

REPUBLIC OF GHANA
MINISTRY OF EDUCATION, SCIENCE AND SPORTS



TEACHING SYLLABUS FOR INTEGRATED SCIENCE
(JUNIOR HIGH SCHOOL)

Enquiries and comments on this syllabus should be addressed to:

The Director
Curriculum Research and Development Division (CRDD)
P. O. Box 2739,
Accra,
Ghana.

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TEACHING SYLLABUS FOR INTEGRATED SCIENCE
(JHS)

RATIONALE FOR TEACHING INTEGRATED SCIENCE

Modern life requires general scientific literacy for every Ghanaian citizen, a requirement that will result in the creation of a scientific culture in line with the country's strategic programme of achieving scientific and technological literacy in the shortest possible time. Scientific culture should therefore become the common property of every citizen of this country because it is the antithesis to superstition and the catalyst that will help us toward faster development.

The focus of the study of Science is to understand the natural world. There are generally two main goals of Science education. First, it inculcates scientific literacy and culture for all, so that people can make informed choices in their personal lives and approach challenges in the workplace in a systematic and logical order. Second, it aims to produce competent professionals in the various scientific disciplines who can carry out research and development at the highest level. For meaningful scientific education, it is important for pupils to be trained in the investigative process of seeking answers to problems. This requires pupils to physically explore and discover knowledge within their environment and in the laboratory to be able to contribute new scientific principles and ideas to the body of knowledge already existing in their culture.

The integrated science syllabus is a conscious effort to raise the level of scientific literacy of all students and equip them with the relevant basic integrated scientific knowledge needed for their own survival and for the development of the country. It is also expected that scientific experiences in Junior High School will cultivate in pupils an interest and love for science that will urge some of them to seek further studies in science as preparation for careers in science. The study of science will also provide excellent opportunities for the development of positive attitudes and values which include:

- Curiosity to explore their environment and question what they find
- Keenness to identify and answer questions through investigations
- Creativity in suggesting new and relevant ways to solve problems
- Open-mindedness to accept all knowledge as tentative and to change their view if the evidence is convincing
- Perseverance and patience in pursuing a problem until a satisfying solution is found
- Concern for living things and awareness of the responsibility they have for the quality of the environment
- Honesty, truthfulness and accuracy in recording and reporting scientific information
- Love, respect and appreciation for nature and desire to conserve natural balance.

Jhs Science Syllabus

H Kauffman



Jhs Science Syllabus:

Creating a Curriculum for Adolescent Youth National Education Association of the United States. Research Division, 1928 **Research Bulletin** National Education Association of the United States. Research Division, 1928

Applying Language Science to Language Pedagogy José Manuel Igoa, Montserrat Sanz, 2011-12-08 This book establishes a bridge between current research in Linguistics and Psycholinguistics and language pedagogy in the classroom It reformulates the debates about teaching approaches by calling the reader's attention to discoveries about the structure of grammar the universals of language mind processes while comprehending producing and storing language and facts about learning The popularization of L2 teaching brought with it a need to find efficient teaching methods Debates have hinged mainly around the alleged advantages of communicative vs traditional methods However most approaches have their roots in linguistic and psychological theories that have been questioned by language researchers Some language teachers are probably unaware of these advances and to that extent continue to adhere to teaching approaches mainly based on intuitions Consequently evaluating materials may be often performed in rather uninformed circumstances The book contains chapters on relevant issues by leading researchers classified into three main areas The editors contribute a chapter to each of these sections about the implications for second language teaching This book facilitates an approximation between researchers in the theoretical and experimental fields of language and those responsible for innovation in language teaching It is designed so that L2 teachers can adopt and adjust the knowledge drawn from the book to their particular environment and group of students *Junior Graphic* Mavis Kitcher (Mrs), 2011-06-15 Research and the Quality of Science Education Kerst Boersma, Martin Goedhart, Onno de Jong, Harrie Eijkelhof, 2006-02-23 In August 2003 over 400 researchers in the field of science education from all over the world met at the 4th ESERA conference in Noordwijkerhout The Netherlands During the conference 300 papers about actual issues in the field such as the learning of scientific concepts and skills scientific literacy informal science learning science teacher education modeling in science education were presented The book contains 40 of the most outstanding papers presented during the conference These papers reflect the quality and variety of the conference and represent the state of the art in the field of research in science education *N E A Research Bulletin* , 1927 **The**

Role of Higher Education Institutions in Climate Change Adaptation and Mitigation Ravinesh Rohit

Prasad, 2025-03-08 This book provides the readers with a description of climate change and the role of the University in promoting climate change education It explores the Higher Education Institutions HEIs curriculum at various universities worldwide and how they have incorporated climate change into the university wide programs The book also looks at the causes and impacts of climate change and the countries most affected by this phenomenon particularly Fiji and Indonesia It describes how the various sectors such as health agriculture and tourism have been impacted by climate change This book also summarizes the roles of United Nations Organizations in implementing climate change education at universities The

