

SOCIAL STUDIES SYLLABUS

CLASS 2

September 2001

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND CULTURE
BARBADOS**

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RATIONALE

Education in Barbados is presently undergoing significant changes with the aim of improving its quality, suitability and its capacity to respond to challenges and the aspiration of each child. It is against this background that the Ministry of Education, Youth Affairs and Culture recognizes these challenges and sets the stage to reconstruct the school curricula at both primary and secondary levels.

The Social Studies Curriculum focuses on the study of man as a “social being ” and his relationships, interactions with significant number of people of his physical and social environment. It selects relevant concepts and skills from a variety of fields of knowledge. It brings a unique way of organising these to enable the child to make meaning of his social, culture and physical world. This permits the easy adoption of a child-centered approach to teaching and learning.

Social Studies lends itself to the development of both problem solving and critical thinking skills. The subject matter and teaching demand that students and teachers select, analyse and reflect on their roles and functions in the classroom, the family and the nation. Value education informs the subject. Students are helped to make worthwhile choices from

different possible actions. Hence this curriculum provides an excellent forum for the infusion of social and emotional learning skills.

The syllabus also present a synthesis of facts, skills and approaches from a variety of other subjects areas – from visual and performing arts to Science. Cross-curricular integration underpins the subject and is reflected in this curriculum. This enables students to see a ‘wholeness’ about their learning in the classroom. Project work will continue to be used as a method of providing self-directed, integrated learning experiences in the classroom.

Social studies bridges both time and space. Students learn about their heritage, their present challenges and advantages and their role in protecting the best of their total environment for the future.

The Social Studies Syllabus was therefore written with the specific intention of providing the skills, attitudes and knowledge necessary to meet these challenges. It provides the scope for students to discuss major issues about themselves, their environment, the region and the international scene.

The Social Studies Syllabus supports the new initiatives of the Ministry of Education, Youth Affairs and Culture which stress:

- the child-centered approach to teaching and learning .
- the development of critical thinking and problem solving skills.
- the development of interpersonal skills.
- the development of positive work ethics and a sense of responsibility.
- collaborative learning at all levels.
- integration of technology as an instructional tool.

GENERAL OBJECTIVES

- To develop good citizen
- To develop an appreciation for our culture and national heritage
- To enable students to develop good interpersonal skills
- To inculcate attitudes and habits which enable students to conserve and preserve natural resources
- To engender a spirit of cooperation and unity among our students

FORMAT OF THE SYLLABUS

In addition to the syllabus for classes 1- 4 the document contains the following:

- Scope and sequence
- Attainment Targets
- Suggested activities
- Assessment objectives

The Scope and Sequence indicates the classes in which the topic is to be introduced and developed. The ■ indicates which class the topic/skill/concept should be introduced. The (✓) indicates that the concept has to be developed and maintained.

The Attainment Targets identify what each pupil should be able to achieve at the end of each school year.

Suggested activities included in the syllabus provide the opportunity for students to apply the concepts, skills and knowledge they have learnt. The proposed tasks meet both the individual needs of the pupils as well as facilitating, collaboration among pupils, teachers and parents.

Assessment, which is fundamental, normally deals with cognitive aspects of teaching and learning. However, it should not only measure what students understand and can do but also should provide information about the development of attitudes and values. A variety of assessment tools should be used for example - portfolio assessment, checklists, journals and discussions, projects. Students self-assessment and observation.

The Integration of Information Technology is an integral part of the Social Studies programme and teachers are encouraged to use it to enhance teaching and learning in the classroom.

Teachers should employ strategies and methodologies to develop critical thinking, problem solving skills and to foster positive attitudes so that students will be inclined to make sound value judgements in their daily lives.

