REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION

Secondary Education Modernization Programme

SECONDARY SCHOOL CURRICULUM

Forms 4 – 5

Social Studies

Curriculum Planning and Development Division, Ministry of Education
2009

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Minister's Foreword

The Government of The Republic of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of "a united, resilient, productive, innovative and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self-reliance, respect, tolerance, equity and integrity."

In order to achieve this vision, the nation must ensure that its learners receive a high quality education. This requires that the Ministry of Education make quality education a national priority and that schools make it an institutional imperative.

Curriculum Guides are central to guiding the process to achieving quality. They set the standards for all stakeholders who have an input in the final years of secondary level education. They align the three critical elements of our education system: the teaching/learning process, resources, and the contribution of stakeholders.

We expect that teachers will implement these Guides to ensure that their lessons are relevant to the expressed needs of The Republic of Trinidad and Tobago, while simultaneously meeting the varied needs of the students. It is intended that this outcome will be achieved in a climate where students are taught in ways that are appropriate to their individual learning styles. The Guides support a teaching/learning process that is based on a curriculum that is itself rooted in sound and well established educational theories and practice.

On behalf of the Ministry of Education I thank all those who contributed to the development of these Curriculum Guides
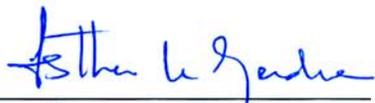
Hon. Esther Le Gendre
Minister of Education
The Republic of Trinidad and Tobago

A Note to Teachers

These Curriculum Guides have been developed by educators, including practising teachers, for teachers. They are intended to assist you to prepare students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for later education and employment. The new curriculum that they represent is designed to guide the adoption of a more student-centred approach to instruction and the provision of learning opportunities that are relevant to today's students and inclusive of varied learning needs and interests.

Since the beginning of the curriculum development process, we have seen profound changes in the use of technology in education and there is no doubt that similar shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace and motivate change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community support and foster professional development.

The Guides embody the culmination of seven years of development and revision activity. The National Curriculum will, however, be regularly reviewed to ensure that it continues to meet the needs of all students and matches the goals of society. Your input in this process is vital and we welcome and encourage your ongoing feedback.

Instructional decisions must be based on sound, contemporary educational theory, practice, and research. These documents will serve as important guides for the development of instructional programmes to be implemented at the school and classroom levels. They are organized in several parts. Part 1 is common to all and provides the general philosophy and aims in which every subject is anchored. Part 2 is specific to each subject and includes specific outcomes and sample activities and strategies that may be used to achieve them. The rest of the document is designed to suit the particular needs of each subject area. All the Guides include suggested assessment strategies and recommended resources.

We in the Curriculum Planning and Development Division are confident that the new National Curriculum Guides for Forms 4 and 5 will contribute significantly to enhanced teaching and learning experiences in our secondary schools and, consequently, the achievement of personal learning and national educational goals.

Sharon Douglass-Mangroo
Director of Curriculum Development
August 2008

Acknowledgements

The Ministry of Education wishes to express its sincere appreciation to all those who contributed to the Curriculum development and revision processes from 2000 to the present.

Part 1
The National Curriculum for Forms 4 and 5

Background

From the Ministry of Education's *Corporate Plan 2008–2012* (p. 4)

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of "a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity…"

Towards the achievement of this Vision, the Government has articulated five developmental pillars:

Developing Innovative People
Nurturing a Caring Society
Governing Effectively
Enabling Competitive Business
Investing in Sound Infrastructure and Environment

The Ministry of Education has been identified as one of the champions for *developing innovative people.* Central to the realization of this pillar is "A highly skilled, well-educated people aspiring to a local culture of excellence that is driven by equal access to learning opportunities."

In conjunction with other key Ministries, the Ministry of Education has been charged with the realization of the following goals:

The people of Trinidad and Tobago will be well known for excellence in innovation.
Trinidad and Tobago will have a seamless, self-renewing, high-quality education system.

A highly skilled, talented and knowledgeable workforce will stimulate innovation driven growth and development.

The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity.

Nationally, the reform of the education system is driven by several local, regional and international perspectives. We are committed to a seamless, self-renewing, high-quality education system underpinned by a National Model for Education. This National Model has three (3) foci as follows:

I.   To ensure an alignment of the Education System to Government's Strategic Plan Vision 2020 which mandates that the education system produces caring and innovative citizens

II.   To ensure that the Education System produces citizens with a sense of democracy, respect for the rights of others and elders and with the ability to contribute meaningfully to the social and economic development of the country

III.   To build a strong sense of nationalism and patriotism in our citizens. (p. 7)

The Secondary Curriculum

In its commitment to comprehensive reform and expansion of the secondary school system, the Government of the Republic of Trinidad and Tobago, in 1996, adopted the report of the National Task Force on Education as educational policy. The specific recommendations for the improvement of secondary education led to discussions with the Inter-American Development Bank (IDB) for loan funding arrangements for a programme, the Secondary Education Modernization Programme (SEMP), to modernize secondary education in Trinidad and Tobago. One of the intended outcomes of this programme was improved educational equity and quality**.**

The Curriculum Guides produced for Forms 4 and 5 in eight subject areas are among the products and contribute to this outcome.

The Curriculum Underpinnings

The new Curriculum has been informed by a wealth of available curriculum theories and processes.

The major forces that influence and shape the organization and content of the Curriculum originate from:

1. Educational philosophy and the nature of knowledge

2. Society and culture

3. The learner and learning process

4. The nature and structure of subject matter to be learned

5. Learning theories

Considerations of these areas represent the foundation on which the National Curriculum is built. The philosophical concerns and educational goals that shaped the Curriculum also formed the basis for the dialogue with stakeholders in which the Curriculum Development Division engaged, with the aim of developing a coherent, culturally focused, and dynamically evolving Curriculum.

An internal analysis of the Education System, together with the research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This Curriculum is aimed at attaining six Essential Learning Outcomes. The six Outcomes identified help to define universally accepted goals that have been developed and underscored by other educational jurisdictions and that have been agreed to be essential. The Essential Learning Outcomes help to define standards of attainment for all secondary school students.

The Essential Learning Outcomes

The learning outcomes deemed essential are in the areas of:

- Aesthetic Expression

- Citizenship

- Communication

- Personal Development

- Problem Solving

- Technological Competence

The achievement of these Essential Learning Outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects; their content; and the teaching, learning, and assessment strategies are the means to fulfill this end.

It is expected that by the end of the third year of secondary school, students' achievement in all six areas will result in a solid foundation of knowledge, skills, and attitudes that will constitute a platform for living in the Trinidad and Tobago society and making informed choices for further secondary education.

The Essential Learning Outcomes are described more fully below.

Aesthetic Expression

Students recognize that the arts represent an important facet of their development, and they should respond positively to its various forms. They demonstrate visual acuity and aesthetic sensibilities and sensitivities in expressing themselves through the arts.

Students, for example:

- use various art forms as a means of formulating and expressing ideas, perceptions, and feelings;

- demonstrate understanding of the contribution of the arts to daily life, cultural identity, and diversity;

- demonstrate understanding of the economic role of the arts in the global village society;

- demonstrate understanding of the ideas, perceptions, and feelings of others as expressed in various art forms;

- demonstrate understanding of the significance of cultural resources, such as museums, theatres, galleries, and other expressions of the multicultural reality of society.

Citizenship

Students situate themselves in a multicultural, multi-ethnic environment, and understand clearly the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students, for example:

- demonstrate understanding of sustainable development and its implications for the environment locally and globally;

- demonstrate understanding of Trinidad and Tobago's political, social, and economic systems in the global context;

- demonstrate understanding of the social, political, and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;

- examine issues of human rights and recognize and react against forms of discrimination, violence and anti-social behaviours;

- determine the principles and actions that characterize a just, peaceful, pluralistic and democratic society, and act accordingly;

- demonstrate understanding of their own cultural heritage and cultural identity, and that of others, as well as the contribution of the many peoples and cultures to society.

Communication

Students use their bodies, the symbols of the culture, language, tools and various other media to demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information, and thus to communicate more effectively.

Students, for example:

- explore, reflect on, and express their own ideas, learning, perceptions, and feelings;

- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs, and charts;

- demonstrate sensitivity and empathy where necessary in communicating various kinds of emotions and information;

- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences;

- interpret and evaluate data, and express their conclusions in everyday language;

- critically reflect on and interpret ideas presented through a variety of media.

Personal Development

Students "grow from inside out," continually enlarging their knowledge base, expanding their horizons, and challenging themselves in the pursuit of a healthy and productive life.

Students, for example:

- demonstrate preparedness for the transition to work and further learning;

- make appropriate decisions and take responsibility for those decisions;

- work and study purposefully, both independently and in cooperative groups;

- demonstrate an understanding of the relationship between health and lifestyle;

- discriminate among a wide variety of career opportunities;

- demonstrate coping, management, and interpersonal skills;

- display intellectual curiosity, an entrepreneurial spirit, and initiative;

- reflect critically on ethical and other issues;

- deal effectively with change and become agents for positive, effective change.

Problem Solving

Students know problem solving strategies and apply them to situations they encounter. They demonstrate critical thinking and inquiry skills with which they process information to solve a wide variety of problems.

Students, for example:

- acquire, process, and interpret information critically to make informed decisions;

- use a variety of strategies and perspectives flexibly and creatively to solve problems;

- formulate tentative ideas, and question their own assumptions and those of others;

- solve problems individually and collaboratively;

- identify, describe, formulate, and reformulate problems;

- frame and test hypotheses;

- ask questions, observe relationships, make inferences, and draw conclusions;

- identify, describe, and interpret different points of view;

- distinguish facts from opinions.

Technological Competence

Students are technologically literate, understand and use various technologies, and demonstrate an understanding of the role of technology in their lives, in society, and in the world at large.

Students, for example:

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies;

- demonstrate understanding of and use existing and developing technologies appropriately;

- demonstrate understanding of the impact of technology on society;

- demonstrate understanding of ethical issues related to the use of technology in local and global contexts.

The Curriculum Design and Development Process

In order to achieve the outcomes defined by the underpinning philosophy and goals, the Curriculum Development Division of the Ministry of Education embarked on a design and development programme consonant with accepted approaches to curriculum change and innovation.

Curriculum Design

This Curriculum displays a learner-centered design. Its philosophical assumptions are mainly constructivist. Its major orientation is to curriculum as self-actualization. The Curriculum is student-centred and growth oriented. It seeks to provide personally satisfying experiences for each student. As the student moves from one level to another, activities also expand to allow him/her new insights and approaches to dealing with and integrating new knowledge.

Curriculum Development

The first stage of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community. Consultations were held with primary and secondary school teachers; principals; members of denominational school boards; members of the business community; the executive of the Trinidad and Tobago Unified Teachers' Association (TTUTA); representatives from The University of the West Indies (UWI), John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College and Caribbean Union College; parents; librarians; guidance counsellors; students; curriculum officers; and school supervisors. They were focused on the philosophy, goals, and learning outcomes of education.

The result of these consultations was agreement on:

- the concept of a "core," that is, Essential Learning Outcomes consisting of skills, knowledge, attitudes, and values that students must acquire at the end of five years of secondary schooling;

- the eight subjects to form the core;

- the desirable outcomes of Secondary School Education in Trinidad and Tobago.

In Stage 2 of the process, the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and the Task Force for Removal of Common Entrance, as well as newspaper articles and letters to the editor on education during the preceding five years. The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and articulation of a set of desirable outcomes and essential exit competencies to be possessed by all students on leaving school. All learning opportunities, all teaching and learning strategies, and all instructional plans are to contribute to the realization of these outcomes and competencies.

At Stage 3, 10 existing schools were identified to pilot the new Curriculum. Teachers from eight subject areas were drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools were also included in the teams. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfillment of the national outcomes; subject content; and teaching, learning, and assessment strategies to support the outcomes.

The draft Curriculum Guides for Forms 1 and 2 were approved by Cabinet for introduction into schools on a phased basis in September 2003. The draft guides for Form 3 were completed and introduced in the following year. Introduction of the new guides was accompanied by professional development and training for principals and teachers. The Ministry also began to supply new and/or upgraded facilities for teaching and learning, and educational technology. At the same time, work began on a new assessment and certification system.

Curriculum Revision

As implementation proceeded, feedback was received in the Curriculum Development Division through school visits, workshops, and reviews by UWI lecturers and other stakeholders. In 2007, a survey was conducted among teachers, followed by focus group meetings, in order to concretize feedback before embarking on the revision process. As in the original curriculum development exercise, revision—the final stage—was carried out by teams of practising teachers led by officers of the Curriculum Development Division.

Teaching of English Language across the Curriculum

Language is a uniquely human capacity. The development of language skills and the ability to understand and use language correctly, competently, and effectively is fundamental to the learning outcomes expressed in the national curriculum. Three simultaneous kinds of learning are envisaged: students learn language, they learn through language, and they learn about language.

The National Curriculum envisages that language development of students takes place across the curriculum and is therefore to be addressed in all subject areas. Students will develop and use patterns of language vital to understanding and expression in the different subjects that make up the Curriculum.

Language plays a major role in learning and occurs when students use the major modes of language—listening, speaking, reading, and writing—to achieve various purposes, among them: to communicate with others; to express personal beliefs, feelings, ideas, and so on; for cognitive development in various subjects of the curriculum; and to explore and gain insight into and understanding of literature. Language is linked to the thinking process, and its use allows students to reflect on and clarify their own thought processes and, thus, their own learning.

The student of Trinidad and Tobago functions in a bidialectal context, that is, the natural language of the student, the Creole, differs from the target language and the language of instruction, Internationally Acceptable English. Both languages are of equal value and worth and are to be respected. Students use their own language as a tool for interpreting the content of the curriculum and for mastering it, and are to be taught to use the target language as effectively and effortlessly as they would their natural language.

The exponential growth in information and the use of information and communication technologies provide the opportunity for students to be critical users of information. Language development and use in this context is also addressed in all subject areas.

Education Policies that Impact on the Curriculum

There are several Ministry of Education policies that impact on the National Secondary Curriculum, though some are still in the process of formalization. These include the National Model for Primary and Secondary Education in Trinidad and Tobago, the ICT policy, Standards for the Operation of Schools, and Quality Standards. Copies of these documents may be obtained from the Ministry offices or the website at *www.moe.gov.tt*. Three policies that have direct impact on the development and implementation of the Curriculum are discussed below.

National Curriculum Policy

A Draft National Curriculum Policy has been approved by Cabinet for consultation with stakeholders. The Policy statements are summarized as follows:

1. The Curriculum must articulate with the goals of national development and be supportive of the aspirations of individuals and their personal development. It must provide opportunities for every student to be equipped with the knowledge, skills, attitudes, values, and dispositions necessary for functioning in an interactive, interdependent society.

2. The Curriculum must be so managed as to ensure the provision of a quality curriculum experience for all students at all levels of the system.

3. At every level of the system, there must be equitable provision of requisite facilities, resources, services, and organizational structures that are conducive to and supportive of effective learning and teaching and healthy development.

4. Continuous quality management must support all curriculum and related activities at every level of the system.

5. Ongoing research and professional development activities must equip education practitioners for continued effective practice.

Though not yet formally accepted, these statements are worthy of consideration at all stages of the curriculum cycle.

Inclusive Education Policy

The Ministry of Education is committed to "support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners." An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

- The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students' interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.

- Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.

- Students with special needs shall receive additional instructional support in the context of the regular curriculum, not a different one. The guiding principle of equity is to supply students who need it with additional help to achieve set standards rather than to lower the standards.

- Continuous formative evaluation must be used to identify learning needs and to shape instruction, thus maximizing students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered, as well as to each student's individual learning profile and stage of development.

- Suitable technology shall be used in instruction to facilitate learning and enhance success.

ICT in the Curriculum

The following statements are taken from the Ministry of Education's ICT in Education Policy (pp. 28–29)**.**

Curriculum Content and Learning Resources

- Curriculum and content must increasingly maximize the use of ICT.

- ICT must be integrated into the development and delivery of the curriculum.

- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

The Core Curriculum Subjects

These are subjects for which every student is required to demonstrate achievement of the stated outcomes in Forms 4 and 5. Additional subjects that contribute to students' holistic development and further their interests and aspirations may also be offered thereafter.

A minimum time allocation is recommended for each core subject. The Principal, as instructional leader of the school, will make the final decision according to the needs of the students and the resources available at any given time.

The subjects and the time allocations are as follows:

Subject	No. of Periods	Subject	No. of Periods
English/Language Arts	6	**Mathematics**	5
Science	4	**Health and Physical Education**	2
Spanish	4	**Visual and Performing Arts**	4
Social Studies	4		

At the end of Form 5, students will be assessed for the National Certificate of Secondary Education (NCSE), Level 2.

Curriculum Implementation

Implementation of the Curriculum is a dynamic process, requiring collaboration of the developers (curriculum teams) and users (teachers). In implementation, teachers are expected to use the formal curriculum, as described in the Curriculum Guides, to plan work and teach in a manner that accomplishes the objectives described. Teachers translate those objectives into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. The new Curriculum Guides provide sample teaching and assessment strategies but it is the role of the professional teacher to select and use sound teaching practices, continually assessing student learning, and systematically providing feedback to the curriculum team for use in revising and improving the guides.

The Curriculum Development System advocated by the Ministry of Education involves stakeholders, specialist Curriculum officers, Principals, Heads of Departments, and Teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

SYSTEM COMPONENT	MEMBERS	ROLE
National Curriculum Council	**Stakeholders**	• **Advise on curriculum policy, goals, and standards**
Curriculum Planning and Development Division (Head Office and District based)	Curriculum Officers	• Curriculum planning • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials • Lead writing teams (includes teachers) • Monitor implementation • Provide teacher support • Advise on processes and materials for effective implementation and student assessment • Evaluate curriculum
School Curriculum Council	Principal/Vice Principal and Heads of Departments	• Make major decisions concerning the school curriculum such as assigning resources • Provide guidelines for Instructional Planning Teams

SYSTEM COMPONENT	MEMBERS	ROLE
Instructional Planning Teams/School Instructional Committees	Teachers	• Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation.

Curriculum Implementation at School Level

The "School Curriculum" refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum as well as all other learning activities, such as those offered by student clubs, societies, and committees, as well as sporting organizations (e.g., cricket team, debating society, Guides, Cadets).

The School Curriculum Council develops the School Curriculum in alignment with the National Curriculum. It consists of the Principal and/or Vice Principal and Heads of Department. The duties of the Council include the development of school culture, goals, vision, and curriculum in alignment with the National Curriculum and culture. It also provides support for curriculum work and performs evaluation functions.

In providing support for curriculum work, the Council:

- encourages teachers to identify challenges and try new ideas;

- timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;

- ensures availability of learning materials;

- provides instructional leadership;

- ensures appropriate strategies for student success.

In performing evaluation functions, the Council:

- monitors the curriculum (observation, test scores, student books, talks);

- assesses the hidden curriculum (discipline policies, fund allocation, physical environment);

- evaluates the school programme of studies.

The roles of the instructional teams and the individual teacher are described in the following tables:

Role of School Instructional Committees
Develop/Revise/Evaluate work programmes
Determine resource needs
Identify/Develop instructional materials
Conduct classroom action research
Integrate and align curriculum
Identify and develop appropriate assessment practices
Develop reporting instruments and procedures (student and teacher performance)
Keep records

Role of the Individual Teacher
Develop/Revise instructional programme
Individualize curriculum to suit students needs and interests
Develop/Evaluate/Revise unit plans
Develop/Select appropriate learning materials
Select appropriate teaching strategies to facilitate student success
Integrate as far as possible and where appropriate
Select appropriate assessment strategies
Monitor/Assess student learning; Keep records
Evaluate student performance
Evaluate classroom programmes
Conduct action research
Collaborate with colleagues

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Part 2
The Social Studies Curriculum

Forms 4 – 5

Acknowledgements

Members of the Social Studies Curriculum Writing Team

Vision Statement

Social Studies educators envisage a curriculum that will support the development of a knowledgeable, caring, and responsible society. Students who have been exposed to this curriculum will demonstrate fundamental human values, show respect and appreciation for other cultures, and live harmoniously in a culturally diverse society such as ours. They will value and make every attempt to preserve the environment, and will act responsibly not only within their families and communities but also within the global village.

The Social Studies programme will also encourage students to become lifelong learners who have a strong work ethic, who are willing to accept new challenges and who are capable of devising creative solutions to challenges they encounter in their personal lives and in their society.

Philosophy of Social Studies

The designers of this Curriculum believe that education in Social Studies must help to develop socially, physically, and emotionally well-adjusted young persons who can interrelate effectively with each other, and contribute to peace, harmony, and cohesion in the society.

Goals of the Social Studies Programme

The Modernized Secondary Education Social Studies Programme consists of a number of selected topics or units organized within the basic structural framework of the secondary school system. The first organizational parameter has been defined by the number of years of study. Social Studies for Forms 4 and 5 thus represents a unified conceptual framework or programme.

The Secondary Education Social Studies Programme has been developed within the framework of the national philosophy and aims of education. The following goals of the Social Studies Curriculum are consistent with and are part of those statements and beliefs about education. This programme has also been designed to articulate with the Primary School Social Studies Programme, and the intended learning outcomes are expressly stated to facilitate the development of new and broader skills, knowledge, and attitudes.

The Secondary Social Studies Programme is designed to enable students to:

1.   develop skills of lifelong learning and knowledge acquisition that are both socially acceptable and economically efficient;

2.   understand themselves as social beings in relationships with others such as family members, the community, the nation, the state, the Caribbean region, and other parts of the world;

3.   understand and manifest a practical awareness of their role in the family, and make positive attempts to become more productive, honest, loyal and contributing citizens of Trinidad and Tobago;

4.   critically evaluate current societal attitudes, trends, and values, and seek equitable solutions to problems;

5.   develop value systems that are logical and morally acceptable;

6.   gain knowledge and understanding of the human and physical environment, particularly of the Caribbean;

7.   understand how environmental factors interrelate to influence the activities of human beings and how such activities in turn affect and change the physical environment;

8.   evaluate the actions of human beings and assess the relative merits and problems of any particular forms of economic development or social transformation, as well as the environmental consequences of these activities;

9. understand the importance of the exploitation of natural resources and the implications of the degradation and depletion of non-renewable resources;

10. respect and be tolerant of the views, beliefs, and ways of life of other people and develop an appreciation for the culture of others in our diverse society;

11. develop willingness to express a point of view on matters of concern—whether personal, local, national, regional, or global—in a positive, knowledgeable and candid way, while respecting the views of others;

12. develop skills in the collection, collation, and positive and productive use of information.

The Essential Learning Outcomes

The six Learning Outcomes that have been designated essential for all students who have been exposed to the National Curriculum are:

- Aesthetic Expression

- Citizenship

- Communication

- Personal Development

- Problem Solving

- Technological Competence

The indicators that these outcomes have been achieved are described in more detail in Part 1 of this Curriculum Guide. The achievement of these Essential Learning Outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects, their content, and the teaching, learning, and assessment strategies proposed, are the means to fulfill this end.

The Social Studies Curriculum has been designed to ensure that students are given every opportunity to achieve these six learning outcomes as they negotiate the curriculum content, and as they are exposed to suggested learning experiences.

It is expected that by the end of secondary school, students' development in all six areas across the core subjects of the National Curriculum will provide a solid foundation of knowledge, skills, and attitudes, which will constitute the base of a platform for living in the Trinidad and Tobago society and for making informed choices for further education.

Rationale for Teaching and Learning Social Studies

Education must afford every child the opportunity for self-actualization and for the realization of their dreams. Social Studies is one of the eight core subjects built into the revised and Modernized Secondary Curriculum in Trinidad and Tobago, and facilitates the realization of particular dreams. The purpose of this quality, student-centred Social Studies programme is to provide all students with experiences and learning opportunities that will assist in the development of significant knowledge, concepts, skills, attitudes, and values relevant to success in the 21st century.

As part of the core Curriculum, Social Studies, along with every other subject, has the responsibility to provide positive learning opportunities through which all students can experience success and develop the necessary knowledge, concepts, skills, attitudes, and values that have been identified as essential characteristics of individuals who will become caring citizens, and efficient economic members of a technologically literate, socially and politically sophisticated, and moral community. Social Studies is an ideal subject for achieving many of these intended Learning Outcomes.

Thus, Social Studies has an important mandate. The revised Curriculum has been designed with these Essential Outcomes in mind.

Social Studies education expressly:

- helps students to function as effective, caring, and responsible citizens of the local, national, and global communities, by imparting moral values and life skills;

- facilitates the development of critical thinking, problem solving, and decision-making skills, utilizing specially designed teaching and learning activities that require students to locate accurate, relevant information and to apply appropriate analytical tools;

- facilitates the introduction and development of appropriate technological competencies necessary for success in the information age, through the use of technological devices in the delivery of instruction;

- provides a good vehicle for developing citizenship and appropriate family lifestyles and values education.

A primary purpose of Social Studies is to enable students to function comfortably in today's society. Thus, the Curriculum is not designed or intended to teach the discrete Social Science disciplines such as History, Geography, or Economics. Rather, it takes what it needs from such disciplines in order to achieve its aims and objectives.

**Intended Learning Outcomes of the
Secondary School Social Studies Programme**

The Intended Learning Outcomes of the Social Studies Programme for Secondary Schools are derived from the National Philosophy and Aims of Education and the previously stated Vision of the Social Studies Programme.

By the time they complete the Social Studies programme in Form 5, students should have acquired identified types of knowledge, conceptual understanding, skills, attitudes, and values. These are described in more detail in the pages that follow.

Knowledge and Concept Outcomes

While the curriculum is skills driven, students must acquire relevant knowledge and concepts in order to practise these skills effectively. Such knowledge and concepts therefore provide the medium through which all Social Studies skills are taught.

Specifically, at the end of the Social Studies Programme students will be able to:

1. demonstrate an understanding of the main changes in local, regional, and global developments involving social, political, economic and spatial transformations over time and of the interconnectedness of such events;

2. explain the nature and consequences of selected historical events, and the relationships between past and present in order to demonstrate an understanding of the construction of contemporary society;

3. explain, describe, and demonstrate an appreciation of the diversity of ethnic, religious, and social structures and the culture of Trinidad and Tobago;

4. demonstrate an understanding and appreciation of the effect of change on individuals, institutions, and society, and become agents for positive change within the 21st century interconnected global village;

5. develop and use basic concepts that relate to human relationships and to socially acceptable moral values such as honesty; respect for the property, opinion and lives of others; loyalty; and appreciation of differences within the community;

6. demonstrate an understanding of concepts such as civilization, family, religion, government, social organization, peace and conflict, conflict resolution, change, migration, immigration, culture, cooperation, globalization, freedom, settlement and exploration.

Skill Outcomes

In planning critical learning experiences, teachers should encourage and challenge students with a full range of questions and activities, so as to facilitate the development of the following cognitive skills:

- comprehension
- analysis
- application
- synthesis
- evaluation

Students must also be provided with opportunities to acquire and practise the fundamental skills of critical and analytical thinking, problem- solving, and decision making. More specifically, students need to develop enquiry and research skills, communication skills, information processing skills, and social and interpersonal skills.

A. Enquiry and Research Skills

Through the Social Studies programme, students will develop the ability to:

1. locate appropriate data and use such data to support problem solving and decision making;

2. identify, gather, collate, sort, and process information;

3. read charts, maps, diagrams, and other forms of data presentation to help make informed decisions, analyse various forms of information and determine relationships among different kinds of data;

4. observe, interpret and record data, and conduct analysis to interpret such information;

5. conduct interviews;

6. investigate historical and geographical phenomena and analyse and synthesize the results;

7. compile a variety of information (evidence and data) into an effective research report that uses evidence to empirically sustain a point of view.

B. Communication Skills

The development of communication skills represents one of the major intended Learning Outcomes of the entire core Curriculum for secondary schools. In Social Studies education, therefore, development of effective communication skills for the 21st century is a significant component of the Curriculum design.

Through the Social Studies Programme, students will develop the ability to:

1. listen effectively to understand the views of others and synthesize relevant information and ideas;
2. observe and report accurately on such observations;
3. articulate ideas in a positive, respectful, thoughtful, and knowledgeable manner;
4. read and interpret a variety of texts and summarize the essential content of such texts;
5. read and interpret maps, graphs, diagrams and tables to extract relevant and appropriate information;
6. inform others of the sources of information they have obtained;
7. search for, record, and later retrieve information from texts in libraries and on the Internet;
8. write clearly, appropriately, and effectively, and edit their own work and the work of others to improve clarity of communication;
9. use various technologies to present information in a clear, graphic, illustrative manner;
10. design different forms of presentation, using appropriate communication media and expression, in order to provide effective reports and solutions, and to share information.

C. Information Processing Skills

An increasing volume of information is being generated in the 21st century; therefore, the ability to process and manage this information using technology is absolutely necessary.

The processing skills requirement has been carefully considered in the design of the Social Studies Programme and students will be provided with opportunities to practise and develop these essential skills.

Through the Social Studies programme, students will develop the ability to:

1. interpret a wide variety of data, including texts, charts, maps, diagrams, graphs, tables, pictures and films;

2. weigh evidence and determine its relevance and suitability;

3. make judgements about bias and prejudice in a variety of data forms;

4. make inferences from evidence, ask questions, discuss issues, and resolve evidentiary disputes or differences;

5. classify and compare, analyse, synthesize, and make generalizations;

6. predict outcomes and suggest solutions to problems;

7. draw conclusions and construct hypotheses based upon appropriately selected evidence.

D. *Social and Interpersonal Skills*

Education must provide opportunities for all students to develop the social and interpersonal skills necessary for survival in the 21st century globally interdependent village. Social Studies must provide learning experiences that facilitate the acquisition of a variety of such skills for every student.

Through the Social Studies programme, students will develop the ability to:

1. act appropriately in a variety of social settings;

2. express their own opinions with clarity and confidence, and listen attentively to the opinions of others;

3. offer and evaluate informed opinions;

4. respect differences of opinion, and express disagreement politely and respectfully;

5. work in teams and foster a climate of shared goals;

6. work cooperatively to find and share information, and solve problems;

7. behave in an honest, civil, and responsible manner and participate meaningfully in a democratic society;

8. establish a positive, cooperative, and supportive set of interpersonal relationships for dealing with change;

9. act responsibly and accept responsibility.

E. *Attitude and Value Outcomes*

Education, in general, must include learning opportunities that enable all young people to develop positive, socially acceptable attitudes and values. Historically, formal education has overly concentrated on the knowledge component to the virtual exclusion of values and attitudes. However, the Modernized Secondary Education Social Studies programme also considers attitudes and values as significant outcomes.

Through the Social Studies programme, students will develop the ability to:

1. empathize with the values and perspectives that guide the behaviour of people from different cultures;

2. value the contributions made by all cultures to the advancement of society and the human experience;

3. respect, and act to preserve, the fundamental principles and ideals of a democratic society;

4. defend human rights;

5. respect, and act to preserve human dignity, liberty, justice, and equality;

6. show pride in themselves, and respect for their community, their nation, and their region;

7. value community living and recognize their place and role in the advancement of the human experience;

8. work effectively, alone or in groups, with peers or with elders, to meet targets and deadlines and to ensure that outcomes are consistent with the standards and expectations of excellence;

9. demonstrate a positive attitude to work and production;

10. cooperate to seek solutions to a range of issues and challenges;

11. reflect on their own personal moral code and act appropriately;

12. demonstrate a love for learning and curiosity about the world;

13. demonstrate caring, honesty, and self-worth;

14. demonstrate a positive attitude toward leisure;

15. use time productively and responsibly.

Teachers will use the above statements of Intended Learning Outcomes within the Social Studies Programme to formulate even more specific objectives as they design and plan individual units and lessons.

These Outcome Statements are Signposts for Quality Social Studies Secondary Education.

Course Content

THEME: OUR ENVIRONMENT

FORM 4 TERM 1

CONTENT STANDARD

Students will understand that the environment is a complex system of interacting, interdependent human and natural components and they would develop positive attitudes and habits that would preserve and conserve it for sustainability.

TOPICS

1. The Human Environment
2. The Natural Environment
3. The Man-made Environment

Performance Standards

Students will be able to:
- describe the characteristics of the human, natural and man-made environments;
- identify and locate areas of the different types of environments in Trinidad and Tobago;
- locate on map of Trinidad and Tobago the different types of environments;
- identify the human and natural resources of Trinidad and Tobago;
- using examples in Trinidad and Tobago, explain the importance of human and natural resources to a country;
- construct and interpret maps, diagrams and charts depicting data on the environments of Trinidad and Tobago;
- explain the ways human and natural environments influence human activities;
- describe and give examples of the ways human actions can modify the natural environment;

- identify natural disasters likely to affect Trinidad and Tobago;
- evaluate disaster preparedness plans in place in Trinidad and Tobago to deal with disasters;
- identify legislation and policies which are directed towards preserving our environment;.
- using case studies, apply problem-solving skills to local, national and global environmental issues to suggest reasonable solutions.

THEME: OUR ENVIRONMENT					

Topic: The Human Environment

This topic identifies the nature of the human environment with emphasis on Trinidad and Tobago. By taking an active approach, students would examine the factors which influence the nature of the human environment and appreciate its value.

Sub-Topic: Characteristics of the Human Environment

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Definition of the term '*human environment*'-** culture, people, and their institutions; the environment developed by people in contrast to their natural environment	• Human Environment	Appreciation	• Brainstorming • Discussion	• explain the meaning of the term '*human environment*'	Oral questioning
• **Components of the Human Environment:** Population - *Age* - *Gender* - *Ethnic composition* - *Level of skills/qualifications (formal/informal)* Culture - *Norms* - *Customs* - *Folkways* - *Mores* - *Laws* Institutions - *Social (family, religious, educational)* - *Political (parties, trade unions)*	• Population • Population Characteristics • Census • Multi-ethnicity • Education • Map Skills • Culture • Multi-cultural • Institutions	Caring Sharing Respect Harmony Dignity Pride Patriotism	• Group work-Data Collection • Analysis of Population Pyramids • Role play /drama – presentation of Family Customs and Traditions • Research through interviews; library	• describe the characteristics of the human environment of Trinidad and Tobago • interpret and manipulate information from maps, graphs, charts and other data base • develop an appreciation for the way our human environment helps to define us as a people.	Group presentations Drawing of graphs Dramatization of various aspects of culture Reports on case studies

THEME: OUR ENVIRONMENT					
Topic: The Human Environment					
Sub-Topic: Factors Influencing Nature of the Human Environment					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION
• **Factors influencing the nature of the Human Environment:** - History – *Migrant groups from Amerindians to Modern Day* - Economic change – *from Agrarian through Industrialization to the Information Age* - Globalization – *the Global Village* - Population composition – *diversity, age-sex composition, ethnic composition* - Social change – *changes in family life, attitudes, values*	• Migration • Agrarian • Industrialization • Tertiary • Quaternary • Globalization • Diversity • Social Change	Appreciation Tolerance Change Respect	• Map work • Dramatization • Interviews • Storytelling • Semantic Mapping • PowerPoint presentations	• identify the factors that have helped to determine the nature of the human environment • explain how the various factors have helped to shape the human environment of Trinidad and Tobago.	Draw maps to show places of origin of immigrant groups. Prepare a script for a TV feature on '*The Human environment*'.

THEME: OUR ENVIRONMENT

Topic: The Human Environment

Sub-Topic: Importance of the Human Environment

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION

• **Definition of Human Resource**
 	
• **Factors influencing Human Resource:**
  - Size of labour force
  - Quality and level of Education
 	
• **Productive workers**
• **Entrepreneurs**
 	
• **Role of culture**
• **Functions of institutions**
	• Human Environment as a resource
	
	• Labour force
	
	• Education
	
	• Sustainable Development
	
	• Culture
	
	• Institutions
	
	• Preservation
		Appreciation
		
		Tolerance
		
		Change
		
		Respect
		
		Caring
		
		Responsibility
			• Brainstorming
			
			• Research
			
			• Projects
			
			• Newsletters
			
			• Brochures
			
			• Role play
				• define terms: -
				  - *human resource,*
				  - *sustainable development*
				  - *labour force*
				
				• recognize the components of the human environment as our human resource
				
				• explain the importance of sustainable development of our human resource
				
				• evaluate the importance of our culture and institutions to the structure of our society.
					Word sleuth
					
					Write and enact a script entitled '*My people are important*'.
					
					Imagine you are the Minister of Labour. Write a proposal to justify your intended plans for development of our human resource.

THEME: OUR ENVIRONMENT

Topic: The Natural Environment

This topic seeks to provide a brief overview of the earth's components and communicate some of the ways in which students can interact with and care for the environment by using a hands-on approach. The focus is knowledge and appreciation for the natural environment of Trinidad and Tobago to encourage sustainable use.

Sub-Topic: Components of the Natural Environment

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION

• **Definition of natural environment:** All living and Non-living things occurring naturally on earth
 	
• **Components of the natural environment :**
  - Land
  - Air
  - Water
  - Living organisms
	• Natural Environment	Appreciation
		
		Caring
			• Video presentations of different types of Environments
			
			• Lecture
			
			• Discussion
			
			• Photo collection
			
			• Observation of the Local Environment
				• define the term *natural environment*
				
				• identify and describe the components of the natural environment.
					List components of the natural environment.
					
					Produce a picture album of the components of the natural environment.
					
					Crossword puzzles

THEME: OUR ENVIRONMENT					
Topic: The Natural Environment					
Sub-Topic: Importance of the Natural Environment					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Definitions:**
  - Resource
  - Natural resource
  - Renewable resource
  - Non- renewable resource
 	
• **Natural resources of Trinidad and Tobago:**
  - Minerals
  - Vegetation
  - Soils
  - Climate
  - Marine resources
  - Physical landscape
	• Resource:
	  - Natural
	  - Renewable
	  - Non-
	   renewable
	
	• Spatial Distribution
		Appreciation
		
		Sustainability
		
		Citizenship
		
		Caring
		
		Observation
			• Discussion
			
			• Research
			
			• Field trips
			
			• Map work
				• define related terms and concepts
				
				• identify the natural resources in Trinidad and Tobago
				
				• illustrate the distribution of natural resources, on a map of Trinidad and Tobago
					Oral questioning
					
					Report on field trip
					
					Assessment of Map work

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THEME: OUR ENVIRONMENT					
Topic: The Natural Environment					
Sub-Topic: Importance of the Natural Environment					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Factors affecting use of natural resources:**
  - Accessibility
  - Location and distribution
  - Availability of labour
  - Finance availability
  - Technology
  - Entrepreneurial skills
  - Government policy
  - Environmental laws
  - Consumption patterns
	• Accessibility
	
	• Technology
	
	• Entrepreneurship
	• Revenue
	• Development
		Citizenship
		
		Responsibility
		
		Pride
			• Brainstorming
			
			• Group work
			
			• Case Studies
				• examine the factors affecting the use of natural resources in Trinidad and Tobago	Draw a web chart to show factors affecting natural resources.
					
					Debate the topic, '*Our natural resources should remain natural*'.

• **Importance of Natural Resources**
  - Generates revenue
  - Creates employment
  - Encourages entrepreneurship
  - Economic development
	• Forest reserve
	• Soil erosion Watershed
	• Eco-tourism
			• Field Visits
			
			• Video presentations
				• explain the value of natural resources to a country
				
				• locate the forest reserves of Trinidad and Tobago
					Create models to compare environments in protected forest areas and unprotected forest areas

THEME: OUR ENVIRONMENT					
Topic: The Natural Environment					
Sub-Topic: Importance of the Natural Environment					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Importance of Forest Reserve**
  - Increases rainfall
  - Prevents soil erosion
  - Conserves ground water supply
  - Recreation
  - Eco-tourism
		Caring
		
		National Pride
		
		Citizenship
			• Case Studies	• explain reasons for maintaining forest reserves	You are the President of the school's Environmental Club. Prepare a 15 minute address on: 'U*ses of forests'*, to be delivered at the next meeting.

• **Environmental Impact Assessment:**
  - Definition
  - Purpose
  - The EIA process
  - EIA report
	• Environmental Impact Assessment		• Lectures/ Presentations by resource personnel	• describe the different components of an EIA
				
				• explain the reasons for conducting EIA when exploiting our natural resources.
					Write an EIA report for a simulated study area

THEME: THEME: OUR ENVIRONMENT

Topic: The Natural Environment

Sub-Topic: Natural Disasters of the Environment

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION
• **Definitions:** - Natural disaster - Natural hazard • **Types of natural disasters:** - Hurricane - Earthquake - Tsunami - Flooding - Landslides • **Components of a disaster preparedness plan:** - Introduction - Emergency instruction and information sheet - Preventative and protective measures - Response - Recovery	• Nature • Hazard • Disaster • Emergency	Commitment Diligence Understanding Caution Appreciation	• Brainstorming • Research • Group work • Interview • Field visits • Map work • Semantic mapping	• differentiate between a natural disaster and a natural hazard • identify natural disasters most likely to affect Trinidad and Tobago • describe the components of a disaster preparedness plan • explain the need for the disaster preparedness plan	Use song, rap, poetry to draw attention to the dangers of various types of natural hazards. Draw a picture showing the results of a natural disaster. Create a schematic diagram showing the steps an individual must take to obtain assistance in the aftermath of a natural disaster. Compile a booklet with relevant information on disaster preparedness to be distributed to the community Create a response plan to deal with a simulated natural disaster.

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION
• **Disaster preparedness plans for:** - Hurricanes - Earthquakes - Flooding - Tsunamis - Landslides	• Nature • Hazard • Disaster • Emergency		• Group work	• evaluate the national disaster preparedness plans in place for disasters which may affect Trinidad and Tobago • identify local and regional organizations responsible for disaster preparedness • create a disaster preparedness plan for a • disaster that could occur in your home, • school or neighbourhood.	As President of the Village Council, you are to make a presentation at a meeting in your community entitled '*Why is there a need for a disaster preparedness plan?*'

THEME: THEME: OUR ENVIRONMENT

Topic: The Natural Environment

Sub-Topic: Natural Disasters of the Environment

THEME: OUR ENVIRONMENT

Topic: The Man-made Environment

Interactions between human and natural environments result in the creation of man-made environments. This unit examines the ways human activities can modify the natural and human environment and analyses the local and global impact of these modifications.

Sub-Topic: Characteristics of the Man-made Environment

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION

• **Definition of a Man-made environment:** One which is not natural to the earth and has been influenced by man's actions
 	
• **Examples of Man-made Environments:**
- Industrial estates
- Settlements : *cities, villages, conurbations, squatter settlements ports and fishing villages*
- Agricultural areas:
  - *peasant farms*
  - *plantations*
  - *poultry farms*
  - *pastoral farms*
  - *arable farms*
  - *mixed farms*
  - *permaculture*
  - *aquaculture*
	• Natural Environment
	
	• Man made Environment
	
	• Man-made Environments are those created mainly by man's actions
	
	• Social Conscience
		Innovation
		
		Commitment
		
		Diligence
		
		Production
		
		Sustainability
		
		National Pride
		
		Patriotism
		
		Accomplishment
		
		Appreciation
			• Brainstorming
			
			• Research
			
			• Group work
			
			• Interview
			
			• Field visits
			
			• Map work
			
			• Semantic mapping
				• define the term '*man- made environment*'
				
				• identify and describe different types of man-made environments
					Draw a spider map of an area which shows different types of man-made environments.

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THEME: THEME: OUR ENVIRONMENT					
Topic: The Man-made Environment					
Sub-Topic: Characteristics of the Man-made Environment					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Recreational Areas:** - Tourism sites/attractions e.g., *man-made beaches,* h*otels, parks, stadiums, mines and quarries* • **Factors influencing development of man-made environments:** - Natural landscape - Culture of people - History - Provision of needs and wants - Level of technology - Availability of resources - Entrepreneurial skills - Globalization - Legislation	• Nature of the man-made environments is a result of many factors: - Natural - Landscape - Culture - History - Development - Technology	Entrepreneurship Creativity Innovativeness Sustainability	• Discussion • Case Studies • Guest lecturers	• name and locate man-made environments of Trinidad and Tobago on a map • interpret and manipulate information from maps, diagrams, charts etc. • examine the factors influencing development of man-made environments • analyze the impact of the various factors on the type, location and development of man-made environments	Using proper map skills, locate man-made environments on maps of Trinidad and Tobago. Choose an existing man-made environment and present a paper which examines the reasons for its development. Predict the status of its future.

THEME: THEME: OUR ENVIRONMENT					
Topic: The Man-made Environment					
Sub-Topic: Impact of Man-made Environment					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Advantages of man-made environments:** - Satisfaction of needs and wants - Economic growth - Revenue generation - Employment creation - Maximum use of resources - Diversification of economy - Improved standard of living - Appreciation of physical and cultural heritage	• Man's actions have positive and negative impacts on the human and natural environment	Appreciation Commitment	• Discussion • Examination of news reports, clippings • Collect data from field investigations	• analyse the advantages and disadvantages created by the development of man-made environments • evaluate how human interaction with the natural environment shapes the features of places • demonstrate an understanding of the factors that must be considered to promote sustainability of our human and natural environment	Create a model of a chosen man-made environment. Show negative and positive effects of the environment. Write an essay on the negative effects of man's actions on the environment

			THEME: THEME: OUR ENVIRONMENT		

THEME: THEME: OUR ENVIRONMENT

Topic: The Man-made Environment

Sub-Topic: Impact of Man-made Environment

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Disadvantages of man-made environments:** - Degradation due to misuse of the environment - Over exploitation of our resources - Poor planning of buildings - Squatting - Pollution – *air, land, water* - Climate change - *Global warming/ Greenhouse effect* - Ozone depletion - Creation of micro-climates -	• Social ills result from misuse of the environment • Sustainable development	Appreciation Commitment Sustainability	• Discussion • Examination of news reports, clippings • Collect Data from Field Investigations	• analyse the advantages and disadvantages created by the development of man-made environments • analyse the impact of the creation of man-made environments on the human environment	Create a collage on life in a squatter settlement. Prepare a PowerPoint presentation on the effects of global warming

THEME: OUR ENVIRONMENT					
Topic: The Man-made Environment					
Sub-Topic: Impact of Man-made Environment					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Social Issues which result from changes in the human and natural environments:** - Crime - Vagrancy - Prostitution - Exploitation of local environment - Loss of identity and culture - Unhealthy lifestyle	• Social issues	Empathy Caring	• Projects • Resource personnel	• discuss the local national and global impacts of human modification of the natural environment • describe the negative effects of man-made environments on the social environment • analyse the impact of the creation of man-made environments on the human environment	Choose one negative aspect of the social environment. Present a research paper which shows the extent to which the creation of a man-made environment has contributed to its presence.

THEME: OUR ENVIRONMENT					
Topic: The Man-made Environment					
Sub-Topic: Sustainability of the Environment					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
Strategies that promote Sustainability of the Environment: - Education on sustainable practices e.g. *reduce, reuse, recycle, proper agricultural practices, watershed management* - Provision of health services - Provision of proper nutrition - Creation of appropriate Legislation - Continuous reinforcement of laws and policies - Establishment of eco-friendly practices e.g**.** *eco-tourism, Sugarcane Feed Centre*	• Sustainable practices • Legislation	Compassion National Pride Sustenance	• Discussion • Case Studies • Research	• identify pieces of legislation that govern use of the environment – Environmental Management Act,2000; State Land Regularization of Tenure Act 1998 • identify social welfare programmes available in Trinidad & Tobago • evaluate the suitability of various measures in place to promote sustainability. • demonstrate an understanding of the factors that must be considered to promote sustainability of our human and natural environment	Critically examine the programmes in place to promote sustainability of our human and man-made environments. Investigate a project which affects the environment. Write a report detailing the extent to which sustainable practices are being undertaken.

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THEME: OUR NATIONAL HERITAGE

FORM 4 TERM 1

CONTENT STANDARD

Students will develop an awareness of and an appreciation for the diversity of the physical and cultural heritage of our country, Trinidad and Tobago, and act responsibly to preserve them.

TOPICS

1. What is "heritage"?
2. Aspects of our Cultural Heritage

Performance Standards

Students will be able to:

- identify and differentiate among the perspectives on heritage;
- compose a letter justifying the selection of a site as a heritage site;
- identify heritage sites in their community;
- list criteria for preserving heritage sites;
- design a brochure for a heritage site selected in their community, outlining its advantage/s.
- Identify contributions made to heritage by various personalities and groups;

- participate in field exercises and research projects to gain an appreciation of the current issues facing these historically rich areas;

- examine alternative sustainable use practices in both the natural and man-made heritage;

- examine and assess the current threats facing these environments;

- evaluate the strategies used in the preservation of our natural and man-made heritage;

- identify the person/s or institution/s that ensured its sustainable use and development;

- outline how the natural and man-made heritage have undergone changes for preservation.

			THEME: OUR NATIONAL HERITAGE		

THEME: OUR NATIONAL HERITAGE

Topic: What is Heritage?

This topic seeks to address the varying perspectives on heritage issues- who, why, what of heritage.

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
Topic: What is Heritage?	• Heritage • Preservation • Conservation • Culture • Change • Unity • Diversity	Commitment Respect Tolerance Pride Appreciation Ownership/ Belonging Unity in Diversity	• Cooperative Research • Individual and group presentations, • Analysis of Case Studies, • Dramatization • Field trips: museum; the Eric Williams Memorial Collection	• identify the various perspectives on *heritage* • assess the reasons for the preservation of aspects of *heritage* • defend the selection of what is to be preserved or not preserved • identify individuals/ groups/ organizations involved in preservation activities • locate evidence of local heritage within their community- events, people, places	Create a portfolio. Write a letter to the National Trust suggesting an aspect of heritage that should be included on the *National Heritage List.* Oral presentation of a paper on the preservation of any selected aspect of local heritage stating how and why it must be preserved. Create a brochure for a selected heritage site.

THEME: OUR NATIONAL HERITAGE

Topic: Aspects of our Cultural Heritage

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to :*	SUGGESTED ASSESSMENT/ EVALUATION

• **Music -** Calypso; Rapso; Chutney; Parang; Baal Vikaas; Folksongs, etc.
• **Instruments**
• **Dance -** Bele; Quadrille; Limbo; Jharoo; Maypole, etc.
• **Food** – Roti; Oildown; Callaloo; Bake and Shark; Chow mein: Doubles, etc.
• **Customs/ Traditions**
• **Folklore** -Papa Bois; Anancy; La Diabless, etc
• **Outstanding individuals** e.g.:
  - *Michael Anthony*
  - *V.S. Naipaul*
  - *Spree Simon,*
  - *Daisy Voisin,*
  - *Beryl Mc. Burnie,*
  - Slinger Francisco, Peter Minshall , etc…)
	• Heritage
	
	• Preservation
	
	• Conservation
	
	• Culture
	
	• Change
	
	• Unity
	
	• Diversity
		Commitment
		
		Respect
		
		Tolerance
		
		Pride
		
		Appreciation
		
		Ownership/ Belonging
		
		Unity in Diversity
			• Cooperative Research
			
			• Individual and group presentations
			
			• Analysis of Case Studies
			
			• Dramatization
			
			• Field trips: museum; the Eric Williams Memorial Collection
				• identify personalities who have contributed to the development of our cultural heritage
				
				• evaluate the social impact of the various aspects of our cultural heritage
				
				• assess the effectiveness of our cultural heritage as a means of ensuring cultural cohesion.
					Class activity including models, drawings, video and audio presentations e.g., *'Cultural day or National day*.'

THEME: OUR NATIONAL HERITAGE					
Topic: Aspects of our Cultural Heritage					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION

• Role of Cultural Heritage in Society.
 • What is a 'hero'?
 • **Examples of heroes in Trinidad and Tobago**
 • **Qualities of a hero:**
  - Good citizenship, dedication to one's task
  - Being a worthy exemplar
 • **Factors contributing to the making of a Hero:**
  - Healthy lifestyles
  - Development of talents/ skills
  - Sacrifice by self, family members, community members
	• Hero
	
	 • Role model
	
	 • Dedication
	
	 • Citizenship
	
	 • Exemplar
		Honesty
		
		 Determination
		
		 Dedication
		
		 Sacrifice
		
		 Cooperation
		
		 Choice
		
		 Participation
		
		 Caring
		
		 Empathy
		
		 Concern
		
		 Appreciation
		
		 Pride
		
		 Responsibility
			• Research
			
			 • Interviews
			
			 • Brainstorming
			
			 • Cooperative Learning
			
			 • Project work
			
			 • Discussion
			
			 • Field visits
			
			 • Lecture/ Presentations by resource personnel
				• define relevant terms and concepts
				 • identify heroes of Trinidad and Tobago in: sports, politics, education, music, dance, service, religion
				 • describe the qualities that are considered necessary in a hero
				 • examine the factors that would have contributed to the making of a hero.
					List Trinidad and Tobago heroes under categories: social, cultural, political, religious.
					
					 Small group discussion and presentation on the qualities necessary in a hero
					
					 Write an essay/ monologue on '*The making of a hero*'.

THEME: OUR NATIONAL HERITAGE					
Topic: Trinidad and Tobago's Heritage					
Sub - Topic: The Built Environment					
CONTENT	KEY CONCEPTS	VALUES & ATTITUDES	SUGGESTED TEACHING/ LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• Our Physical Heritage: - Natural - Man-made - Indigenous species of flora and fauna	• Development/ Change • Interdependence	Cooperation Choice Participation Caring Empathy Concern Appreciation Pride Responsibility	• Brainstorming • Cooperative Learning • Project work • Discussion • Field visits • Lecture / Presentations by resource personnel	• locate on a map of Trinidad and Tobago aspects of heritage • explain the value our physical and natural heritage • analyse the potential benefits of conserving our heritage. (socially/economically and environmentally) • evaluate the change process in our natural and man-made heritage • develop strategies which can be used in the preservation of a selected natural or man-made heritage site.	Design a map to locate possible sites of interest for a tourist brochure. Design a brochure for tourists to provide cogent information on the identified sites. Journal-reflections on visits to man-made sites Using a checklist, appraise student participation.

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THEME: ECONOMIC GROWTH AND DEVELOPMENT

FORM 4 TERM 2

CONTENT STANDARD

Through this topic, the student will examine the role of the human capital of Trinidad and Tobago as a contributor to the economic growth and development of the country. Students would engage in critical thinking to understand the ways proper management of the human resources would result in creation and sustenance of a productive labour force.

TOPICS

1. Human Capital and Economic Growth
2. Role of Human Capital
3. Trends in Industrialization
4. Industrialization

Performance Standards

Students will be able to:
- define related terms and concepts;
- identify and demonstrate qualities that contribute to the development of human capital;
- describe how human capital is an important aspect of economic growth and development;
- appreciate the contribution made by institutions and organizations in Trinidad and Tobago to the development of our labour force;
- assess the importance of integrating as a region;
- discuss the impact of technology and global trends on the development of human capital and productivity;

- describe, locate and discuss the status of industrial activity in Trinidad and Tobago;
- interpret trends in industrial activity based on statistical data;
- describe the development and contribution of Small and Medium Industrial Enterprises (SMI's) to the economy of Trinidad and Tobago;
- assess the impact of industrial activity on the environment;
- discuss the role of regional and international trade organizations in economic growth and development;
- list the factors that hinder economic growth and development;
- examine the impact of industrialization.

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Human Capital and Economic Growth					
Sub-Topic: Economic Growth and Development - Human Capital _This topic explores factors that contribute to the development of the Human Capital._					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES _Students will be able to:_	SUGGESTED ASSESSMENT/ EVALUATION
• **Definitions:** - Economic growth - Human capital - Labour force - Entrepreneurship - Teamwork	• Economic Growth • Time Management • Cooperation • Human Capital • Entrepreneurship	Discipline Commitment	• Research • Brainstorming • KWL strategy	• define the terms: _economic growth; economic development; human capital; labour force_ • identify qualities that must be developed in our human capital to contribute to economic growth and development • evaluate the ways various factors contribute to the development of a labour force	Crossword puzzles Identify individuals who have made successful contributions to our growth and development. Submit profiles of these individuals. Oral presentations on each of the factors

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Role of Human Capital					
Sub-Topic: Economic Growth and Development - Human Capital					
This topic provides information on concepts associated with economic growth and development.					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Factors for labour force development:** - Education - Health care - Nutrition - Training - Institutions*: educational, religious, social, governmental, non-governmental* • **Impact on levels of economic growth:** - Levels of employment/ unemployment - Quality of life - Rate of inflation - Labour quality - Improved communication - Mobility of workers - International migration - Brain drain - Illegal immigrant workers - World recession	• Economic Development • Labour force Development • Globalization • Technology • Regional Integration • World Trends		• Group Research • Research	• identify institutions and organizations in Trinidad and Tobago responsible for the development of knowledge, skills and attitudes needed to be a productive citizen • evaluate the impact of regional integration and globalization on our pool of human resource • examine the impact of technology on the human capital and productivity • examine the effects of trends in the world economy on human resource availability for national growth and development.	List Institutions Oral presentations

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Trends in Industrialization					
Sub-Topic: History of Industrialization					
This topic provides a brief history of industrialization in the region and developments that followed.					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Historical description of Industrial activity in Trinidad and Tobago -** (the Agricultural Age, the Mineral Age including Development of Industrial Estates) • **Status of Trinidad and Tobago in the regional and global industrial arena**	• Industrial Activity • Agricultural Age • Mineral Age • Industrial Estates • Industrialization	Self direction Change Appreciation Productivity	• Research • Guest lecturers • Map work • Research statistics on growth of manufacturing sector	• describe developments in industrial activity in Trinidad and Tobago (from 1900 to present) • locate areas of industrial activity in Trinidad and Tobago • compare status of industrialization of Trinidad and Tobago with other Caribbean countries and selected developed countries of the world • draw and read statistical graphs charts etc.	Timeline highlighting different phases and major occurrences over the period Locate industrial estates/other areas of industrial activity on a map of Trinidad and Tobago. Represent statistics in a variety of forms e.g., pie chart, bar graph, tables. Debate the topic 'Trinidad and Tobago is the centre of industrial activity in the Caribbean'.

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Industrialization					
Sub-Topic: New Initiatives in the Industrial Sector					
This topic explores the development of SMI's and the impact of overall industrial activity in Trinidad and Tobago.					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Definitions:**
  - Small and Medium Industrial enterprises (SMIs)
  - Entrepreneurship
 	
• **Factors :**
  - Available resources
  - Willingness to invest
  - Willingness to create opportunities
  - Incentives: e.g., Tax breaks; soft loans
 	
• **Contributions:**
  - Employment
  - Increased production
  - Revenue generation
  - Maximizing skills and talents
	• Industrial Enterprises
	• SMIs
	• Entrepreneurship
	
	• Development
	
	• Change
	
	• Contributions
		Productivity
		
		Commitment
		
		Innovativeness
		
		Entrepreneurship
			• Research
			
			• Brainstorming
			
			• Small group discussions
			
			• Survey of SMIs in a selected area
				• define relevant terms and concepts
				
				• examine the factors that contribute towards the development of SMIs in Trinidad and Tobago
				
				• explore the contributions of SMIs to the economy of Trinidad and Tobago
					Quiz
					
					Report on an SMI established in any area in Trinidad and Tobago.

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Industrialization					
Sub-Topic: New Initiatives in the Industrial Sector					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION

• **Structure of SMIs:**
  - Number of employees
  - Assets
  - Sales
 	
• **Public policies promoting SMIs e.g.,** *Trinidad and Tobago Industrial Policy (1996 – 2000), National Task Force Report – 'Creating a Nation of Entrepreneurs'*
 	
• **Organizations, e.g.,** *SBDC, NEDCO, Credit Unions*
	• Structure of an Organization	Productivity
		
		Commitment
		
		Innovativeness
		
		Entrepreneurship
			• Survey of SMIs in a selected area	• describe the structure of SMIs
				
				• examine policies aimed at promoting development of SMIs In Trinidad and Tobago
				
				• discuss the ways the policies have promoted entrepreneurship
				
				• identify organizations that promote the development of small businesses in Trinidad and Tobago
				
				• explore the roles and functions of the organizations.
					Report on an SMI established in any area in Trinidad and Tobago.

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Industrialization					
Sub-Topic: Issues/Challenges and Solutions to Industrialization					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/EVALUATION**

• **Environmental issues**
  - Pollution
  - Depletion of resources
 	
• **Impact of depletion on the economy - locally, regionally and globally**
 	
• **Organizations e.g.,** *CARICOM; CSME; OECS; Caribbean Development Bank; IMF; USAID*
 	
• **Solutions:**
  - Labour saving machinery
  - Highly skilled and qualified population
  - Lifelong learners
	• Pollution
	
	• Economy
	
	• Regionalism
		Understanding
		
		Appreciation
		
		Acceptance
		
		Productivity
		
		Commitment
			• Brainstorming
			
			• Resource person
			
			• Case Studies
			
			• Research
			
			• Discussion
			
			• Lecture
			
			• Group work
				• evaluate the impact of industrial activity on the environment in a specific location in Trinidad and Tobago
				
				• describe the impact of depletion of natural resources on industrial activity locally, regionally and globally
				
				• examine the role of regional and international trade organizations in economic growth and development
				
				• evaluate the importance of technological changes for economic development.
					Create a pollution map of the surrounding area.
					
					Trace the source of a selected pollutant within the surrounding environment.
					
					Debate the advantages of membership in an international / regional organization.
					
					Debate the position that, *'All labour saving devices are good for the local economy'.*

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www.gov.tt
Point Lisas Industrial Port Development Corporation Limited
www.plipdeco.com

THEME: HOW WE GOVERN OURSELVES

FORM 4 TERM 2

CONTENT STANDARD

Students will demonstrate an understanding of the emergence of our democratic way of life and will know the structure and functions of Government, as well as the roles citizens play in the process of Government.

TOPICS

    a. Origins of the Trinidad and Tobago Constitution
    b. The Constitution and the Government

Performance Standards

Students will be able to:

- identify and explain democracy's basic principles e.g.,. individual rights and freedoms, participation, majority rule, separation of powers;
- identify and discuss documents related to the political development of Trinidad and Tobago;
- analyze the events surrounding the political development of Trinidad and Tobago;
- examine the rights of citizens and demonstrate how they may be preserved and restricted;
- examine the responsibilities of citizens;
- identify contemporary social, economic and political issues in Trinidad and Tobago and how they were resolved. Suggest alternative solutions;
- examine the organization of the Constitution;
- identify citizens' fundamental rights and freedoms;

- explain the checks and balances in the Constitution as it relates to the structure and function of Government;
- explain the structure and function of Local Government and the relationship between Central and Local Government;
- compare the functions of the Tobago House of Assembly, Regional Corporations and City Corporations;
- list the qualities of a leader;
- describe different types of leaders e.g., charismatic, autocratic, laissez-faire;
- examine the effects of a combination of leadership characteristics;
- discuss the implications of change in constituencies' boundaries;
- identify and discuss ways in which individuals may participate effectively in community affairs and the political process;
- assess the effectiveness of the *first-past-the-post* system;
- compare and contrast countries of the Caribbean region's system of Government, e.g., Cuba; Guyana;
- identify examples of interest groups, e.g., Trade Unions;
- evaluate the significance of interest groups;
- evaluate the role of the media in influencing public opinion;
- examine the level and influence of public contribution to policy formulation.

THEME: HOW WE GOVERN OURSELVES					
Topic: Origins of the Trinidad and Tobago Constitution					
Sub-Topic: The Political Development of Trinidad and Tobago					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION

• **Terms and Concepts -From Crown Colony to Republicanism:**
  a. Spanish Colonialism
  b. British Colonialism
  c. Crown Colony Government
  d. Limited Franchise
  e. Adult Suffrage
  f. Constitutional Monarchy
  g. Independence
  h. Republicanism
	• Constitutional development
	
	• Party politics
		Service
		
		Cooperation
		
		Freedom
			• Construction of a timeline showing constitutional changes
			• Lecture by persons involved in the political development of Trinidad and Tobago
				• trace the political development of Trinidad and Tobago
				• construct a timeline related to the political development of Trinidad and Tobago
					Quiz on the political development of Trinidad and Tobago
					
					Puzzles on terms and concepts used in Political development in Trinidad and Tobago
					
					Match dates with events

THEME: HOW WE GOVERN OURSELVES					
Topic: Origins of the Trinidad and Tobago Constitution					
Sub-Topic: Events surrounding the political development of Trinidad and Tobago					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Political Developments**
- The emergence of Dr. Eric Williams
- The Federation of the West Indies
- The American presence in Wallerfield
- The march on Chaguaramas
- Victory for the PNM in 1956
- The appointment of the first native Governor-General
- The social and political development of the island
	• Leadership:
	
	- Charismatic
	- Laissez-Faire
	- Autocratic
	- Authoritarian
	- Peace
	- Population
	  - *ethnic minority*
	  - *ethnic majority*
		Pride
		
		Cooperation
		
		Patriotism
		
		Perseverance
		
		Tolerance
		
		Respect for civic duties
			• Examination of historical documents related to the political development of Trinidad and Tobago
			• Lecture by persons involved in the political development of Trinidad and Tobago
			
			• View video material
				• analyze the events surrounding the political development of Trinidad and Tobago
				• analyze various sources, e.g. ,primary and secondary sources, speeches, letters
					Evaluate the influence of the Americans in Trinidad, by debate.
					
					Assess the advantages and disadvantages of the Federation of the West Indies by written short questions and answer responses.
					
					PowerPoint presentation on *'The Formation and Failure on the Federation of the West Indies'*

THEME: HOW WE GOVERN OURSELVES					
Topic: Origins of the Trinidad and Tobago					
Sub-Topic: Role of various Groups/Individuals in the Development of the Constitution					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION

• **Wooding Commission (extracts)**
• **Republican Constitution**
• **Various personalities** e.g.,
  – *Dr. Eric Williams*
  – *Dr. Rudranath Capildeo*
  – *Albert Gomes*
  – *A.P.T. James*
  – *Tubal Uriah Butler*
  – *Sir Hugh Wooding*
	• Peaceful demonstrations
	
	• Riots
	
	• Protests
	
	• Conflict resolution
		Respect for Human Rights
		
		Tolerance
			• Discussion of the quotation from Dr. Eric Williams that, "…*there can be no Mother India, there can be no Mother Africa, there can be no Mother Syria, or no Mother Lebanon. A nation like an individual can have only one mother. The only mother we can recognize is Mother Trinidad and Tobago and a mother cannot discriminate between her children.*" **Williams E.E. History of Trinidad and Tobago**
			• Discussion by resource persons from the trade union movement of workers' rights and responsibilities
				• appreciate the struggle of the various groups/individuals in the political development of Trinidad and Tobago
				• list the rights and responsibilities of workers
					• Role play a mock Constitution Commission, using historical documents

THEME: HOW WE GOVERN OURSELVES					
Topic: The Constitution and the Government					
Sub-Topic: Structure of Central and Local Government					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/EVALUATION**
• **The three arms of Government** • **Relevant sections of the Constitution pertaining to the structure of Government Functions of Central and Local Government including the Tobago House of Assembly**	• Responsibility • Rights • Democratic principles • Choice • Freedom • Change • Decentralized authority • Power	Value Human Rights Respect Loyalty Tolerance Cooperation Responsibility	• Field trip to Parliament • Field trip to Mayors' offices • Examination of extracts from the Constitution on the structure of Government	• identify and explain the basic principles of democracy • identify human rights and freedoms • identify changes in local Government • explain the structure of Government in Trinidad and Tobago • examine the relationship between Central and Local Government	Debates Mock session of the House of Representatives

THEME: HOW WE GOVERN OURSELVES					
Topic: The Constitution and the Government					
Sub-Topic: Limits on Government					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING and LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/EVALUATION**
• **Limits on Government as it relates to checks and balances and separation of powers**	• Checks and Balances • Separation of Powers • Rule of Law • Dilemma • Corruption • Nepotism and Cronyism	Integrity Accountability Fairness Justice Respect for laws of the country	• Examination of newspaper articles and documents on the issue of the separation of powers • Case Study	• explain the checks and balances in the Constitution as it relates to the structure and function of Government • analyze the effectiveness of the checks and balances • propose ways by which citizens can make Government more accountable	Debates on the role of the *President and Separation of powers* Speeches on contemporary issues Essay on the pros and cons of the Separation of Powers Identify a law in the society and justify its inclusion Presentation of a social or political dilemma, which students are asked to identify, resolve and justify their decision

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- Williams E.E., History of Trinidad and Tobago
- Wooding Commission Report

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Government Archives

Independence and Republican Constitution

The Mass Media

Organizational Chart of the Government of Trinidad and Tobago

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS

FORM 4 TERM 3

CONTENT STANDARD

Students will understand that they are Caribbean citizens who belong to an independent global community. They will be able to reflect on their roles and suggest approaches to solving issues, and demonstrate positive behaviours and attitudes towards the region and the world.

TOPICS

1. Identifying the Caribbean Region
2. Caribbean Politics
3. Political Upheavals
4. Caribbean Connections
5. International Cooperation - Regional and International Organizations
6. Global Issues
7. The Impact of the Caribbean Region on the World

Performance Standards

Students will be able to:
- locate and define the Caribbean;
- construct and label a map of the Caribbean region;
- identify and make presentations on the different factors that helped shaped Caribbean society;
- produce case studies of Haiti, Cuba and Grenada;
- create skits highlighting the periods of Colonialism and Republicanism;

- compose calypsos and rap dealing with the Independence Movements;
- create and present illustrations and posters dealing with an election campaign;
- identify Caribbean leaders and state their contributions to the region's political development;
- discuss the evolution of Caribbean society;
- identify and label on a map, the membership of regional and international organizations;
- list the membership of regional and international organizations;
- locate on a world map the headquarters of regional and international organizations;
- explain the origin of regional and international organizations;
- discuss the roles and functions of regional and international organizations;
- give examples of the benefits and opportunities of the membership in these organizations;
- identify and explain main global issues;
- discuss and defend solutions to global issues;
- name world personalities of the 20th century and the early 21st century;
- construct a timeline of the achievements of these world personalities;
- illustrate the life and achievements of world personalities;
- identify and explain areas of Caribbean and world interaction;
- identify and explain the various factors which facilitates/facilitated this interaction;
- list international personalities with Caribbean roots and Caribbean personalities who have received international recognition;
- identify famous West Indian cricketers;
- construct a timeline of the history of West Indian cricket;
- discuss the significance of West Indian cricket to the Caribbean.

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: Identifying the Caribbean Area					
Sub -Topic: Sub-regions					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Definition of the Caribbean Region:** - Geographic - Historical - Political • **Geographical Location- Locating the Caribbean:** - Territories - Sub-regions *Greater & Lesser Antilles Windward & Leeward Islands* • **Characteristic features and factors that shaped Caribbean society**	• Identity • Spatial understanding	Cooperation Patience Tolerance	• Students discuss aspects of the history, geography and politics of the Caribbean region. • Map work • Class discussion on the people who came and their contributions to Caribbean society: *Africans, Chinese, Portuguese, East Indians*	• define the Caribbean region • locate territories on a map of the Caribbean • identify sub-regions within the Caribbean area • explain why Guyana and Belize are regarded as being a part of the Caribbean • differentiate between the sub-regions.	Charts and maps of the various Caribbean sub-regions Diorama of the contribution of any selected Caribbean social group

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THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: Caribbean Politics					
Sub-Topic: Movement towards Independence					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Independence Movements** • **Contribution of individuals to Independence Movements in various territories** e.g., - *Eric Williams* - *Rudranath Capildeo* - *Alexander Bustamante* - *Michael Manley* - *Cheddi Jagan* - *Grantley Adams* - *Forbes Burnham* - *Fidel Castro*	• Politics • Roles • Responsibilities • Independence • Self determination	Commitment Enthusiasm Dedication Purposefulness Interdependence Patriotism Honour Integrity Passion Pride Appreciation Interaction	• Research the development of political parties in Trinidad and Tobago, Barbados, Jamaica, Guyana. • Discuss the roles of famous Caribbean persons using newspaper clippings and historical documents. • Class debates on the Independence Movements • Creation of a timeline to illustrate stages towards Independence	• discuss reasons for the Independence Movements • identify the part played by outstanding personalities in Caribbean politics • evaluate the outcomes of Independence Movements • appreciate the struggle for Independence in the British Caribbean	Compose a calypso/rap based on the period Colonialism to Independence. Create a one- act play on the life of a chosen individual who was involved in the Independence Movement.

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: Political Upheavals					
Sub-Topic: Revolution and Revolt					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Revolutions:** - Haitian Revolution - Cuban Revolution - Grenada Crisis - Forbes Burnham and Guyana	• Colony • Colonization • Self Determination • Unity • Change	Commitment Enthusiasm Dedication Collaboration Tolerance Purposefulness	• Group Research • Class discussions • Case Study • Use of existing calypsos to identify activities of the time	• identify crucial 'flash points' which triggered the revolt/revolution • explain the strategies used by the authorities to retain control • assess conditions in Grenada which led to the revolution • analyse the existing conditions in both Cuba and Haiti which provided the stimulus for the revolutions.	Oral presentations Group presentations Create a skit to deal with selected aspects of a selected revolt / revolution.

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: Caribbean Connections					
Sub-Topic: Impact of Factors that Shaped the Caribbean Region					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Impact of factors which shape the Caribbean region** - Political *Westminster System Separation of Powers Electoral Process* - Education System - Culture - Religion	• Institutions • Justice • Democracy • Right • Responsibility • Cultural Diversity	Responsibility Respect Cooperation	• Internet- based research on the Westminster system of Government • Group work • Teacher led discussions on the Electoral Process • Resource person • Class discussion on aspects of Caribbean culture • Drama / Role play	• identify and explain the operation of the Westminster System • examine the various methods used to elect a Government in the Caribbean area • explore and explain different aspects of culture in Caribbean society • outline the process for conducting a general election. • Explain how the education system contributed to the evolution of Caribbean society	Share information with class through oral and written presentations. Create a poster for an election campaign. Role- play an election meeting.

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: Caribbean Politics					
Sub -Topic Globalization and the Modern Caribbean					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES	SUGGESTED ASSESSMENT/ EVALUATION

• **Regional integration efforts:**
 	
  - Federation
  - CARIFTA
  - CARICOM
  - CSME
 	
• **Extra-regional partnerships:**
 	
  - NAFTA
  - ACS
  - ALTA
  - European Common Market
	• Unity
	
	• Integration
	
	• Change
	
	• Trading Blocs
	
	• Global Village
	
	• Mass Communication
		Appreciation
		
		Pride
		
		Acceptance
		
		Sacrifice
			• Class discussion and research on the various efforts at regional integration
			
			• Research the idea of the 'Bolivarian Alternative'.
				Students will be able to:
				
				• define the different terms and concepts
				
				• evaluate the necessity of integration in today's economic sphere
				
				• assess the levels of success of the various efforts at regional integration
				
				• evaluate the advantages and disadvantages of joining economic blocs
				
				• appraise the impact of economic alliances on the social fabric of the Caribbean area.
					Group presentations on selected topics
					
					Write letters to the Government supporting / opposing moves to join outside economic blocs.

THEME: CARIBEAN INTEGRATION AND GLOBAL LINKS					
Topic: International Cooperation - Regional and International Organizations *This topic seeks to expose students to the importance of regional and international cooperation through the examination of the roles and functions of regional and international organizations.*					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Origin of regional and international organizations**, e.g., *The United Nations which started as the League of Nations after World War II* • **Membership of organizations:** - CARICOM - OAS - ACS - The Commonwealth - The United Nations - The International Court of Justice and The International Criminal Court - The Organization of American States(OAS)	• Development • Community • Commonwealth • The United Nations • CARICOM • The International Criminal Court • Change	Cooperation Interdependence Interaction	• Use of audio-visual material on the history of the various organizations • Conduct of a mock CARICOM/Common-wealth Heads of Government meeting • Research the leaders of the various organizations.	• trace and explain the origin of regional and international organizations • list the membership of the various organizations	Write an opinion letter to the daily newspaper stating your support of or opposition to one issue/decision taken at any one meeting. Design a brochure illustrating the opportunities offered by these organizations; **OR** Conduct a mock meeting of Heads of Government

THEME: CARIBEAN INTEGRATION AND GLOBAL LINKS					
Topic: International Cooperation - Regional and International Organizations					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Location /Headquarters of organizations:** - CARICOM - *Guyana* - The Commonwealth- *England* - The United Nations-*Paris* - ACS-*Trinidad and Tobago* - ICC/ICJ - *Geneva, Switzerland* - OAS - *Washington DC* • **Benefits and opportunities of membership:** - Education - Culture - Trade - The Environment - Poverty - Sustainable Development • **Location of member countries**	• Justice • Peace • War		• Research on the last CARICOM; Summit of the Americas; Commonwealth meetings (issues and decisions taken) • Map work to locate member countries and headquarters	• locate the headquarters of the various organizations on a world map • discuss their role/s and function/s • examine the benefits/opportunities for the individual, region and the world. • locate on a map, the headquarters and membership of these organizations • construct a table showing the membership of the various organizations.	Interview with the Head of one of the organizations, discussing the organization and its benefits. Map displaying the membership of the various organizations

THEME: CARIBEAN INTEGRATION AND GLOBAL LINKS					
Topic: Global Issues					
This topic seeks to explore the non-technological aspects of global interdependence through the examination of global issues and areas of mutual concern and interest. An investigation of the lives of selected world personalities who have impacted the world is also undertaken.					
Sub-Topic: Global Issues-causes, consequences, solutions					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/EVALUATION**
• **Global issues-causes, consequences and solutions:** - Globalization - Poverty - International terrorism - Natural disasters - Human Rights - Human trafficking - World Financial crisis	• Globalization • Global Citizenship • Security • Poverty • International Terrorism • Natural Disasters • Human Rights • Human Trafficking • World Financial Crisis	Justice Respect Loyalty Appreciation of Life Consensus Non-violence	• Students use technology and other sources to research global issues and explain their causes, consequences and solutions. • Research and list Human Rights infringements around the world. • Invite resource personnel to make presentations on some of the issues.	• examine the issues/challenges facing the global community • propose strategies to deal with global issues • demonstrate an awareness of global citizenship	Design a bumper sticker or poster to sensitize the school population to any of these issues. Write and present a petition to the National Youth Council on any one of these issues. Portfolio documenting understanding and opinions on these global issues

THEME: CARIBEAN INTEGRATION AND GLOBAL LINKS					
Topic: Global Issues					
Sub-Topic: World Personalities					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION
• **World Personalities of the 20th and early 21st centuries** e.g., - *Mahatma Gandhi* - *Fidel Castro* - *Nelson Mandela* - *Barack Obama* - *Martin Luther King* - *Adolf Hitler* - *John F. Kennedy* - *Bill Gates*	• Leadership • Change • Justice • Democracy • Freedom	Responsibility Integrity Honour Individuality	• Timeline of the activities and achievements of the various personalities	• identify and discuss the contributions of world personalities of the 20th and early 21st centuries to the region and the world • select and justify their choice of various personalities.	Fact sheet on two selected individuals Question and answer game on biographical information gathered Write a biography of a selected individual. Digital story on the life of a selected personality. Students should be able to justify their selection Journal entries on what qualities they admired in these personalities

THEME; CARIBBEAN INTEGRATION AND GLOBAL LINKS

Topic: The Impact of the Caribbean Region on the World

This topic seeks to highlight the emergence and continued presence of the Caribbean on the world stage through the efforts and achievement of individuals and groups.

Sub-Topic: Caribbean interaction with the World

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION
• **Caribbean interaction with the world** **Areas of interaction:** - Culture - Sports - Education - Science and Technology • **International personalities with Caribbean roots** e.g., - *Tim Duncan* - *Harry Belafonte* - *Derek Walcott* - *Sir Vidia Naipaul* - *Heather Headley* - *Rex Nettleford* - *Michael Jean*	• Culture • Fusion • Cultural Identity • Cultural Diplomacy	Leadership Sharing Creativity Individuality	• Research the ways in which the Caribbean has impacted on the world. • Recognition day for those who received awards.	• analyse the impact of Caribbean interaction on the world • identify Caribbean personalities who have gained international recognition	Presentation entitled: *'The Caribbean in the World',* using various technologies

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THEME; CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Impact of the Caribbean Region on the World					
Sub-Topic: Caribbean interaction with the World					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION
• **Factors facilitating Caribbean interaction and recognition** • **Migration to North America and Europe** • **Historical Events**, e.g. *Haitian Revolution, Haiti Today, Cuba* • **Role of Embassies and Missions in promoting the Caribbean**			• Students construct a map illustrating Carnivals all over the world • Students construct a map illustrating the locations of Embassies and Missions	• identify and explain the factors which facilitated Caribbean interaction in the world • describe the role of Embassies and Missions.	

THEME: CARIBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The impact of the Caribbean Region on the World					
Sub-Topic: The role of Cricket in establishing the Caribbean					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/EVALUATION
• ***Caribbean personalities (Caribbean Service or representation on/in international organizations) e.g.,*** - *Derek Walcott* - *Peter Minshall* - *Professor Stephan Gift* - *Professor John Agard and team* - *Professor Brian Copeland*	Culture Fusion Cultural Identity Cultural Diplomacy	Leadership Sharing Creativity Individuality	• Research	• identify Caribbean personalities and understand the roles they played • recognize the achievements of Caribbean personalities	

THEME: CARIBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The impact of the Caribbean Region on the World					
Sub-Topic: The role of Cricket in establishing the Caribbean					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION

• **The role of cricket in establishing the Caribbean in the world**
  - Promoting Caribbean identity
  - Promoting Caribbean Unity
  - Promoting geographical identity
 	
• **Famous West Indian Cricketers**
e.g.,
- Sir Learie Constantine
- Clive Lloyd
- Rohan Kanhai
- Vivian Richards
- Lawrence Rowe
- Brain Lara
- Colin Croft
- Joel Garner
- Gary Sobers
	Colonialism
	
	Independence
	
	Globalization
	
	Liberation
	
	Icon
		Pride
		
		Diligence
		
		Achievement
			• Use of songs/calypsos to explain the role of Cricket in the region and to highlight the achievements of the West Indies
			
			• List the countries against which the West Indies Cricket team has played.
			
			• List famous West Indian cricketers.
			
			• View images of Test Matches past and present.
			
			• Read extracts from Caribbean writers on Test Matches
				• trace the development of cricket in the region and the world
				
				• discuss how the game of cricket has given recognition to the Caribbean.
					Debate the topic: *'Cricket is the glue that keeps the Caribbean together'*.
					OR
					'Cricket is not a game, it is a way of life.'

Resources

- Beckles, Hilary   *An area of conquest: popular democracy and West Indies Cricket supremacy,* Kingston, Jamaica: Ian Randle, c1991

- Brereton, Bridget   *Social Life n the Caribbean,* Oxford, England: Heinemann, 1998

- Gravette and Grosman Pamela   *Architectural heritage of the Caribbean*: an A-Z of historic buildings, Kingston, Jamaica: Ian Randle, 2000

- James, CLR   Beyond a boundary, London: Serpent's tail, 1994 (c1963)

Websites

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THEME: PERSONAL DEVELOPMENT

Form 5 Term 1: My Personal World

Preparing for Adulthood

CONTENT STANDARD

Students will understand themselves as unique individuals within the social environment, become aware of the changes and challenges of different stages of human development and acquire the positive life skills necessary for being good citizens.

TOPICS

1. Preparing for Adulthood
2. Planning for the changes of Aging

Performance Standards

Students will demonstrate attainment of knowledge in this area of study as well as the critical thinking skills of interpretation and application by:

- defining the relevant terms and concepts;
- demonstrating responsibility in personal and family life making;
- demonstrating knowledge of the ageing process;
- developing positive attitudes and lifestyles to address these changes;
- recognizing the importance of the aged.

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THEME: PERSONAL DEVELOPMENT - Preparing for Adulthood					
Topic: Preparing for Adulthood *This topic is designed to assist students with understanding and overcoming the challenges of adulthood.*					
Sub -Topic: Issues of Adulthood					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Definition of terms and concepts:**
  - Employment
  - Unemployment
  - Money management
 	
  - Parenting
  - Choosing a partner
  - Good parenting
 	
  - Gender roles (equity)
 	
  - Efficient housekeeping
  - Family life
  - Family planning
  - Community involvement
	• Employment
	• Earning a Salary
	
	• Family
	• Parenting
	• Family Planning
	
	• Gender Equity
	
	• Housekeeping
	
	• Community Involvement
		Accomplishment
		
		Commitment
		
		Respect for others
			• Cooperative Research
			
			• Individual and Group Presentations
			
			• Checklists/ Worksheet of Strategies,
			
			• Analysis of Case Studies,
			
			• Field Trips (Health Fair)
			
			• Dramatization
			
			• Questionnaires
			
			• Creative Writing
				• identify and discuss issues of adulthood
				
				• suggest and demonstrate strategies to manage these issues
				
				• evaluate the importance of dealing successfully with these issues with respect to self, family and community.
					Creative Expression on the "Role of the Family in Trinidad and Tobago".
					
					Write a journal of possible simulation exercises that allow students to make and execute decisions and reflect on consequences as members of a group.
					
					Dramatize the ways of choosing a partner.

THEME: PERSONAL DEVELOPMENT - Preparing for Adulthood					
Topic: Planning for the Ageing Process *This topic is designed to equip students with the knowledge and skills to plan for the ageing process.*					
Sub -Topic: Physical, Emotional, Social and Financial Changes					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Changes:**
  - Physical
  - Emotional
  - Social
  - Financial
 	
• **The Ageing Process:**
  - Exercise
  - Managing stress
  - Emotional hygiene
  - Prevention of diseases, e.g.,. *cancer, diabetes, cardiac*
  - Spirituality
  - Financial security
  - Safety
	• The Ageing Process- Changes:
	  - physical
	  - emotional
	  - social
	  - financial
	
	• Coping with the Ageing Process
		Self Respect
		
		Respect for Health
		
		Perseverance
		
		Courage
			• Brainstorming
			
			• Research
			
			• Interview elders in the family
			
			• Presentations by the elderly
			
			• Role play
				• identify the changes that occur as a person ages
				
				• suggest ways to prepare for these changes
				
				• demonstrate these practices in their daily lives.
					Develop a checklist for a personal inventory with respect to the ageing process.
					
					Use the information to create a plan of action.
					
					You are a member of a community youth group; develop a plan of action for yourself with respect to: *exercise; eating habits etc*.

THEME: PERSONAL DEVELOPMENT -Preparing for Adulthood					
Topic: Planning for the Ageing Process					
Sub -Topic: Planning for Senescence					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Concept of Senescence - Ageing gracefully involves:** - Physical comfort - Financial security - Social interaction - Communication - Emotional hygiene - Mental alertness • **Value of the aged:** - Cultural transmission - Love and affection - Wealth of experiences - Encouragement for younger generations - Spiritual guidance	• Concept of Senescence • Value of the Aged in Society	Self Respect Respect for others Compassion	• Brainstorming • Research • Interview with elders in the family • Presentations by the elderly • Role play • Develop an action plan for senescence	• explain the meaning of senescence • examine the processes involved in planning for the process of ageing • develop respect and appreciation for the aged.	Develop a checklist for a personal inventory with respect to the *ageing process*. You are a member of a community youth group; develop a plan of action that demonstrates concern for *senior citizens*.

THEME: PERSONAL DEVELOPMENT

Form 5 Term 2: Financial Management

CONTENT STANDARD

Students will acquire the ability to manage personal finances wisely. They will understand the benefits of saving and investment as well as cost and risk factors involved in credit and investment.

TOPICS

1. Goals Setting and Budgeting
2. Savings
3. Investment
4. Credit
5. Use of Technology in Financial Transactions
6. Effects of Personal Economic Decisions

Performance Standards

Students will demonstrate attainment of knowledge in this area of study as well as the critical thinking skills of interpretation and application by:
- defining the relevant terms and concepts;
- creating a personal financial portfolio;
- demonstrating informed decision-making utilizing financial resources;
- demonstrating an understanding of the impact of technology on financial activities of consumers;
- demonstrating an understanding of personal economic decisions on self, family and the community;
- demonstrating care and concern for the environment as consumers.

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Goal Setting and Budgeting *This topic is designed to assist students with setting and achieving personal financial goals.*					
Sub -Topic: Goal Setting					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Differences between needs and wants** • **Definition of terms:** - Goal setting - Short term - Long term - Financial planning - Decision - making	• Needs and Wants • Short term and Long term Goals • Financial Planning	Self Control	• Brainstorming • Group work • Class discussion • Case studies • Storytelling	• describe the difference between needs and wants • discuss the importance of goal setting in financial planning • set short term and long term goals.	List short and long term goals. Cartoon drawings List advantages/ disadvantages of a personal spending plan. Pie chart representing a budget

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Goal Setting and Budgeting					
Sub -Topic: Factors Influencing Choice					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Factors which influence choices:** - Attitudes - Beliefs - Lifestyles - Prices - Sales gimmicks - Availability - Income - Decision – making - Consequences	• Factors affecting Short and Long term Goals	Self Control Moderation	• Brainstorming • Group work • Class discussion • Case studies • Storytelling	• identify and assess the factors which influence choices.	Oral presentations Case studies Planning a budget for a specific family

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Goal Setting and Budgeting					
Sub -Topic: Budgeting					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Prioritization of needs and wants** • **Items to be included in personal and family budget** • **Allocation of resources to items**	• Factors affecting Budgeting • Consequences of Budgeting	Self Control Moderation	• Brainstorming • Group work • Class discussion • Case Studies • Storytelling	• explain the reasons for a personal spending plan • construct a simple personal spending plan/budget • construct a family budget.	List short and long term goals. Pie chart representing budget Advantages/ disadvantages of a personal spending plan Cartoon drawings

THEME: PERSONAL DEVELOPMENT - Financial Management					
Topic: Savings *This topic is designed to provide students with an understanding of the history and benefits of saving, as well as the importance of accurate record keeping.*					
Sub -Topic: History of Savings					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Saving practices:** - Sou Sou - Penny Bank - Friendly Societies - Credit Unions - Early Banking practices - Junior Cooperatives • **Services offered by banks/other financial institutions/re: savings**	• History of Saving practices • Types of Saving practices	Self Control Moderation	• Research • Class discussion • Field visits to Financial Institutions • Brainstorming • Presentations • Case Studies • Speak to Resource Personnel • Use of brochures • Use of: Internet; Media	• identify and explain early forms of savings • identify and explain present day forms of savings • assess the importance of savings.	List different kinds of savings under headings: - Traditional - Non- traditional . Create a poster/jingle advertising a savings plan. Dramatize the effects of poor record keeping. Write a poem/story/ monologue.

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Savings					
Sub -Topic: Benefits of Savings and Record Keeping					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Benefits of Savings and Record keeping**	• Benefits of Savings and Record keeping	Self Control Diligence Perseverance	• Research • Class discussion • Field visits to Financial Institutions • Brainstorming • Presentations • Case Studies • Speak to Resource Personnel • Use of brochures • Use of : Internet; Media	• outline the reasons for saving • examine the benefits of saving • suggest ways to practice thrift • understand the importance of record keeping.	Design a poster that outlines reasons for *saving.* Create a jingle advertising a *savings plan.* Prepare a journal to record how weekly allowance is spent and reflect on decisions made.

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Investments *This topic will assist students with an understanding of the history, benefits, cost and risk factors of investment.*					
Sub -Topic: History of Investments					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Definition of concepts related to Investment** • **Early forms of Investment in land and jewelry** • **Modern day forms of Investment in:** - Units - Shares - Machinery / Equipment, Property	• Concept of Investment • History of Investment • Modern day forms of Investment	Self Control Perseverance	• Research • Class discussions • Field visits to Financial Institutions • Brainstorming • Presentations • Case Studies • Speak to Resource Personnel • Use of brochures • Use of: Internet; • Media	• describe the difference between savings and investment • identify and explain early forms of investment • describe investment opportunities available today.	Oral presentations Select an existing investment plan; justify the selection

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Investments					
Sub -Topic: Benefits, Costs and Risk Factors in Investment					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION

• **Definition of concepts:**
  – Investment opportunities
  – Returns
  – Risk factors
 	
• **Investment Laws**
 	
• **Benefits of Investments**
 	
• **Risks in Investments**
 	
• **Cost of Investments**
	• Investment Opportunities
	
	• Cost of Investments
	• Returns
	
	• Risk Factors in Investments
	• Benefits of Investments
		Diligence
		
		Knowledge
			• Research
			
			• Class discussions
			
			• Field visits to Financial Institutions
			• Brainstorming
			• Presentations
			• Analysis of Case Studies
			• Speak to Resource Personnel
			• Use of brochures
			• Use of: Internet;
			• Media
				• examine the benefits of investment
				
				• investigate the cost/risk factors in investment.
					• Debate-'*The pros and cons of investing in an insurance company'.*

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THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Credit *This topic will facilitate the understanding of the cost and risk factors in the use of credit.*					
Sub -Topic: History of Credit					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Credit** - To seasonal workers - By door to door salesmen - By Pawn shops - By village shopkeepers - Lay-away parcels - Hire purchase - Down payment - Loans - Credit, Debit and Charge cards	• History of Credit	Perseverance	• Research • Brainstorming • Field visits to Financial Institutions • Analysis of terms of contract: *guarantee /warranty, credit card agreements, credit card statements* • Group work • Role play • Resource personnel at Bureau of Standards/ Consumer Affairs Division • Interviews Use of: Internet; Media	• identify and explain early forms of credit • describe different sources of credit • examine the 'cost' of credit.	Role-play on the theme *'Don't get caught on the credit trap'.* (Group Presentation) Document evidence of the cost of credit from advertisements in the newspapers. Write an essay on '*The importance of using and managing credit effectively'.*

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THEME: PERSONAL DEVELOPMENT - Financial Management					
Topic: Credit					
Sub -Topic: Benefits of Credit					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Immediate gratification of needs and wants** • **Short and long term goals** • **Greater purchasing power** • **Loans** • **Credit Cards** • **Credit History** • **Consumer responsibility in paying loans/credit**	• Factors influencing Credit • Benefits of Credit	Self Control	• Research • Brainstorming • Field visits to Financial Institutions • Analysis of: terms of contract- *guarantee/warranty credit card agreements, credit card statements* • Group work • Role play • Resource personnel at Bureau of Standards/Consumer Affairs Division • Interviews • Use of: Internet; Media	• explain three advantages of using credit • discuss the factors required in building a credit history.	Group presentations Develop a checklist.

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Credit					
Sub -Topic: Cost and Risk Factors in the Use of Credit					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Understand the following concepts:** - Interest - Hire purchase - Bridging finance - Legal fees - Cost of Credit facilities - Bankruptcy - Receivership - Debt - Responses - Methods of debt recovery - Bailiff - Contract/Terms of contract - Guarantee/Warranty	• Risk factors in the use of Credit	Self Control	• Research • Brainstorming • Field visits to Financial Institutions • Analysis of terms of contract: *guarantee/warranty, credit card agreements, credit card statements* • Group work • Role play • Resource personnel at Bureau of Standards/Consumer Affairs Division • Interviews • Use of: Internet; Media	• discuss factors that need to be considered when using credit • describe various costs related to the use of credit • identify ways the use of credit can be abused • explain the consequences of debt.	Group presentations Oral presentations

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: Use of Technology in Financial Transactions *In this topic, students will explore the use of technology in financial transactions.*					
Sub -Topic: Use of Technology in Financial Transactions					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **The different forms of technology which can be used:**
  - Internet
  - Phone,
  - ABM
  - Western Union,
  - Internet: banking/online; telephone banking/purchasing
 	
• **Steps in performing transactions:**
  - Password/Pin
  - Reference number and date paid
 	
• **Record keeping:**
  - Withdrawal slips
  - Statements
 	
• **How to gain access to bank accounts**
 	
• **Safety tips:**
  - Use of Card
  - Secrecy of Pin number
  - Secrecy of Transactions
	• Use of Technology in Financial transactions	Knowledge
		
		Self Control
			• Examine bank statements, credit cards, bank books, bank statements
			
			• Demonstration of financial transactions via technology
			
			• Field visits
			
			• Class discussion
			• Group work
			• Use of Computer lab/Internet
			• Speak to Resource Personnel
			• Examine media releases on safety tips
			• Design posters
				• identify the financial transactions which can be conducted through technology
				
				• demonstrate understanding and use of technology to conduct a financial transaction
				
				• analyze the benefits, cost and risk factors of the use of technology in financial transactions.
					Role play the advantages/ disadvantages of the use of technology in financial transactions.
					
					Conduct a financial transaction, e.g., *a bill payment*, via the Internet.

THEME: PERSONAL DEVELOPMENT – Financial Management					
Topic: The Impact of Personal Economic Decisions *This topic will assist students with understanding the impact of their personal economic decisions.*					
Sub -Topic: Personal Economic Decisions					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Understand the terms:** - Economic decisions - Fair - Just • **Checklist :** - Overspending - Budgeting - Saving - Credit - Investment - Debt - Loss - Risk - Time - Value for money	• Financial Management concepts	Moderation Self Control	• Class discussion • Group Work • Use of Computer lab/Internet • Speak to Resource Personnel	• describe the impact of one's personal economic decisions on: - self - family - community - the environment	Develop a checklist to consider when making personal economic decisions. Essay to bring together concepts on this theme: *'How to achieve your financial goals over the next five years'.*

THEME: PERSONAL DEVELOPMENT

FORM 5 TERM 2: WORLD OF WORK

CONTENT STANDARD

Students will understand career planning while developing desired skills to facilitate a smooth transition to the world of work. This theme will enable them to acquire essential knowledge and skills, understand the dynamics of the world of work and develop positive attitudes for maximum productivity.

TOPICS

1. The World of Work:
   - careers; employer and employee; rights of worker; trade unions; the workplace; income

Performance Standards

Students will demonstrate attainment of knowledge in this area of study as well as the critical thinking skills of interpretation and application by:
- demonstrating an understanding of the world of work and its requirements;
- evaluating their personal qualities, skills and potential and relating them to the job market;
- acquiring the necessary skills to succeed in the modern world of work;
- recognizing the importance of work to the individual family, community and global village;
- creating a portfolio of the information gathered.

THEME: PERSONAL DEVELOPMENT – World of Work					
TOPIC: World of Work – Self assessment					
In this topic, students assess their strengths and areas for development.					
Sub - Topic: Strengths and Areas for Development					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to*:	**SUGGESTED ASSESSMENT / EVALUATION**

• **Skills, personal qualities, academics, capabilities, competencies**
 	
• **Specific careers matched to abilities, interests and preferences**
 	
• **General guidelines for:**
  - Goals setting
  - Short term / Long term
	• Interests; Abilities; Aptitudes
	
	• Goals
	  - short term and long term
	  - priorities
		Self esteem
		
		Honesty
		
		Commitment Patience
			• Discussion: peer appraisals; use of checklists
			
			• Discussion; research, using portfolio created in Form3; match careers with abilities/interests
			
			• Small group discussion; oral presentations
				• identify strengths and areas for development
				
				• examine how a person's values, interests, aptitudes, abilities, personal preferences can affect career choices
				
				• state the importance of goal setting
				
				• identify short term, long term goals; outline steps to achieve goals.
					Journals
					
					Creation of display-board with charts
					
					Action plan for achieving a specified goal

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THEME: PERSONAL DEVELOPMENT - World of Work					
TOPIC: World of Work – Careers					
This topic will assist students with understanding the impact of their personal economic decisions.					
Sub -Topic: Types of Careers - Career Requirements					
CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to*:	SUGGESTED ASSESSMENT / EVALUATION

• **Requirements for different careers and how they can be acquired,** e.g., *continued education.*
 	
• **Importance of work:**
  - To earn money to satisfy needs and wants
  - To be around other people
  - To feel good about oneself
	• Education
	
	• Training
	
	• Finances
	
	• Dignity
	
	• Pride
		Lifelong learning
		
		Honor
		
		Commitment
		
		Honesty
		
		Productivity
		
		Punctuality
		
		Diligence
		
		Dignity
		
		Pride
			• Use of portfolio created in Form 3
			
			• Lectures, discussions and research
				• trace different career paths
				
				• explain the dignity and importance of work.
					Improved portfolios
					
					Create a skit/comic strip/calypso on: *'The importance of Work'*.

THEME: PERSONAL DEVELOPMENT - World of World					
TOPIC: World of Work					
Sub -Topic: Roles and Responsibilities of People in the Workplace: Employer and Employee. *This topic is designed to assist students with understanding the responsibilities of personnel in the workplace.*					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to*:	**SUGGESTED ASSESSMENT / EVALUATION**
• **Roles and responsibilities of the employer** • **Characteristics of a good employer** • **Definition of:** - Employee - Roles and responsibilities of an employee. (generic) • **Partnerships based upon mutual benefit:** - Profit sharing - "Privileges" obtained from the employer • **Characteristics of a good employee:** - Regularity - Punctuality - Willingness to learn - Team player	• Responsibilities and Roles • Fairness • Model Employee	Decision – making Understanding consequences Responsibilities Empathy Leadership qualities Fairness Responsibility Work Ethic Self motivation Trustworthiness Honesty Punctuality Enthusiasm Well-mannered Willingness to learn Ability to manage Workplace relationships Ability to manage time	• Research; group work; role play • Small group discussion; research; interviews • Group work; analysis of Case Studies • Small group discussion; Case Studies	• define relevant terms and concepts • define the characteristics of a good employer • explain the roles and responsibilities of an employee • explain the changing relationship/s between the employee and employer and the representative body • display the characteristics of a good employee.	Role-play Oral presentation Oral questioning Create a two verse calypso on the *'good employee'*. Create a checklist. Create a skit showing interaction of a *'good employee with his employer'*.

THEME: PERSONAL DEVELOPMENT - World of Work

Topic: World of Work

Sub -Topic: Roles and Responsibilities of the Self-employed

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Qualities of a self-employed person** • **Roles and responsibilities to:** - Self - Others	• Entrepreneurship • Self-employed	Discipline, Commitment, Integrity Dependability Respect for self; environment Pride Courtesy	• Discussion; role-play; research; interviews with self employed persons • Brainstorming	• identify and explain the roles and responsibilities of a self-employed person • describe advantages and disadvantages of being self-employed.	Small group presentation Case studies. Interview a self-employed person and present an oral report: *'A day in the life of…..'*

THEME: PERSONAL DEVELOPMENT - World of Work					
Topic: World of Work					
Sub -Topic: a) Protection of the Rights of the Worker. **b) Roles and Responsibilities of Trade Union**					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Impact of Trade Unionism in Trinidad and Tobago:** - Worker - Employers - Government Examples: - Occupational Safety and Health Act - Industrial Relations Act - 'Living' wages vs. Minimum wage - Security of tenure - Discrimination, e.g., *- HIV and AIDS* *- Gender* *- Ethnicity* *- Disability*	• Trade Union • Labour • Wage • Rights/ Entitlement	Perseverance Honesty Fairness Equity	• Research • Interview • Discussion • Listen to/ review speeches of labour leaders	• account for the gains made in the struggle for workers' rights in Trinidad and Tobago • document the contribution of significant individuals to the development of Trade Unionism in Trinidad and Tobago.	Project work : History of Trade Unions in Trinidad and Tobago e.g., Contributions of labour leaders viz. - *Captain* - *A.A. Cipriani* - *Adrian Cola- Rienzi* - *-T.U.B. Butler* - *Frank B. Seepersad* - *Elma Francois* Role-play Creation of a timeline Booklet on significant individuals Imagine you are a newspaper reporter in the late 1930's; Write an article on an event which helped to shape the Trade Union Movement.

THEME: PERSONAL DEVELOPMENT - World of Work					
Topic: World of Work					
Sub -Topic: Roles and Responsibilities of Trade Unions					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Collective Bargaining**
 	
• **Influencing policy**
	• Representation
	• Collective bargaining
	
	• Disputes:
	  − mediation
	  − peaceful resolution
		Loyalty	• Class discussion
			
			• Research
			
			• Interviews
				• identify Trade Unions in Trinidad and Tobago
				
				• define and describe the roles and responsibilities of Trade Unions
				
				• analyze the importance of mediation and peaceful resolution of disputes in the workplace.
					Case studies
					
					Role play – *mediation*
					
					Oral / written presentation

THEME: PERSONAL DEVELOPMENT -World of Work

Topic: World of Work

Sub -Topic: a) Accessing the Job
                        b) Preparing for the Job
This topic is designed to facilitate the acquisition of the knowledge skills and attitudes (KSA), required in the workplace.

CONTENT	KEY CONCEPTS	VALUES AND ATTITUDES	SUGGESTED TEACHING AND LEARNING STRATEGIES	SPECIFIC LEARNING OUTCOMES *Students will be able to:*	SUGGESTED ASSESSMENT/ EVALUATION
• **Criteria for different types of jobs:** - Job description - Job specification • **Guidelines for writing a job application and resume** • **Elements of a good job application** • **Preparing for the interview:** - Communication skills - Acceptable form of attire - Knowledge of prospective employer	• Job • Job Description • Job Specification • Application • Resume • Dress code	Honesty Integrity Punctuality Respect Attitudes required by employers	• Research on job requirements • Advertisements from electronic and print media of various job vacancies • Teacher- led discussion • Research • Lectures • Role-play • Case Studies	• explore available job opportunities in the context of personal goals: - examine job specifications and job descriptions - write a job application and a resume • identify and display the qualities required at an interview.	Create a career guidance brochure on jobs needed in the market. Write an application for a job which is advertised in any newspaper. Write letters of application C.V.s; Resume Mock job interview

THEME: PERSONAL DEVELOPMENT - World of Work					
Topic: World of Work					

Sub -Topic: Requirements of the Workplace
           a) Knowledge Skills and Attitudes in the Workplace
           b) Appraisal in the Workplace					

CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**

• **Foundation skills:**
  Literacy, Personal qualities, etc.
 	
• **Workplace competencies:**
  - Technical knowledge of the job
  - Interpersonal skills
  - Technology skills
 	
• **Job Appraisal -**
Types of performance appraisal:
  - Observation
  - Confidential reports
  - Checklists
 	
Record Keeping – Importance:
  - To ascertain the standard of performance of an employee.
	• Workplace Competencies / Etiquette
	
	• Work Ethic
	
	• Appraisal Review
		Honesty Responsibilities
		
		Lifelong learning
		
		Honesty
			• Research from various agencies and personnel, the knowledge, skills and attitudes (K.S.A.'s) required
			• Field visits to various places of work
			• Guest lecturer from resource personnel
			
			• Research various types of appraisal systems
			• Simulation of various employer – employee scenarios.
			• Demonstrate mock appraisal
			• Small group discussion
			• Case Studies
				• identify the knowledge, skills and attitudes required in the workplace
				
				• describe the competencies needed for efficiency in the workplace
				
				• discuss the nature and structure of appraisal in the workplace
				
				• discuss the importance of employee performance reviews.
					Wall chart depicting the knowledge, skills and attitudes required in the workplace
					
					Write a script depicting a workplace scenario.
					
					Role-play an appraisal interview.
					
					Design an appraisal form/format for a named position.
					
					Conduct a performance appraisal review.

THEME: PERSONAL DEVELOPMENT - World of Work					
Topic: World of Work					
Sub -Topic: Income / Salary					
This topic is designed to provide students with an understanding of the concept of income/salary/compulsory deductions.					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Definition of terms and concepts:** - Disposable income - PAYE - NIS - Health Surcharge - Budget	• Taxation • Income	Responsibility Good citizenship / Patriotism.	• Examine Pay slips and Tax Return forms • Lecture / Discussion • Demonstration • Use of a resource person • Completing an Income Tax Return form.	• differentiate between gross and disposable income • describe the need for budgeting • examine the role of taxes in the provision of services for national development • honour one's societal obligations to complete and submit an income tax return.	Compose a rap / design a path, depicting the need for budgeting. Complete a simulated income tax return.

THEME: PERSONAL DEVELOPMENT - World of Work					
Topic: World of Work					
Sub -Topic: Importance of being Employed *In this topic, students assess the merits of being employed.*					
CONTENT	**KEY CONCEPTS**	**VALUES AND ATTITUDES**	**SUGGESTED TEACHING AND LEARNING STRATEGIES**	**SPECIFIC LEARNING OUTCOMES** *Students will be able to:*	**SUGGESTED ASSESSMENT/ EVALUATION**
• **Importance of employment:** - Self esteem - Contributing to economy - Paying taxes - Nation building - Patriotism - Satisfying wants and needs	• Dignity • Economic activity • Productivity • Discipline	Patriotism Self Worth Responsibility Independence Pride	• Case Studies of various jobs • Interview workers in various jobs to elicit reasons for being employed and staying employed • Discuss the disadvantages of being unemployed	• explain the importance of being employed (self, family, community, and nation) • appreciate the negative consequences of being unemployed. (self, family, community, and nation).	Prepare a short speech entitled '*The value of being employed*'. Create a short skit depicting the life of an unemployed individual.

Resources

- Employers Consultative Association
- Ministry of Science, Technology and Tertiary Education
- National Training Agency
- World of Work Seminar Publications – Republic Bank

Websites

www.glencoe.mcgraw.hill.com
www.cdm.uwaterloo.ca
www.mhhe.com/support
www.mentalhealth.org/publications

Portfolios

Dictionary of Occupations
Employment Agencies
Media (Print and Electronic)
Resource Personnel – Guidance Officers, Employers

Part 3
Teaching and Assessment Strategies

Teaching/Learning Strategies

The best-designed curriculum will come to naught unless its implementation is facilitated by appropriate teaching methods. Teaching methods or strategies are the vehicles by which predetermined ends of the curriculum are met. They should also help the teacher to be continuously responsive to the needs of learners during instruction. Teaching methods thus represent the main link in the teaching/learning process between, on the one hand, the curriculum's goals and intended learning outcomes and, on the other, the actual results of students' exposure to the curriculum.

The objectives of a unit, as well as the nature of the content of that unit, would to a large extent determine the methods to be used in teaching the particular unit. A variety of methods of curriculum delivery is absolutely essential for two reasons: (a) there is no established road to successful learning, and (b) a range of methods helps to avoid monotony.

Some Suggested Teaching Methods

Storytelling

This is one of the most important teaching methods used in Social Studies lessons. It can be very useful in teaching lessons that include content of a historical nature. The teacher, through his or her ability as an actor or speaker, can make the lesson lively and interesting. Students are encouraged to visualize the personalities and events described before their eyes.

Lecture or Didactic Method

The lecture allows the teacher to impart authentic, systematic, and effective information about some events and trends. This method helps the teacher to motivate while introducing a new topic, to provide clarification, to review main points, and to expand the content by presenting additional materials. It should not be overused as it limits student involvement.

Role Play or Play-Way Method

Role play enables students to immerse themselves in the behaviours and emotions of the characters that they are portraying. This enables the students to widen their understandings of human nature and behaviour in a sheltered and non-threatening environment. It also allows students to complement their verbal abilities and to offset their areas of weakness in language use by using their entire bodies to express their feelings. Proper guidance is necessary so as to avoid the degeneration of students' activities into aimless play.

Field Trips

Field trips may be used to secure or reinforce information; to change attitude; to stir up appreciation of and interest in a theme or topic; to develop and promote ideas; or simply to enjoy new experiences. Field trips are very useful in initiating a new unit of work but can also be a part of the body of the unit or even be used to bring closure to the unit.

It must be remembered, however, that having fun is not the main aim of field trips. Field trips have educational objectives that must be evaluated after each trip. If such objectives can be achieved in the classroom, then the field trip is not necessary.

Discussion

Discussion is a method of teaching Social Studies that allows the teacher to harness the intellectual potential of the entire class. This method is well suited for problems, issues, and situations in which there exists a difference of opinion. It facilitates the generation of ideas and exchange of opinions, followed by a search for factual bases. There is free and responsible speech as the participants engage in a process of competitive cooperation. The ultimate goal is agreement. Discussion is, in short, a process of collective decision -making.

Debate

A debate is a teaching/learning strategy that allows two or more students holding contradictory opinions on a particular problem or issue to present arguments in a structured way. Students are also provided with an opportunity to rebut the arguments of their opponents. Afterwards, other students may ask the debaters pertinent questions or hold brief discussions with them. Debates thus allow class members to explore different perspectives on given issues.

Symposium

In a symposium, participants present their views about various aspects of a selected topic or problem freely to an audience, usually through speeches or written presentations. The main purpose behind the symposium is the clarification of thought on controversial questions. After listening to the discussion, each member of the audience forms his or her own conclusions. As a classroom instructional method, the ideal number of presenters in a symposium is four or five.

Panel Discussion

A panel discussion is a discussion among a selected group of about five persons. The number is controlled to ensure purposeful discussion, and yet allow for variety. Persons eminent in their fields (resource persons) present various points of view before an audience (the class), which joins in the subsequent discussion. Panel members may speak in turn or may speak briefly as thoughts occur to them. The panel discussion method provides a natural setting in which students are given the opportunity to ask questions, to evaluate replies, and to contribute constructively. Student involvement is crucial.

Brainstorming

Brainstorming is used to stimulate the brains of students in order to create a steady flow of ideas and suggestions with respect to a particular topic. There is no need for any deliberation to find out whether expressed ideas or suggestions are meaningful and purposeful. Criticism of ideas proposed should also be avoided during brainstorming sessions. The underlying principle behind the brainstorming method is that when the brain is allowed to operate in this manner it is able to give expression to some of the most creative, useful, and practical suggestions.

Project Method

The project method is one of several types of activity methods. A project is an activity that is willingly undertaken by students in order to solve an identified problem. Such an activity lends itself to learning as prescribed in the curriculum. It is geared towards the learning of important skills or processes. Examples of projects are making models, mounting exhibitions, preparing newsletters, or preparing scrapbooks. A significant feature of the method is that it transcends subject barriers and supports curriculum integration in that, while undertaking a Social Studies project, it is possible to learn aspects of art, mathematics, science, or for that matter practically every subject discipline within the curriculum.

Problem Method

This approach to learning in Social Studies helps to train students in the techniques of discovery. Students learn to follow procedures for the solution of problems, to think creatively, to reason predictively, to utilize conceptually adequate modes of thought, and to manipulate language to make it fit new tasks. They learn to solve problems in a manner that will help them to deal with real-life situations. The emphasis is on the mental process that students learn to use in different situations more than any single practical accomplishment.

Source Method

The source method is another activity method used in teaching Social Studies. Through this method, students build up historical, political, social, and other accounts by using such sources as documents, biographies, travel accounts, and religious literature. The source method enables students to develop critical thinking skills by using sources and weighing evidence to arrive at their own independent judgements. It also helps them to develop skills of data collection, interpretation, and analysis. In addition, the method establishes the proper atmosphere to recreate bygone times and to stimulate the imagination of students.

Hot Seating

The hot seating method involves one student taking a stand on a given issue while other students make comments and ask questions in an effort to effect a change in the position articulated. The lead student counter-attacks with comments, responses, and observations intended to win the support of fellow students. This method assists students to develop logical thinking and skills in oratory, and to build self-confidence. Hot seating can be used to discuss controversial issues.

Circular Response

This strategy entails having students in small groups sitting in a circle (thereby indicating that no one is above the other) and making a comment on the subject under discussion. Each student takes a turn and speaks for approximately 30 seconds while the others listen. The discussion is continued until the topic is exhausted or the time limit set is exhausted. A recorder may be appointed if the group is expected to report back to the reconvened class and the teacher believes that this role is necessary.

The above strategies represent only a fraction of those that are available for use by the Social Studies teacher. It is hoped that for the effective delivery of the curriculum, teachers will use a combination of strategies.

The Social Studies Classroom

The Learning Environment

Students must come to realize that change is the driving force of the day. They must come to recognize that what was once assumed to be "true" may not continue to be so. Today, too, information is being provided to society at an unprecedented rate and from a variety of sources. What is of more concern, therefore, is how to locate needed information and how to judge its accuracy and to recognize the perspectives from which issues are addressed. Skills such as problem solving, verification capability and analysis of viewpoints are integral to understanding, analysing and evaluating knowledge. The social studies classroom must support the development of these critical attributes in order for students to become lifelong learners.

An effective Social Studies classroom should have:

- teachers who are trained in the specific skills and concepts of the discipline being taught;
- teachers who have available resources that allow students to take advantage of the breadth and depth of topics offered within the curriculum;
- teachers who know how to best use Social Studies skills to encourage students to become lifelong learners;
- teachers who are prepared to allow students to explore controversial topics, difficult issues, human concerns, and appropriate actions that need to be taken in the face of various challenges;
- a student-centred environment where appropriate and varied teaching methodologies are used;
- an inviting atmosphere where all rational thought is welcome;
- an environment that promotes respect for individuals and their diverse views;
- challenges to help students understand the teachings of the discipline from local, national, and international perspectives.
- an inquiry base that allows for both theoretical and practical study;
- diversity in student and teacher evaluation techniques;
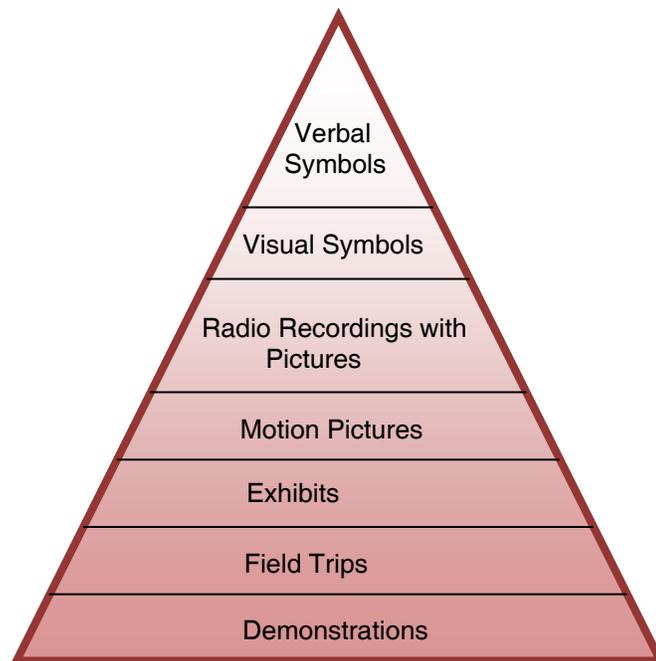- involvement of "experts" (from the community or beyond).

Selecting Teaching Aids or Resources

Teaching aids are special devices that assist the learning process by presenting bodies of knowledge through visual or auditory stimuli, or both. They help to concretize concepts and principles, thereby making learning experiences appear real and living. They can also make such knowledge and principles more intelligible to learners by presenting them in different modes and forms at different stages of learners' development.

Types of Teaching Aids: Dale's Cone of Experience

Edgar Dale has designed what he refers to as the "Cone of Experience," within which he locates different types of teaching aids. The cone ranges from direct experience to pure abstraction. It is a visual metaphor for learning experiences, displaying the various types of experiences in order of increasing abstraction. At the base of the cone lie the direct, purposeful experiences that remain the bedrock of all education. At the top of the pyramid are aids that employ more abstract symbols.

The Cone of Experience

- Verbal Symbols
- Visual Symbols
- Radio Recordings with Pictures
- Motion Pictures
- Exhibits
- Field Trips
- Demonstrations

Some Useful Aids

Chalkboard

This remains the most commonly used teaching device. Teachers can clarify important statements or points by using the chalkboard for such things as sketches, diagrams, flow charts, outlines, directions, and summaries.

Bulletin Board

This is a framed sheet of material, usually made of wood, cork, or celotex. Bulletin boards can be used to display charts, pictures, posters, photographs, clippings, or other such learning materials. They provide a practical outlet for the artistic talent and creativity of both teachers and students.

Models

A model can be defined as a recognizable three-dimensional representation of an object or process. Models represent objects in sizes convenient for observation. In presenting models, it is useful to remove non-essentials in order to give more focus to the fundamentals. Models are good substitutes for most historical remains and geographic phenomena.

Field Trips

Field trips remain one of the oldest teaching aids. They provide authentic learning experiences, thereby providing avenues through which students can be informed about their social and physical environment. Exploratory field trips serve the basic functions of supporting discovery, while confirmatory field trips help to reinforce previously acquired knowledge.

Realia

Realia may be defined as real objects and specimens that have been removed from their natural settings. Examples of objects that can be used with effect to teach Social Studies are coins, stamps, and tools.

A specimen is a typical object or part of an object that has been removed from its natural setting or environment.

As teaching aids, objects and specimens bring into play all of the five senses—sight, smell, touch, taste, and hearing.

Diagrams

A diagram is a simple drawing designed to show interrelationships, mainly via lines and symbols. Good diagrams are simplified to show only the most essential elements. Students should be provided with first-hand experiences in order to benefit from diagrams.

Charts

Charts can be defined as combinations of graphic and pictorial media designed for the orderly and logical visualization of relationships between key ideas and facts. Charts can show relationships such as comparisons. They can also demonstrate developments, processes, and methods of organization. Examples of charts commonly used in teaching Social Studies are genealogical charts and chronology charts.

Timelines

Timelines are designed to convert time sense into space sense for easy understanding. Time is represented by a horizontal or vertical line on which events are fixed according to their dates of occurrence in chronological order.

Tables

In Social Studies, one is constantly dealing with statistics about the many social, political, and economic developments for which data have to be analysed. When presented in tabular form, such data are made more intelligible and comprehensible. Examples of data that can be shown in tables are exports, imports, sales, and consumption.

Graphs

Graphs are really flat pictures that use dots, lines, or pictures to provide visual representation of numerical and statistical data in order to show relationships. Graphs are useful tools for making comparisons and contrasts. Examples of graphs include line graphs, bar graphs, and circle graphs.

Maps

Maps are flat representations of the earth's surface that provide information through the use of lines, symbols, words, and colours. Maps are essential for teaching Social Studies, as place and time are two of the most important abstract concepts with which teachers of Social Studies are directly concerned.

Pictures

Pictures help to simplify and concretize abstract generalizations, which are always confusing for students. They also help to create and maintain interest.

Slides

Slides have the capacity to hold attention and so increase class interest and motivation. Slides are easily constructed and stored and may be used over and over again with little or no alteration or deterioration. They can be used to introduce a lesson, during the development of the lesson, or for summarizing points covered at the end of the lesson.

Films

Films present pictures in sequence. Films can transcend the barriers of time and space and have the ability to bring the past and present into the classroom. They promote a better comprehension of abstract relationships and concepts.

Filmstrips

A filmstrip is a series of related photographs on a single roll of processed film. Filmstrips can be accompanied by recordings that carry narration, music, and sound effects. They allow for student participation either during the actual showing or at intervals when the machine is shut off.

Radio

Radio broadcasts can supplement classroom instruction. They infuse new life into the curriculum. They create and maintain interest and are particularly useful when teaching current affairs.

Television

Television brings the world into the classroom. Through television, children are taken to inaccessible yet important places not appropriate for field trips. It can bring the expert into the classroom. Through television, Social Studies learning can become real, lively, and interesting.

Newspapers

Daily newspapers are effective teaching aids in Social Studies. They are particularly useful in teaching current events. They may be used to supplement other teaching/instructional resources. They can also be used to sensitize students to the need for more up-to-date information.
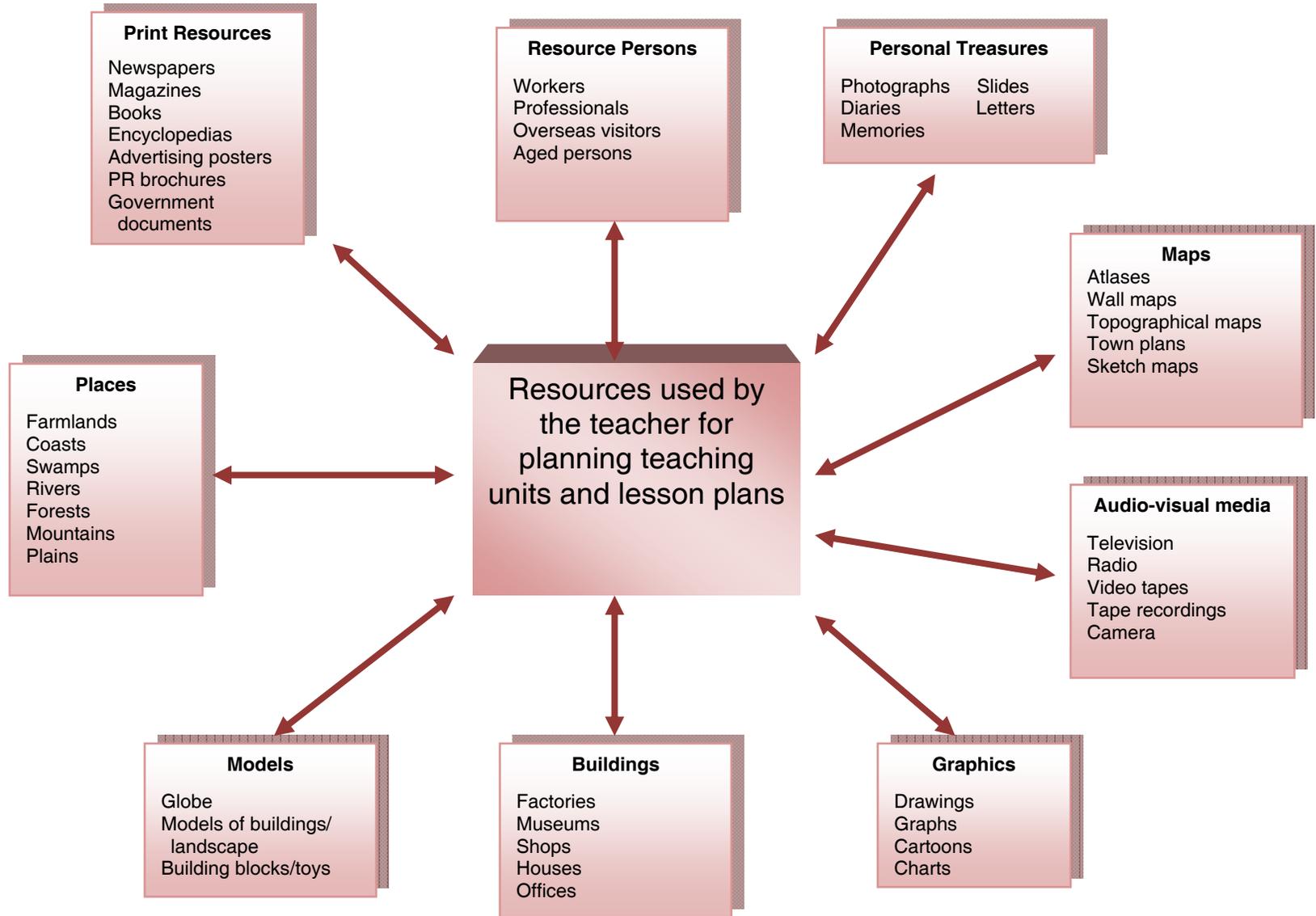
Festivals

Festivals represent the vivid expression of culture. They thus have great significance. They also provide opportunities for a range of activities that support the learning of attitudes, values, and skills. Through the study of festivals, Social Studies becomes linked to the other core subject areas such as Music, Art, Craft, Drama, and Language Arts.

Resource Persons

Persons who are experts in different areas can be invited into the classroom to lecture to students as well as to answer the many questions they may have on a particular topic. Students can also conduct interviews with such persons outside of the classroom. Aged persons are generally useful resource persons for the study of past events.

Examples of Resources for Social Studies Lessons

Print Resources

Newspapers
Magazines
Books
Encyclopedias
Advertising posters
PR brochures
Government
 documents

Resource Persons

Workers
Professionals
Overseas visitors
Aged persons

Personal Treasures

Photographs   Slides
Diaries   Letters
Memories

Maps

Atlases
Wall maps
Topographical maps
Town plans
Sketch maps

Places

Farmlands
Coasts
Swamps
Rivers
Forests
Mountains
Plains

Resources used by the teacher for planning teaching units and lesson plans

Audio-visual media

Television
Radio
Video tapes
Tape recordings
Camera

Models

Globe
Models of buildings/
 landscape
Building blocks/toys

Buildings

Factories
Museums
Shops
Houses
Offices

Graphics

Drawings
Graphs
Cartoons
Charts

Evaluation

Evaluation is part of a three-way process, which includes formulating objectives, designing learning experiences for the achievement of the objectives and assessing the outcomes of those learning experiences. This three-fold relationship among objectives, teaching procedures, and learning experiences and assessment is crucial. All three facets of the education process influence and support one another.

Objectives

Learning Experiences

Evaluation Techniques

Triangle of Evaluation
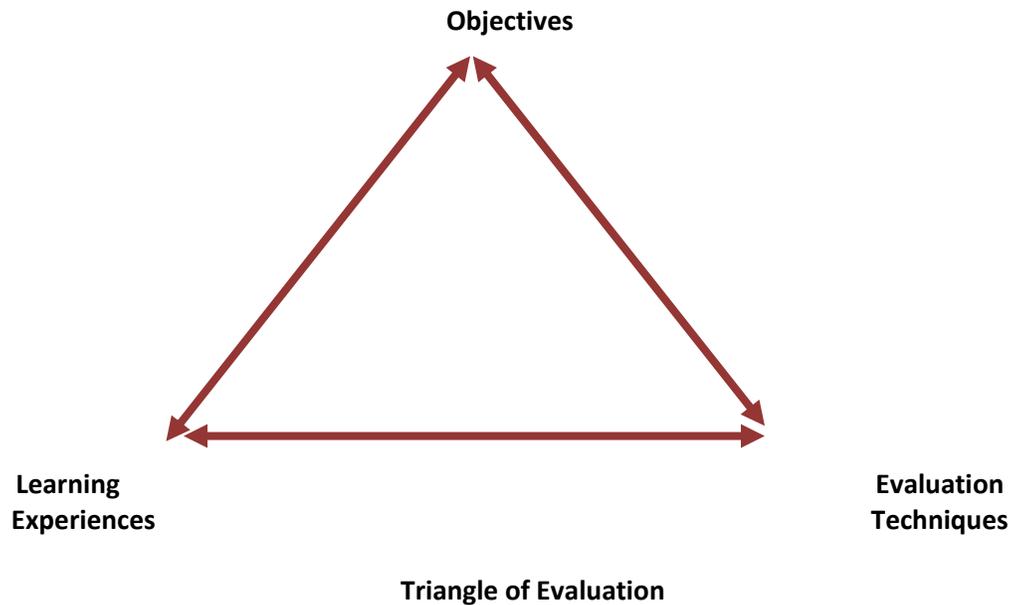
Evaluation encompasses all kinds of efforts, strategies, or devices used to ascertain the quality, value, and effectiveness of desired learning outcomes. It is a product of objective evidence and subjective observation.

Objectives

The key to effective evaluation is the writing of clear objectives. Only clearly stated behavioural objectives can be measured. Clearly stated objectives are introduced by verbs that make the desired behaviour observable. Stating an objective in behavioural or performance terms means that the objective must tell what students are doing when they demonstrate their achievement of the objective, and should include the criteria for deciding whether their behaviour can be judged as demonstrating an acceptable level of learning.

Evaluation Techniques

There are many methods of evaluation that can be used to assess student performance. Some of the most commonly used techniques include:

Activity records
Anecdotal records
Attitudinal measures
Autobiographies
Behavioural journals
Checklists
Class diaries
Class projects
Collections of students' work
Group discussions

Interviews
Log books
National assessment tests
Observation records
Performance charts
Questionnaires
Semantic differential tests
Sociometric tests
Standardized tests
Teacher-made tests

Some of these are described below, together with analyses of their major advantages and limitations.

Teacher-Made Tests

These include oral tests, essay-type tests, short-answer-type tests, and objective-type tests. Objective-type tests include multiple-choice, true-false, matching, and completion sequence tests. Multiple-choice items are easy to score but extremely difficult to set.

Observation

Observation is one of the best devices for finding out about students, appraising their growth, and diagnosing trends in their behaviour. There are two types of observation—current and retrospective. Current observation involves observing a person actually engaged in acting. Retrospective observation is used when the teacher refers to past experiences and passes a

judgement on the student. There are several things about a student that a teacher can observe. These include attitudes, feelings, interests, comments on various situations, changes in behaviour patterns, and relationship with peers. Observation, however, is a subjective device and is prone to bias.

Checklists

Checklists can be used as an overall guide in many situations and can be applied to a student's behaviour in specific situations, such as while conducting discussions and/or research. Checklists should be specific, descriptive of desirable behaviour, and easy to use. The information from checklists provides a good basis for the teacher to evaluate the student's progress in Social Studies. The teacher can learn, for example, which students are developing identified competencies, which have difficulty in cooperating with others, which have special skills, and which know how to use many kinds of equipment and materials.

Group Discussions

Group discussions provide opportunities for the teacher to note students' behaviour as they think, plan, and work together. Teachers can make observations about students' sharing of ideas, respect for the opinion of others, boldness or timidity and the consideration they give to differing points of view. The information gained helps the teacher to gauge students' needs and potentialities.

Anecdotal Records

An anecdotal record is a collection of specific instances of students' behaviour, which can provide the teacher with a documentary account of changes of behaviour that have occurred or which are in progress. In preparing an anecdotal report, the teacher should indicate the date and time of the incident and the circumstances under which it occurred, and should include an objective description of the situation.

Anecdotal records do not evaluate students' progress in Social Studies. However, if they are compiled objectively, they provide simple evidence of the students' behaviour. It is up to the teacher to record the information objectively, and to study these records carefully in order to identify the students' needs and problems and to discover evidence of growth in understandings, attitudes, behaviours and skills.

Sociometric Devices

Sociometric devices are helpful in evaluating growth in social relationships and in observing changes in the social structure of groups. This is of vital importance since it is agreed that the quality and degree of a student's relations with other students determine to a large extent the quality and quantity of his/her various learnings, be they academic, social, or personal. The graphic picture of social relations is called a sociogram.

Cumulative Records

A cumulative record is one that preserves the results of several independent and objective studies brought together on one card. Several such statements about a student can be more informative than one, and so an evaluation may be more valuable and valid in the light of such a series of measurements than in terms of the results of one selective examination. The record should tell a story of the student's growth and development in relation to the goals and objectives of the school's educational programme. Cumulative records not only assist the teacher in evaluating students but may also encourage students to evaluate themselves. They can inspire students to work harder.

Autobiographical Accounts

This is a very interesting device for assessing students' knowledge. Students are asked to write an account of some event in which they participated. While giving this account, real or imagined, they reveal their grasp of knowledge. Writing autobiographies also helps students to improve their writing skills. The connection with the Language Arts curriculum is obvious.

Devices Recommended for Evaluation of Specific Competencies

Evaluating Thinking Skills

Charts	Observations
Checklists	Interviews
Group discussions	Samples of student's work
Anecdotal records	Student log book

Evaluating Decision Making and Citizen Action

Charts	Interviews with students
Checklists	Case study reports
Student diaries	Attitudinal measures
Anecdotal records	Student log book

Evaluating Citizen Action and Participation

Student diaries	Attitudinal measures
Class log book	Role playing
Student reports	Student interviews
Anecdotal reports	

Evaluating Map and Globe Skills

Student-made maps or scale models
Checklists
Standardized tests
Teacher-made tests

Evaluating Time and Chronology Concepts and Skills

Checklists	Teacher-made tests
Anecdotal reports	Class projects

Evaluating Group Skills

Role playing	Anecdotal reports
Checklists	Student interviews
Teacher observation	Autobiographical records
Attitudinal measures	

Evaluating Writing Skills

Essay tests	Imaginary diaries of famous people
Committee reports	Scripts for class plays
Samples of student's work	Checklists