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# SOCIAL STUDIES PRIMARY SCHOOL CURRICULUM

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## LOWER DIVISION

QUALITY ASSURANCE AND DEVELOPMENT SERVICES

QADS

MINISTRY OF EDUCATION, CULTURE, YOUTH AND

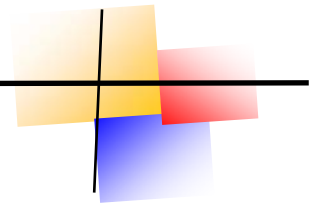
SPORTS

BELIZE

2004







WORLD

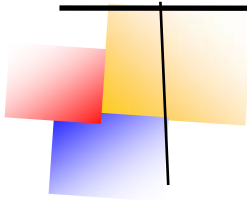
GOVERNMENT & CITIZENSHIP

RIGHTS & RESPONSIBILITIES

EARLY CIVILIZATION

SOCIETY & CULTURE





# WORLD - INFANT 1

## Content Standard # 1

### The Earth

**A.** Develop a mental picture of the distribution of landmasses and water bodies. Recall earth's shape, internal composition and external build and demonstrate understanding of their influence on specific changes. Identify and explain its land and water and the living things which inhabit them.

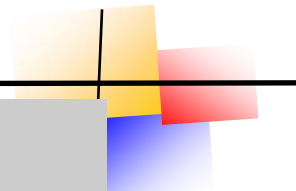
and

### Landforms and Location

**B.** The **acquisition** and **application** of knowledge and skills to: visualize, explore and describe regions, interpret geographic data, make predictions and generally solve problems specific to land forms and location.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>1. Concept of Cardinal Points – North, South, East and West</u></p>	<p>Discuss finding one's way in strange, bushy areas.            Have class sit down with right side to direction of rising sun.            Introduce large sheet of paper with intersecting lines on floor. Tell them they will find out.            Give name east to side of rising sun – label east on intersecting lines.            Give other direction names – north, south and west explain and have children position names on diagram. Have children remove labels and practice replacing while repeating "The top is north, the bottom is south, the right is east and the left is west."            Introduce a compass – discuss use – show face and explain directions – label blank diagram, have children perform the activity of removing and replacing labels and repeating "The top is north, etc."            Use songs and games to give practice in identifying direction.</p>
<p><u>2. Mapping the classroom</u></p>	<p>Label walls with directions north, south, east, west. Use large sheet of paper (news print) to represent classroom and different shapes of colored Bristol board to represent furniture and children – discuss positions – have children position shapes on sheet representing classroom with teacher's help. Glue onto sheet when satisfied – Individuals can help each other to glue on shapes representing their desks. (Use initials or names depending on size)</p>
<p><u>3. Using cardinal points with respect to the position of the sun</u></p>	<p>Practice identifying directions through games, songs, response to commands/instructions using classroom, playing field or diagrams.</p>
<p><u>4. Location of my community within the country of Belize once called British Honduras when it was ruled by Great Britain</u></p>	<p>Find Belize on Globe – show flat map of Belize – Find community in which school is located – discuss area – identify any features present – discuss location of one from the other.            Have children make oral sentences about the community and the location of different features.            E.g. The sea is to the East.</p>





# THEME: Landforms and Location

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Labeling individual diagrams</p> <p>Naming directions pointed out</p> <p>Playing games in which direction must be followed.</p>	<p>1.1 Recognize the globe as a model of the earth showing its contents of land and water and the lines which man has placed to help him locate places.</p> <p>1.2 Recall the shape of the earth.</p>
<p>Give: 1 Activities which include instructions to interpret directions and check responses.</p> <p>2). Games which involve physical and mental responses.</p>	<p>1.3 Apply the basic concept of cardinal points (north, south, east, west) to the classroom and playground.</p>
<p>Practice sessions which involve play activities based on the cardinal points</p>	<p>1.4 Recognize the location of the community in which the school is located (in north, south, east, or west of the country). Practice to identify the location of features within the community based on the known positions of the sun in the morning and evening.</p>
<p>Blank map exercises to identify/insert location of community and features learned.</p> <p>Oral exercises which will involve the use of information assimilated</p>	



# WORLD INFANT I

## Content Standard #2

### Weather and Climate:

Identify some climate types and explain climate related information. Describe how latitudinal location, landmass location, elevation, position of mountain ranges and the prevailing wind system combine to influence climatic conditions. Describe Conditions

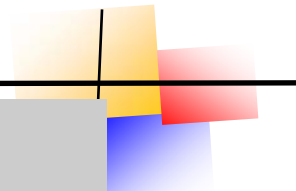
## Content Standard # 3

### Latitude and Longitude

Demonstrate knowledge of the identity and functions of the parallel lines of latitude, the meridian lines of longitude and the relationship between latitudinal range and climate and among longitudinal range, time and climate. Interpret location and solve location problems using grid references.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. <u>Shape and composition of the earth (land and water: imaginary lines on map representing earth)</u>	Introduce globe and discuss shape – examine globe – draw attention to top and bottom to reveal somewhat flattened areas (accept that it is round but flattened at top and bottom). Introduce sphere as name of shape. Discuss colors and shapes as outlined on globe – inform that it represents the earth – question to arrive at land and water, assist where necessary) draw attention to something else on globe and have children identify lines if not given. Discuss function of lines. <u>Conclusion</u> The globe represents the earth which is made up of land and water. The lines help people to find places.
<u>Theme: Weather</u> 1. <u>Daily weather (weather chart)</u>	Pictures/drawings illustrating weather conditions – background chart with pockets for holding flash cards – flashcards showing days of the week and weather conditions. Discuss daily weather, have class select appropriate pictures and cards to illustrate conditions. Record temperature and any other relevant information decided upon. Discuss effects. Arrange weather illustrations for the day.
<u>Theme: Rotation</u> 1. <u>Discuss daily movement of the earth – causing day and night.</u>	Discuss position of sun in the morning and late evening. Ask why the change, listen to answers, make comments and then suggest finding out. Introduce a top and let class observe what happens as it spins. Vocabulary – spin – turns very quickly. Introduce the globe in a large box or dark corner and flashlight to represent the sun. Either insert light through a hole in the box or hold light in box if large enough. Have children spin globe while teacher spots light for them to observe what happens. Discuss (Make sure they spin from west to east) Through discussion lead class to see that the earth spins always from the west to the east. Because the earth is round, the sun's light can only shine on half of the world at a time. The part that is turned towards the sun has day while that turned away has night. The sunlight spreads from east to west while the earth turns from west to east, that is why the sun rises in the east and sets in the west - because the west turns toward the east before it disappears away from the sunny side.





# Themes: The Earth, Weather, Rotation

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Question and answer sessions through games e.g. finishing game.</p> <p>Attaching labels to identify land and water</p>	<p>2.1 Investigating daily weather and constructing a weather chart</p> <p>2.2 Interpreting and selecting appropriate flashcards</p>
<p>Have individuals set up chart without teacher's guidance.</p> <p>Commend effort – discuss – let them make changes if necessary</p>	<p>3.1 Recognize and trace the lines which run from north to south and east to west on the globe and identify their function.</p> <p>4.1 Observe and describe the effect of the daily movement of the earth and the behaviour of the sun as earth turns from west to east</p>
<p>Using the globe and a flashlight, guide children to set up and carry out demonstration to show that: a). the light spreads from east to west as the earth turns from west to east; b). because of (i) the sun rises in the east and sets in the west; (ii) the west turns towards the east before it disappears away from the sunny side.</p>	<p>5.1 Relate things we use and things we do to produce something new as resources</p> <p>5.2 Identify some examples of resources including people</p>



# WORLD INFANT I

## Content Standard #4 Rotation

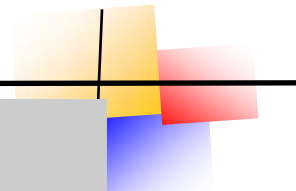
Define, describe and illustrate rotation and revolution and explain their effect on the earth. Explain the theory of Tectonic Plate Movement and identify examples of world regions where the meeting of plates has created changes in the build of surrounding environment and or either earthquake or volcanic movement

## Content Standard #5 Resources

Recognize useful things and actions as resources. Identify and classify resources in their natural regions, assess their role in the social, economic and political development of the country and explain conservation and preservation efforts. Identify and describe trade arrangement in dealing with resources.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Resources</u> 1. <u>Things we use and things we can do. Many things we use are called Resources.</u></p>	<p>Let children name things that we do in order to live (possible answers eat, drink) write on blackboard under heading "Things we do." Ask them to tell how they get the things they eat, what do people have to do? (Work, grow them, rear them, make them). Help children see that everything involves work of some sort - things we do. Then we <u>use</u> things as we work e.g. we use soil and water to grow things (rice, beans, fruits, potatoes) and give animals and people to drink. Who tends the rice and beans as they grow? (Expected answer – farmers, workman, and people). Statement – people use other people to work, to produce things. Anything that people use to produce/make something else is called a resource. We can say that when we use the soil to grow things, or people to make things we are using resources. Let children suggest other examples of resources. Give guidance by suggesting clues e.g. things people grow for sale: plantains, oranges, rice, bananas, etc. Things they need for their plants to grow: water, soil, fertilizer. The jobs people do to produce things (services) manage hotel, cook, teach, tend the sick, sell in shops, manufacture (make) sugar, grind corn etc. These are all services (jobs) done by people using one or more things to make something new – so people are a resource too. Discuss what students state to bring out different kinds of resources. Let children repeat the word resource several times while teacher points to it on the blackboard emphasizing the two syllables re – source.</p>
<p>2. <u>Examples of some resources are – soil, water, plants and food.</u></p>	<p><u>Second Lesson:</u> In second lesson, review the term 'resource' and have children give examples of different resources. Teacher can give pictures illustrating resources and their uses for children to identify the resource and in some cases, state what they are being used for. They should also explain whether the picture is showing a resource that is being produced (e.g. peppers being used to make pepper sauce for sale) or a worker e.g. a carpenter building or a man fishing. Teacher should lead children to see what is being asked by the questions directed to them. Group the resources (using pictures) into separate columns so that there will be the list on which to build the next lesson. List under natural and man-made</p>
<p>3. <u>Some things we do are also resources, for example – when goods are produced or when services are performed.</u></p>	<p><u>Third Lesson:</u> Get children to identify the resources that are made naturally (by God) – use pictures and lists from second lesson (teacher will read the names from the list one by one and let children say whether made by God or by man. Tell them that those that are made by God are called Natural and those made by man (people) are described as man-made, write on blackboard let class repeat. Show scenes of a natural forest region with animals and one with very few trees and no animals; one with a sea area teeming with fish and one without any sign of life. Discuss the pictures; establish through discussion that the trees and the fishes etc. were made by god so they are natural. Ask about uses of the forest and wild animals and the sea and the many sea foods, establish their value to human beings. Examine the other pictures and have children talk about the natural and man-made resources and how they differ.</p>





## THEME: Resources, Examples of resources

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Let children bring whatever relevant pictures they can collect from magazines, newspapers, posters, etc. (Teacher should provide some also) Let class glue them onto a piece of Bristol board or cardboard and copy the name resources for display. Teacher can also print name several times and just give each child to paste onto his or her display.</p>	<p>5.3 Discuss resources which are natural (made by God) and state why they should be protected, and recall examples of places that protect them</p> <p>5.4 Identify some examples of natural resources</p> <p>5.4 Understand what are resources, identify examples discuss natural resources, reasons why they should be conserved and some environments that are being protected</p>
<p>If sufficient clippings can be obtained, let individuals do their own lists otherwise, let children work in groups to form one list for the group showing natural and man-made resources (under headings – Made by God, Made by man).</p>	
<p>Let children copy the names at the top of their lists (natural resources, man-made resources)</p> <p>Play a game in which children will select pictures in response to request for either natural or man-made resources..</p>	



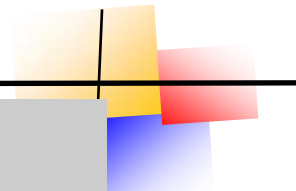
# WORLD INFANT I

## Content Standard #6 Tourism

Demonstrate knowledge of tourism as an industry. Identify and locate the various resources that Belize has to offer to enhance the industry. Explain the impact (including negative) of tourism on the environment and people of Belize. (social, economical, political, aesthetic/environmental)

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>4. <u>Natural resources – Conservation of the environment – examples of protected areas, Crooked Tree Wild Life Sanctuary, Guanacaste national park, Cockscomb Basin Wildlife Sanctuary.</u></p>	<p>Tell a story of famine in Africa and discuss with class, Ask questions. Ask children to look at all the different resources in the pictures and tell what would happen if they were no longer available to us. Expected answer – we would starve like the people in the story. Tell them that in order to make sure that that does not happen to us, we have laws that guide us in ways to keep our plants and animals from disappearing. Tell them about Belize Audubon Society and other groups that manage different areas so that they can protect them. The areas are called 'Protected Areas.' Let them repeat name. Show pictures of the different areas – post them up, write name of each and put them under the big heading 'Protected Areas' Let children know what happens in each and let them practice calling the names.</p>
<p>1. <u>Who is a Tourist? What is Tourism? A tourist is anyone who takes a trip from his home area to any other part of his country or any other country for pleasure.</u></p>	<p>Show tape or pictures of Belizeans traveling to Chetumal, Melchor, and the US etc. Tell children that they are all taking a short trip to another town or country (1 day, two days, a week or maybe a month or two). Ask if they have ever heard a name for such people – ask what they would call them. If prompting does not bring out what the teacher wants, tell them they are called <u>tourists</u>. Give reasons why based on content. Write word on blackboard and let them repeat several times. Tell them that the people in the pictures are all taking part in <u>tourism</u> so that is another word they will need to know – write on blackboard and have them repeat. Tourism is the name of the activity.</p>
<p>2. <u>Tourism is the movement of people from where they normally live and work to other places for short periods of time.</u></p>	<p>Continuing the use of tape/pictures, show a variety of tourism related scenes, discuss and lead class to see that: tourism involves movement from the place where people live to some other place. That place could be within the same country (give examples) within the same region (give examples), or to places far away (give examples). Use maps in each case</p>
<p>3. <u>Tourism provides a number of services and activities that tourists need.</u></p>	<p>Again using tapes or pictures show a variety of tourism related services and discuss to bring out the service/s being offered in the Tourism Industry. Write on blackboard and let children repeat the names. NB. Instead of pictures, field trips can be made where practical to study this topic. Teachers could also structure stories through which the three topics could be taught based on teacher's reading and questioning followed by discussion at appropriate points in the reading.</p>





# THEMES: Resources, Tourism

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Question children about story and let them give answers to questions – set stage for the follow up part of the lesson.</p> <p>Ask children different questions about how they think we could protect our plants and animals. Show pictures of some problems experienced and discuss.</p> <p>Let children point to the different pictures posted and say what each shows and what is being protected. Let them repeat names and heading several times.</p>	<p>6.1 Recognize a tourist as anyone who takes a relatively short trip from his/her home for pleasure and Tourism as the movement of people to places outside of where they normally live, for short periods of time</p> <p>6.2 Identify some of the services and activities that tourism needs</p>
<p>Give oral exercises in which the word Tourist will be used to show understanding.</p> <p>Play acting to bring out the definition of 'Tourist'.</p> <p>Labeling of pictures.</p> <p>Use of word 'Tourism' in oral sentences to show understanding.</p>	
<p>Recognition of the different services offered to tourists through visible events in the country as well as through picture interpretation.</p> <p>Use of appropriate vocabulary in making oral sentences.</p> <p>Display information on services in short sentences which some children will be able to read.</p>	



# WORLD—INFANT 11

## Content Standard #1

### The Earth

A. Develop a mental picture of the distribution of landmasses and water bodies. Recall earth's shape, internal composition and external build and demonstrate understanding of their influence on specific changes. Identify and explain its land and water and the living things which inhabit them.  
and

### Landforms and Location

B. The **acquisition** and **application** of knowledge and skills to: visualize, explore and describe regions, interpret geographic data, make predictions and generally solve problems specific to land forms and location.

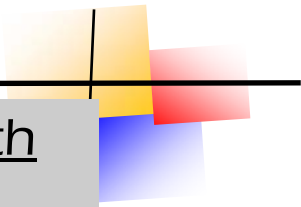
## Content Standard #2

### Weather and Climate:

Identify some climate types and explain climate related information. Describe how latitudinal location, landmass location, elevation, position of mountain ranges and the prevailing wind system combine to influence climatic conditions. Describe conditions

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. <u>My community and its surroundings.</u>	Review statements previously made about community through questioning and discussion (Inf 1). Have children record them in journals. Discuss surroundings using the children's first-hand knowledge – highland, lowland, rivers etc. – Record findings, use pictures/drawings to illustrate scenery. Make oral sentences about the community surroundings. Write sentences about surroundings with teacher. Discuss uses of the surroundings, products of the surroundings – features of the surroundings – record for further study.
2. <u>Neighboring communities (Use of cardinal points to identify location/direction of one from the other) Map of Belize.</u>	Follow procedure used for previous topic – identify location discuss direction – discuss features – insert on blank map of Belize – record any written information, illustrate wherever possible using pictures and drawings.
<u>Theme: The earth</u> 1. <u>How it is made up– highland, lowland. Waterways covering lowlands. Lines of latitude and longitude.</u>	Begin with physical map of Belize (sold by Cubola) identify highlands and lowlands after discussing legend – next identify water bodies again using legend (rivers, lagoons, creeks and Caribbean Sea). Transfer knowledge to map of the world. Identify highland and lowland Features on Map of the World applying interpretation of symbols. Conclusion – The earth is made up of land and water. Some of the lands are high and some are low. The highest lands are called mountains; lands that are not very high are called hills. Rivers, streams, lagoons, lakes, seas, and oceans are all bodies of water.. The lines help us to find places on the map.





# THEMES: Landforms and Location, The Earth

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Oral question and answer sessions on (a) where the community is located in Belize; (b) the cardinal points of the community based on the location of the rising and setting sun.</p> <p>Oral description of the community and its surroundings whether land is high or low, whether there are streams/lagoons/ponds.</p> <p>True or false questions on the community and its surroundings. Write short individual sentences about the community and about the surroundings. Identify uses of the community surroundings, products and features.</p>	<p>1.5 Apply the basic concept of the cardinal points to physical features and neighbouring communities on the map of Belize.</p> <p>1.6 Identify the cardinal directions of the neighbouring features and communities.</p> <p>1.7 Recognize the build of land – highland, lowland, water bodies covering lower lands by interpreting legend on map of Belize.</p> <p>1.8 Apply knowledge of legend to map of the world, including knowledge of general direction.</p>
<p>Insert and identify community on blank maps after identifying on Map of Belize.</p> <p>Answer questions about features.</p> <p>Attach labels of features to large community map.</p>	<p>1.9 Identify lines which run north to south and those which run east to west.</p>
<p>Identification of features based on legend (colour) – highlands, lowlands, rivers and lagoons. Also label Caribbean Sea.</p> <p>Identification of features named on map of the world.</p> <p>Recall how the earth is made up.</p> <p>Use understanding to attempt simple map reading</p>	



# WORLD—INFANT 11

## Content Standard # 3 Latitude and Longitude

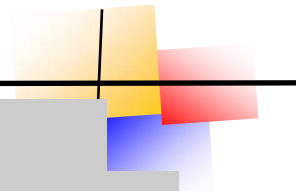
Demonstrate knowledge of the identity and functions of the parallel lines of latitude, the meridian lines of longitude and the relationship between latitudinal range and climate and among longitudinal range, time and climate. Interpret location and solve location problems using grid references.

## Content Standard #4 Rotation

Define, describe and illustrate rotation and revolution and explain their effect on the earth. Explain the theory of Tectonic Plate Movement and identify examples of world regions where the meeting of plates has created changes in the build of surrounding environment and or either earthquake or volcanic movement.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>1. Weather patterns (daily) to arrive at Belize's two seasons and climate – wet and dry – advantages and disadvantages of wet and dry seasons.</u></p>	<p>Using the information from daily weather chart, have children count number of dry days and wet days and chart when they occur. Discuss to arrive at the conclusion that Belize's weather is either wet or dry and wetness and dryness appear during special months – when something happens for a time only, that time is called a 'season', so it can be said that Belize has two seasons – wet and dry. The wet season June to November. The dry season March to May. Advantages and disadvantages of wet and dry seasons – Discuss with class the good and bad things that they like or do not like about each season. Record decisions – teacher helps to tidy up sentences. Discuss cool season also, November to February or March.</p>
<p><u>1. Day and night caused by the spinning of the earth once every 24 hours (Vocabulary – spin/rotate – rotation)</u></p>	<p>Before lesson time, deal with vocabulary – Illustrate spinning using a top, another word for spin is rotate, the spinning could be called the rotation. Practice pronouncing and writing the word from blackboard. Introduce clock face and discuss time they begin school – show on clock – move hands to 6:00 o'clock – and show how many times the hand has to go around for the earth to make a complete turn. Have children count the hours along with teacher to arrive at 24 hours. Discuss situation of earth with respect to the sun to determine time – day or night, morning or evening. Discuss with class what causes day and night. Use their answers to lead them to: Day and night are caused by the spinning (rotation) of the earth every 24 hours.</p>
<p><u>1. Types of Tourist - A domestic tourist is someone who lives in a country and travels to a place within his/her country. A regional tourist is any person who travels to a country other than the one in which he/she lives but is not far away. e.g. Belize to Chetumal. An international tourist is any person who travels to a country far away from his own country, e.g. New York to Belize or England to Belize. Tourist related services: Accommodations – e.g. hotels, guest houses, cabanas. Transportation – e.g. travel by buses, cars, airplanes, cruise ships. Food and drinks – e.g. restaurants, fast-food outlets.</u></p>	<p>Deal with vocabulary a day before lesson– domestic – in home country; regional – in the same general area e.g. Central America is a region in which Belize is situated. International - places that are all over the world. Accommodations – hired rooms. Transportation – means of traveling from place to place. Use story-telling with illustrations to introduce the words – discuss story to lead children to an understanding of the terms. Write meanings and display in classroom. Apply the meanings of words learned and use a map of the world to help children to understand the meaning more clearly. A 'field trip' would offer first hand experience where practical/possible. If field trip is not possible use pictures or tapes.</p>





# THEME: Weather and Climate, Rotation

## Content Standard #5 Resources

Recognize useful things and actions as resources. Identify and classify resources in their natural regions, assess their role in the social, economic and political development of the country and explain conservation and preservation efforts. Identify and describe trade arrangement in dealing with resources.

## Content Standard #6 Tourism

Demonstrate knowledge of tourism as an industry. Identify and locate the various resources that Belize has to offer to enhance the industry. Explain the impact (including negative) of tourism on the environment and people of Belize. (social, economical, political, aesthetic/environmental)

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Making individual statements about Belize's weather and about Belize's climate (two seasons) Identifying from the records kept during the previous year the months that were dry and the months that were wet. If this is not available, obtain the information from the Weather Bureau. Recalling the months that were 'hot and wet' and those that were 'hot and dry'. Stating what they like about each season, why, or why not.</p>	<p>2.3 Investigate Belize's daily weather and discuss to arrive at the conclusion of Belize's weather being wet or dry. 2.4 Form conclusions about good and bad aspects of the two seasons based on their own experiences. 3.2 Recall the function of the lines and identify the direction in which each set runs.</p>
<p>Oral filling in of blanks to show understanding of rotate, spin, rotation and spinning. Oral responses to demonstrate correct pronunciation of words. Using games 'night and day' 'morning and evening' give opportunity for children to spin the globe, touch one section and say whether that section is experiencing night or day, morning or evening.</p>	<p>4.2 Apply observation of the spinning globe and the time counted to further understand the cause and time taken in the process of day and night 4.3 Learn two new words: rotate and rotation</p>
<p>Oral use of vocabulary in sentences. Identification of types of Tourist from pictorial scenes showing their home base and destination. Oral explanation of the meaning of the different types. Identification of tourist related services. Playacting – have individuals select a service he/she represents and relate what the service offers. Matching columns e.g. Accommodation - Guest house Food - drinks Transportation - Bus Discussing field trip experience to identify a. type of tourist; b. types of service observed.</p>	



# WORLD STANDARD 1

## Content Standard #1

### The Earth

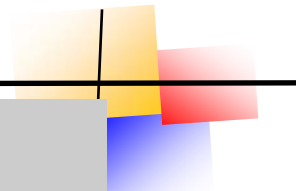
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and

### Landforms and Location

B. The **acquisition** and **application** of knowledge and skills to: visualize, explore and describe regions, interpret geographic data, make predictions and generally solve problems specific to land forms and location.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>1. <u>Map Work- relationship between flat map and globe – contents of maps.</u></p>	<p>Present the globe and a flat map for children to examine to find similarities and differences.            Similarities – show land bodies, show water bodies, show lines.            Differences – The globe shows the lines meeting at the top and bottom (poles) while the flat map shows them not meeting.            The globe shows a smaller scale than the flat map (scale – measurement used).            The globe shows the shape of the earth while the flat map does not. The globe may not have a legend – a legend tells what the symbols stand for.            The main difference between the globe and the flat map is that the globe shows the earth as it really is shaped and the imaginary lines meet at the poles.            The world contains the continents: North America, South America, Europe, Asia, Africa, Australia and Antarctica. Label on blank map.            The oceans are: Artic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean and Antarctic Ocean.            A continent is a large mass of land containing several countries.            An ocean is a large body of salt water surrounding the land of the globe. A sea is a part of the ocean</p>
<p>2. <u>Map of Belize – map work to locate districts, mountains, lands, rivers and lagoons, towns and villages (recognition).</u></p>	<p>Introduce political map of Belize.            Trace outline of respective districts with pointer – pronounce names. Introduce outline maps showing district boundaries – have class insert the names of the districts. Have children identify district by name – apply knowledge of cardinal points to location of districts. Allow opportunities for children to assimilate knowledge through regular practice on outline maps or by responding to questions.            Examine legend for symbols signifying – (a). Cities/town; (b). villages. First identify the chief towns. Discuss functions and location. Give practice in identifying location.            Repeat the exercise on the villages. Choose a pattern then apply to each district identifying the larger villages first. Have children associate village with some sort of activity to help them remember. Discuss difference between town and village. Introduce physical map – have class examine legend to identify symbols/colors for mountains, hills, lowlands, rivers and lagoons. Discuss each form/feature to arrive at an understanding of what each is. Identify on individual physical map and label.</p>





