support or outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through task, support from the Guidance and Counselling Unit and learning outcomes.

Differentiation by task involves teachers setting different tasks for learners of different abilities. E.g. in sketching the plan and shape of their school compound and community, some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.

Differentiation by support involves the teacher giving the needed support and referring weak learners to the Guidance and Counselling Unit for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

Scaffolding in education refers to the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read and engaging them to discuss the excerpt to improve comprehension. The teacher goes ahead to guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher are:
1. giving learners a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time;
2. describing or illustrating a concept, problem, or process in multiple ways to ensure understanding;
3. giving learners an exemplar or a model of an assignment and asking to complete;
4. giving learners a vocabulary lesson before they read a difficult text;
5. describing the purpose of a learning activity clearly and the learning goals they are expected to achieve; and
6. describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INCLUSION

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that learners' right to equal access and accessibility to quality education is met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration. The curriculum therefore promotes:

1. learning that is linked to learners' background and to their prior experiences, interests, potential and capacities
2. learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
3. the active involvement of learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

INFORMATION AND COMMUNICATION TECHNOLOGY

Information Communications Technology (ICT) has been integrated into the Social Studies curriculum as part of the common core programme. Thus, the curriculum is designed to use ICT as a teaching and learning tool to enhance deep and independent learning. For instance, the teacher in certain instances is directed to use multimedia to support the teaching and learning process.

ICT has the potential to innovate, accelerate, enrich, and deepen skills. It also motivates and engages learners to relate school experiences to work practices. It provides opportunities for learners to fit into the world of work. Some of the expected outcomes that this curriculum aims to achieve are:

- improved teaching and learning processes
- improved consistency and quality of teaching and learning
- increased opportunities for more learner-centred pedagogical approaches
- improved inclusive education practices
- improved collaboration, creativity, higher order thinking skills
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners access to large quantities of information online and offline. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once learners have made their findings, ICT can help them organise, edit and print information in many different ways.

Learners need to be exposed to various ICT tools around them including calculators, radios, cameras, phones, television sets, computers, and related software. The exposure that learners are given at the high school level to use ICT in exploiting learning will build their confidence and will increase their level of motivation to apply the use of ICT in later years, both within and outside of education. The use of ICT in teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

ORGANIZATION AND STRUCTURE OF THE CURRICULUM

The Social Studies curriculum draws on the following disciplines:
• Geography
  • Sociology
• Government
• Economics
• History

The thematic areas are organised under six strands:
• Strand 1: Environmental Issues
• Strand 2: Family Life
• Strand 3: Sense of Purpose
• Strand 4: Law and Order
• Strand 5: Socio-economic Development
• Strand 6: Nationhood

Curriculum Reference Numbers
The curriculum has been structured into Strands, Sub-strands, Content standards, Indicators and exemplars, and Core Competencies. Each strand, sub-strand, content standard and Indicators have unique identification numbers (codes). The annotation is indicated in Table 1.

Table 1: Interpretation of Curriculum Reference Numbers

Example: **Social Studies: B7.1.1.2.1 ANNOTATION**	**MEANING / REPRESENTATION**
B7.	Basic Year 7
1.	Strand Number
1.	Sub-Strand Number.
2.	Content Standard Number
1.	Learning Indicator Number

- **Strands** are the broad areas/sections in the curriculum to be studied.
- **Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.
- **Content Standards** indicate what all learners should know, understand and be able to do.
- **Indicators** are clear statements of specific things learners should know and be able to do within each content standard.
- **Exemplars** refer to support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could be taken to support the facilitators/teachers in the delivery of the curriculum.

Content standard	Indicators/Exemplars	Core Competencies/Subject Specific Practices
B7.1.1.1 Demonstrate skills in dealing with environmental challenges	**B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment** Exemplars 1. Explain: i. environment ii. sanitation 2. Discuss the types of environment (physical and social) 3. Identify some environmental problems including, sanitation	Critical thinking and Problem solving Communication and collaboration Digital Literacy Environmental awareness Observation

Key ideas

- The inclusion of Social Studies in the Common Core Programme of the Pre-tertiary Education Curriculum is, therefore, intended to enable learners acquire relevant tools to become effective, active and patriotic citizens.
- Social Studies is a multi-disciplinary subject that aims to equip learners with knowledge, attitudes, values and skills that will enable them to become active, informed, innovative, and responsible citizens.
- Social Studies addresses the challenges or problems that confront and threaten the survival of

> - the Ghanaian society.
> - It does so by providing the learner with the opportunity to apply concepts, theories and generalisations from a variety of relevant disciplines to analyse, investigate and come out with appropriate solutions to personal and societal problems.
> - It provides an opportunity for learners to further explore their immediate environment and the world at large.
> - Therefore, Social Studies specifically focuses on developing the learner's curiosity, critical thinking, problem-solving skills and competencies for personal development and leadership.
> - Besides, it seeks to enhance communication and collaboration, creativity and innovation, digital literacy, cultural identity and global citizenship.

Reflection

> - Do you realize that the Social Studies curriculum provides you with the opportunity to lead learners to create, innovate, challenge themselves to be able to address social and environmental problems facing them for a better world?
> - Reflect and describe how this competency-based expectations can be achieved.

Discussion

1. What is a process skill?
2. What is the philosophy for teaching Social Studies?
3. How should learners learn?
4. How can you use assessment as an instructional strategy to develop the expected core competencies?
5. What varied assessment forms have been described for you in enhance education for all in the curriculum?
6. How can you use the Social Studies curriculum to develop positive attitudes and values in learners?

SESSION 2: THE JHS SOCIAL STUDIES CURRICULUM

In this session, we will present to you the common core curriculum for Social Studies to guide you in your studies and future implementation.

Learning outcomes
By the end of the session, you will be able to:

- Examine the main strands, sub strands and the content standards for each of the strands and be able to use the curriculum to enhance your efficiency as teachers of Social Studies.

SOCIAL STUDIES COMMON CORE PROGRAMME CURRICULUM (BASIC 7 – 10)

Please open the above and get all the information needed for Sessions 1: 2 of Unit 6 of this module. The document is quite bulky but it is good you get a good understanding of the social studies curriculum, therefore it is important the you and your facilitator go through it.

Key ideas

- **Strands** are the broad areas/sections in the curriculum to be studied.
- **Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.
- **Content Standards** indicate what all learners should know, understand and be able to do.
- **Indicators** are clear statements of specific things learners should know and be able to do within each content standard.
- **Exemplars** refer to support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could be taken to support the facilitators/teachers in the delivery of the curriculum.

Reflection

- How can you use the content standards to develop the right subject specific practices and competencies in your learners?
- Discuss this in a video for YouTube.

Discussion

1. How many strands are learners expected to learn for the three years of the JHS education?
2. Studying the scope and sequence, how many sub strands have been given to each level of the JHS programme?
3. What is an indicator and how does an indicator relate to an exemplar?
4. What is a process skill and how do process skills relate to core competencies?
5. How can you ensure that every learner benefits from instruction at the same time?
6. What strategies have been prescribed for teachers to achieve this target?
7. If you had a learner with varied levels of physical and mental abilities, which approach could be better for you to use and why?