SCOPE AND SEQUENCE

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

		CLASS			
		1	2	3	4
8.	The computer as a means of communication.	■	✓	✓	✓
9.	Methods of communication used in the past.	■	✓	✓	✓
10.	Communication centers used in Barbados.	■	✓	✓	✓
5.0 TRANSPORTATION					
1.	What is transportation?	■	✓	✓	✓
2.	Transportation for people and goods.	■	✓	✓	✓
3.	Name the transportation centers	■	✓	✓	✓
4.	Explain why transportation is important.	■	✓	✓	✓
5.	Outline the main forms of transportation – past and present.	■	✓	✓	✓
5.	Outline some of the advantages and disadvantages of our transportation system.	■	✓	✓	✓
7.	Show an appreciation of how improvement of the method of transportation bring people and countries closer together.	■	✓	✓	✓
6.0 UTILITY SERVICES					
1.	What are utility services		■	✓	✓
2.	Case study of utility services		■	✓	✓
3.	What are our sources of water?		■	✓	✓

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
4. How do we get underground water to use?		■	✓	✓
5. How can we conserve our water supply?		■	✓	✓
6. How can we preserve our water supply?		■	✓	✓
7.0. THE PHYSICAL LANDSCAPE OF BARBADOS				
1. Location and shape.		■	✓	✓
2.. Describe the parishes and some important landmarks.		■	✓	✓
3. Describe weather/climate of Barbados.		■	✓	✓
4. list steps necessary for hurricane preparedness at the individual , family and community levels.		■	✓	✓
5. Conserve our resources.		■	✓	✓
6. Outline renewable and non-renewable resources		■	✓	✓
7. Why and how can we conserve our resources.		■	✓	✓
8.0 NATURAL RESOURCES				
1. Name some of our natural resources.		■	✓	✓
2. Describe the natural resources of the region and state where they are located		■	✓	✓
3. Develop an appreciation for the natural resources of the region		■	✓	✓
4. State how can we protect our regional resources		■	✓	✓
5. Name resources and locate specific information in Barbados, the Caribbean and the world.		■	✓	✓

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
9.0 THE EARLIEAST KNOWN INHABITANTS				
1. Name the earliest settlers to inhabit Barbados		■	✓	
2. Locate and describe shelter, occupation and food		■	✓	
3. Describe their religious beliefs		■	✓	
4. Identify Amerindians settlements, ways of life and contribution to Barbados history		■	✓	
10.0 AFRICAN STUDIES				
1. Africa, a vast and varied continent.	■	✓	✓	✓
3. Appreciate the contributions Africa made to world civilization	■	✓	✓	✓
11.0 EARLY SETTLERS				
1. Who were the earliest Europeans that came to Barbados?		■	✓	
2. When and how did the English settle the island?		■	✓	

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
12.0 SOME EARLY HISTORY OF BARBADOS				
1. List some of our nation builders		■	✓	
2. Who were some of the other persons in the twentieth century to have carried our nation forward		■	✓	
3. Who are the major players in charting our course for Independence		■	✓	
13.0 SUGAR INDUSTRY				
1. What is Sugar Cane		■	✓	
2. Explain how sugar is grown and cultivated.		■	✓	
3. Explain how sugar is sugar cane harvested and processed in Barbados.			✓	
5. Develop an appreciation for the History and Traditions associated with the sugar industry in Barbados – Crop Over		■		
14.0 MANUFACTURING INDUSTRY IN BARBADOS				
1. Describe what is Manufacturing		■	✓	
2. State where our industries are located		■	✓	

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
3. Case Study of one item manufactured in Barbados		■	✓	
4. Develop an understanding that Barbados is dependent on other countries for raw material, products and markets.		■	✓	
15.0 CULTURAL ACTIVITIES OF BARBADOS				
1. Describe Culture		■	✓	✓
2. List the major cultural events in Barbados		■	✓	✓
3. Show an appreciation for cultural diversity that is evident in Barbados		■	✓	✓
4. Develop an appreciation for the different ways of life in our society		■	✓	✓
16.0 OUR SYSTEM OF GOVERNMENT				
1. Outline our system of government		■	✓	✓
2. Explain how our Parliamentary Representatives are chosen		■	✓	✓
4. Outline some of the duties of our Parliamentarians		■	✓	✓
17.0 AGRICULTURE				
1 Explain how agriculture was developed in Barbados	■	✓	✓	✓
2. What are the characteristics of small and large farms	■	✓	✓	✓
4. Show an appreciation for the growth and development of agriculture in Barbados	■	✓	✓	✓

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
18.0 TOURISM				
1. Explain who is a tourist			■	
2. State reasons why tourist come to Barbados			■	
3. State some of the countries tourists come from			■	
5. Outline how tourist travel in the host country			■	
7. List some of the places tourist stay when they come to Barbados			■	
8. Develop an appreciation and respect for people of other cultures				
9. List some of the local foods used in the industry			■	
19.0 OUR REGIONAL NEIGHBOURS				
1. On an outline map state where the Caribbean region located			■	
2. List the groups of islands found within the Caribbean region			■	
3. What are some of the important facts about territories within the region?			■	
4. Explain what are some of the physical features of the Caribbean			■	
5. Who are people of the Caribbean region?			■	

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
20.0 RESOURCES OF THE REGION				
1. What are resources?			■	✓
2. What are some of the natural resources and where are they located?			■	✓
3. How are the natural resources in the region used?			■	✓
4. How can we protect the resources of the region?			■	✓
5. Demonstrate and appreciation for the beauty and challenges of the natural environment.				
21.0 EARTH SHAPE AND COMPOSITION				
1. Explain the major movement of the earth.			■	✓
2. What are lines of latitude and longitude?			■	✓
3. Explain the major land mass and bodies of water.			■	✓
22.0 MAIN PHYSICAL FEATURES OF THE EARTH				
1. How are mountains useful to man?			■	✓
2. How do volcanoes affect human activities?			■	✓
3. What are plains?			■	✓
4. What is a river and how is it useful to man			■	✓

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
23.0 TRADING WITH THE WORLD				
1. What is trading?				■
2. How do we use the earth's resources?				■
3. Why are the forest important??				■
4. Why conserve the forest?				■
24.0 FISHING				
1. Why is fishing important			■	✓
2. What are the main types of fish caught?			■	✓
3. Why conserve the world's fish resources?			■	✓
4. Define, describe and explain the importance of fishing in the local region and international levels			■	✓
25. CITIZENSHIP				
1. What is citizenship	■	✓	✓	✓
2. How can we be responsible citizens?	■	✓	✓	✓
3. What is our cultural legacy?	■	✓	✓	✓
4. Pupils will relate and show appreciation to the importance and value of education to their personal development	■	✓	✓	✓
5. Pupils demonstrate pride in themselves and respect for law and order	■	✓	✓	✓
6. Create and participate in activities which encourage thrift and entrepreneurship	■	✓	✓	✓

ATTAINMENT TARGETS

INTRODUCTION

The Social Studies Attainment Targets provide opportunities for parents to become acquainted with, and monitor their children's progress at school. These targets will help to forge better links between the school and the home.

These targets are designed to assist in:

- discussing major issues about themselves and their social environment;
- developing good social and personal habits;
- learning to resolve conflicts;
- making individuals cognisant of their rights and their responsibilities in the society.

CLASS 2

The People who came II – Europeans.

The pupil should be able to:

- know the European contribution to the development of Barbadian society;
- trace voyages through map work;
- know the climate in relation to the people who came.;
- understand weather patterns, mid latitude countries, viz four distinct seasons.

The People who came III – Africans.

The pupil should be able to:

- list some of the important physical features of Africa and identify some of its resources;
- understand the vastness of Africa;
- appreciate the contribution Africa made to world civilisation e.g. Science, Art, Music;
- trace middle passage through map work;
- describe their methods of communication and transportation;
- learn about the African climate.

The physical features and natural resources of Barbados.

The pupil should be able to:

- identify and describe the physical features of Barbados;
- explain the difference between renewable and non renewable resources;
- state and show ways in which we can conserve our water system;
- understand the importance of natural resources in Barbados;
- understand ways in which natural resources affect our life.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>UTILITY SERVICE</p> <p>1. What are utility services?</p> <p>2. Water as a utility service.</p> <p>3. What are our resources of water?</p> <p>4. How do we get underground water to use ?</p> <p>5. How can we conserve and preserve our water supply?</p>	<p>Define the concept utility service.</p> <p>Explain concepts such as streams, springs, water cycle.</p> <p>Identify our main sources of water.</p> <p>Describe the process used in obtaining water from underground.</p> <p>State ways in which we can conserve our water.</p> <p>State ways in which we conserve our water supply.</p>	<p>Using pictures to highlight agencies which provide services.</p> <p>Field trips to farms, industrial estates to observe how water is used.</p> <p>Field trips. Constructing charts.</p> <p>Locate wells, reservoirs, pumping stations on an outlined Map.</p> <p>Making a checklist of conservation of water. Jingles, poems as the theme. Making poster.</p> <p>Discussion on ways of preventing pollution of water supply. Creating word puzzles.</p>	<p>Posters Observation. Oral questions.</p> <p>Produce reports. Written compositions.</p> <p>Maths: Producing graphs.</p> <p>Developing portfolios. Posters. Writing Compositions.</p> <p>Checklist Observation. Writing Compositions</p> <p>Posters Writing essays Oral exercises</p>	<p>AVA video on water</p> <p>Our local community. Brochures from Barbados Water Authority</p> <p>Map showing location of wells etc.</p> <p>AVA Barbados Water Authority.</p> <p>Encyclopedia Video-AVA</p> <p>Resource persons-BWA, Ministry of Health, Town and Country Planning.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>NATURAL RESOURCES OF BARBADOS</p> <p>1. What are the natural resources of Barbados?</p> <p>i. Rock ii. Soil iii. Clay iv. Animals v. Plants vi. Oil vii. Water</p> <p>2. What are renewable and non-renewable resources?</p> <p>3. How and why we can conserve our resources?</p>	<p>State what are the natural resources of Barbados.</p> <p>Identify the steps needed to conserve our environment.</p> <p>Explain the difference between renewable and non-renewable resources.</p> <p>List ways how we can conserve our resources.</p> <p>Appreciation for the importance of preserving our national environment.</p>	<p>Discussing natural resources found in Barbados:-valuing our human resources e.g. education, talent.</p> <p>On a map identify and locate resources of Barbados.</p> <p>Field trips.</p> <p>Case study on the use of the resources found in Barbados.</p> <p>Design anti-litter activities.</p>	<p>Oral discussion</p> <p>Creating portfolios</p> <p>Writing report from field trip.</p> <p>Writing composition on our natural resources.</p> <p>Creating posters.</p>	<p>Magazines</p> <p>Newspapers</p> <p>Encyclopedia</p> <p>Video</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>THE EARLY BARBADIANS</p> <p>1. Who are the earliest known settlers to inhabit Barbados?</p> <p>i. Amerindians ii. Caribs iii. Arawaks</p> <p>2. What were their occupations, religions and food?</p>	<p>Name the original inhabitants of Barbados Describe the physical appearance of the early settlers.</p> <p>Develop an appreciation for people of our country and the contribution the early inhabitants made to Barbados. Amerindians Europeans Africans</p> <p>List the occupation of the early settlers, their food and religion.</p>	<p>Case study on the Arawaks and Caribs. Compare similarities and differences. Visit museum.</p> <p>Discussing pictures of the Amerindians.</p>	<p>English: Writing composition Observing displays Math – making tools, using dimensions</p> <p>Analyzing pictures</p>	<p>From Amerindians to Independence By F. A. Hoyos</p> <p>Encyclopedia</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>EARLY EUROPEANS</p> <p>1. Who were some of the early Europeans to come to Barbados?</p> <p>2. How did the English settle the island?</p> <p>i. Food</p> <p>ii. Shelter</p> <p>iii. Economic crops</p>	<p>List different groups of Europeans who came to Barbados and the order in which they came.</p> <p>Describe the cultural impact of these people on the development of our traditions and culture.</p> <p>Give an account of the establishment of the English settlement.</p> <p>Describe their food, shelter and early farming practices (indentureship)</p>	<p>Map work Pointing out sites where English settlers landed.</p> <p>Field trips to Holetown and Turners Hall Woods.</p> <p>Research</p> <p>Field trips</p> <p>Discussions</p> <p>Visiting museums</p>	<p>Writing reports</p> <p>Drama</p> <p>Role playing depicting the first landing of the Europeans.</p> <p>Writing report</p> <p>Observation</p> <p>Portfolio</p>	<p>F. A. Hoyos – Barbados Our Home.</p> <p>F. A. Hoyos – From Amerindians to Independence.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGETED RESOURCES
<p>SUGAR INDUSTRY</p> <p>1. How is sugar cane processed? Stages – weighted Chopped Sent through rollers and juice is extracted, boiled at high temperature.</p> <p>2. What are its by-products?</p> <p>3. How is the sugar important to us?</p>	<p>Describe how sugar canes is grown and processed in Barbados</p> <p>Develop an appreciation of the history and tradition associated with the sugar industry in Barbados.</p> <p>Name the by-products of sugar</p> <p>Write the benefits of the school.</p>	<p>Build up a flow chart to show how sugar cane is processed.</p> <p>Field trips to factories that manufacture rum.</p>	<p>Analyze flow chart</p> <p>Portfolio</p> <p>Writing composition.</p>	<p>Booklet – Ministry of Agriculture.</p> <p>Pamphlets – Ministry of Education.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>CULTURE</p> <p>1. What is culture?</p> <p>2. What are some of the cultural events of Barbados?</p> <p>3. What are some Barbadians traditions?</p> <p>i. Food</p> <p>ii. Music</p> <p>iii. Dance</p> <p>iv. Art</p> <p>v. Drama</p> <p>vi. Games</p> <p>vii. Articles</p> <p>viii.</p>	<p>Define the term 'culture'</p> <p>List some of the main cultural events hosted in Barbados.</p> <p>Show an appreciation of and respect for cultural diversity that is evident in Barbados.</p>	<p>What contributes to culture?</p> <p>Field trips</p> <p>Visiting cultural shows: NIFCA fine arts competition</p> <p>Designing brochures promoting Barbadian culture</p> <p>Writing poems</p> <p>Doing research on these aspects of Barbadian culture.</p>	<p>English: Writing composition, poems, songs, rhythm</p> <p>Observation Oral discussion Portfolio</p> <p>Writing composition Posters Observations Portfolio</p>	<p>Oral History NCF publications Newspaper</p> <p>NCF publication</p> <p>AVA Internet</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>OUR SYSTEM OF GOVERNMENT</p> <p>1. What is our system of government?</p> <p>2. How are our own parliamentary representatives chosen?</p> <p>3. What kind of party system does Barbados have?</p> <p>4. What are some of the duties and responsibilities of government.</p>	<p>Describe the form of government practiced in Barbados?</p> <p>Explain how parliamentary representatives are chosen.</p> <p>Explain the differences between the upper and lower houses of parliament.</p> <p>Outline some of the duties and responsibilities of the government, the opposition and the senate</p>	<p>Using newspaper clipping, television for discussion.</p> <p>Discussion on senate. House of assembly.</p> <p>Have pupils name the representatives of their constituency, the school's and others which they might know.</p>	<p>Writing report. Analyzing articles from newspaper.</p> <p>Reading composition. Word find.</p> <p>summaries.</p>	<p>Civics of Barbados by Leroy Inniss.</p> <p>Civics of Barbados by Leroy Inniss.</p> <p>Newspaper clippings.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>TOURISM</p> <p>1. Who is a tourist?</p> <p>2. What are the different types of tourists?</p> <p>3. Why do tourists visit?</p> <p>3. Where do tourists come from?</p>	<p>Define the concept "tourists". Out line the main features of the industry and try to develop an awareness of the importance of the individuals.</p> <p>Name the different categories. Approximately locate information on map of Barbados, the region and the world.</p> <p>Explain why tourists visit Barbados.</p> <p>Identify the major tourists markets</p>	<p>Role play-using themselves as tourists.</p> <p>Making photo gallery, showing that tourists can be of any colour.</p> <p>Portfolios Interviews Role play-e.g. displaying respect and courtesy.</p> <p>Word find activities</p> <p>Practice in map reading Research-Internet Encyclopedia</p>	<p>Writing Projects</p> <p>Portfolio</p> <p>Writing Summaries</p> <p>Research Charts showing tourist arrivals Charts showing categories – domestic, regional, international</p> <p>Writing comprehension Observation</p> <p>Writing comprehension Cross words</p>	<p>Brochures, pamphlets, periodicals Book – Caribbean Social Studies Bk.44</p> <p>Brochures Pamphlets,</p> <p>Brochures Pamphlets</p> <p>Computers Videos</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>TOURIST</p> <p>How do tourists travel?</p> <p>Where do tourist stay when they come to Barbados?</p> <p>What local foods are used in the industry?</p> <p>What is tourism and how is it important to Barbados?</p>	<p>Categorize different types of transportation used by tourists in host country.</p> <p>List types of accommodations used by tourist when they came to Barbados.</p> <p>Name some local foods used in the tourist industry.</p> <p>Define 'tourism'</p>	<p>Field trips –Grantley Adams International Airport. Port Authority</p> <p>Using outline maps of Barbados to locate main tourist areas</p> <p>Case study of Guest Houses and Hotels</p> <p>Preparing simple dishes for a menu for tourist.</p> <p>List and explain how the benefits form tourist can help the country, individual</p> <p>Making posters</p>	<p>Develop a portfolio</p> <p>Portfolios</p> <p>Observation</p> <p>Home Economics: Preparing dishes Maths: Measuring ingredients English: Writing compositions</p>	<p>Video on Barbados</p> <p>Internet</p> <p>Brochures Newspapers Video</p> <p>Newspaper Recipes by Carmeta Fraser</p> <p>Newspaper Magazines T.V</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>OUR REGIONAL NEIGHBOURS</p> <p>1. Where is the region located?</p> <p>2. Which group of islands are found in the Caribbean region?</p> <p>3. What are some of the physical features of the region?</p>	<p>Identifying and locating Caribbean regions on the map of the Caribbean and the world</p> <p>Identify sub-grouping of the Caribbean.</p> <p>List some of the physical features of the Caribbean.</p> <p>Identify links between Barbados and the rest of the Caribbean in reference to sports, culture and education.</p>	<p>Map work</p> <p>Map work Research</p> <p>Colour coding physical features on a map of the Caribbean.</p>	<p>Drawing and labelling Map puzzles Geography Using cardinal points to identify places.</p> <p>Writing Comprehension</p> <p>Map skills</p>	<p>Pictures Maps Internet</p> <p>Pictures Maps</p> <p>Maps</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>CARICOM</p> <p>1. What is Caricom?</p> <p>2. Who are the member states?</p> <p>4. What are the benefits and areas of cooperation?</p>	<p>State the main aims of Caricom.</p> <p>Name the member states, heads of governments and capitals.</p> <p>List benefits and areas of cooperation.</p>	<p>Playing of calypso 'Caribbean Man' by Black Stalin. Discuss its message.</p> <p>Research Map work</p> <p>Research</p>	<p>Music and drama to establish ideas of cooperation.</p> <p>Writing reports</p>	<p>Publication from secretariat Newspaper.</p> <p>Newspaper Atlases Publications –secretariat</p> <p>Internet</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>RESOURCES</p> <p>1. What are resources?</p> <p>2. What are some of our natural resources and where are they located?</p> <p>3. How are the natural resources of the region used?</p> <p>4. How can we protect the resources of the region?</p>	<p>Define resources.</p> <p>List some of the natural resources of the region and where they are located.</p> <p>Explain how you would protect the region's resources.</p>	<p>Use pictures to discuss resources Research</p> <p>Map work</p> <p>Discussions using pictures and maps.</p> <p>Formulating a plan for preserving and conserving resources. Creating posters which illustrate conservation and preservation practices.</p>	<p>English Comprehension Composition</p> <p>Maths – working out percentages of commodities produced in the region. Writing composition.</p> <p>Portfolios Observation</p> <p>Portfolio Writing comprehension</p>	<p>Newspaper Internet Textbooks</p> <p>Atlas</p> <p>Web site</p> <p>Internet Pamphlets</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>AGRICULTRE IN BARBADOS</p> <p>1. How is Agriculture developed in Barbados?</p> <p>2. What are the characteristics of small and large farms?</p> <p>3. What are some of the regional organizations within Caricom?</p>	<p>List some early crops grown.</p> <p>a. food crops</p> <p>b. crops for market.</p> <p>Explain history behind the growth of agriculture in Barbados.</p> <p>Define a small farm and a large farm</p> <p>List some of the regional organisations within Caricom.</p>	<p>Discussion</p> <p>Research</p> <p>Field trips to early settlements</p> <p>Field trips to small and large farms</p> <p>Research</p>	<p>Writing report</p> <p>Portfolio</p> <p>Working out hectares</p> <p>Writing compositions</p> <p>Drawing models of plantations</p> <p>Portfolios</p> <p>Oral discussions</p>	<p>Book</p> <p>Barbados Our Island Home by F. A Hoyos</p> <p>Ministry of Agriculture Publication vol. 1 and 2 Pamphlets</p> <p>Newspapers</p> <p>Caricom publication</p> <p>Web sites</p>

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<p>THE PHYSICAL FEATURES OF THE EARTH</p> <p>The physical features of the earth.</p> <p>i. mountains ii. volcanoes iii. rivers iv. peninsulas v. deserts vi. lakes vii. plateaus viii. islands ix. oceans x. continents</p>	<p>1) Identify and list some of the major physical features of the earth.</p> <p>2) Identify on outlined maps, volcanoes. Mountains and deserts.</p> <p>3) List some of the Physical features of Africa.</p>	<p>Surfing the internet; locating some of the physical features e.g. Plateau. Mountains, Volcanoes. Map work. Field trips.</p>	<p>Working out scales. Drawing Oral questioning</p>	<p>Internet Maps Pictures videos</p>

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<p>TRADING WITH THE WORLD</p> <p>1. What is trading?</p>	<p>Define “trading”.</p> <p>Develop an understanding that Barbados is dependent on other countries for raw materials, products and markets.</p>	<p>Research main export and main markets to which they are exported.</p>	<p>Economics-demands and supply. Mathematics-graphs representing exports and imports. Exchange rates Writing Compositions Working out comparisons</p>	<p>Magazines Newspaper Pamphlets from ministry of Agriculture and trade.</p>

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<p>FISHING</p> <p>1. Why is Fishing important?</p> <p>2. What are the main types of fish , and where are they caught</p> <p>3. Why conserve the world's fish reserves?</p>	<p>Explain the importance of the fishing industry to mankind, in the local regional and international level.</p> <p>Name some of the species of fish and describe some of the methods used in catching them.</p> <p>State methods you would use to protect the fishing industry.</p>	<p>Using the internet to research the information on fishing</p> <p>Map work Internet</p> <p>Formulate a plan showing how the local fishing industry can preserve the industry.</p>	<p>Writing comprehension's. Economics-shortages and surpluses.</p> <p>Writing comprehension Collecting labels Drawing graphs</p> <p>Analyzing reports Portfolios</p>	<p>Video Computer</p> <p>Computer</p> <p>Pamphlets from fishing Department</p>

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<p>CITIZENSHIP</p> <p>1. What is citizenship?</p> <p>a. Naturalization</p> <p>b. Descent</p> <p>c. Birth</p> <p>3. How can we be responsible citizens?</p> <p>a. Respecting the rights of others.</p> <p>b. Children</p> <p>c. Adults</p> <p>Rights of a citizen</p> <p>Responsibility of a citizen.</p> <p>Building a nation of responsible citizens.</p>	<p>Define the term "citizenship"</p> <p>List four characteristics of a responsible citizen.</p> <p>List three ways in which you can display the rights of</p> <p>a. Child</p> <p>b. Adult</p> <p>Practice modes of conduct association with being a good citizen.</p> <p>Foster an awareness of the importance of work, Entrepreneurship and trift to the development of the individual and the country.</p>	<p>Discussion</p> <p>Collecting articles for newspaper.</p> <p>Develop fact sheets highlighting desirable behaviour of good citizens.</p> <p>Role play</p> <p>Drama</p> <p>Writing Poems and songs</p> <p>Listening to music</p>	<p>Oral questions</p> <p>Writing compositions</p> <p>Analyzing fact sheets</p> <p>Writing reports</p> <p>Music</p> <p>Drama</p> <p>English</p>	<p>Newspaper</p> <p>Book-civics of Barbados.</p> <p>Resource Persons</p> <p>Pamphlets</p> <p>Constitution</p> <p>UNHRC</p> <p>Publication</p>