importance of climate change education is expressed in terms of adaptation and mitigation and to foster resilience adaptability and adaptation to climate change The role of university student organizations aimed at environmental protection for climate change adaptation and mitigation is also discussed in this book *Report of the Superintendent of Schools* New York (N.Y.). Board of Education,1944 **STANYS Newsletter** ,1983 *Contemporary Issues in African Sciences and Science Education* Akwasi Asabere-Ameyaw,George J. Sefa Dei,Kolawole Raheem,2012-09-05 In this careful articulation of science the editors provide an intellectual marriage of Indigenous science and science education in the African context as a way of revising schooling and education They define science broadly to include both the science of the natural physical biological and the science of the social It is noted that the current policy direction of African education continues to be a subject of intense intellectual discussion Science education is very much at the heart of much current debates about reforming African schooling Among the ways to counter vision contemporary African education this book points to how we promote Indigenous science education to improve upon African science and technology development in general The book also notes a long standing push to re examine local cultural resource knowings in order to appreciate and understand the nature content and context of Indigenous knowledge science as a starting foundation for promoting African science and technology studies in general It is argued that these interests and concerns are not mutually exclusive of each other but as a matter of fact interwoven and interdependent The breadth of coverage of the collection reflect papers in science Indigeneity identity and knowledge production and the possibilities of creating a truly African centred education It is argued that such extensive coverage will engage and excite readers on the path of what has been termed African educational recovery While the book is careful in avoiding stale debates about the Eurocentricity of Western scientific knowledge and the positing of Eurocentric science as the only science worthy of engagement it nonetheless caution against constructing a binary between Indigenous local science and knowledges and Western scientific knowledge After all Western scientific knowledge is itself a form of local knowledge born out of a particular social and historical context Engaging science in a more global context will bring to the fore critical questions of how we create spaces for the study of Indigenous science knowledge in our schools How is Indigenous science to be read understood and theorized And how do educators gather collect and interpret Indigenous science knowledges for the purposes of teaching young learners These are critical questions for contemporary African education **Annual Report of the Superintendent of Common Schools** New York (N.Y.). Superintendent of Schools,1944 *Syllabus of American Colonial History from the Beginning of Colonial Expansion to the Formation of the Federal Union* Winfred Trexler Root,Herman Vandenburg Ames,1912 *FrimThom Integrated Science for Senior High Schools* Thomas Kofi Arboh,Emmanuel Yaw Frimpong,2025-04-29 The diversity of teaching skills and methods as applied in the classroom mostly results in the variation in understanding on the part of the learner Not having a clear cut material for teaching also puts pressure on the teacher when it comes to gathering information to deliver in the classroom Having a more

simplified and straightforward text material without compromising on value of content is the main aim of this book. Materials are well selected to make learning and teaching easier for the user of this book. The senior high school student is the main targeted end user of this book. However, it can also serve as a reference material for other levels of learning. The content is based on the Ghanaian and West African syllabus for senior high education. This integrated science textbook has its content organized in sections, units, and academic year. Year 1 content provides foundation tutoring. Year 2 is built on the content of year 2, likewise year 3 has its content built on that of year 2. This approach renders a vertical upward systematic approach to learning that enables the learner to build upon previous knowledge. Reference materials, tables, charts, and units are also provided to assist the learner in doing research or performing experiments. It is our hope that this textbook will satisfy teachers and learners at the senior high level of education in the area of integrated science comprising of basic biology, physics, chemistry, agriculture, and indigenous technology.

Keeping Pace with the Advancing Curriculum National Education Association of the United States. Research Division, 1925 *Library Journal* Melvil Dewey, Richard Rogers Bowker, L. Pylodet, Charles Ammi Cutter, Bertine Emma Weston, Karl Brown, Helen E. Wessells, 1938. Includes beginning Sept 15, 1954 and on the 15th of each month Sept-May a special section. School library journal ISSN 0000-0035 called Junior libraries. 1954-May 1961. Also issued separately.

A Syllabus of English Institutional History Clarence Cory Crawford, 1911 *Contemporary Issues in Multicultural and Global Education* Msengi, Clementine M., Lartey, Grace K., Sprott, Katherine R., 2022-05-13. In response to the COVID-19 pandemic, many educational institutions across the globe had to close in-person learning and turn to online learning. Previous predictions on the future of education discussed the globalization of education through online learning that breaks down geographical barriers. However, many students, parents, and educators are still finding it challenging to adapt to new methods of instruction. Creating global and multicultural classrooms creates additional challenges, especially when considering diverse, at-risk, and low-income student populations. Further study of these challenges is required to improve the future of global education. *Contemporary Issues in Multicultural and Global Education* discusses research strategies, best practices, and insights dealing with important issues related to multicultural and global education. Covering topics such as remote learning and sustainable leadership, this premier reference source is ideal for educators, policymakers, administrators, curriculum designers, researchers, academicians, and students.

Teacher of Fine Arts: High School and Junior High School, Regular and Substitute Arco Publishing Company, 1963 *Values and Valuing in Mathematics Education* Philip Clarkson, Wee Tiong Seah, Jeong Suk Pang, 2019-04-24. This engaging open access book discusses how a values and valuing perspective can facilitate a more effective mathematics pedagogical experience and allows readers to explore multiple applications of the values perspective across different education systems. It also clearly shows that teaching mathematics involves not only reasoning and feelings but also students' interactions with their cultural setting and each other. The book brings together the work of world leaders and new thinkers.

in mathematics educational research to improve the learning and teaching of mathematics Addressing themes such as discovering hidden cultural values a multicultural society and methodological issues in the investigation of values in mathematics it stimulates readers to consider these topics in cross cultural ways and offers suggestions for research and classroom practice It is a valuable resource for scholars of mathematics education from early childhood through to higher education and an inspiring read for all mathematics teachers **The Science Teachers Bulletin** ,1943

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