# THEME: Landforms and Location

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Identification of similarities and differences.</p> <p>Recognition that the globe represents the shape of the earth and the way the lines are.</p> <p>Recognition of the legend on maps and its function.</p> <p>Use of legend to read simple map</p> <p>Identification of continents, oceans, and seas as a part of an ocean. Work with maps of Belize and World (physical, political and blank). Play 'Identity Bingo' to give practice in recognition.</p>	<p>1.10 Study the globe and the flat map of the world to identify similarities.</p> <p>1.11 Use map of Belize to identify the physical features of Belize and the cities, towns and villages by interpreting the legend.</p> <p>2.5 Use pictures to identify weather patterns and natural vegetation in different temperature zones given on map</p>
<p>Blank map insertions labelling of district and direction given.</p> <p>Recognition of individual district shape from cutouts (game activity as well as seat work)</p> <p>Map reading through interpretation of legend.</p> <p>Application of the concept of legend by creating their own to explain maps on which they have made insertions.</p> <p>Identifying the difference between: (a). any two population centers e.g. town and small village town and city; (b). any two physical features; (c). any two water features.</p>	<p>2.6 Discuss climatic variations based on temperature and rainfall</p> <p>2.7 Conclude that weather pattern over the world vary widely very hot and very cold, very wet and very dry</p>



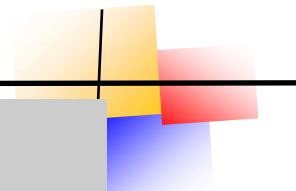
# WORLD STANDARD 1

## Content Standard #2 Weather and Climate:

Identify some climate types and explain climate related information. Describe how latitudinal location, land-mass location, elevation, position of mountain ranges and the prevailing wind system combine to influence climatic conditions. Describe conditions

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. <u>Description of physical features of Belize</u>	Observe physical features on map of Belize and describe in logical order. (These include highlands, lowlands, hills, karst, country, rivers, lagoons and marshlands. See resource guide for more information) Regular practice work would enhance assimilation.
2. <u>Activities in area and surroundings, example agriculture, sources of water</u>	In groups, research the activities that are carried out in the areas. Teacher should identify topic areas for individual group selection to ensure equitable distribution of work load. Groups should record findings and report to class using appropriate illustrations. Display in classroom
3. <u>Other sources of water</u>	Research any other source of water other than the physical regions reported on e.g. the desalination project for Ambergris Caye, the dams, wells etc. Report, discuss and display.
4. <u>Resources in the area</u>	Discuss what the term <b>resource</b> includes. From the discussion have class <b>identify the resources in the area</b> – use pictures, stories, products to help class to identify all the available resources. Depending on the popularity of the area, have class research it through articles, talks, posters, newspaper clippings, resource person/s, observation. Record findings in booklet and report with illustrations wherever possible. Discuss uses, quality, and quantity – impact on the area.





# THEME: The Earth

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Oral map reading based on use of symbols, follow up with individual, practical identification of features on class map, followed by individual responses on individual maps in answer to teacher's questions.</p>	<p>2.5 Use pictures to identify weather patterns and natural vegetation in different temperature zones given on map</p>
<p>Short trips to examine sites and record findings. Short class reports to share findings. Preparation of illustrated reports for classroom displays.</p>	<p>2.6 Discuss climatic variations based on temperature and rainfall</p> <p>2.7 Conclude that weather pattern over the world vary widely very hot and very cold, very wet and very dry</p>
<p>Make available different books containing information on topic. Introduce class to the concept of research. They can read simple articles, ask questions, contact resource people, ask parents to take them to observe etc. <u>Bottom line is they should do the work themselves.</u> Schools within the environment of the sea should use the MBRS project in connection with this topic – work through selected exercises and play specially prepared games.</p>	
<p>Schools away from the sea and mangrove regions will have to make some adjustment. A trip to the nearest suitable area might suffice Produce research reports collated after reading different articles, listening to speakers, etc.</p> <p>Responses (oral/written) to questions on quality, quantity and impact of individual resources on the area.</p>	



## WORLD STANDARD I

### Content Standard # 3 Latitude and Longitude

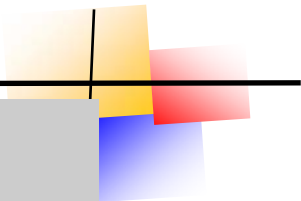
Demonstrate knowledge of the identity and functions of the parallel lines of latitude, the meridian lines of longitude and the relationship between latitudinal range and climate and among longitudinal range, time and climate. Interpret location and solve location problems using grid references.

### Content Standard #4 Rotation

Define, describe and illustrate rotation and revolution and explain their effect on the earth. Explain the theory of Tectonic Plate Movement and identify examples of world regions where the meeting of plates has created changes in the build of surrounding environment and or either earthquake or volcanic movement.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
5. <u>Water cycle explained simply</u>	Use either a tape illustrating the water cycle or pictures/drawings in series to illustrate the water cycle. Before introducing any of the above, have class discuss experiences with water settled on the ground, the state of the atmosphere before heavy rain (dark clouds). The disappearances of steam while a kettle is boiling, etc. Draw on these background experiences to discuss steps in the water cycle – have class copy their own illustrations in note book.
6. <u>Conservation of Land and Water</u>	Introduce word ' <u>conserve</u> ' and have children suggest meaning; if no correct answer is given, have class look it up. Lead class to find the noun (conservation) from the verb conserve. Discuss uses of land and how land can be lost to the uses named. Discuss what could be done to conserve land for individual uses – list on black board. Discuss reasons why the land should be treated properly to prevent loss – record on black-board. Have class copy in notebooks. Assign creative writing exercise on resources – stories, poems, short skit. Repeat procedure for water.
7. <u>Transportation and communication in the area</u>	Introduce the words transportation and communication – ask for meanings – if not given have class refer to their dictionaries. Discuss meanings - ask for examples of each – have class identify what is present in the area. Discuss merits of the different types. Have children play – act. Choose one type of transportation or communication and discuss the impact of the system in the area on development of the area.
8. <u>Rocks and soil types in the area (experiment with weight, porosity and texture)</u>	Teacher should first acquaint herself/himself with the location of different types of soil in the area. Assign some pairs (2 or 3 depending on class size) to dig soil from each area and examine it to decide on texture, color, porosity, weight. Use the same amount of water to test for porosity with each sample. Have each pair record its findings then let all pairs using the same soil sample get together to compare





# THEME: Resources

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Story writing on the water cycle. Illustrating the cycle through drawings/pictures and attached notes/ explanations</p> <p>Application of knowledge of the water cycle responding to related questions.</p> <p>Games which include a medley of topic answers for success.</p>	<p>3.3 Observe that the east – west lines are the same distance apart, while the north – south lines meet at the poles.</p>
<p>Use of vocabulary in sentences to show understanding.</p> <p>Actions/speech which reflect individual attitude towards conservation</p> <p>Creative writing exercises on different aspects of the topic.</p> <p>Identification of: (a). ways in which water can become polluted; (b). uses of water (std 1 should be guided to see uses outside of home use); (c). ways in which water can be conserved.</p> <p>Impromptu skits on resources.</p>	<p>3.4 Associate names with lines: North – south are called lines of longitude, east-west are called lines of latitude.</p> <p>4.4 Use vocabulary acquired and activity observed to define rotation as the spinning of the earth on its axis once every 24 hours causing day and night</p>
<p>Exercises which allow for the use of the vocabulary.</p> <p>Oral/written exercises on transportation and communication available in area.</p> <p>Critical assessment of systems in area compared with others.</p> <p>Assessment of the impact of the system of transportation and communication on the area - orally/written.</p>	
<p>Testing soil to ascertain type and describing and evaluating test results.</p> <p>Description of characteristics of different types of rocks/ soils.</p> <p>Matching of rocks and soil types with descriptions.</p> <p>Creative writing on rocks and soils in their area.</p> <p>Sensitivity to rocks and soil types and their practical uses through gardening discussions and other methods of beautifying the environment.</p>	



# WORLD STANDARD I

## Content Standard #5 Resources

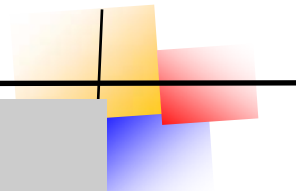
Recognize useful things and actions as resources. Identify and classify resources in their natural regions, assess their role in the social, economic and political development of the country and explain conservation and preservation efforts. Identify and describe trade arrangement in dealing with resources.

## Content Standard #6 Tourism

Demonstrate knowledge of tourism as an industry. Identify and locate the various resources that Belize has to offer to enhance the industry. Explain the impact (including negative) of tourism on the environment and people of Belize. (social, economical, political, aesthetic/ environmental)

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
9. <u>Natural disasters – hurricanes, floods.</u>	Use tape or pictures to illustrate what happens during a flood. Discuss what is likely to happen to people, animals, plants and property during a flood. Discuss how floods come about. Get children to make sentences about floods. If children have experienced this, let them tell of their experiences. Treat hurricanes in the same way using tapes and pictures. Discuss the effects of the most recent hurricane to hit the area or the country. Emphasize the dangers to life and property including transportation and communication problems. Write stories about one of the disasters or draw and label drawings to illustrate story. Use map of the world to show area where hurricanes might be formed and the path they travel to reach Belize. Explain formation and movement simply.
<u>Weather patterns and climate</u>	Use pictures to help children recognize that there are different types of weather patterns and climatic conditions. Use map of the world and associate different climatic scenes with different parts of the world. Location influences temperature. Climatic Conditions range from very hot and wet, very hot and dry to very cold and dry. Use Belize as base to introduce this topic. Discuss Belize's climate which is subtropical (hot but not extremely hot and wet as there is adequate rainfall although there is usually a long, dry season) The hot temperature and sufficient rainfall give rise to thick rain forest (show pictures/tapes in regions away from forest; use primary sources wherever possible) Show scenes from other regions if possible to help children to understand that Belize's climate is not among the hottest. Show location on world map. Do the same with hot – dry deserts and cold desert regions. Discuss location and changing conditions. Do individual drawings to illustrate their notes. Write sentences about the conditions. Label world map to show location of climate type, hot and wet, very hot, very hot and dry, cold, freezing etc.
1. <u>Rotation is the spinning of the earth on its axis, once every 24 hours, causing day and night.</u>	Building on the vocabulary introduced in infant 2, and after a review of the demonstration on the time taken, assist children to form a response to the question 'What is rotation?' Give class clues like; another word for rotation, time taken, and result. Teacher should tidy up words to arrive at definition. Rotation is the spinning of the earth once every 24 hours, causing day and Night (record in notebook)





# THEME: Resources, Weather, Rotation

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Making sentences to show understanding of the causes and nature of floods.</p> <p>Draw individual illustrations to depict some aspect of a hurricane.</p> <p>Make sentences about a hurricane.</p>	<p>5.6 Recognize different human skills as resources and identify Some</p> <p>5.7 Study the functions of selected protected areas through pictures-recall names and functions</p>
<p>Answering questions to show that they understand that weather and climatic conditions are not the same all over the world. Using pictures to associate different parts of the world with different types of climatic conditions. (matching pictures with regions).</p> <p>Write sentences which express understanding of the fact that climates differ in different locations.</p>	<p>6.3 Discuss scenarios and identify different reasons why tourists travel- learn about other cultures recreation, sporting, ad venture, shopping, vacation, experience, better climatic Conditions</p>
<p>Use of word 'rotation' orally and in written assignment.</p> <p>Understanding of the word in given instruction</p> <p>Recall and explanation of definition.</p>	



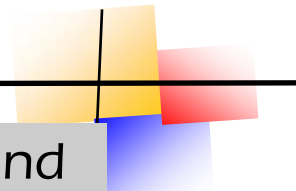
# GOVERNMENT & CITIZENSHIP INFANT 1

## Content Standard #1

Recall elements of self and family identity, and identify the interdependency, rules and values that hold family members together as a family

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Myself and My family</u> <u>Content</u></p> <p>1. My name, age and sex</p>	<ol style="list-style-type: none"> <li>1. Discuss and identify likes and dislikes of food, clothing, things to do, places to go etc.</li> <li>2. Identify their names, ages and sexes.</li> <li>3. Discuss "What makes me feel good or bad" etc.</li> <li>4. Discuss more personal data: e.g. age and sex.</li> </ol>
<p>2. My height and weight</p>	<ol style="list-style-type: none"> <li>1. Make height chart on the wall and have children measure each other (under supervision) and use a body scale to weigh themselves</li> </ol>
<p>3. My family</p>	<ol style="list-style-type: none"> <li>1. Discuss the meaning of "Family". Whole class discussion on members of the family, and the importance of families and their roles.</li> <li>2. Explain God's love for us and our families..... the air we breathe in, the sunshine, the rain, etc. our health are all from God and his love.</li> <li>3. Discuss our love for ourselves and our families and God.</li> </ol>
<p><u>My family and My home</u> <u>Content</u></p> <p>1. Myself as part of the family</p>	<ol style="list-style-type: none"> <li>1. Whole class discussion on the importance of each person in the family.</li> <li>2. Discuss and decide what makes the home important.</li> <li>3. Talk about the part of the home that they love the best</li> <li>4. Talk about the people in the home they love the best.</li> </ol>
<p>Myself as part of the class</p>	<ol style="list-style-type: none"> <li>1. Discuss the importance of being a part of the class.</li> <li>2. Explain the notion of the class being the family at school</li> </ol>
<p>1. Myself as a part of my neighbourhood</p>	<ol style="list-style-type: none"> <li>1. Discuss the meaning of the words <u>neighbour</u> and <u>neighbourhood</u>.</li> <li>2. Whole class discussion on the importance of being a part of my neighbourhood.</li> <li>3. Decisions on what they can do to be accepted as part of their neighbourhood.</li> <li>4. Discuss their neighbourhood at school</li> </ol>





# THEME: Myself and My family, My Family and My home

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Group children according to their first names. Using powder paint let them put their handprints on shop paper and teacher puts their first name letter underneath. Individuals will do the same on smaller sheets. Hang these on the wall so that individual children will distinguish their own handprint from among others.	1.1 Tell their personal data: name, age, sex, height
1. Use height and weight measurements let; children recognize each figure (number) involved. 2. Display and share similarities and differences. Use these to make sentences (orally by children), teacher writes their sentences.	1.2 Explain the importance of their family to them
1. Allow children to name the members of their family (living in the same house with them). 2. Identify what roles different family members play, including themselves. 3. Sing choruses which reinforce love of family e.g. It's love that makes the world go round, etc	1.3 Identify themselves as part of the family, the class and their neighbourhood
1. Recognize themselves as part of the family by drawing the family and distinguishing themselves in the picture	1.4 Appreciate that rules at home help us to be safe, to have good manners and so be respectful
1. Recognize themselves as an important part of the class 2. Show (by behavior and actions) that they love being a part of the class	1.5 Tell about themselves and their home and family and the rules which govern their homes
1. Show neighbourliness to one another in class and to other children in the school 2. Draw pictures of their neighbourhood 3. Show the position of their house in the neighbourhood 4. Describe how they show their families, neighbours and God that they love them.	



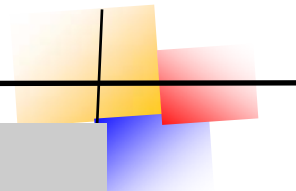
# GOVERNMENT & CITIZENSHIP INFANT I

## Content Standard #1

Recall elements of self and family identity, and identify the interdependency, rules and values that hold family members together as a family

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
<u>Rules</u> <u>Content</u> Rules at home help us to be safe	1. Discuss the importance of rules in the home, at school, in the classroom, in the community. 2. Discuss and conclude that in the community/nation, rules are called laws.	
3. Rules at home help us to be respectful	1. Discuss the meaning of the words 'respect' and 'respectful.' 2. Give examples (orally) of attitudes which show respect to others and for self	





## THEME: Rules

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Act out (role play) a child who a). Obeys rules/laws; b). disobeys rules or laws 2. Show how obeying rules/laws helps us to be safe; or how disobeying rules/laws makes us unsafe	1.4 Appreciate that rules at home help us to be safe, to have good manners and so be respectful
1. Show respect to teachers, classmates and other students. 2. Dramatize how rules/laws help us to be safe, to have good manners, to be respectful. 3. Compile booklets with drawings and/or pictures to: 1). Represent each person in the family and their roles in the family. 2). Their neighbourhood and neighbours activities' depicting obeying rules/disobeying rules/laws.	1.5 Tell about themselves and their home and family and the rules which govern their homes

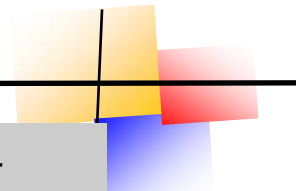


## Content Standard #1

Recall elements of self and family identity, and identify the interdependency, rules and values that hold family members together as a family

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Myself and My family</u> <u>Content</u></p> <p>1. My personal growth</p>	<p>1. Whole class discussion on clothes and shoes which they have outgrown 2. Compare height and weight of children 3. Explain that each person grows at his or her own pace</p>
<p>My personal data</p>	<p>1. Whole class discussion on the importance of personal data, e.g. date of birth, address, telephone/cell number(s), school address and name of school 2. Compile a chart on children's personal data</p>
<p>Family members</p>	<p>1. Discuss parents' names, grandparents' names, aunts, uncles and cousins names. 2. Discuss in detail the meaning of the word "family"</p>
<p>1. Responsibilities of family members</p>	<p>1. Whole class discussion on the roles and responsibilities of family members</p>
<p><u>Theme: Interdependence with myself and my family</u> <u>Content</u></p> <p>1. My home</p>	<p>1. Whole class discussion on "a house" and "a home". What makes a house a home? 2. Individuals tell what his or her home means to him or her. 3. Draw pictures of their home and relate the story about their drawing.</p>
<p>Types of families</p>	<p>1. Whole class discussion on the types of families: immediate (nuclear) family and extended family.</p>





# THEME: Myself and My family, Interdependence with my family

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Check sizes of shoes worn currently and compare to the pair) worn last year.            2. Make a height chart on the wall and have children measure each other and record their findings (with supervision)            3. Use a body scale to get children’s weight. Let them record their findings</p>	<p>1.6 Give personal information on growth, data and family relations            1.7 State the responsibilities of family members including themselves            1.8 Tell the difference between a house and a home</p>
<p>1. (i) Children will require from parents and get them (parents) to send birth dates, addresses and telephone/ cell number(s) to school. (ii) Children compile this information in booklet (with teacher’s help).</p>	<p>1.9 Name the two types of families and tell which type they live in            1.10 List their family members and state the basic needs of the families</p>
<p>1. Continue in booklet showing members of the nuclear and extended families.            2. Children will give (explaining in their own words) the meaning of the word family</p>	<p>1.11 Describe their neighbourhood and how to protect and sustain it            1.12 Name some goods which are presently and previously available in the community and neighbourhood</p>
<p>1. Continue in booklets showing the nuclear family and the roles and responsibility of each member.            2. Role play on family members and their responsibilities.</p>	<p>1.13 Recognize that rules at home and for the community help us to be responsible and keep us safe            1.14 Recognize that in the home they are called rules and in the community they are called laws            1.15 Describe the consequences of disobeying rules/laws and recognize an outstanding citizen</p>
<p>1. Oral questioning or interviewing on the difference between a house and a home.            2. Draw pictures to show the difference between a house and a home (in booklet). Oral questioning about the pictures drawn relating to their home.</p>	<p>1.16 Describe themselves, their homes, their family, their community and the rules which govern their homes and community</p>
<p>1. In groups, children will compile a chart showing the members of the immediate and extended families.            2. Written test on families using matching and true or false formats.</p>	

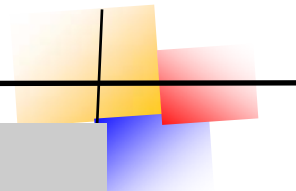


## Content Standard #1

Recall elements of self and family identity, and identify the interdependency, rules and values that hold family members together as a family

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Family members	<ol style="list-style-type: none"> <li>1. Individuals name their family members and their relationship to him or her – why he/she is my uncle or aunt etc. Why I am his/her nephew, niece, etc?</li> <li>2. Whole class discussion on family members:               <ol style="list-style-type: none"> <li>a). Mother’s side: maternal relationship and b). Father’s side: paternal relationship.</li> </ol> </li> </ol>
Basic needs of families	<ol style="list-style-type: none"> <li>1. Brainstorm the basic needs of families – shelter, food, clothing and love.</li> <li>2. Discuss: (a) how these needs can be met; (b) who provide for these needs; (c) how can they (the children) help.</li> </ol>
<u>Theme: My Community</u> <u>Content</u> 1. My neighbourhood	<ol style="list-style-type: none"> <li>1. Discuss the word ‘neighbourhood’ – meaning of the word neighbour; how we should live with our neighbours and people in our neighbourhood.</li> <li>2. Ask children to interview their parents and neighbours about present and past neighbourhoods, e.g. buildings, environment, roads/streets.</li> </ol>
2. Protecting and sustaining my neighborhood	<ol style="list-style-type: none"> <li>1. Discuss and list ways we can protect and sustain our neighbourhood.</li> <li>2. Involve children in clean-up campaign around school and neighbourhood.</li> </ol>
3. Goods offered in my community and neighbourhood – past and present	<ol style="list-style-type: none"> <li>1. Discuss the meaning of “Natural and Manmade resources.”</li> <li>2. List natural and man-made resources in the community; discuss their uses and their importance to the community and neighbourhood members – trees, river, sea (natural); shops, streets, roads, houses, etc. (man-made).</li> <li>3. Visit places that offer goods. Discuss the items offered – why the shop keeper has things like toilet paper, milk, bread, etc. for sale in their neighborhood.</li> </ol>





# THEME: Family, My community

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Continue compilation of booklet with pictures and/or drawings of immediate and extended family members and a sentence beside or under, e.g. "My mother's sister is my aunt". 2. Group maternal relatives together and paternal relatives together.	1.6 Give personal information on growth, data and family relations 1.7 State the responsibilities of family members including themselves
1. Construct a diagram illustrating the needs, supported with pictures and/or drawings. 2. Oral test on basic needs of families	1.8 Tell the difference between a house and a home 1.9 Name the two types of families and tell which type they live in 1.10 List their family members and state the basic needs of the families
1. Answer the questions: "who is my neighbour?" "What is my neighbourhood?" "Things I can do to live in harmony with my neighbours." These will be answered orally. 2. Draw pictures of their neighbourhood. 3. Report what they have learnt from parents and neighbours about present and past neighbourhoods.	1.11 Describe their neighbourhood and how to protect and sustain it 1.12 Name some goods which are presently and previously available in the community and neighbourhood 1.13 Recognize that rules at home and for the community help us to be responsible and keep us safe
1. Children make a list of things they (we) can do, or don't do, to sustain and protect our neighbourhood. 2. Use checklist to observe children's participation, cooperation, attendance and punctuality in clean-up campaign	1.14 Recognize that in the home they are called rules and in the community they are called laws 1.15 Describe the consequences of disobeying rules/laws and recognize an outstanding citizen
. Children identify the difference between natural and man-made resources. List their use(s) in the community or neighborhood. 2. Draw pictures or bring pictures showing natural and man-made resources. Compile and label these in booklet. 3. Develop a "class shop". Students suggest and decide on name for the shop. Use the shop in Math and English classes as well.	1.16 Describe themselves, their homes, their family, their community and the rules which govern their homes and community



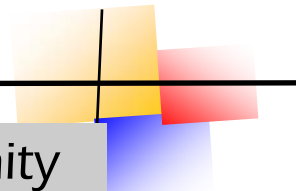
# GOVERNMENT & CITIZENSHIP INFANT II

## Content Standard #1

Recall elements of self and family identity, and identify the interdependency, rules and values that hold family members together as a family

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Rules</u> <u>Content</u> 1. Rules at home help us to be responsible</p>	<p>1. Discuss the importance of having rules in the home and the consequences of obeying or disobeying rules 2. Name some rules established in their homes</p>
<p>2. Community rules</p>	<p>1. Discuss community rules – called laws – the need for these. 2. Name some community rules/laws. 3. Talk by resource person(s) in the community e.g. the police.</p>
<p>3. Safety rules in our community</p>	<p>1. Discuss the need and the importance of safety rules/laws in our community, e.g. traffic rules: no entry signs, red, green and yellow lights; Safety and protection laws: Don't drink and drive, etc. 2. Discuss public places in our community that should be cared for and protected by community members, e.g. streets, parks, playground, etc. 3. Talk about vandalism, conservation, communal property. 4. Involve students in clean-up campaign around school and neighbourhood</p>
<p>4. What happens when rules are broken</p>	<p>1. Discussion on what happens when rules/laws are broken: If we do not show responsibility, we are punished</p>
<p>5. An outstanding citizen in our community</p>	<p>1. Distinguish the qualities that make a person to be considered as outstanding. 2. Name outstanding citizens in their community. 3. Recognize community members who served the community in the past; discuss their contributions.</p>





# THEME: Rules at home and in the community

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Role-play a home scene with rules and one without rules. Discuss the consequences/results of each. 2. Give some rules that they have at home. Say what happens when they obey or disobey them.	1.6 Give personal information on growth, data and family relations
1. Say why rules/laws are important 2. List some community rules/laws and say why they think these were made. 3. Observe children's attention and participation. Encourage children to ask questions.	1.7 State the responsibilities of family members including themselves  1.8 Tell the difference between a house and a home  1.9 Name the two types of families and tell which type they live in
1. Give examples of rules/laws which are made for safety. 2. Draw traffic signs in booklet and tell orally what they (each) mean. 3. List places in their community that they love to visit, e.g. playground, stores, etc. 4. List positive (good) ways to treat these places in our community. 5. Use a checklist to observe children's participation, cooperation, attendance and punctuality in clean-up campaign.	1.10 List their family members and state the basic needs of the families  1.11 Describe their neighbourhood and how to protect and sustain it  1.12 Name some goods which are presently and previously available in the community and neighbourhood
1. Role-play the consequences of disobeying or breaking rules/laws.	1.13 Recognize that rules at home and for the community help us to be responsible and keep us safe  1.14 Recognize that in the home they are called rules and in the community they are called laws
1. Dramatize roles of different outstanding citizens 2. Interview people serving the community today - voluntary and paid workers. Discuss their contributions. 3. Collect and display photographs and pictures or draw community workers. 4. Continue working in booklets: writing sentences about outstanding people in the community.	1.15 Describe the consequences of disobeying rules/laws and recognize an outstanding citizen  1.16 Describe themselves, their homes, their family, their community and the rules which govern their homes and community



# GOVERNMENT & CITIZENSHIP STANDARD I

## Content Standard #2

State and describe the characteristics of a community. Describe the types of families who live in communities and identify services offered in and around neighbouring communities presently, and in the past

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Myself and My family</u> <u>Content</u> 1. My family within the community</p>	<p>1. Discussion on "Myself" include inner beauty versus outer beauty. 2. Recognize differences in and acceptance of skin color, hair texture, socio-economic status, family type/ethnic group etc.</p>
<p>2. Changes within the community that affect my family</p>	<p>1. Discuss changes within the community that affect the family, e.g. establishment of bases, neighborhood watch etc., new shops, etc. 2. Discuss how these can affect the family.</p>
<p>3. Changes within the family</p>	<p>1. Discuss situations which cause changes within the family e.g. death, illness, move away migration) etc.</p>
<p><u>Theme: Types of families and their basic needs</u> <u>Content</u> 1. Nuclear/immediate, extended and single parent</p>	<p>1. Explain the meaning of the different types of families: nuclear, extended and single parent. 2. Discuss the basic needs of the family whether nuclear/immediate, extended or single parent. 3. Stress that all families are made up of people and each person has basic needs, thus all families have basic needs.</p>
<p>2. Provision of basic needs of family</p>	<p>1. Talk about the basic needs of families: helping each other, working together, loving each other etc. Who help us to get (provide) our basic needs fulfilled? 2. Discuss who should provide the basic needs of the family. How can I (the child) help to provide some basic needs of the family? We call these duties or chores.</p>
<p>3. Roles of family members</p>	<p>1. Discuss the roles of family members everyone in the family has a role to play, e.g. clean the yard, sweep, dust etc. 2. Stress the importance of the cooperation of everyone in the family to carry out the role assigned to him or her.</p>
<p>4. Needs and wants of the family</p>	<p>1. Discuss the difference between needs and wants. 2. We must satisfy our needs before our wants, e.g. Families need healthy food, shelter, clothing etc; soft drinks everyday, partying every weekend etc., are wants.</p>





# THEME: Myself and my family, Types of families

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Connect with positive role models within the family and community to show how different people have succeeded.	1.17 Recognize their family within the community
1. Give reasons for the formation of “bases” and/or neighborhood watches. 2. Show how bases could be formed for good/positive reasons.	1.18 Discuss changes within the family and the community
1. Make up stories (orally) about a family. Give some sort of scenario which causes the family to change. 2. Discuss how the people involved could work toward keeping the family together.	1.19 Describe the nuclear, extended and single parent families and the roles of family members
1. Make up stories (orally) about a family. Give some sort of scenario which causes the family to change. 2. Discuss how the people involved could work toward keeping the family together.	1.20 Discuss the needs and wants of the family
1. Be able to distinguish the different types of families, and tell what type of family they live with. 2. Find out about the basic needs of different families of theirs. List these and compare to see if they are the same. Construct a diagram illustrating families, supported with pictures or drawings of the different types. 3. Draw the basic needs of all families.	1.21 Construct and explain a family tree
1. Draw pictures to show how the basic needs of the families are provided, and who provide them. 2. Make a list of things they do at home under the heading: “Things I do at home” or “My duties at home.” (This will be done in booklets).	1.22 Identify the work done by different people in the community (present and past)
1. Draw pictures to show how the basic needs of the families are provided, and who provide them. 2. Make a list of things they do at home under the heading: “Things I do at home” or “My duties at home.” (This will be done in booklets).	1.23 Describe different types of work people do
1. Make a duty list for the class with children. 2. Discuss the importance of rotating duties.	1.24 Recognize and identify the consequences of obeying/disobeying rules and/or laws
1. Make a duty list for the class with children. 2. Discuss the importance of rotating duties.	1.25 Identify outstanding law abiding citizens in the community
1. Make two lists: one showing “basic needs” and the other “wants”. 2. Construct a diagram illustrating basic needs, supported with pictures. 3. Discuss what basic needs are and how these can be met.	1.26 Practice being a law abiding citizen



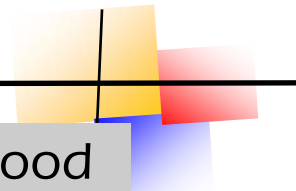
# GOVERNMENT & CITIZENSHIP STANDARD I

## Content Standard #2

State and describe the characteristics of a community. Describe the types of families who live in communities and identify services offered in and around neighbouring communities presently, and in the past

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
5. Family tree	<ol style="list-style-type: none"> <li>1. Identify themselves, their siblings, parents, grandparents etc.</li> <li>2. Cite important persons in their families e.g. teacher, nurse, doctor, lawyer, mother, public servant etc.</li> </ol>
<p><u>Theme: Services offered in my neighborhood in the present and past</u></p> <p><u>Content</u></p> <p>1. Workers in the community</p>	<ol style="list-style-type: none"> <li>1. Discuss: many people work in the community.</li> <li>2. Name the work different people do. Talk about the other kinds of work people do in the community.</li> </ol>
2. Workplace of community workers	<ol style="list-style-type: none"> <li>1. Many people are called by the work they do: e.g. one who teaches is called a teacher; one who bakes bread for sale is called a baker etc.</li> </ol>
3. Type of work done by community workers	<ol style="list-style-type: none"> <li>1. Have parents and other older persons in the community come in and talk about life in the community in the past, e.g. the origin of their community, the means of transport, cost of living then, types of work people used to do etc.</li> <li>2. Compare these with present day.</li> </ol>
<p><u>Theme: Rules</u></p> <p><u>Content</u></p> <p>1. Rules and laws are made for our safety</p>	<ol style="list-style-type: none"> <li>1. Discuss the importance of learning to obey rules at home. The consequences of obeying and/or disobeying rules/laws.</li> <li>2. Discuss the importance of community rules. At home and school we call them rules; in the community they are called laws.</li> <li>3. Discuss why safety rules/laws were made and why we should obey them. If rules/laws are broken, we or some one else can get hurt or even die.</li> </ol>





## THEME: Services offered in my neighbourhood in the past and present, Rules

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Construct family tree (nuclear/immediate and extended) starting with grandparents, (If any child can start with great grandparents, let him or her do so). Get parents help.	1.17 Recognize their family within the community  1.18 Discuss changes within the family and the community
1. Interview older members in the community to find out about: a). What kind of job/work they do? b). Do they like their work (job) and what they do, etc. c). How long have they been doing that job? d). What was life like in the past – compare with the present. 2. Create stories and compile a class booklet. 3. Have parents and older persons in the community write short stories about life in the community in the past to be included in the class booklet.	1.19 Describe the nuclear, extended and single parent families and the roles of family members  1.20 Discuss the needs and wants of the family  1.21 Construct and explain a family tree  1.22 Identify the work done by different people in the community ( present and past)
1. Oral discussion on work done by different people; e.g. one who cleans the streets or one who makes or repairs shoes, etc.	1.23 Describe different types of work people do
1. Compare what community workers do now to what they used to do. This will be done orally.	1.24 Recognize and identify the consequences of obeying/ disobeying rules and/or laws
1. Identify safety rules/laws in our community e.g. a). Ride bicycles on the right side of the road; b). Do not drink and drive 2. Develop a class safety set of rules and a school safety set of rules. 3. Discuss and compile booklet or chart on everyday safety rules/laws and/or practices.	



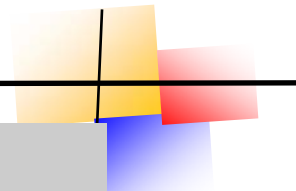
# GOVERNMENT & CITIZENSHIP STANDARD I

## Content Standard #2

State and describe the characteristics of a community. Describe the types of families who live in communities and identify services offered in and around neighbouring communities presently, and in the past

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
2. Outstanding, law abiding citizens in the community.	1. Discuss what it means to be an outstanding person in the community. Let students think of someone they know who fits that profile and interview him or her. 2. Inform children that they can be outstanding, law-abiding citizens also. Let them discuss this and say how they can achieve this.	





## THEME: Rules

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Interview someone whom they think is an outstanding citizen in their community. Some suggested questions, "Do you like the community in which you live?", "Why?", "Have you had problems when dealing with people?", "Have you ever thought of giving up?", "Why?" etc.</p> <p>2. Let students write (in their booklets), some things they can do to be "law abiding citizens."</p>	<p>1.25 Identify outstanding law abiding citizens in the community</p> <p>1.26 Practice being a law abiding citizen</p>



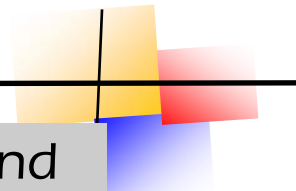
# RIGHTS & RESPONSIBILITIES INFANT I

## Content Standard #1

Recognize and explain basic needs and values as well as rights and responsibilities.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Rights and Responsibilities</u> <u>Content</u></p> <p>1. You have rights</p>	<p>1. Dialogue with children: tell something that you have/do/get/at home. Answers might be: clothes, food, care etc. Show that these are their needs and they have a right to them. Discuss what could happen if they do not get these needs satisfied.</p>
<p>2. The right to a shelter</p>	<p>2. (1) Elicit from children what would happen to them if they did not have a house to go to, or if their home got burnt down. (2) Discussion on needs of people whose homes have been lost through fire, natural disasters (hurricane), non-payment, war, etc. (3) Conclude: all people have the right to a shelter</p>
<p>3. The right to food and clothing</p>	<p>3. (1) Get children to tell how they feel when they are hungry and cold. Let them say what they need to satisfy those feelings. (2) Show that these are their rights, so that they can be comfortable (and happy).</p>
<p>4. The right to love and care</p>	<p>4. Teacher presents scenarios for children to identify the fulfillment or non-fulfillment of love and care</p>
<p>5. The right to an education</p> <p>What are rights?</p>	<p>5. Discussion on 'why we come to school.' Elicit from them a word used to describe when we learn (educate/education). Show that they are educated at home also – when mommy or daddy teaches us to say "please" or "thank you" etc., or how to behave or treat our sisters and brothers, etc. Encourage children to want to stay in school and to want to learn.</p> <p>Discuss a simple definition of rights using examples.</p>
<p>1. You have Responsibilities</p>	<p>1. Review the 'rights' we talked about. Have discussion on scenarios where rights have been recognized to be given but the recipient(s) did not accept or appreciate. Explain that rights come with responsibilities: e.g. we have the right to an education; however, we also have the responsibility to study and work hard to learn what has been taught.</p>





## THEME: You have rights—to shelter, food and clothing and an education

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Observe children’s enthusiasm in the discussion. Play a game e.g. use pictures depicting needs and wants. Let them pick the cards – those with the needs cards get in one group the ‘cats’ and those with the wants cards are the ‘mice’ group. Each child will then say what card he/she has</p>	<p>1.1 Give the meaning of Rights and Responsibilities through examples</p>
<p>2. (1) Oral questions on consequences of losing our homes. (2) Observe children to see if any are reluctant to go home, and talk with them to find out if there are problems at home.</p>	<p>1.2 Demonstrate knowledge of basic needs, values, rights and responsibilities</p>
<p>3. (1) Collect pictures of people who are poorly clothed and center discussion on them. (2) Get suggestions from students of how these people can be helped and who can help.</p>	<p>1.3 Recognize that each child has a right to all basic needs</p>
<p>4. Observe children through their actions to/with each other, showing caring, helping, sharing, etc</p>	
<p>5. (i) Read and discuss stories which show children how a lack of education places people at a disadvantage. (ii) Get students to role play a scenario (or demonstrate a situation) where a person with limited education is at a disadvantage.</p> <p>Give examples and ask class to suggest others. e.g. a right is when mummy gives you food</p>	
<p>1. (i) Observe students working with each other; showing responsible actions e.g. paying attention, caring for each other, etc. Use checklist. (ii) Give students activity sheets with pictures showing needs and wants. Put a ✓ in the needs box and an X in the wants box.</p>	



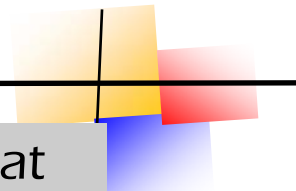
# RIGHTS & RESPONSIBILITIES INFANT I

## Content Standard #1

Recognize and explain basic needs and values as well as rights and responsibilities.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
2. Caring for others	2. Name ways to care for others (and yourself). Let them say how they feel when someone shows them that they don't want to be with them	
3. Good manners at home, school and church and in other public places.	3. Name actions and words which they can do and use to show good manners.	
4. Respecting other people and their properties	4. (i) Whole class discussion on how we feel when other people take away something from us. Let students realize that it is the same way others feel when we do the same thing to them. (ii) Conclude: We must take the responsibility of respecting other people and their properties.	
5. Show respect for the National Anthem and the Flag.	5. (i) Discuss the words of the National Anthem. Explain each line and discuss to make sure that students understand. (ii) Show the flag and discuss the colors and the emblem. Encourage students to be proud of their flag and their anthem. (iii) Emphasize the importance of standing and keeping quiet (if the anthem is being played) or singing if it is hoisted or lowered, they must stand attentively.	
6. What are responsibilities?	Discuss a simple definition of responsibilities using examples. A responsibility is practiced when we say "thank you" for something we are given.	





**THEME:** Good manners, show respect, what are responsibilities

Suggested Strategies/Activities for Assessment	Learning Outcomes
2. Oral questions on how to care for others who are sick, who are healthy, who need help etc	.1 Give the meaning of Rights and Responsibilities through examples
3. Role-play to show good manners in different scenarios.	1.2 Demonstrate knowledge of basic needs, values, rights and responsibilities
4. It is my responsibility to respect other people and their properties. Let children say this sentence regularly. Observe children's actions towards each others' properties.	1.3 Recognize that each child has a right to all basic needs
5. (i) Get children to say the Anthem, calling the words correctly – in groups and whole class. Sing the Anthem showing respect by standing uprightly and demonstrating that they are proud of it by singing lustily, or be quiet if it is being played. (ii) We must also show respect for the flag by standing attentively when it is being hoisted or lowered. (iii) Observe students at all times and insist that this is done with both symbols.	
Children will be expected to give examples of responsibilities.	



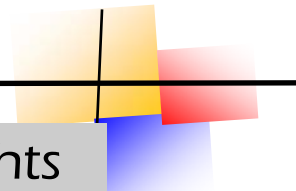
## RIGHTS & RESPONSIBILITIES INFANT II

### Content Standard #1

Recognize and explain basic needs and values as well as rights and responsibilities

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. You have rights	1. Review the rights talked about in Infant 1 and remind them that rights come with responsibilities. Discuss.
2. My rights at home and at school	1. Whole class discussion on the rights of parents, children and teachers. Show that we all have rights and if each respects the other's rights then there would be no problems. 2. Present a chart showing rights being upheld and not being upheld. Let students decide which should be done and why.
3. Ways rights are abused.	1. Explain to students that when they disobey school rules they are abusing the teachers and/or the Principal's rights; e.g. if they are talking or playing while the teacher is teaching, then they are abusing the teachers rights. Also, if the teacher/Principal does not give them a chance to participate in class activities the teacher/principal is abusing their (children's) rights; give other examples showing parents, other adults and children abusing other's rights. 2. Tell that when rights are abused, this is called discrimination. (Explain)
4. Ways in which children's rights are protected.	1. Show students the agenda 2000 – 2001 the right to know my rights (produced by UNICEF) and explain the "Convention on the rights of a child." 2. Explain that "Children's rights are about what you are entitled to, so that you can grow up safe, healthy and happy. So parents, teachers, the government and all the people responsible for you have to do whatever it takes in order to make sure this happens." Children have the right to survival and protection, healthy development, the right to education and participation. The government had to pass laws to ensure that these rights are fully enforced.
5. People in the community who protect children's rights.	1. Talk by representative from NOPCAN, NCFC and the police. 2. After the talk encourage children to ask questions.
6. Organizations that protect children's rights.	1. Ask someone from NOPCAN and/or NCFC to talk on what they do to protect children's rights. 2. Give names of people or organizations where help is provided. 3. Arrange to visit organizations mentioned.





**THEME:** You have rights—home school, rights are abused and protected, organizations that protect children’s rights

Suggested Strategies/Activities for Assessment	Learning Outcomes
<ol style="list-style-type: none"> <li>1. Give oral questions on their rights as discussed.</li> <li>2. Observe children’s attentiveness and participation in the discussion.</li> </ol>	1.4 Name the basic rights of children and recall how rights can be protected/abused
<ol style="list-style-type: none"> <li>1. Oral questions on how rights are upheld by parents, students and teachers.</li> <li>2. Listen to the jingle: “Know your rights.”</li> <li>3. Put chart up on the wall.</li> </ol>	1.5 Recall some people and organizations which protect children’s rights
<ol style="list-style-type: none"> <li>1. Role play different scenarios to show the abuse of rights.</li> <li>2. Administer checklist using statements (read each statement for individuals to decide whether or not it is abuse)</li> <li>3. Let students do self evaluation and peer evaluation.</li> <li>4. Get students to name some forms of discrimination that they know exist.(orally)</li> </ol>	1.6 Demonstrate understanding by giving examples of rights and responsibilities
<ol style="list-style-type: none"> <li>1. Give oral questions on the “Convention on the rights of the child.”</li> <li>2. Prepare questions for interviewing children on protection of their rights.</li> </ol>	
<ol style="list-style-type: none"> <li>1. Teacher observes children’s attentiveness.</li> <li>2. Use a checklist to grade.</li> <li>3. Write simple sentences about their rights.</li> </ol>	
<ol style="list-style-type: none"> <li>1. Continue observing students behaviour.</li> <li>2. Encourage oral questions</li> <li>3. Give test using matching method.</li> </ol>	



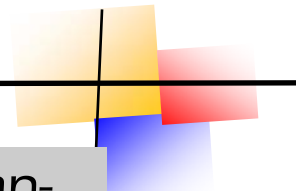
## RIGHTS & RESPONSIBILITIES INFANT II

### Content Standard #1

Recognize and explain basic needs and values as well as rights and responsibilities

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies	
7. You have responsibilities.	<ol style="list-style-type: none"> <li>1. Review the rights we talked about.</li> <li>2. Show that rights go with responsibilities. Elicit from them how we can protect each other's rights...</li> <li>3. Respect for each other's right is very important e.g. We should not take something from anyone without permission.</li> </ol>	
8. Good manners in public places – the park – sharing and caring and waiting your turn	<ol style="list-style-type: none"> <li>1. Encourage students to be courteous to each other at all times.</li> <li>2. Insist on children using 'please', 'excuse me', 'thank you' etc. at the appropriate times.</li> </ol>	
9. The restaurant – good table manners and decorum in general.	<ol style="list-style-type: none"> <li>1. Some parents usually ask for their child's birthday party to be held at school. Use this as an opportunity to teach good table manners.</li> <li>2. Show them the correct way to set the table and even how to use the knife and fork to eat with.</li> </ol>	
10. The right to show love of and desire (patriotism) to sing the National Anthem.	10. The right to show love of and desire (patriotism) to sing the National Anthem.	
11. The right to show love and respect for the flag.	1. On a prepared blank flag of Belize let children color the parts correctly.	





**THEME:** You have responsibilities, good manners, show love, respect for the flag

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Observe children’s interaction with each other.	1.4 Name the basic rights of children and recall how rights can be protected/abused
1. Teach verse: Hearts, like doors can open with ease. To very, very little keys; And don’t forget that two of these are: “thank you sir” and “if you please.” (Done (said) with the appropriate expressions and actions.	1.5 Recall some people and organizations which protect children’s rights
1. Encourage good table manners. 2. Observe children’s interaction with each other and behaviour at meal time.	1.6 Demonstrate understanding by giving examples of rights and responsibilities
1. Show respect for the anthem. 2. Sing the National Anthem and show respect and love while doing so.	
1. Color flag and show respect for the flag when they see it, especially when it is being raised or lowered.	



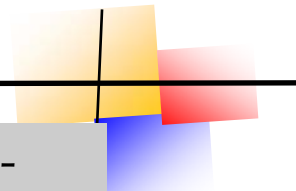
# RIGHTS & RESPONSIBILITIES STANDARD I

## Content Standard #1

Recognize and explain basic needs and values as well as rights and responsibilities.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. You have rights	1. Review the meaning of "we have rights". Name some rights we talked about.
2. The right to a name and nationality	1. Ask if they can think of any other rights. Let children think of reasons why we all have the right to a name and a nationality. ( Discuss reasons) 2. Conclude: every person born in a country has the right to be a citizen of that country – to claim nationality of that country.
3. Each child should be registered at birth to become a legal citizen of the country of Belize.	1. Elicit from students the meaning of the word register (the register at school is used everyday). Inform them that all children should be registered immediately after birth so that they become legal citizens of the country in which they are born.
4. The right to an education	1. Give a scenario of a child who has been absent from school for about three months because of (give whatever reason you wish). 2. Let children discuss this in groups and come up with how this child could be helped. 3. teach students the poem: Strive for a learning before we grow old For a learning is better than silver or gold. Silver or gold may vanish away But a good education will never decay.
5. The right to a healthy environment	1. Have students do a thorough clean up of their classroom. Make sure that they sprinkle water on the floor (demonstrate) to keep down the dust. Let them tell why this is so important. 2. Constantly remind them to put garbage where it belongs. This idea should be extended to the "outside environment" (yard, street) etc. 3. Discuss the importance of having a healthy environment.
6. You have responsibilities	1. Remind students that they and all other human beings have rights, but these rights go with responsibilities. 2. Let students give examples of showing responsibility.





**THEME:** You have rights, to a name and nationality, healthy environment, responsibilities

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Make a list of rights that children have	1.7 Recognize that each child has a right to a name, an education and to be healthy
1. Oral questions: e.g. What is the name of our county? (answer: Belize) What is the Nationality of people who are born in Belize? (Belizean) A person born in Jamaica has a _____ nationality. A citizen of Mexico is called a _____, etc.	1.8 Demonstrate the ability to be responsible by recognizing, discussing, and showing good behaviour toward other people and their properties
1. Ask children why they think they are registered at school before classes open in September. Give a scenario e.g. involving a child who was born in (a village or town in Belize) and his parents did not register him. Was the child's right honored? Yes <input type="checkbox"/> No <input type="checkbox"/> Why? Etc.	1.9 Recall and explain different processes in becoming a Belizean or claiming Belizean citizenship
1. In group's role play different situations to show (a). The right to an education; (b). Responsibilities towards achieving this right. 2. Learn the Poem Strive for a learning.	
1. Observe students and use checklist to assess them. 2. Write a poem talking about the right to a healthy environment and why this is needed for everyone. (class effort)	
1. Use checklist for continuous assessment of each student. 2. Written work: matching responsibilities with rights.	





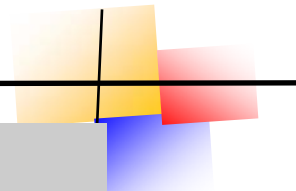
# RIGHTS & RESPONSIBILITIES STANDARD I

## Content Standard #1

Recognize and explain basic needs and values as well as rights and responsibilities.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
7. Respect for different cultures – people who are different culturally and racially should enjoy their own culture and yours.	1. Have children of different ethnic groups in the class talk of any discrimination they or their families have experienced. 2. Discuss these and show how these can be remedied to show respect – what responsible behavior can be shown towards these people?	
8. Respect and allegiance to the country's flag. 9. Respect and be proud of the National Anthem	1. Get from students different actions they have seen of people disrespecting the country's flag and National Anthem. Tell them that our country has rights too, and when we show disrespect to the flag, the Anthem and the national assets, like our parks, ruins etc. we are showing disrespect to our country.	





**THEME:** Respect for different cultures, allegiance to flag, respect for National Anthem

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Ask students to find out some forms of discrimination that exist in Belize and within their families. 2. What responsible behavior(s) can they show towards others, which would make them feel wanted (respected) etc?	1.7 Recognize that each child has a right to a name, an education and to be healthy  1.8 Demonstrate the ability to be responsible by recognizing, discussing, and showing good behaviour toward other people and their properties
1. Make a list of things we can do to show allegiance to and love of our country.	1.9 Recall and explain different processes in becoming a Belizean or claiming Belizean citizenship



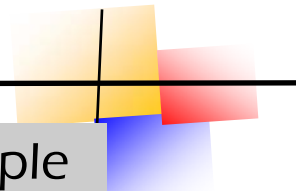
# EARLY CIVILIZATION INFANT I

## Content Standard # 1

Recall and identify the composition of contemporary African and Maya Societies.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<ul style="list-style-type: none"> <li>The individual – Maya boys and girls do some of the same things other Belizean boys and girls do. They go to school and do mathematics and other subjects. They use a skipping rope, plant flowers, sweep the floors, do the dishes, help with the laundry, they help in the preparation of food and share a meal together.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss some of the activities done by Belizean boys and girls. Encourage the children to join in the discussion. Ensure that the activities named are discussed.</li> <li>Encourage children to bring photographs of themselves/others involved in some activity. Use them as “show and tell.” Make sure they are returned home.</li> <li>Associate children of other ethnic groups with Maya children. Discuss the games played by contemporary Africa and Belizean children, compare and contrast the games they play, the help they give at home and some things they do with the family, for example, gather/buy fruits.</li> <li>Relate story of Maya children in student’s handbook.</li> </ul>
<ul style="list-style-type: none"> <li>The Family – Many Maya communities practice communal lifestyle. Villagers help each other on a regular basis. Housing units are grouped together. Children are responsible for chores before going to school; mothers tend the household work inside and outside. The father tends his farm, animals</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories about The Family Lifestyle of Maya people. In classroom discussion compare and contrast their lifestyles with the lifestyles of other Belizean ethnic groups.</li> <li>Display a set of pictures that will help the children to join in the discussion both from what they hear and what they see. Teacher should ask probing questions to help to move the discussion along.</li> </ul>
<p>The staple foods of the Maya are made from corn. Mainly tortilla and many different types of caldo, made from yams, cassava, potato and chicken, beef or pork. Wild game is also used including gibbon, antelope, armadillo and deer.</p> <ul style="list-style-type: none"> <li>In Africa a child is named by the paternal or Maternal grandparents</li> <li>The name must have meaning</li> <li>There are family gatherings for the birth</li> <li>The lifestyle of urban African children</li> </ul>	<p>Display examples of the types of food eaten by the Maya. Discuss what each dish is, and how it is prepared. In some cases when – (what time of the day) it is eaten. Labelled pictures/drawings may be substituted for the real things for display on wall as reinforcement.</p> <ul style="list-style-type: none"> <li>In story form describe the life of an African child living in an African village</li> <li>Discuss traditional activities connected to the birth of a child</li> <li>Tell the story of contemporary lifestyle in Africa. Illustrate by Video Tapes.</li> <li>Use stories from Teacher’s manual.</li> </ul>





**THEME:** The individual, The family, The staple food

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Pictures from home that have been given to the class. Cut outs from magazines that depict the activities discussed can be used to compile a class scrapbook with word captions or short sentences. Children may be encouraged to draw.</p> <p>Whole class discussion on contemporary African and Belizean children.</p>	<p>1.1 Recall stories of African and Maya children’s individual account of their lives.</p> <p>1.2 Recognize similarities among African and Belizean children.</p>
<p>Allow children to dress as Mayan and other Belizean ethnic groups. Each group of children will be expected to mime some activities of the group they are representing. Teacher may use a checklist to determine how well the children performed. Ensure that the appropriate types of behaviour are taken into account.</p>	
<p>The children should sample the dishes individually. Discuss what it is and if it tastes like any food they have eaten before.</p> <ul style="list-style-type: none"> <li>• Dramatize the expected behaviour of Contemporary African boys and girls in a scene at home with their parents. If pictures of these scenes can be obtained, put them in a booklet and write short sentences under them explaining what the African children are doing.</li> <li>• Its Christmas time in a Contemporary African home. Draw pictures of what is happening, how African children are behaving and what kinds of toys they will give and receive.</li> <li>• Make a greeting card to send to an African child. Both African booklets and Belizean greeting cards will be placed on display in the classroom for a period of time.</li> </ul>	



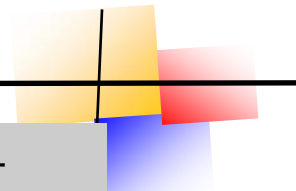
## EARLY CIVILIZATION INFANT II

### Content Standard # 1

Recall and identify the composition of contemporary African and Maya Societies.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies																										
<ul style="list-style-type: none"> <li>• The community – Villages traditionally developed in the following manner among the Maya:</li> <li>• Some Maya people who want to start a new village will scout for an area rich in resources to support their lifestyle</li> <li>• Scouts return to their families to gather their belongings and move to the new location.</li> <li>• Over time more families join founding families.</li> <li>• An Alcalde is elected</li> <li>• Communal living</li> <li>• Villagers help each other on a regular basis</li> <li>• It is a way of life; it is a means of survival.</li> <li>• It is a way of the Maya culture.</li> <li>• Community center, sharing of land.</li> <li>• Family and community work and play</li> <li>• Village similarities and differences.</li> </ul>	<p>Through questions and answers ensure that the children understand the concept of “community.” With the help of a model of a Maya village explain to children the premise on which the villages are constructed. How and why villages were built where they now stand. Why new villages are formed/created. Discuss family life in a Maya village. Explain Communal living. If children live in a community or have spent time in a community or even if they live in a town or city encourage them to talk about lifestyle where they live and compare it with Maya lifestyle.</p> <p>Show pictures of Maya Village and discuss construction materials used in building homes.</p>																										
<p>Housing –</p> <ul style="list-style-type: none"> <li>* The Maya’s house is unique among other types of houses in Belize</li> <li>* A house is built</li> <li>* A Maya house frame goes up</li> <li>* The roof is thatched and in some villages the walls are plastered.</li> </ul>	<p>Tell/relate the story of “Yummy’s house” found in student’s handbook. Show picture/model of house. Allow children to describe it to the class. If possible visit “Old Belize.”</p>																										
<ul style="list-style-type: none"> <li>• Language – Mopan, Q’eqchi Maya Languages. There is no universal Language of the Maya. Among the Maya of Belize three languages are widely spoken. They are the Mopan Language, the Q’eqchi Language and the Yucatec Language. Some common words used for food preparation are:</li> </ul> <table border="0" data-bbox="126 1627 479 1738"> <tr> <td></td> <td>Q’eqchi</td> <td>Mopan</td> <td>Yucatec</td> <td></td> </tr> <tr> <td>Soup</td> <td>Caldo</td> <td>Xyá</td> <td>alchib</td> <td>Caldo</td> </tr> <tr> <td>Comal</td> <td></td> <td>Kil</td> <td></td> <td>Shamach</td> </tr> <tr> <td>Lab</td> <td>Pinol</td> <td>Kah</td> <td>sa’h</td> <td>Sa’h</td> </tr> </table>		Q’eqchi	Mopan	Yucatec		Soup	Caldo	Xyá	alchib	Caldo	Comal		Kil		Shamach	Lab	Pinol	Kah	sa’h	Sa’h	<p>Encourage children to identify commonly used words of their own first language. List them on a flip chart. (If the child is a Maya he/she may give either Mopan or Q’eqchi words). Use the words given in sentences, when children have used those words – tell them that the Maya people have many languages. Three of which are spoken in Belize. Introduce them to some of the words using the three languages. Each child should learn some new words, even among the Maya. Few Maya know all three Maya Languages.</p> <p>Example of words:</p> <table border="0" data-bbox="698 1680 990 1738"> <tr> <td></td> <td>Q’eqchi</td> <td>Mopan</td> </tr> <tr> <td>Comal</td> <td>Shamach</td> <td>Kil</td> </tr> </table> <p>(Be sure you know how to pronounce them before the lesson begins). Help children to learn a list of words and their meaning.</p>		Q’eqchi	Mopan	Comal	Shamach	Kil
	Q’eqchi	Mopan	Yucatec																								
Soup	Caldo	Xyá	alchib	Caldo																							
Comal		Kil		Shamach																							
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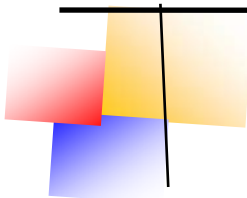




## THEME: The community, Housing and Language

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Help children to form groups of no more than five (5) members. Ask each group to list the articles they will need to construct a model Maya village for the group. (Teacher should put away his/her own model first). Further help each group to determine which member will bring which set of articles. Now each child should have his or her own list. Give a date when all groups will sit in class to build its village.</p>	<p>1.3 Define family and name the different types of activities African and Belizean family members participate in within their family unit(s).</p> <p>1.4 Simulate different ways the Maya family passes on values, attitudes, (culture) to younger family members.</p> <p>1.5 Describe the behavior patterns of an African extended family.</p> <p>1.6 Recall how Maya children interact with other members of their family.</p>
<p>In groups or pairs children gather materials that may be found in their environment and construct a Maya House. If this is not possible let them draw a Maya house.</p>	<p>1.7 Identify and discuss communal lifestyles of African and Maya Communities.</p> <p>1.8 Compare and Contrast the lifestyle of Urban and Rural African children within the family setting.</p>
<p>Each child will begin to compile his/her own "Language Booklet" where over the course of a year he/she will enter new words learned in either English, Creole, Spanish, African, O'eqchi Mopan or Yucatec. He/she may also learn words in the language of other ethnic groups in Belize.</p> <p>Organize a competition among children where they will be given a word in English and asked to give either the O'eqchi, Mopan or Yucatec version of the word. The winning side or student may be rewarded.</p>	





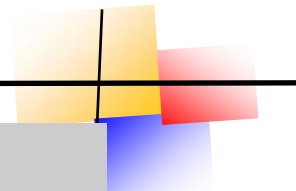
## EARLY CIVILIZATION INFANT II

### Content Standard # 1

Recall and identify the composition of contemporary African and Maya Societies.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>Melate Ka' Kaaj Tortillas Waj Waj Waha Mox Le'che Leaf</p> <p>Introduction to Yucatec Maya Greeting words, numbers one to ten and song in Yucatec Language.</p>	<p>Use resource book and other relevant material to introduce Yucatec Language in story form and sing along with the recorded version of the song. Activities should include repeated use of Yucatec numbers in sentences. Children greeting each other in Yucatec and the entire class singing also in Yucatec.</p>
<p>Recreation – Music and dance – Q'éqchi dances:</p> <ul style="list-style-type: none"> <li>• Both the Q'éqchi harp and marimba are used in Maya folklore dances.</li> <li>• Some famous dances are the Cortes Dance, Keh Dance, the Mash Dance, The Catarino dance of the Moro.</li> <li>• Dancers wear brightly coloured costumes, mask, and holding a sword.</li> <li>• Festivals and dances have always been organized around involvement of a number of individuals telling traditional stories through dance and music.</li> <li>• Dances are long and the stories they tell are also long.</li> </ul> <p>The story is often unfolded over a number of days. The African Family:</p> <ul style="list-style-type: none"> <li>• Among Africans there are several types of family</li> <li>• Two common types in Contemporary Africa are the Nuclear and Extended families</li> <li>• In urban areas, a western life is adopted</li> <li>• In rural areas traditional lifestyle continues to exist</li> <li>• An African story – "Mlumum and her family.</li> </ul>	<p>If video tapes are available use them if not use pictures to introduce both Maya musical instrument and dance. Two important instruments used should be displayed – again the medium may be different. Use pictures if nothing else is available. Discuss with children the names of famous dances, the importance of dances at festivals – History is taught in story form through the dances. Use one short dance or part of it to illustrate how history is taught through dance.</p> <p>Invite a Mayan dancer to demonstrate dance/s if that is possible, if not, show pictures.</p> <ul style="list-style-type: none"> <li>• see story "Mlumum and her family from student's handbook.</li> <li>• Relate the story to children using pictures to illustrate where possible</li> <li>• Discuss the lifestyle of Belizean and African children that is common to both of them.</li> <li>• Relate stories that will help children to understand that Contemporary African boys and girls also live in towns and cities like Belizean boys and girls.</li> <li>• Let them explore some of the things African children have in common with Belizean children e.g. store bought toys, jeans and tennis.</li> <li>• Contemporary African children like Belizean children listen to modern music and observe others dancing to the modern music</li> </ul>

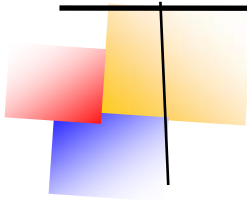




## THEME: Food Cont'd, Recreation

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Children will be grouped and given specific activities that will enable them to sing, count or greet each other in Yucatec Maya.</p>	<p>1.3 Define family and name the different types of activities African and Belizean family members participate in within their family unit (s).</p>
<p>Children in the class either – individuals, pairs or groups will organize themselves and with teacher’s help perform a dance from one of the ethnic groups of Belize. Preferable one that tells a story.</p> <p>Children and teacher hold a whole class discussion where individuals are allowed to share what they identified as behaviours in lifestyles that are common to both Belizeans and Africans.</p>	<p>1.4 Simulate different ways the Maya family passes on values, attitudes, (culture) to younger family members.</p> <p>1.5 Describe the behavior patterns of an African extended family.</p> <p>1.6 Recall how Maya children interact with other members of their family.</p> <p>1.7 Identify and discuss communal lifestyles of African and Maya Communities.</p> <p>1.8 Compare and Contrast the lifestyle of Urban and Rural African children within the family setting.</p>





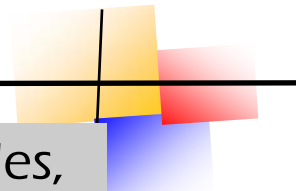
# EARLY CIVILIZATION STANDARD I

## Content Standard # 1

Recall and identify the composition of contemporary African and Maya Societies.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
<ul style="list-style-type: none"> <li>Village organization of the Maya – Communal living – villagers helping each other on a regular basis.</li> </ul> <p>Arrangements of residences and community Center – housing units are grouped together. Common community resources may be found in the village center area and may contain a meeting place, a school, one or more churches, a corn mill, a store, a guest house, and a community phone, rice drying area, water pump and latrines.</p>	<p>View slides or photographs, cut-outs of Mayan homes scenes of areas of a village. Use one or all of these media to get children talking about what they already know about a Mayan village or community. Teacher should ask questions that would help the discussion. Describe how a Maya village is organized. Be sure to form groups. Teacher should have all the components to build up a model of the village as it is being described. If it is possible to visit a Maya Village arrange a field trip to one. Make sure that children understand how the village is organized and the reason for the particular arrangement.</p>	
<ul style="list-style-type: none"> <li>Folk tales- the Maya tradition of passing on cultural information is through stories. These are told by village elders. An example of a story is “The quest for Corn.”</li> </ul>	<p>Let children share with the teacher different ways in which they learn about what is happening in their community. For example – word of mouth, mom or dad reads from the newspaper and talks about it, from listening to the radio or watching the television. How do they know about members of their families whom they have not seen for a long time or do not know – by viewing photographs or by listening to older members of the family talking about absent members. Describe the Maya tradition of telling family members and the whole village about themselves repeating cultural information in story form. Also how those stories are told – through music and dance.</p>	
<ul style="list-style-type: none"> <li>Spirituality and Traditions of the Maya – Spiritual significance is found in all living things. There are specific rituals attached to the planting and harvesting of corn, hunting, fishing, the blessing of a structure and the use of ceremonial items. The Maya may request permission to engage in an activity express a special favour they need from the spirits. Ask that the spirits be kind to them; express their reverence to the spirit. Traditional healing – healing traditionally includes spiritual practice. However, in modern times the bush doctor is used less frequently.</li> </ul>	<p>Have children talk about the church they attend. Discuss how they feel, what it means to them. Their love for God. Why they pray. If praying is important. The need to respect other people’s religion. Discuss also, the Maya today, who are mostly Roman Catholic, but that traditionally they have other beliefs – explain these in story form. Give children the chance to express their thoughts and feelings about Maya spirituality. In the case of Maya children – ask children whether they can tell what their parents do before they plant their Milpa.</p>	
<p>Subsistence farming:-</p> <ul style="list-style-type: none"> <li>*Maya farmers planted several crops</li> <li>*Enough food was grown to feed the family</li> <li>*Surplus crops were exchanged for cacao beans to buy necessary commodities for use in the home</li> <li>*This type of farming is called Subsistence Farming</li> </ul>	<p>Ensure meaning of the term <u>Subsistence Farming</u> is understood by explaining—The use of farming products as food to sustain the family. Surplus used in exchange for commodities such as clothing, feathers, knives, axes, grinding stones and other commodities used in the home and on the farm.</p>	

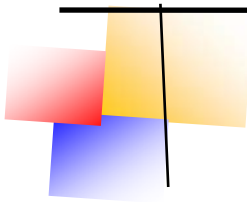




**THEME:** Maya village organization, Folk tales, Spirituality and Tradition, Farming

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Help children to organize their classroom into a Maya village and role play all of them living there playing different roles as members of the village.</p>	<p>1.9 Recognize that African and Maya have made adjustment to accommodate contemporary life-styles in Urban areas.</p> <p>1.10 Describe the processes involved in organizing an African and/or Maya community, both physically and politically.</p>
<p>Help children by getting them to again view the model community/village and in groups of four or five, each group makes up a story about the village. Each group should be given a chance to present its story.</p>	<p>1.11 Recognize the similarities of African and Maya communities as they pertain to the development of traditional villages/ communities.</p>
<p>Request several children to offer a prayer or the prayer they usually say everyday. Encourage other children to show respect for others by listening to the prayers of others.</p>	<p>1.12 Recognize the basis of the Maya’s spiritual views towards people, nature and the supernatural.</p> <p>1.13 Describe ways in which the Maya are self-oriented</p>
<p>Individual children write (for portfolio entry) five sentences that describe subsistence farming.</p> <p>Produce a drawing of “Corn (I’xim.) in a Maya Milpa” – students handbook.</p>	





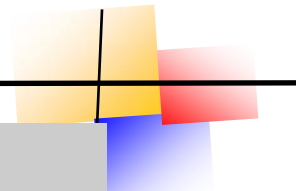
# EARLY CIVILIZATION STANDARD I

## Content Standard # 1

Recall and identify the composition of contemporary African and Maya Societies

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>1. A community in Africa</p> <ul style="list-style-type: none"> <li>▪ Its location</li> <li>▪ History</li> <li>▪ Significant factors/features</li> <li>▪ Lifestyle</li> <li>▪ Forms of worship</li> <li>▪ Contemporary Africa has three classes Upper, Middle and shanty town community dwellers</li> <li>▪ Communal lifestyle – shared work, food and pleasure</li> </ul>	<p>Using pictures found in student’s handbook tell a story about an African Community very much like the Community of Makurdi. You may also use the town of Makurdi. The story will have to be told over time to include:</p> <ul style="list-style-type: none"> <li>• A description of the community</li> <li>• The African country of which it is a part</li> <li>• The country’s location</li> <li>• The History of the town – how it grew into a town</li> <li>• What is special about it (significant factors that caused the community to grow).</li> <li>• Class system of Africa</li> <li>• What kind of lifestyle is practiced</li> <li>• If it can be compared to any Belizean Community</li> </ul> <p>Forms of worship – Which religion is common to Contemporary Africa and Belize.</p>





## THEME: A community in Africa

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>This is a class project that will be executed over time culminating with an exhibition at a time when children from different classes will be able to visit the classroom to view the exhibition.</p> <p>With teacher's help and guidance children will construct a model of the community/town about which they have been studying. Working in groups will facilitate children working on different parts of the project.</p> <p>Children selected for reporting should be able to individually report on at least one aspect of the community/town and/or Communal lifestyle</p>	<p>1.9 Recognize that African and Maya have made adjustment to accommodate contemporary life-styles in Urban areas.</p> <p>1.10 Describe the processes involved in organizing an African and/or Maya community, both physically and politically.</p> <p>1.11 Recognize the similarities of African and Maya communities as they pertain to the development of traditional villages/communities.</p> <p>1.12 Recognize the basis of the Maya's spiritual views towards people, nature and the supernatural.</p> <p>1.13 Describe ways in which the Maya are self-oriented</p>



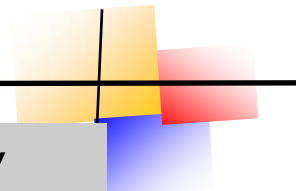
# SOCIETY & CULTURE INFANT I

## Content Standard #1

Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
My country is Belize	Show the children a map of Belize. Tell them that it is a map of their country and that its name is Belize.	
Ethnic groups within the classroom.	Introduction of ethnic groups through role-play. Using a collection of pictures, children will make journals.	
Belonging to an ethnic group/society.	Children Identify their own ethnicity. Parents input if children are unsure. Discuss with children – feelings, working, playing, worshipping and fellowship in their society.	
The family structure	Invite children to bring their family picture and tell who each member is. Discuss family make up general (single parent – parents, extended family)	
Staple foods ( of different group within the classroom)	Discuss staple foods for different ethnic group within the class. Display foods for each group. Discuss cross-culture sharing of foods, the melting pot that makes us one nation of people	
Compare the Creoles with contemporary Africans through: a. The individual child; b. The family structure; c. The food; and d. Fellowship.	Discuss and compare Contemporary Africans with Belizeans. Use handbook on Africa to gain information.	





**THEME:** My country, Ethnic groups, Family structure, Comparison

Suggested Strategies/Activities for Assessment	Learning Outcomes
On individual maps let children trace the outline of the map of Belize.	1.1 Recall facts about "My Country Belize" related to its shape and the name of its Districts
Observation of role-play of ethnic groups. Checklist to determine progress of journals	1.2 Name the ethnic groups living in Belize
Game – Who am I? Oral reporting about individual's ethnicity. Bring pictures depicting a celebration of festivity and tell the class about it. Place pictures on a chart with one word captions or short sentences.	1.3 Identify individuals within the Creole, Mestizo, Mayan, and Garifuna ethnic groups
Demonstrate respect for everyone's family. Allow children to name the members of the family.	1.4 Recall the composition of the family and different food dishes associated with each ethnic group
Share, taste and eat the different foods Oral questioning about staple food Peer assessment through matching of staple food.	
Orally list the similarities of Belize and Africa. Collect pictures or draw some foods that Africans and Belizeans eat. Dressed in cultural attire individuals will answer questions orally about the society they represent or present pictures and talk about them.	



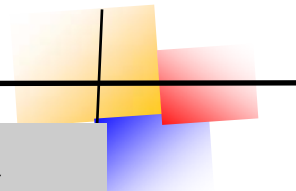
## SOCIETY & CULTURE INFANT II

### Content Standard #1

Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
Stories of the four main ethnic groups	Resource persons talk about the history of his/her ethnic group. Oral questioning and discussion.	
a). Garifuna – is a combination of Africans and Carib Indians found mostly in the southern districts. (Stann Creek and Toledo)	Who is a Garifuna? Discuss who were the Arawaks and Caribs. Discuss who the Africans were and where they came from. Discuss the origin of the Garinagu	
b). The Creole – is a combination of Africans and Europeans mostly concentrated in the Belize District	Who is a Creole? Discuss who the Europeans were, where they came from and what they were doing in Belize. Review who were the Africans. Discuss the origin of the Creole. Children know who the Africans are from the previous lesson. Discuss the origin of the Creole.	
c). The Mestizo – is a combination of Spaniards and Maya found <u>mostly</u> in the Northern and Western districts. (Corozal, Orange Walk and Cayo)	Who is a Mestizo? Who were the Spaniards and what were they doing in Belize? Discuss the origin of the Mestizos.	
d. The Maya in Belize is a combination of three groups of people Mopan, Ke'tchi and Yucatec found in the Toledo and Cayo districts.	Who is a Maya? Discuss the three groups of Maya and their origin. The Mopan O'eqchi Yucatec	





**THEME:** Stories of ethnic groups, Garifuna, Creole, Mestizo and Maya

Suggested Strategies/Activities for Assessment	Learning Outcomes
Collect pictures of each of the four dominant ethnic groups. Arrange the pictures of each group on a chart and label each group, or make a chart for each group. Write short sentences about each group and attach them to the chart under their respective label or on their individual chart. Display chart/s to encourage further discussion	1.5 Explain that the Garifuna is a combination of African and Carib Indians 1.6 Explain that the Creole is a combination of African and Europeans 1.7 Explain that the Mestizo is a combination of Spaniards and Maya, and that the Maya in Belize is comprised of several different groups of Maya: Mopan, Q'eqchi, and Yucatec



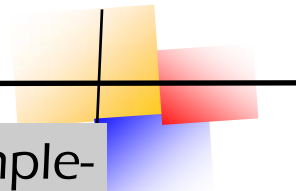
# SOCIETY & CULTURE STANDARD 1

## Content Standard #1

Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Language of Ethnic groups in Belize	Identify, and label simple objects in ethnic languages/and English Use simple sentences/phrases in their ethnic languages/and English. Draw and write names of simple objects in ethnic language/and English.
Musical instruments and songs	Display of musical instruments Draw and name musical instruments Sing along with musical instruments
Dancing to the sounds of musical instruments	Show children steps to a dance Ask children to dance and move to the beat of the musical instruments/songs.
Implements of ethnic groups in Belize	Discuss implements and view pictures/drawings. Label implements- Matching names of implements to pictures of implements  Categorize implements into groups. Identify those that are used for work and those used for food.  Drawing and labelling of implements in journal Name some implements used by all groups.
Brief history of the: a). Maya; b). Mestizo; c). Garifuna; and d). Creole.	Discussion of brief history of ethnic groups. Research customs/traditions of ethnic groups in Belize through interviews with older people
Customs and traditions: 1). Maya; 2). Mestizo; 3). Garifuna; 4). Creole	Presentation and report on customs/ traditions of ethnic groups in Belize Other ethnicity: Discuss one of the elements from each ethnic group that has brought all people as one (Belizeans). The discussion should lead to the following: Garifuna – Music Creole – Language Maya – Arts & Craft; Mestizo – Food





**THEME:** Language, Musical Instruments, Implements, Brief history, Customs and Traditions

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Checklist- drawing and writing names of some simple objects            Oral testing – matching objects to their names.</p>	<p>1.8 Discuss the customs and traditions of all ethnic groups as they pertain to clothing and food as well as those that unifies the ethnic groups as Belizeans</p> <p>1.9 Discuss the cross-cultural sharing of food, music, dance and language</p>
<p>Checklist – draw and label names of musical instruments in journals            Oral testing – match musical instruments with their names and classify them by ethnic groups</p>	
<p>Demonstration and classification of the different dances.</p>	
<p>Drawing and labelling of implements in journals            Matching pictures of implements with name tags</p> <p>Categorize implements into groups: <i>work</i> and <i>food</i> implements using names.</p> <p>Group work- Each group makes a chart by arranging the implements with their corresponding name tags. Display all charts</p>	
<p>Oral questions based on observation and comparison of the brief history of ethnic groups</p>	
<p>Peer evaluations – groups of children            Use pair and group activities to foster/reinforce social-interpersonal skills.</p> <p>Use pair grouping to identify and discuss the cross-cultural use of music, language, arts and craft and food that is fundamental to the unification of one people known as Belizeans.            From the above activity use peer evaluation to create entries for portfolios.</p>	



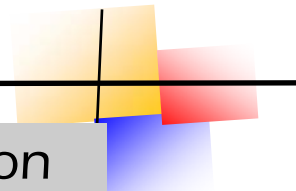
# SOCIETY & CULTURE STANDARD 1

## Content Standard #1

Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
Implements used in cooking – Comal, Grater, Bowl, mortar & pestle and Sieve.	Invited members of the community or neighbouring communities will explain and demonstrate how the implements are used in food preparation. Children will be encouraged to ask questions about the use of the implements	
Occupation and contribution of Belizean e.g. policemen/women, BDF, teachers, doctors, nurses, farmers, electricians, story tellers, artists etc.	Discuss and list the occupation of Belizeans Role play different types of occupation. Classify workers and artists in the community. Discuss and list the contributions that contribute to the development of Belizean Culture. Collect pictures, drawings and stories.	
Musical instruments of Belizeans (music, dance) e.g. drums, guitar, harp, marimba, maracas, grater and fork.	<ul style="list-style-type: none"> <li>• Display of musical instruments</li> <li>• Listening to different types of Belizean music.</li> <li>• Observing dance to music and singing.</li> <li>• Appreciation of music, dancing and singing through voluntary participation. Draw and label musical instruments.</li> </ul>	
Language of ethnic groups within the classroom	Identify and translate everyday words, numbers, greeting words, colours and names of simple objects in the four main ethnic languages in Belize. Draw simple objects and write their names in the four ethnic languages.	
Beliefs of Belizeans- Two examples are: <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Black magic</li> </ul>	Audio visual presentation and discussion on beliefs of ethnic groups Talk about beliefs of each group of people and highlight those that have become national beliefs. Questions and answers/ interaction between teacher and students.	





**THEME:** Implements for cooking, Occupation and contribution, Musical instruments, Language and Beliefs of Belizeans

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Under the supervision of the teacher, children will explain and demonstrate the use of the implements through role play.</p>	<p>1.8 Discuss the customs and traditions of all ethnic groups as they pertain to clothing and food as well as those that unifies the ethnic groups as Belizeans</p>
<p>Oral telling of stories and matching pictures with stories. Make a booklet about: occupation/contributions of Belizean. Using stories and pictures where possible. Display to share information.</p>	<p>1.9 Discuss the cross-cultural sharing of food, music, dance and language</p>
<p>In small groups children construct simple musical instruments with teachers' or parents' help. Learn how to play them, sing and dance to the music. Teacher's use of checklist</p>	
<p>Development of personal dictionary with names in five languages e.g.: English – house; Garifuna – muna; Spanish – casa; Maya – wotoxh; Creole. Translating of: Numbers, greeting words and colours; also names of simple objects in the five main languages. Include them in the dictionary</p>	
<p>Discussion of audio/visual presentation Children will be encouraged to share with others their own beliefs and those they have heard. Teacher will help children to select those that have become national beliefs and write them on flipcharts for display and reading by individuals in the class.</p>	

