REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION

Secondary Education Modernization Programme

SECONDARY SCHOOL CURRICULUM

Forms 1–3

Social Studies

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Minister's Foreword

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of "a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity" (p. 9). Five developmental pillars have been identified to achieve this goal:

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

The Ministry of Education is one Ministry that is expected to play a pivotal role in *developing innovative people.* We therefore accept as one of our primary responsibilities, the establishment of an education system that will nurture imaginative, innovative, and eager learners. It must also facilitate the seamless progression of learners from early childhood education up to the tertiary level. Graduates of the system must emerge as creative, committed, and enterprising citizens who are prepared intellectually, and who have the will to become global leaders.

A critical contributor to this process is the national curriculum. These Curriculum Guides represent the core subjects of the national curriculum at the lower secondary level. They describe the formal content and process by which students at this level will gain the knowledge and skills that contribute to the achievement of our national goals. We expect that teachers will use these Guides to implement a school curriculum that is diversified, relevant, and of high quality, meeting the varied learning needs, interests, and abilities of all students. We expect, too, that students will be taught in ways that suit their own learning preferences. The curriculum will also connect them to their national heritage, help them to understand the issues facing their world today, and prepare them to meet the challenges and opportunities of the future.

On behalf of the entire education community, I congratulate and thank all those educators—curriculum personnel, teachers, editors, and others—who have worked together over the eight years of development and revision to produce these Curriculum Guides for secondary schools. The nation owes you a debt of gratitude. I urge you to continue to be shining lights in your communities as we move forward together to achieve our goals.

Esther Le Gendre
Honourable Minister of Education

A Note to Teachers

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

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

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

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

We in the Curriculum Planning and Development Division are confident that the new National Curriculum Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in our secondary schools and, consequently, the achievement of personal learning and national educational goals.

Sharon Douglass Mangroo
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Part 1
The National Curriculum for
Forms 1–3

Background

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

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

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

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

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

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

> The people of Trinidad and Tobago will be well known for excellence in innovation.
>
> Trinidad and Tobago will have a seamless, self-renewing, high-quality education system.
>
> A highly skilled, talented and knowledgeable workforce will stimulate innovation driven growth and development.
>
> The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity.

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

i. To ensure an alignment of the education system to government's strategic plan Vision 2020 which mandates that the education system produces caring and innovative citizens

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

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

The Secondary Curriculum

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

The curriculum guides for Forms 1–3 in eight subject areas are among the products of the programme and contribute to this outcome.

The Curriculum Design and Development Process

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

Curriculum Design

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

Curriculum Development

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

The result of these consultations was agreement on:

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

- the eight subjects to form the core;

- the desirable outcomes of secondary school education in Trinidad and Tobago.

In Stage 2 of the process, the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and the Task Force for Removal of Common Entrance, as well as newspaper articles and letters to the editor on education during the preceding five years. The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and articulation of a set of desirable outcomes and essential exit competencies to be possessed

by all students on leaving school. All learning opportunities, all teaching and learning strategies, and all instructional plans are to contribute to the realization of these outcomes and competencies.

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

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

Curriculum Revision

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

Curriculum Underpinnings

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

The major forces that influence and shape the organization and content of the curriculum include:

1. Educational philosophy and understandings about the nature of knowledge

2. Society and culture

3. The learner and learning process

4. Learning theories

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

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

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

Education Policies That Impact on the Curriculum

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

National Curriculum Policy

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

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

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

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

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

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

Though the policy has not yet been formally issued, these statements are worthy of consideration at all stages of the curriculum cycle.

Inclusive Education Policy

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

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

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

- Students with special needs should be given additional instructional support in negotiating the regular curriculum, not a different one. The guiding principle of equity is to supply students who need it with additional help to achieve set standards, but not to lower the standards.

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

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

ICT in the Curriculum

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

Curriculum Content and Learning Resources

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

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

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

Essential Learning Outcomes

The learning outcomes which have been deemed essential are in the areas of:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

The achievement of these essential learning outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects, their content, and the suggested teaching, learning, and assessment strategies are the means to fulfil this end.

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

The essential learning outcomes are described more fully below.

Aesthetic Expression

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

Students, for example:

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

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

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

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

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

Citizenship

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

Students, for example:

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

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

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

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

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

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

Communication

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

Students, for example:

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

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

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

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

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

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

Personal Development

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

Students, for example:

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

- make appropriate decisions and take responsibility for those decisions;

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

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

- discriminate among a wide variety of career opportunities;

- demonstrate coping, management, and interpersonal skills;

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

- reflect critically on ethical and other issues;

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

Problem Solving

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

Students, for example:

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

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

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

- solve problems individually and collaboratively;

- identify, describe, formulate, and reformulate problems;

- frame and test hypotheses;

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

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

- distinguish facts from opinions.

Technological Competence

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

Students, for example:

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

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

- demonstrate understanding of the impact of technology on society;

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

The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3. Additional subjects that contribute to students' holistic development and further their interests and aspirations may also be offered thereafter.

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

The subjects and the recommended time allocations are as follows:

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

At the end of Form 3, students will be assessed for the National Certificate of Secondary Education (NCSE), Level I.

Language Across the Curriculum

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

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

The national curriculum is predicated on the assumption that since students' language development takes place across the curriculum, the development process must be addressed in all subject areas. Students will develop and use patterns of language vital to understanding and expression in the different subjects that make up the curriculum.

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

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

Curriculum Implementation

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

A curriculum development system provides support for the tasks of curriculum implementation. The system advocated by the Ministry of Education involves stakeholders, specialist curriculum officers, principals, heads of departments, and teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

System Component	Members	Role
National Curriculum Advisory Council/ Committee	Stakeholders	• Advise on curriculum policy, goals, and standards
Curriculum Planning and Development Division (Head Office and District-based)	curriculum officers	• Plan and develop curriculum • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials • Lead writing teams (which include teachers) • Monitor implementation • Provide teacher support • Facilitate teacher professional development for curriculum implementation • Advise on processes and materials for effective implementation and student assessment • Evaluate curriculum
School Curriculum Council	Principal/Vice Principal and Heads of Departments	• Make major decisions concerning the school curriculum, such as assigning resources • Provide guidelines for Instructional Planning Teams
Instructional Planning Teams/School Instructional Committees	Teachers	• Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation

Curriculum Implementation at School Level

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

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

In providing support for curriculum work, the Council may, for instance:
- encourage teachers to identify challenges and try new ideas;
- develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensure availability of learning materials;
- provide instructional leadership;
- ensure that appropriate strategies are formulated to promote student success.

In performing evaluation functions, the Council:
- monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
- assesses the hidden curriculum (including discipline policies, fund allocation, physical environment);
- evaluates the school programme of studies.

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

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

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

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Part 2
The Social Studies Curriculum

Vision Statement

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

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

Philosophy of Social Studies

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

Goals of the Social Studies Programme

The modernized secondary education Social Studies programme consists of a number of selected topics or units organized within the basic structural framework of the secondary school system. The first organizational parameter has been defined by the number of years of study. Social Studies for Forms 1, 2, and 3 thus represents a unified conceptual framework or programme. Additionally, each year has been broken down into three teaching terms, and each term has been identified with a module or unit specification that helps to organize the content.

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

The secondary Social Studies programme is designed to enable students to:

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

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

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

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

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

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

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

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

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

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

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

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

The Essential Learning Outcomes

The six learning outcomes that have been designated essential for all students who have been exposed to the national curriculum are:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

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

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

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

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Rationale for Teaching and Learning Social Studies

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

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

Thus, Social Studies has an important mandate. The revised curriculum has been designed with these essential outcomes in mind.

Social Studies education expressly:

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

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

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

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

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

Intended Learning Outcomes of the
Lower Secondary Social Studies Programme

The intended outcomes of the Social Studies programme for secondary schools are derived from the national philosophy and aims of education and the previously stated vision of the Social Studies programme.

By the time they complete the Social Studies programme in Form 3, students should have acquired identified types of knowledge, conceptual understanding, skills, attitudes, and values. These are described in more detail in the pages that follow.

Knowledge and Concept Outcomes

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

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

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

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

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

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

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

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

Skill Outcomes

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

➢ comprehension
➢ analysis
➢ application
➢ synthesis
➢ evaluation

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

A. Enquiry and Research Skills

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

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

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

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

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

5. conduct interviews;

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

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

B. Communication Skills

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

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

1. listen effectively to understand the views of others and synthesize relevant information and ideas;

2. observe and report accurately on such observations;

3. articulate ideas in a positive, respectful, thoughtful, and knowledgeable manner;

4. read and interpret a variety of texts, and summarize the essential content of such texts;

5. read and interpret maps, graphs, diagrams, and tables to extract relevant and appropriate information;

6. inform others of the sources of information they have obtained;

7. search for, record, and later retrieve information from texts in libraries and on the Internet;

8. write clearly, appropriately, and effectively, and edit their own work and the work of others to improve clarity of communication;

9. use various technologies to present information in a clear, graphic, illustrative manner;

10. design different forms of presentation, using appropriate communication media and expression, in order to provide effective reports and solutions, and to share information.

C. *Information Processing Skills*

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

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

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

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

2. weigh evidence and determine its relevance and suitability;

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

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

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

6. predict outcomes and suggest solutions to problems;

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

D. *Social and Interpersonal Skills*

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

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

1. act appropriately in a variety of social settings;

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

3. offer and evaluate informed opinions;

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

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

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

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

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

9. act responsibly and accept responsibility.

Attitudes and Values Outcomes

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

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

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

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

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

4. defend human rights;

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

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

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

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

9. demonstrate a positive attitude to work and production;

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

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

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

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

14. demonstrate a positive attitude toward leisure;

15. use time productively and responsibly.

Teachers will use the above statements of intended learning outcomes within the Social Studies programme to formulate even more specific objectives as they design and plan individual units and lessons.

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

General Learning Outcomes

The following are expected general learning outcomes for students at each level of the lower secondary programme:

Form 1

- Identify characteristics unique to themselves
- Recognize their own strengths and self-worth as human beings
- Understand themselves as individuals
- Articulate simple ideas and opinions in both written and oral presentations
- Search out relevant data and information from a variety of sources
- Understand and practise positive and respectful interactions with others
- Work cooperatively with others to complete tasks in a timely and productive manner
- Make informed personal choices and develop healthy lifestyles and positive interpersonal relationships
- Identify their personal interests and aspirations
- Set and plan strategies to attain their goals

Form 2

- Value the privilege of being educated
- Appreciate various viewpoints
- Use information to make wise choices
- Appreciate the need to develop their skills, talents, and creativity
- Demonstrate positive attitudes to work and production
- Understand the importance of technology used by various peoples to exploit human and physical resources
- Understand how the use of technology has impacted on the lives of the various peoples of Trinidad and Tobago
- Understand the importance of the human resource and the factors that influence its development
- Identify benefits to a nation that result from its ability to satisfy its human resource needs
- Explore the relationship between human resource development and the maximum use of the physical resources

- Outline factors responsible for employment, underemployment, and unemployment
- Critically assess the need for sustainable development of the natural resources of Trinidad and Tobago

Form 3

- Evaluate the factors that influence economic diversification
- Account for changes in forms of transportation and the development of transport networks
- Evaluate the effectiveness of the present transport network in Trinidad and Tobago, and put forward suggestions for its improvement
- Demonstrate an understanding of the importance of effective transportation for economic development
- Assess the contribution of modern communications technology to economic development
- Demonstrate an understanding of the factors affecting the distribution of goods and services in Trinidad and Tobago
- Examine exports and imports in Trinidad and Tobago
- Appreciate the work of people involved in industry
- Appreciate and use different forms of communication and transportation
- Act responsibly to protect facilities provided by the state
- Develop an appreciation of goods and services provided by citizens of Trinidad and Tobago
- Make wise decisions with respect to the satisfaction of their needs and wants
- Understand the fragile nature of the environment, and act appropriately to preserve and protect our planet
- Identify some technological changes associated with globalization
- Be aware of the sequential steps in the research process
- Conduct research to identify the negative and positive impact of globalization
- Suggest solutions to eradicate the negative impact of globalization
- Recognize the need for countries to be prepared for the social, economic, technological, and political changes associated with globalization
- Recognize the importance of conducting research on important local, regional, and global issues

Curriculum Content

Form 1 — Term 1

Theme: My Personal World

General Learning Outcomes

At the end of Form 1, students will be able to:

- identify characteristics unique to themselves
- recognize their own strengths and self-worth as human beings
- understand themselves as individuals
- understand their relationships with other individuals and groups
- become aware of their physical and emotional growth and development, and the potential changes that may occur as they develop
- develop greater self-esteem
- recognize roles and responsibilities within the family and perform their own roles more responsibly
- recognize various family types
- identify relationships within the family
- research and write a brief family history/develop the basic family tree or genealogy chart
- understand the nature of relationships within the family
- effectively mediate disputes and conflicts within small groups and family structures
- articulate simple ideas and opinions about family matters in both written and oral presentations
- search out relevant data and information about the family from a variety of sources
- understand and practise positive and respectful interactions with others
- work cooperatively with others to complete tasks in a timely and productive manner
- identify their strengths, interests, and aspirations and set and plan strategies to attain goals

Form 1 — Term 1

Theme: Personal Development

Topic: My Personal World

Content Standard

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

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

Performance Standards

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

- defining terms and concepts associated with human growth and development

- explaining the impact of heredity and environment on the development of the individual

- explaining the physical and behavioural changes that occur during various stages of human development

- identifying their own strengths and weaknesses, and creating action plans to convert weaknesses into strengths

- identifying the factors that influence self-esteem, and working towards developing a more positive self-esteem

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: My Personal World					
Sub-Topic: Who Am I?					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
- Uniqueness - Individuality - Heredity - Environment - Personality - Genes - Characteristics - Qualities - Individual differences - Strength - Weakness - Self-esteem - Behaviour - Conflict - Role - Status - Identity - Physical, social, and emotional development	- Individuality - Development - Identity	- Acceptance - Tolerance	- Research - Class discussion	*Students will be able to:* - define relevant terms and concepts - use terms and concepts appropriately	- Vocabulary test - Quiz - Crossword puzzles

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: My Personal World					
Sub-Topic: Who Am I?— Stages of Development					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Stages of development: - infancy - childhood - adolescence - adulthood • Adolescence: - physical growth - hormonal changes - puberty - interest in the opposite sex - conflicting emotions - impulsive behaviour - anxiety about growing up • Comparison of the stages of social development under headings, e.g.: - opportunities - services available - transportation - communication	• Individuality • Development • Identity	• Appreciation • Independence • Appreciation	• Brainstorming • Observation • Discussion • Research • Brainstorming • Discussion • Lectures by guest speakers • Research • Lectures by visiting personnel • Interviews with grandparents	*Students will be able to:* • identify the various stages of development of individuals and their specific characteristics • explain the physical and behavioural changes that occur during adolescence • compare their own lives (as adolescents) to the lives of their grandparents when they were adolescents	• Document observations • Develop a timeline of personal growth to be continued as one ages • Begin journal writing: - journal entries recording changes experienced • Creation of a skit depicting the life of an adolescent 50 years ago

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: My Personal World					
Sub-Topic: Who Am I?— A Unique Individual					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Physical, intellectual, emotional, social, and ethical development • Features that are inherited – hair, eyes, skin colour, blood type, etc.	• Individuality • Development • Identity	• Appreciation • Self-awareness • Understanding • Self-acceptance	• Reflection • Discussion • Recognizing and charting family characteristics	*Students will be able to:* • recognize that there are different features that contribute to one's uniqueness • explain the impact of heredity on the individual	• Write a paragraph on different aspects of oneself and the effects on one's behaviour • Journal entry • Write a poem/song about "Myself" • Journal entry
• Influence of the environment on personality (family, society, media)	• People • Places • Environment	• Appreciation of diversity	• Story-telling – "The child who was raised in the forest" • Comparison of two children born at the same time and raised in different homes	• explain the impact of the environment on the individual	• Draw a picture exaggerating common family features • Journal entry – "How I feel about the stories I just heard"

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: My Personal World					
Sub-Topic: Self-Esteem					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

• Good family life
• Healthy relationships with peers, neighbours
• Achievement in school
• Involvement in extra-curricular activities
 	
• Evidence of high self-esteem – one will:
  - maintain self confidence
  - accept challenges
  - be productive
  - have meaningful relationships
 	
• Evidence of low self-esteem – one will:
  - lack self-esteem
  - feel worthless and incompetent
	• Interaction
	
	• Cooperation
		• Reflection
		
		• Assertiveness
		
		• Humility
		
		• Responsibility
		
		• Self-respect
		
		• Acceptance
		
		• Pride
		
		• Self-respect
		
		• Acceptance
		
		• Pride
			• Discussion
			
			• Role play
			
			• Discussion
			
			• Group work
			
			• Role play
			
			• Discussion
			
			• Group work
				Students will be able to:
				
				• evaluate the factors that contribute to self-esteem
				
				• explain the effects of high self-esteem on the individual
				
				• explain the effects of low self-esteem on the individual
					• Create and display charts/posters/ comic strips, PowerPoint presentations on factors that contribute to self-esteem
					
					• Draw a picture showing an adolescent with high self-esteem
					
					• Draw a picture showing an adolescent with low self-esteem

THEME: PERSONAL DEVELOPMENT					
Topic: My Personal World					
Sub-Topic: Self-Esteem					
• "Be your own best friend" • Love the unique person that you are • Take pride in your achievements • Get involved in activities that you enjoy • Accept challenges			• Group work • Discussion • Case studies	• illustrate ways in which a person can improve self-esteem	• Presentations • Creation of posters: "Helping your friend build self-esteem"

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: My Personal World					
Sub-Topic: Who Am I? — Strengths and Weaknesses					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

• What are students good at? e.g.:
  - subject competence
  - sport
  - music
  - physical strength
• Give encouragement/Be supportive
• Give assistance when needed
• Steps in creating a plan:
  - identify area to be improved
  - set relative goals
  - set time frame
  - measure progress
  - reward self
• Characteristics to be included, e.g.:
  - physical
  - personality profile
• Individual differences
	• Individuals
	
	• Groups
		• Competence
		
		• Collaboration
		• Friendship
		• Caring
		• Empathy
		
		• Quality
		• Commitment
		• Enthusiasm
		
		• Commitment
			• Discussion/ Brainstorming
			• Self-appraisal
			• Peer appraisal
			
			• Group work
			• Role play
			• Dramatization
			
			• Discussion
			
			• Discussion using characters from selected literature text
			
			• Discussion – pairs, groups, whole class
				Students will be able to:
				
				• identify strengths and weaknesses
				
				• suggest ways to reduce the weaknesses and build on the strengths of one another
				
				• create an action plan to convert a weakness into a strength
				
				• compile character sketches of themselves
				
				• compare character sketches to determine individual differences
					• Checklist
					• Draw picture of self
					
					• Presentation
					
					• Present an action plan to improve identified area of weakness
					• Implement the action plan
					• Model the new behaviour
					
					• Presentation of character sketches
					
					• Oral questioning: "How are we different from each other?"

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: Who Am I?					
Sub-Topic: Social Issues Affecting the Individual					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Peer group pressure • Child abuse • Incest • Healthy lifestyles • Lifestyle diseases • Care for the elderly • Helping the underprivileged	• Ideals • Principles	• Tolerance • Assertiveness • Mercy • Service	• Discussion • Group work • Panel discussions • Case studies	*Students will be able to:* • identify issues affecting the individual • explain/develop strategies to cope in a principled manner with selected issues	• Analyse relevant case studies • Newspaper articles (students suggest what could be done differently)

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: Who Am I?					
Sub-Topic: Time Management					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Reasons for managing time, e.g., being able to accomplish tasks • Creation of a timetable	• Time management	• Punctuality • Determination	• Group discussion • Use of case studies • Discussion	*Students will be able to:* • discuss reasons for being able to manage time effectively • outline a plan for using one's time	• Make a poster/comic strip to illustrate effective time management • Construct a plan showing the use of after-school time

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: Who Am I?					
Sub-Topic: Needs and Wants					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Needs • Wants • Choices • Satisfaction • Prioritization • Decision making • Criteria to identify needs and wants • Identification of needs and wants		• Responsibility • Purposefulness • Assertiveness • Simplicity	• Brainstorming • Research • Group work • Group work	*Students will be able to:* • define relevant terms and concepts • differentiate between personal needs and wants • construct a list of needs and wants in order of priority	• Quiz • Crossword puzzles • Presentation of a list of needs and wants (for a student who is a new secondary school student) • Presentation of a list of needs and wants in order of priority

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: Who Am I?					
Sub-Topic: Money Management					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Budgeting	• Production • Distribution • Consumption	• Self-discipline • Responsibility	• Hot seating • Discussion • Panel discussion	*Students will be able to:* • use their allowance to meet needs and wants	• Construction of a personal budget
• Meeting future needs and wants		• Thrift	• Group work – case studies	• explain why savings are essential	
• Getting value for money		• Responsibility		• practise wise consumer habits	
• Avoiding unnecessary spending		• Reflectiveness			

Form 1 — Term 1

My Personal World

THEME: PERSONAL DEVELOPMENT					
Topic: Who Am I?					
Sub-Topic: Rights and Responsibilities					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Rights, e.g., right to: - an education - participate in co-curricular activities • Responsibilities: - doing your assignments - being regular and punctual at school - caring for the environment	• Justice • Honour	• Respect • Appreciation • Self-discipline	• Group discussion • Class discussion • Hot seating	*Students will be able to:* • identify rights of students • identify the responsibilities of students	• Use of case studies to determine when rights are infringed • Make charts/posters of responsibilities of students • Create a skit • Journal entries of responsibilities

Form 1 — Term 1

Topic: The Family

Content Standard

Students will understand their roles and responsibilities as members of families.

Performance Standards

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

- defining relevant terms and concepts

- distinguishing among the different family types and unions in Trinidad and Tobago

- describing the roles, relationships, and responsibilities of adult and sibling members of a family

- explaining the major functions of the family

- identifying ways in which the family meets its needs and wants

- effectively resolving disputes and conflicts in small groups

- identifying and explaining issues facing families in Trinidad and Tobago

Form 1 — Term 1

The Family

THEME: PERSONAL DEVELOPMENT					
Topic: The Family					
Sub-Topic: Family Unions					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Marriage • Common law relationships • Consensual relationships • Visiting relationships	• Individuals • Groups • Institutions	• Love • Cooperation • Caring • Courtesy	• Group work • Research • Interviews	*Students will be able to:* • identify the different types of family unions in Trinidad and Tobago	• Create a poster showing different types of families
• Nuclear families • Single-parent families • Extended families • Reconstructed/Reconstituted families • The sibling household • The visiting union		• Love • Caring	• Discussion – group work • Looking at families to which students belong	• compare the different family types in Trinidad and Tobago	• Teacher-made test

• Functions of the family:
  - biological
  - social
  - emotional/psychological
  - cultural/educational
  - economic/financial
		• Empowerment
		
		• Respect
		
		• Understanding
		
		• Gratitude
			• Discussions – simulations
			
			• Circular response
				• evaluate the major functions of the family	• Create a jingle/story/ comic strip on the functions of the family

Form 1 — Term 1

The Family

THEME: PERSONAL DEVELOPMENT					
Topic: The Family					
Sub-Topic: Roles and Responsibilities of Family Members					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Family trees • Family relationships • Roles of parents, children, grandparents, husband, wife • Responsibilities of different members of the family	• Roles and responsibilities	• Harmony • Fairness • Love • Gratitude • Loyalty • Kindness • Caring	• Research family trees • Discussion • Brainstorming • Group work	*Students will be able to:* • describe the roles, relationships, and responsibilities of individual members of a family	• Construct a family tree showing at least three generations • Identify the relationships between people • Make presentations on the roles and responsibilities of each family member

• Changes in the family:
  - birth of a new baby
  - marriage of a sibling
  - death
  - divorce
  - (un)employment
	• Individuals
	
	• Groups
	
	• Institutions
		• Sharing
		• Caring
		• Tolerance
		• Cooperation
		• Understanding
		• Empathy
		• Kindness
		• Courtesy
			• Group work
			
			• Case studies
			
			• Sharing real-life experiences
				• identify coping strategies to deal with changes within the family	• Create a skit demonstrating ways to cope with a selected change in the family

Form 1 — Term 1

The Family

THEME: PERSONAL DEVELOPMENT					
Topic: The Family					
Sub-Topic: Needs and Wants					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

Needs and Wants
• Food
• Clothing
• Shelter
• Security
• Medicine
• Entertainment
• Elements of a budget: rent/mortgage/car payments; transportation; food; utility (electricity, telephone, water) bills; medicine; clothing; entertainment
• Controlling the family expenses:
  - planting a vegetable/herb garden
  - preparing meals at home
  - repair, reuse, reduce, recycle
  - wise use of resources, e.g., telephone, electricity, water
	• Production
	• Distribution
	• Consumption
		• Purposefulness
		• Reflection
		• Choice
		• Responsibility
		• Self-reliance
		• Choice
			• Discussion
			• Group work
			• Discussion
			• Group work
			• Hot seating
			• Brainstorming
			• Interviews
				Students will be able to:
				• identify the needs and wants of the family
				• construct a budget for a family
				• identify/devise ways through which the family can minimize expenses
					• List the needs and wants of a family
					• Plan a budget for a family consisting of husband, wife, and two children, with a combined income of $5,000.00
					• Create a jingle that encourages the conservation of resources

Form 1 — Term 1

The Family

THEME: PERSONAL DEVELOPMENT					
Topic: The Family					
Sub-Topic: Conflict Resolution					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Conflict • Conflict resolution • Dispute • Mediation • Causes of conflict – money, infidelity, mode of dress, music, use of free time, household chores • Feelings associated with conflict – anger, loneliness, fear, disappointment, frustration, jealousy • Communication strategies – focus on problem/issue not the person, think of solutions, negotiate, seek mediation if necessary, think win-win	• Cooperation	• Tolerance • Peace • Harmony • Introspection • Empathy • Reflection • Harmony • Cooperation	• Research • Discussion of causes of conflict at home and among friends • Circular response: How do you feel in conflict situations? • Role play • Group work • Class discussion	*Students will be able to:* • define relevant terms and concepts • identify and understand causes of conflict • identify and explain the feelings experienced during situations of conflict • outline steps in conflict resolution • suggest strategies to deal with conflict in families	• Crossword puzzle • Journal entries • Identify steps in conflict resolution • Use of case studies • Write a letter to a friend outlining a recent source of conflict in your family and how it was resolved

Form 1 — Term 1

The Family

THEME: PERSONAL DEVELOPMENT					
Topic: The Family					
Sub-Topic: Issues Affecting Families					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Teenaged pregnancy • Promiscuity • Domestic violence • Juvenile delinquency • Substance abuse • Sibling rivalry • In-law interference • Care of the aged **Addressing Issues** • Communication • Expression of feelings • Seeking expert help	• Conflict • Interaction	• Understanding • Empathy • Patience • Cooperation • Empathy	• Group work • Panel discussion • Research • Presentations by resource persons • Case studies using newspaper clippings	*Students will be able to:* • identify issues that affect families • suggest strategies to deal with selected issues	• Students list some issues that affect families • Present oral reports on strategies used to deal with issues • Dramatize/role-play scenarios

Form 1 — Term 1

Theme: How We Govern Ourselves

Content Standard

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

Performance Standards

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

- stating reasons for rules, regulations, rewards, and sanctions

- identifying the maker/makers of rules, regulations, rewards, and sanctions in the home, school, social groups, and state

- outlining how rules, regulations, rewards, and sanctions are made in the home, school, social groups, and state

- identifying their responsibilities as citizens

- describing their fundamental human rights and freedoms

- listing some international treaties to which Trinidad and Tobago is a signatory

- explaining what is meant by the term *International Law*

- exploring the concept of *Humanitarian Law*

- explaining how Humanitarian Law differs from International Law

Form 1 — Term 1

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: Rules, Regulations, Rewards, and Sanctions					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Reasons for rules, regulations, rewards, and sanctions	• Justice	• Respect • Responsibility	• Small-group followed by class discussions	*Students will be able to:* • state reasons for rules, regulations, and sanctions	• Oral responses
• Makers of rules		• Understanding	• Group discussion • Brainstorming	• identify how rules are formed in the home, school, social groups, and the state	• Group reports
• Making rules in the home, school, and social groups		• Introspection • Understanding	• Group research	• outline how rules, regulations, rewards, and sanctions are made in the home, school, and social groups	• Group reports • Individual reports • Participation in role play • Group report
• State rules (laws)	• Justice	• Respect • Understanding	• Role play • Field trip: visit to Parliament	• outline how rules are made at the state level	• Completion of statements • Group report
• Civic responsibilities		• Understanding • Introspection	• Brainstorming • Small-group discussion	• identify the responsibilities of citizens	• Oral responses

THEME: HOW WE GOVERN OURSELVES					
Topic: Rules, Regulations, Rewards, and Sanctions					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

• Fundamental rights and freedoms
 	
• International treaties to which Trinidad and Tobago is a signatory
 	
• Meaning of *International Law*
 	
• Why do people fight one another?
 	
• The Arena Massacre
 	
• Decline of the Amerindian population
	• Justice
	
	• Power
	
	• Authority
		• Service
		
		• Justice
		
		• Fairness
		
		• Cooperation
		
		• Purposefulness
		
		• Respect
		
		• Self-discipline
		
		• Tolerance
		
		• Sacrifice
			• Hot seating
			
			• Class discussion
			
			• Group research using government website
			
			• Internet-based research using the United Nations website
			
			• Class discussion on reasons for individuals fighting each other
			
			• Internet research and teacher-led class discussion
			
			• Native resistance to both the missionaries and conquistadores
				• identify fundamental human rights and freedoms
				
				• list the treaties to which Trinidad and Tobago is a signatory
				
				• explore and explain the meaning of *International Law*
				
				• outline the factors that may lead to one group taking up weapons against another
					• Quiz
					
					• Crossword puzzle
					
					• Analysis of case studies
					• Oral responses to questions, e.g.:
					  - What picture comes to mind when you hear "armed conflict"?
					  - What do you think of efforts to limit the effects of armed conflict?
					  - What is human dignity?

			THEME: HOW WE GOVERN OURSELVES		
THEME: HOW WE GOVERN OURSELVES					
Topic: Rules, Regulations, Rewards, and Sanctions					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• The concept of *Humanitarian Law* • Differentiate between Humanitarian Law and International Law • How can you promote respect for human dignity? • What can you do to make a difference? • How can you develop awareness in others?	• Governance • Justice	• Rationality • Service • Creativity • Courtesy	• Discuss the plight of the Amerindians leading to the role of Bartholomew de Las Casas • Brainstorming • Class discussion • Teacher-led class discussion on the Arena Massacre • Brainstorming followed by small-group discussion, and culminating in a general class discussion of ideas and issues raised	• explore and explain the concept of *Humanitarian Law* • compare and contrast Local Laws, Humanitarian Law, and International Laws • discuss the role of the individual in promoting respect for the rule of law	• Oral responses • Oral responses • Oral responses

How We Govern Ourselves

Suggested Resources

CARICOM Secretariat. *Human rights education for citizenship*. Georgetown, Guyana: Author.

Trinidad and Tobago. Government. (1980). *The Constitution of the Republic of Trinidad and Tobago*. Port of Spain: Author.

Trinidad and Tobago. Ministry of Education. (1994). *The framework of democracy in Trinidad and Tobago – Level One*. Port of Spain: Author.

History texts

Copies of school policies

The news media

Relevant websites

Form 1 — Term 1

Theme: Economic Growth and Development

Content Standard

Students will know the changes and challenges involved in the economic growth and development of the country, and understand how they can contribute towards economic sustainability.

Performance Standards

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

- demonstrating an awareness of their needs and wants

- defining related terms and concepts

- using related terms and concepts appropriately

- demonstrating an awareness of valued ways of earning an honest living to provide for needs and wants

- identifying socially acceptable ways of earning a living to provide for needs and wants

- listing the factors that contribute to a good work ethic in the workplace

- discussing the importance of a good work ethic and productivity to economic development

Form 1 — Term 1

Economic Growth and Development

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: The Nature of Work					
Sub-Topic: Earning a Living					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Choice • Needs • Satisfaction • Wants • Work • Interdependence • Self-employment • Economy • Production process • Labour force • Workers – primary, secondary, tertiary • Work ethics • Productivity • Employer • Employee • Rights • Responsibility • Earnings • Pension • Investments	• Cooperation	• Appreciation • Respect • Responsibility • Excellence • Creativity	• Research • Class discussion	*Students will be able to:* • define terms and concepts as listed	• Word games • List responses to ways/ work roles to earn a living

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: The Nature of Work					
Sub-Topic: Earning a Living					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Earning a living (working) to provide for needs and wants	• Cooperation	• Respect • Appreciation • Honesty • Thrift • Understanding	• Teacher leads discussion on ways for the family to earn a living to meet its needs and wants • Discussion on selected case studies of how families earn a living • Teacher leads discussion on the dilemma of honest versus dishonest ways of earning a living	• identify ways of earning a living to provide for needs and wants • demonstrate an appreciation for honest ways of earning a living	• Compose a song/poem or create an art piece that depicts an understanding and appreciation of honest ways of earning a living • Make a semantic map on the "Ideal Worker"

• The Labour Force
 	
• Definition of *labour force*
 	
• Types of workers in the labour force:
  - primary
  - secondary
  - tertiary
  - skilled
  - unskilled
  - permanent
  - temporary
		• Reliability
		
		• Responsibility
		
		• Loyalty
			• Brainstorming on what is work and types of work in the community and home:
			  - categories of workers
			  - examples of places of work, including self-employment
				• describe what is work
				  - the different types of work
				
				• give examples of the various work roles that persons may have to perform to provide for their needs and wants	

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: The Nature of Work					
Sub-Topic: Earning a Living					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Employer/Employee relationships • Work ethics and productivity		• Reliability • Responsibility • Trustworthiness	• Examine examples of case studies that illustrate the role of work ethics and productivity in the development of a country	• identify and distinguish among different types of workers • explain the importance of work ethics and productivity in the development of a country	• Compose a skit, song, or poem, highlighting the importance of proper work ethics and productivity in the workplace

Form 1 — Term 1

Our Environment

THEME: OUR ENVIRONMENT					
Topic: Mapwork					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Location • Place location, globe, map, large-scale and small-scale map	• Spatial understanding • Relationships	• Clarity • Precision • Patience	• Discuss the differences between a map and a globe • Locate T&T on world map and the globe • Locate local area on map of T&T	*Students will be able to:* • locate T&T on a world map/globe • locate local area (school or village) on map of T&T	• Completion of sentences • Locate the school and its environs on a map

Map Features
 	
• Basic components of a map:
  - symbol
  - key or legend
  - border
  - title
  - scale
  - compass direction
		• Clarity
		
		• Precision
		
		• Patience
		
		• Cooperation
			• Discussion
			
			• Questioning
			
			• Display samples of good maps
			
			• Field-work – walk about to observe local area, record information on map
				• use symbols to represent features on a map
				
				• interpret symbols on a map
				
				• produce neatly labelled maps with all necessary components
					• Observe student attitude during field work
					
					• Interpret symbols on maps
					
					• Insert collected field information on a map

THEME: OUR ENVIRONMENT					
Topic: Mapwork					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Scale • Map scale • Measurement of distances on map	• Spatial understanding • Relationships	• Clarity • Precision • Patience • Cooperation	• Discussion • Activity sheets • Group work • Games	• use linear scale to determine straight line distance between two points on a map	• Observation of group work • Measurement of distances on a map of local area
Directions • Cardinal points • Giving directions		• Clarity • Precision • Patience • Cooperation	• Display of compass instruments • Wall charts • Students as models • Games on topics	• state the 8 cardinal points • give the relative direction of locations on map using cardinal points • use compass directions to follow routes on large-scale maps	• Insert cardinal points on compass diagram • Given a map, give direction from one point to another

Form 1 — Term 1

Our Environment

THEME: OUR ENVIRONMENT					
Topic: The Human Environment					
Content	**Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Population • Census • Gender • Age • Ethnicity • Community • Culture • Religion • Lifestyle • Diversity • Cosmopolitan • Multicultural • Employment	• Identity/Interaction	• Tolerance • Sharing • Appreciation • Responsibility	• Glossary of terms • Brainstorming • Discussion • Field research – collect data from school, village • Take photographs/ videos of local inhabitants	*Students will be able to:* • define relevant terms and concepts • identify human characteristics of an area • describe the human characteristics of any local area (school, village)	• Crossword puzzle • Matching sentences • Compose song/poem • Write essay • Create booklet

Form 1 — Term 1

Caribbean Integration and Global Links

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Weather and Climate					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Terms and Concepts • Weather • Climate • Latitude and longitude • Hemisphere • Climatic zone • Temperature • Rainfall **Features of Tropical Climate** • Definition of weather and climate • Features of weather and climate (temperature, rainfall, wind, sunshine, humidity)	• Identity/Change	• Caring • Understanding • Appreciation • Reflection • Cooperation	• Research terms and concepts • Brainstorm the difference between weather and climate • Conduct research, using ICT/ encyclopedia to source information about a tropical marine climate • Group work • Discuss how the tropical climate affects the region	*Students will be able to:* • define terms and concepts • differentiate between weather and climate • describe the features of weather and climate • identify the types of Caribbean weather systems	• Define terms and concepts • State two differences between weather and climate • On a blank world map, label the Tropics of Cancer and Capricorn; colour the Tropical Zone

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Weather and Climate					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Types of weather systems (hurricane, Intertropical Convergence Zone [ITCZ], tropical waves, cold fronts) • Types of vegetation (tropical rainforest, savannah, coastal vegetation)		• Precision • Confidence	• View and classify vegetation types in the local environment	• describe the types of vegetation in the Caribbean region • suggest ways to protect the vegetation	• Sketch the vegetation of the area surrounding the home or school
Impact of the Tropical Marine Climate on the Caribbean • Social • Economic		• Acceptance • Enthusiasm	• Class discussion on the impact of climate on various aspects of Caribbean life, viz., sport *(*cricket, football when played*)*; culture *(*e.g., Carnival celebrations*)*; clothes worn, etc.	• appreciate the Caribbean environment • explain how tropical marine climate affects the lifestyle of the Caribbean region	• Write a brief account about a tropical marine climate • Create a display booth; exhibit pictures of features of a tropical marine climate

Form 1 — Term 2

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: Humanitarian Law					
Sub-Topic: The Humanitarian Perspective					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• A bystander • Humanitarian acts • Social pressures • Promotion of respect for human dignity • Making a difference • Development of awareness in others	• Justice	• Empathy • Understanding • Caring • Honour • Responsibility • Introspection	• Discussion • Debate • Group work • Use of case study to demonstrate the role of the bystander • Role play: - the role of Las Casas pleading the case of the Amerindians in the Spanish court	*Students will be able to:* • understand the effect a bystander can have upon the actions of others • explain what is meant by humanitarian acts • discuss the social pressures involved to follow the actions of the majority in potentially violent and violent situations • identify humanitarian acts in the news and everyday life	• Role-play the part of a victim and then the part of the bystander • Create a poster of a bystander performing a humanitarian act

THEME: HOW WE GOVERN OURSELVES					
Topic: Humanitarian Law					
Sub-Topic: The Humanitarian Perspective					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
			- La Brea Charles being mistaken for Tubal Uriah Buzz Butler in 1937 - Pose questions about the death of Charlie King at Fyzabad Junction in 1937, asking if anyone could have saved him • Hot seating • Panel discussion	• learn to analyse a dilemma • suggest the role of the individual in promoting respect for the rule of law	

Form 1 — Term 2

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: Humanitarian Law					
Sub-Topic: Limits in Armed Conflict					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Laws, Limitations, and Conflict • The need for limits • Collateral damage • Promotion of respect for human dignity • Making a difference • Development of awareness in others	• Justice	• Willingness to listen • Disagreeing respectfully	• Discussion • Debate • Group work • Role play • Hot seating • Case studies • Use media to locate modern incidents of conflict in other countries • Discuss native resistance to European conquest in the Caribbean	*Students will be able to:* • explain why rules are needed for armed conflict • identify some basic rules of Humanitarian Law • be aware that efforts have always been made to limit conflict intensity • be aware of the scope of the use of child soldiers • understand why some types of weapons are banned	• Role play • Essay writing

THEME: HOW WE GOVERN OURSELVES					
Topic: Humanitarian Law					
Sub-Topic: Limits in Armed Conflict					
Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
		• Understanding • Empathy • Introspection	• Discuss the response of the enslaved Africans to their enslavement • Use Internet resources to gain information on indiscriminate killing devices – land mines, bombs, etc. • Use Internet resources to obtain information on child soldiers – their recruitment and use by unscrupulous states and individuals	• trace the consequences of the use of banned weapons • understand how public opinion may change rules and advance Humanitarian Laws/Power • explain the role of the individual in promoting respect for the rule of law	• Role play • Essay writing

Form 1 — Term 2

Theme: Our National Heritage

The Good Citizen

Content Standard

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

Performance Standards

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

- defining relevant terms and concepts

- identifying people, places, events, and traditions that make up our heritage

- establishing historical links with their ancestral past and the contributions made to our heritage

- demonstrating an awareness of personalities, sites, and other icons of heritage and their significance

- analysing the values of social living as "unity in diversity," and as living in harmony with the environment

- examining current trends and issues with possible solutions to problems and challenges faced in the society

- participating in field studies and research projects, and producing reports on aspects of our national heritage

Form 1 — Term 2

Our National Heritage

THEME: OUR NATIONAL HERITAGE					
Topic: Our Human and Physical Heritage					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Concept of heritage	• Identity	• Awareness • Understanding • Appreciation • Identity • Understanding	• Teacher introduces discussion of community studies followed by the concept of a national society	*Students will be able to:* • define the terms *heritage*, *cosmopolitan society*, and *diversity*	Oral questioning • Use terms in sentences
• Human and physical heritage	• Identity/ Change	• Acceptance	• Questioning • Class discussion • Listing human and physical heritage	• distinguish between human/cultural/ physical/natural heritage	• List differences between human heritage and physical heritage
• Our cosmopolitan society	• Interaction/ Cooperation/ Identity	• Awareness • Self-esteem • Respect • Cooperation	• Use photographs to identify ethnic groups, and then reuse to create a collage to represent Trinidadian and Tobagonian society	• identify the ethnic composition of Trinidad and Tobago	• Construct a pie-chart showing the ethnic composition of Trinidad and Tobago

THEME: OUR NATIONAL HERITAGE

Topic: Our Human and Physical Heritage

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation

• Our ancestors who came:
  - Indigenous Tainos and Kalinagoes
  - Europeans
  - Africans
  - Asians – East Indians and Chinese
	• Identity/ Interaction	• Teamwork
		• Cooperation
		• Inter-dependence
		• Harmony
		• Pride
		• Self-worth
		• Choice
			• Trace ancestral journey using atlas/wall maps
			
			• Organize group activity – discussion and presentation on each ethnic group
				• identify the people who came and settled here
				
				• explain the reasons for their coming
					• Develop timeline
					
					• Mapwork – fill in details/ identify places
					
					• Prepare visual chart

• Our diverse society
  - Multi-ethnic
  - Multi-racial
  - Multi-cultural
  - Multi-lingual
  - Multi-religious
	• Identity	• Understanding
		
		• Acceptance
			• List similarities and differences
			
			• Use of media for research and presentations in project work
			
			• Divide class into groups
			
			• Develop journals and portfolios on theme
				• identify similarities and differences in their historical backgrounds
				
				• describe the distinctive features of each group of settlers based on:
				  - country of origin
				  - race
				  - ethnicity
				  - cultural traits
				  - languages
				  - religions
					• Write summary on each group
					
					• Write reflective journal entries
					
					• Group presentation/ display
					
					• Essay writing on the multi aspects of the society

THEME: OUR NATIONAL HERITAGE

Topic: Our Human and Physical Heritage

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation

• Contributions of our ancestors:
 	
  - Food
  - Dress
  - Traditions
  - Celebrations
  - Religious practices
  - Rites
  - Rituals
  - Oral traditions
  - Folk life
  - Folklore
  - Music
  - Dance
  - Instruments
  - Tools
  - Trade
  - Craft
  - Festivals
  - Place names
  - Others
	• Identity/ Change/ Interaction	• Awareness
		
		• Cooperation
		
		• Understanding
		
		• Choice
			• Class discussions to elicit main ideas of ancestral contributions
			
			• Oral questioning
			• Brainstorming
			• Cooperative learning
			• Critical thinking
			
			• Arrange group activities to research, present information, and prepare display on aspects of the contributions of our ancestors to community and national life
			
			• Invite resource personnel to discuss specific aspects of our heritage
				• identify the contributions of our ancestors to the cultural heritage of the people of Trinidad and Tobago
				
				• describe the significance of these legacies to our present-day cultural life
					• Quiz session
					
					• Write journal entry
					
					• Collect items for display and portfolio collection
					
					• Use checklist/rubric for aspects of student participation

THEME: OUR NATIONAL HERITAGE

Topic: Our Human and Physical Heritage

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation

• Celebrating our heritage:
  - African
  - Amerindian
  - Chinese
  - East Indian
  - Syrian-Lebanese
	• Identity/ Change/ Interaction
	
	• Culture and cultural diversity
	
	• Individual development and identity
		• Acceptance
		
		• Tolerance
			• Class discussion and listing of events into categories
			
			• Arrange group work for each event observed
			
			• Students research and present their findings
			
			• Library and Internet search
				• identify events that are observed as national holidays
				
				• describe major events that are celebrated as our national heritage
				
				• explain how fusion and syncretism facilitated the coexistence of different cultural practices
				
				• discuss what is meant by the term "Unity in Diversity" in relation to our society, based on our cultural heritage
				
				• demonstrate values of appreciation for the cultures of other people by living together in harmony
					• Portfolio assessment
					
					• Group and individual presentations
					
					• Display
					
					• Oral questioning
					
					• Paper and pencil test
					
					• Essay on features of the celebrations of our heritage
					
					• Creative art presentations

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Form 1 — Term 2

Our Environment

THEME: OUR ENVIRONMENT					
Topic: The Natural Environment					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
The Physical Environment • Hills • Mountains • Plains • Slopes • River valley • Coast • Beach **Natural Resources** • Terms and concepts – resource, natural resource, renewable and non-renewable resource • Types of natural resource – water, vegetation, seas, minerals, climate	• Development/ Change	• Cooperation • Confidence • Discipline • Tolerance • Appreciation • Pride • Appreciation • Self-confidence • Understanding • Responsibility	• Display photos, charts, models of landforms • Discussion • Field work – walk about or drive through an area, taking photos, videos • Internet • Research on terms and concepts • Discussion • Brainstorming • Photos of local area • Fieldwork	*Students will be able to:* • identify and describe basic landforms • describe physical characteristics (landforms) of the local landscape • locate landforms on map of the area • define terms and concepts • differentiate between renewable and non-renewable resources • identify and describe natural resources of local area • locate natural resources on map of local area	• Matching • Label sketches • Complete models • Observation • Booklet with photos collected from magazines, calendars, field trips • Classification of resources • Complete information on map

THEME: OUR ENVIRONMENT					
Topic: The Natural Environment					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Water as a Resource • Users of water – homes, schools, factories, farmers, hospitals, etc. • Different uses of water **Natural Disasters** • Definition of *natural disaster* • Types of natural disasters: - hurricanes - earthquakes - flooding - landslides • Likelihood of occurrence of disasters	• Development/ Change	• Confidence • Responsibility • Understanding • Empathy • Responsibility	• Internet research • Class discussion • Resource person • Research • Surveys • Class discussion • Research • Storytelling • Description of events • Discussion • Dramatization	• identify users of water • describe the various ways in which water is used in the area in which one lives • recognize water as a valuable natural resource • define *natural disaster* • name and describe natural disasters that may affect the area in which one lives • state the times of year that selected natural disasters are most likely to occur	• Draw cartoons showing users of water • List personal uses of water • Oral presentations • Role play • Short response items • Create booklet

Form 1 — Term 3

Theme: Economic Growth and Development

Content Standard

Students understand that they are Caribbean citizens who belong to an interdependent global community. They should be aware of their roles as Caribbean citizens, able to suggest and help to implement solutions to issues that affect the region, and should demonstrate a change in behaviour and attitude towards the region and the world.

Performance Standards

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

- identifying and labelling on a map, the territories and bodies of water of the Caribbean area

- explaining our common historical identity

- identifying and explaining the use of the Caribbean Sea

- discussing the importance of the Caribbean Sea to individuals and the region

- identifying some of the issues/challenges affecting the Caribbean Sea

- giving examples of solutions to challenges faced by the Caribbean Sea

- differentiating between the terms *Caribbean weather* and *Caribbean climate*

- describing the features of Tropical Marine climates

- describing the impact of weather and climate on the lifestyle of the region

Form 1 — Term 3

Economic Growth and Development

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Location, History, Weather, and Climate					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Terms/Concepts • Location • Sea • Ocean • Continent • Archipelago • Island • Hemisphere • Colonialism • Slavery • Indentureship • Emancipation • Representative government • Independence **Location of the Caribbean Region** ***Geographic location*** • Mainland territories • Archipelago of islands • Bodies of water	• Identity • Identity/Integration	• Accuracy • Responsibility • Freedom • Responsibility • Cooperation • Appreciation • Harmony	• Students research words and their meanings • Students listen to appropriate poems, calypsoes, or songs • Discuss the significance of the name of the poem, calypso, or song used	*Students will be able to:* • explain terms and concepts related to the topics • identify the common factors that bind the Caribbean region together • identify the geographic layout of the Caribbean area • locate and label on a Caribbean map, the territories, islands, seas, and oceans within the Caribbean Basin	• Word sleuth • Write a brief account of the location of the Caribbean area

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Location, History, Weather, and Climate					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
		• Acceptance • Recognition	• Use an atlas – on the map of the Caribbean find the Caribbean Sea, identify the land mass that surrounds the sea. Take note of the names of the territories, islands, and sea/ocean		• On a blank map of the Caribbean, use colour and label the Caribbean Sea, Atlantic and Pacific Oceans, Central and South America, mainland territories, and island chain
Common History • Slavery and indentureship • An agricultural-based economy • Crown Colony government	• Identity	• Justice • Respect • Service	• Group work • Use the appropriate verse(s) of the calypso or other work selected to review our common historical past. Identify the reasons (social political, economic) for Caribbean identity. Give an explanation for each reason	• describe features of our common historical past • identify the characteristics of a Caribbean identity	• Write two paragraphs on an opening speech for CARIFESTA on the topic "One people, One region"

Form 1 — Term 3

Economic Growth and Development

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: The Caribbean Sea					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Terms/Concepts • Pollution • Conservation • Preservation • Challenges • Communication • Trade • Depletion	• Development/ Change	• Accuracy • Cooperation • Rationality • Responsibility	• Research meaning of terms and concepts	*Students will be able to:* • define relevant terms and concepts	• Crossword puzzle based on terms and concepts
Importance of the Caribbean Sea ***Benefits to individuals:*** • A source of food • Recreation • Transportation • Employment		• Respect • Appreciation • Responsibility • Caring	• Use the UNESCO Caribbean Sea Project for discussion • Group work: read and extract information on the importance of the Caribbean Sea to the region and the people	• explain the importance of the Caribbean Sea to individuals and the region • take steps to preserve and conserve the resources of the Caribbean Sea	• Describe the benefits of the Caribbean Sea using a variety of artistic expressions, e.g. ,songs, poems, posters • Write a letter to the editor on issues affecting the Caribbean Sea

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: The Caribbean Sea					
Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
Benefits to the region • Communication • Trade • Migration • Security • Tourism	• People • Places • Environments	• Cooperation • Tolerance • Assertiveness	• Generate discussion on issues facing the Caribbean Sea	• give reasons for and explain the importance of the Caribbean Sea for communication, trade, etc. to the Caribbean peoples	• List some of the challenges involving the Caribbean Sea that are faced by the peoples of the Caribbean area
Challenges Facing the Caribbean Sea • Pollution • Coral depletion • Conservation • Preservation		• Concern for the environment • Interdependence	• Brainstorm what activities can be done individually and regionally to conserve the sea's resources	• explain some issues that affect the Caribbean Sea • suggest solutions to overcome the challenges	• Write a letter to the CARICOM Secretary General suggesting a solution to a selected maritime problem faced by Caribbean nations

Form 1 — Term 3

Our Environment

THEME: OUR ENVIRONMENT					
Topic: Man-Made Environment					
Sub-Topic: Features of Man-Made Environments					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Features of Man-Made Environments • Houses • Factories • Farms • Roads • Ports • Recreation facilities • Buildings • Health institutions • Fire stations • Post offices • Gas stations • Hairdressing salons • Stores **Natural Features** • Landforms • Climate • Vegetation • Soils	• Development/ Change/ Interaction	• Appreciation • Responsibility • Rationality • Self-discipline • Empathy • Acceptance • Refusal	• Brainstorming to elicit different types of land use • Discussion • Lectures • Field work	*Students will be able to:* • identify different types of land use • identify different types of services • describe the natural features that influence the way the land of the local area is used	• Word sleuth • Identify land use in diagrams

THEME: OUR ENVIRONMENT					
Topic: Man-Made Environment					
Sub-Topic: Features of Man-Made Environments					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Social Factors • History • Culture • Technology • Globalization • Lifestyle (clothes, food, housing, recreation)				• describe how man's lifestyle is influenced by the social and physical environment	• Using different media, present report on the way land may be used – presentations may be done using, e.g., PowerPoint, writing, model making
Man-Made Threats to the Environment • Bombings • Terrorist attacks • Arson • Burglary • Deforestation • Pollution	• Conflict/ Choice/Justice/ Injustice		• Discussion • Storytelling • Newspaper clippings • News reports • Discussion • Photos	• identify man-made threats to the environment	• Report on an environmental incident – written, oral, visual modes • Group presentations

Form 1 — Term 3

Our Environment

THEME: OUR ENVIRONMENT					
Topic: Sustainability of the Environment					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Man's Interaction With the Environment • Satisfaction of needs and wants – food, shelter, employment, recreation, aesthetics, provision of services • Pollution, soil erosion, flooding, depletion of resources • Social effects – vandalism, drug trafficking, prostitution, murder, kidnapping, rape, etc.	• Development/ Change • Development/ Change	• Appreciation • Tolerance • Caring • Caring • Cooperation • Caring • Justice	• Discussion • Brainstorming • Interviews • Field observations • Discussion • Brainstorming • Interviews • Field observations • Dramatization • Discussion • Brainstorming • Interviews • Field observations • Dramatization	*Students will be able to:* • examine the benefits derived from the way the land is used and the types of services offered after studying a local area • describe the negative effects on the physical environment of problems resulting from man's lifestyle, and the way man uses the local area • describe the negative effects on the social environment of problems resulting from man's lifestyle, and the way man uses the local area	• Make field sketches • Draw cartoons • Compose songs • Presentations • Observations • Presentations • Presentations using various media

THEME: OUR ENVIRONMENT					
Topic: Sustainability of the Environment					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Solutions to Problems • Disaster preparedness – plans and exercises • Enforcing existing laws, creating new laws, and educating the public • Development of social policy and human resource • Formation of action groups, participation in community development groups	• Development/ Change • Development • Cooperation	• Responsibility • Empathy • Self-discipline • Service	• Review existing procedures and drills • Practice drills • Role play • Research • Discussion on responsibility of groups • Hot seating	• describe disaster preparedness plans for before, during, and after natural and man-made disasters • identify existing ways and devise new ways of dealing with problems resulting from man's lifestyle and the use of the environment	• Teacher observation of safety drills • Presentations • Reports

Form 2 — Term 1

Theme: My Personal World

Topic: Personal Development

Content Standard

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

Performance Standards

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

- defining relevant terms and concepts

- differentiating between formal and informal groups

- explaining the requirements for group cohesion

- assessing the roles and responsibilities of individual members in a group

- examining the benefits to be derived from group membership

- differentiating between the different types of leadership styles

Form 2 — Term 1

My Personal World

THEME: MY PERSONAL WORLD					
Topic: Personal Development — Inter-/Intra-Personal Relationships					
Sub-Topic: Groups					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Definitions of groups: - primary - secondary - formal - informal - peer - in-group/out-group • Definition of: - power - authority - leadership **Groups** • Family • Community • Class • School • Church • Choir • Football team	• Interaction/ Freedom/ Choice/ Cooperation	• Accuracy • Belonging • Cooperation • Self-discipline	• Research • Discussion • Brainstorming • Discussion • Circular response	*Students will be able to:* • define relevant terms and concepts • identify and examine the different groups to which students belong	• Vocabulary tests, e.g., quizzes, crossword puzzles • Students make a list of groups to which they belong and classify the groups

THEME: MY PERSONAL WORLD

Topic: Personal Development — Inter-/Intra-Personal Relationships

Sub-Topic: Groups

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
Functions of Groups • Achievement of specific goals, companionship • Sense of belonging and identity • Opportunities for leadership • Opportunities to learn new skills **Characteristics of Groups** • Size • Structure • Membership • Purpose • Hierarchical structure • Leadership • