



YEAR PLANS FOR 2020-2021

Social Science- Form1

PREPARED BY SHARON WARNER

JULY 2019 WITH ADJUSTMENTS MADE AUGUST 2020

Table of Contents

Topics: Form 1 Social Science	3
-------------------------------------	---

Form 1 Social Science

Skills to be developed	4
------------------------------	---

Topics:

Term 1: Topics, objectives and assessment	5
--	---

Term 2: Topics, objectives and assessment	10
--	----

Term 3: Topics, objectives and assessment	16
--	----

Resources

Form 1 Social Science	33
-----------------------------	----

Form 1 Social Science Year plan 2020-2021

Topics

<u>Term 1</u>	-	<u>DURATION</u>
1. Map Reading Skills : - The 16 point compass		2 weeks
- Lines of latitude and Longitude		2 weeks
- Using map scales to calculate distance on a map		1 week
- Map of the World		1 week
- Map of the Caribbean		1 week
2. The Caribbean : Physical Environment		1 week
3. The Caribbean: The Human Environment		2 weeks
4. The Indigenous Peoples of the Caribbean : - Migratory Pattern		1 week
<u>Term 2</u>		
1. The Indigenous Peoples of the Caribbean:		
- The Mayas		2 weeks
- The Tainos		2 weeks
- The Kalinagos		2 weeks
2. Our European Ancestors		2 weeks
3. Our African Ancestors		2 weeks
4. Immigration in the 19 th and 20 th century Caribbean		2 weeks
<u>Term 3</u>		
1. The Family: Its Role and Functions		2 weeks
2. World Religions		1 week
3. Local Religions		2 weeks
4. Festivals		2 weeks
5. Economic Activities		2 weeks

GENERAL OBJECTIVES AND SKILLS TO BE TAUGHT

GENERAL OBJECTIVES

To develop students' critical thinking skills, knowledge and attitudes through an integrative study of History, Geography, Political Science, Sociology, economics and civics, so as to prepare students to carry out their social and civic responsibilities competently and productively.

SKILLS TO BE TAUGHT:

Critical Thinking Skills

1. Interpret information from graphs, maps, charts and tables and draw the best possible conclusions.
2. Analyse and evaluate major concepts and explain its relationship to the entire subject.
3. Explain basic ideas and concepts in Caribbean History;
4. Understand the impact of physical geography on human activity in the Caribbean;
5. Examine causes and effects of historical events;
6. Evaluate the impact of historical events;

Problem solving Skills

1. Solve problems in both conventional and innovative ways
2. Identify and ask significant and clarifying questions.
3. Examine various point of views that will lead to the best possible solutions.

Communication and Writing Skills

1. Formulate thoughts and ideas effectively using written and oral communication.
2. Present data and argument in different forms by using, for example, short and extended essays, graphs, diagrams, statistics, discussions and oral presentations, audio and video tapes.
3. Use the various media of technology to explain and bring clarity to information. (camera, power point presentations).
4. Organize, transform and summarize information (spider diagrams and graphic organizers)
5. Read and comprehend primary and secondary sources;
6. Interview resource persons;
7. Classify and order data;
8. Conduct web searches
9. Investigate historical sites

Form 1

TERM 1

Social Sciences Year Plan 2020 -2021

Week	Topic	Objectives	Content/ Skill	Assessment
Week 1	<p>Introductions & Expectations Orientation</p> <p>Diagnostic assessment and/ inventory</p> <p>Introduction to Map Reading Skills</p>	<p>Students will be able to:</p> <p>Students should be able to</p> <p>1. Draw and label the 16 point Compass.</p>	<p>Definition: What is Social Studies</p> <p>Course Outline</p> <p>Students begin the process of creating & discuss classroom rules</p> <p>List different types of maps</p> <p>List the main features of a map</p> <p>Draw and label the points on a sixteen point compass.</p>	<p>Homework;</p> <p>Classwork;</p> <p>Practice drills</p>
Week 2		<p>2. Use the 16 point compass to tell direction</p> <p>3. Calculate the number of degrees between cardinal points on a 16 point compass.</p>	<p>Use the 16 point compass to tell direction from given places</p> <p>Calculate the degrees between cardinal points on the 16 point compass moving in a clockwise direction.</p> <p>Read directions on a map using the eight point compass</p>	<p>Homework;</p> <p>Class work;</p> <p>Practice drills;</p> <p>Quiz;</p> <p>Calculating the number of degrees between given points moving in a clock wise direction.</p>

Week	Topic	Objectives	Content/ Skill	Assessment
Week 3	MAP READING SKILLS : Understanding the map	Students will be able to: Identify the types of scales found on a map Calculate distances on a map using word scale and linear scales.	Use the scale to measure distances on a map	Practice drill Quiz
Week 4	MAP READING SKILLS Lines of latitude and longitude	Students will be able to 1. Define the term line of latitude 2. Identify and name lines of latitude 2. Identify and name the major lines of latitude 3. Shade the climatic zones demarcated by the major lines of latitude		Homework; Class work
Week 5		Students will be able to 1. Define the term line of longitude 2. Identify and name lines of longitude on a map 3. Use Lines of latitude and longitude to locate places		Home work Class work Quiz

Week	Topic	Objectives	Content/ Skill	Assessment
Week 6	Map of the World	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify the location of the continents and oceans of the world; and indicated places - Identify the type of environments in the Caribbean 	<p>On the World Map correctly identify and locate:</p> <ul style="list-style-type: none"> -7 continents, (Alaska) -Canada, Mexico -Middle East -Caribbean Sea -The Caribbean <p>Definition of key concepts:</p> <p>Continent; Coastal regions; Location; Natural regions; Climate; Climatic zones; Environment</p>	<p>Test based on content covered Week1-5</p> <p>Map work skills</p>
Week 7	MAP READING SKILLS	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Correctly name and identify the territories and regional groupings of the Caribbean given a blank map of the Region. 2. Correctly name the capitals of the various territories 	<p>Map work:</p> <p>Map of the Caribbean</p> <ul style="list-style-type: none"> - Identify and locate regional groupings: <ul style="list-style-type: none"> Dutch Leeward Islands; Dutch Windward Islands; The ABC Islands The Bahamas Lesser Antilles; Greater Antilles; US Virgin Islands; British Virgin Islands 	<p>Homework assignment;</p> <p>Class work</p>

Week	Topic	Objectives	Content/ Skill	Assessment
Week 8	CHANGE The Caribbean: Physical Environment	Students will be able to: Identify and differentiate between limestone and volcanic islands; Identify and define the various land forms and water bodies which comprise the main physical features of the Caribbean. Identify some examples of specific physical features unique to individual islands e.g. Harrison caves in Barbados	Definition of key concepts: -physical features; -scenery -topography -geology -Limestone islands -volcanic islands - volcano -capes -coral reefs -caves -mountains -cliff -plateau -swamps -plains - valleys -waterfall -peninsulas -hot springs	Quiz- map of the Caribbean; Class work based upon assigned reading; Homework Project
Week 9 & 10	CHANGE The Caribbean: Human Environment	Students will be able to: - Explain the following terms: a. rural settlements b. urban settlement - List and describe the 3 types of rural settlements - Explain the concept of zoning -List and describe the 4 main zones in a town -Differentiate between rural and urban settlements in terms of a. type of employment b. advantages and disadvantages of living in each. - Explain the main causes of rural urban drift and its impact on society.	Definition of key terms: -Human environment -subsistence agriculture -rural-urban drift	Class work based upon assigned reading; Homework Comparative short essay comparing rural and urban environments

Week	Topic	Objectives	Content/ Skill	Assessment
Week 11	GROUPS The Indigenous peoples: The Mayas	Students will be able to: Explain the migratory pattern of the Amerindians from Central East Asia to the Caribbean. Examine the location of settlements of the Mayas	Map-work: Locate the Caribbean territory inhabited by the Mayas on the map of the world (i.e. Belize formerly British Honduras) and preferred inland location of their settlements	Test: Content covered Week 6-9 Classwork, homework,
Week 12	Revision	Revision	Revision	Revision
Week 13	Revision	Revision	Revision	Revision

Form 1

TERM 2

Social Sciences Year Plan 2019- 2020

Week	Topic	Objectives	Content/ Skill	Assessment
Week 1	Groups The Indigenous Peoples- The Mayas	Examine the location of settlements of the Mayas Examine the political organization of the Mayas Describe the main features of the economic organization of the Mayas	Describe Maya leadership structure Identify the main economic activities engaged in by the Mayas Outline the main types of farming practiced by the Maya	Class-work; Homework; Group presentations
Week 2		Students will be able to: -Describes features of the social organization of the Mayas - List 5 major achievements of the Mayas.	Outline important aspects of Maya religion, appearance, recreation, technology, social structure	Video review; Quiz; Class-work; Homework
Week 3	GROUPS The Amerindians: The Arawaks/ Taino	Students will be able to: - Examine the economic, religious, political and social organization of the Tainos. - Examine Amerindian legacy in the Caribbean	Map Work: Identify the territories inhabited by the Tainos when the Europeans arrived in 1492. Describe the political system of the Tainos; Describe how the cacique obtained his position. Describe the caciques' function/duties	Homework, Class work; Video review

Week	Topic	Objectives	Content/ Skill	Assessment
Week 4	The Amerindians: The Arawaks/ Taino	Students will be able to: - Describe the economic, religious, social organization of the Tainos.	Appearance, Housing, Diet, Economic activities, Technology, Religion Gender relations	Class work; Homework; Video review Quiz
Week 5	The Amerindians: The Caribs/Kalinagos	Students will be able to: Examine the social, political and economic organization of the Kalinagos	Describe the political system of the Tainos; Describe how the leader obtained his position Describe the Function/duties of the leader Map work: Locate the territories inhabited by the Kalinagos on the map of the Caribbean	Test- The Tainos Class work; Homework; Review games
Week 6	The Kalinagos	Students will be able to: Examine the social, political and economic organization of the Kalinagos	Examine the social, political and economic organization of the Kalinagos	Project; Class-work; Homework

Week	Topic	Objectives	Content/ Skill	Assessment
Week 7 & 8	European Settlement of the Caribbean	<p>Students will be able to:</p> <p>Reasons for the Spanish voyages of exploration and discovery in the late 1400's.</p> <p>- Describe the scientific improvements which made ocean going possible</p>	<p><i>Reasons :</i></p> <p><i>The 4 G's- God, Glory, Gold, Goods</i></p> <p><i>Scientific improvements during the Renaissance</i></p> <p><i>-Better ships;</i></p> <p><i>-Better maps</i></p> <p><i>-Improved to the compass</i></p> <p><i>-Navigational instruments such as the cross staff, Quadrant, Astrolabe;</i></p> <p><i>Invention of the printing Press</i></p>	<p>Test- Kalinagos</p> <p>Homework, Classwork,</p>
Week 9	European Settlement of the Caribbean	<p>Students will be able to:</p> <p>Outline the main developments on Columbus' voyages to the Caribbean</p> <p>Examine the impact of the European on the Indigenous populations by:</p> <p>-Outlining the positive and negative aspects of Spanish influence in the Caribbean</p>	<p><i>Briefly outline the main developments on Columbus' voyages to the Caribbean</i></p> <p><i>-Identify the agricultural crops, food and diseases brought from the old world (Asia, Africa, Europe) to the New World and vice versa;</i></p> <p><i>Spanish influence on the Caribbean</i></p> <p><i>- new crops;</i></p> <p><i>-New technology; -new systems of government; brick houses; Spanish language; built roads; bridges; churches and Cathedrals</i></p> <p><i>Spanish discovery of the Caribbean led to increased wars among the European powers and the dividing up of the Caribbean between them. It also led to the trans- Atlantic Slave trade</i></p>	<p>Homework, Class work based upon assigned reading;</p>

Week	Topic	Objectives	Content/ Skill	Assessment
Weeks 10	Our African Ancestors	<p>Students will be able to:</p> <ol style="list-style-type: none"> List the main agricultural products exported from the Caribbean before sugar Give TWO reasons for the transfer from tobacco to sugar production. Explain briefly why West Africans were imported as slaves Identify on a 15th Century map of West Africa, the main areas from which enslaved West African enslaved were obtained for labour in the Caribbean 	<ol style="list-style-type: none"> Cotton, tobacco Tobacco cultivation had become unprofitable; <ul style="list-style-type: none"> - There was a demand in Europe for sugar to sweeten tea. The Amerindians died from lack of immunity to European diseases and the cruel treatment of the Europeans. Locate the forest regions and the Sudan Empires in West Africa 	<p>Test: The Coming of the Europeans</p> <p>Classwork</p> <p>Homework</p>
Week 11		<p>The student will be able to:</p> <ul style="list-style-type: none"> - Give three ways that slaves were acquired in West Africa. - Describe the experiences of the slaves on the Middle Passage - Describe the cultural legacy of slavery in the Caribbean. - Describe how slave labour was used in the Netherlands Antilles. 	<ul style="list-style-type: none"> - By wars, raids, kidnapping, penalty for crime - This may include overcrowding, poor ventilation, sickness and death on board, filth, being chained - Slaves were sold in a slave auction or scramble - Food, Dress, Dance, Anansi Stories, Music etc. 	<p>Video review</p> <p>Classwork</p> <p>Homework</p> <p>Dramatization</p>

Week	Topic	Objectives	Content/ Skill	Assessment
Week 12	Immigrants in the Nineteenth and Twentieth Century	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. State the dates for emancipation in the Dutch, French and British territories 2. Explain why immigrants were brought to the Caribbean in the 19th century after emancipation. 3. Examine the pull and push factors of the East Indians; 4. Describe the contract of indenture-ship; 5. Outline the contributions of the East Indians to the host societies 	<p><i>Emancipation Dates:</i> <i>British territories</i> <i>1st August 1834;</i> <i>French territories</i> <i>- 27th May 1848;</i> <i>Dutch territories: 1 July 1863</i></p> <p><i>The refusal of the freed Africans to give regular labour to the sugar estates created a labour shortage that led to the large scale importation of immigrants from various places.</i></p> <p><i>Pull factors- high wages , possibility of acquiring land</i> <i>Push factors:</i> <i>- poverty;</i> <i>- overpopulation;</i> <i>- drought</i></p> <p><i>Contract of indenture lasted 5 years. At the end of 10 years of indenture immigrant were given a return voyage or land.</i></p> <p><i>The contributions of the Indians included</i></p> <p><i>-Racial tensions</i> <i>-Cultural diversity</i> <i>- Ensured survival of the sugar industry in the host territories</i></p> <p><i>- Economic diversification: rice and cocoa cultivation</i></p>	<p>Comprehensive Test: Mayas, Tainos, Kalinagos, The Europeans, Our African Ancestors</p> <p>Work sheet</p> <p>Dramatization</p> <p>Power point project</p> <p>Exhibiting East Indian culture</p>

Week	Topic	Objectives	Content/ Skill	Assessment
Week 13		<p>Students will be able to: Examine the pull and push factors of the other immigration schemes:</p> <ol style="list-style-type: none"> 1. Portuguese 2. Chinese 3. Levantines <p>Explain why each was an unsuitable source of labour for the sugar estates</p> <p>Outline the contributions to the host societies</p>	<p><i>Common problems included:</i></p> <ol style="list-style-type: none"> 1. <i>Hatred of estate</i> 2. <i>work</i> <p>2. <i>Shortage of women</i></p> <p><i>Significant contributions were made to the commercial sectors of the economy;</i> <i>Cultural diversity</i></p>	<p>Classwork; Homework; Dramatic Presentations</p>

Form 1

TERM 3

Social Sciences Year Plan 2019- 2020

Week	Topic	Objectives	Content	Assessment
Week 1	The Family: Its Role and Functions	<p>Students will be able to:</p> <p>define the term</p> <ol style="list-style-type: none"> 1. Family 2. patrilineal 3. matrilineal 4. inherited 5. inheritance 6. wedlock 7. common-law union <p>-List six main types of families found in the Caribbean.</p>	<p><i>The three main types of families are:</i></p> <p><i>-Nuclear,</i> <i>-extended,</i> <i>-single parent</i> <i>- sibling household</i> <i>Blended family</i> <i>-adoptive family</i></p>	<p>Quiz- Immigration in the Nineteenth and Twentieth Century Caribbean</p> <p>Class, homework, Answer questions based on assigned reading;</p>
Week 2	The Family: Its Role and Functions	<p>Students will be able to:</p> <p>-Create and interpret a family tree going showing three generations.</p> <p>- Explain the FOUR main functions of the family</p> <p>- Explain the three stages of development: child, adolescence, adulthood</p>	<p>Functions of the family: Procreation Socialization To meet the essential needs of life To provide children with a secure and loving environment</p>	<p>Classwork, Homework,</p> <p>Create a personal 3-generation family tree;</p> <p>Analyze relationships illustrated on a given family Tree; Quiz</p>
Week 3	CULTURE World Religions	<p>Students will be able to:</p> <p>Define the term religion.</p> <p>Identify the three world religions; Define key terms such as culture and cult</p> <p>Describe the main beliefs and/or practices of these religions.</p>	<p><i>The three world religions are:</i></p> <p><i>Christianity;</i> <i>Islam;</i> <i>Hinduism;</i></p>	<p>Test: The Family and its functions</p> <p>Classwork</p> <p>Homework</p> <p>Video review</p>

Week	Topic	Objectives	Content/ Skill	Assessment
Week 4 & 5	CULTURE Local religions	.Students will be able to -Define the term local religion -Identify local religions of the Caribbean region- beliefs and/ or practices	Local religions include: animism Rastafarianism, Vodun, Pokomania etc.	Group project- Rastafarianism Classwork Homework
Week 6 & 7	CULTURE Festivals	Students will be able to: Define the term festival. Distinguish between secular and religious festivals Examine origins and examples of these of festivals which are celebrated in the Caribbean	Examples of festivals include Carnival, crop over, Hosein, Diwali, Christmas etc. Describe how these festivals are celebrated	Classwork Homework Project Test: Local and World religions
Week 8 & 9	ECONOMY Economic Activity	Students should be able to: Define key terms relevant to the study of economic activities e.g. Income, primary needs, barter, surplus, shortage, retail shops, manufacturers, wholesalers, profit, raw materials, capital, invest, cooperative Examine the role of cooperative	By engaging in economic activities people in communities are able to earn an income and support their families	Classwork, Homework, Quiz Report writing
Week 10		Revision	Revision	Review Quizzes

Week 11		Revision	Revision	Review Quizzes
Week 12		Revision	Revision	Review Quizzes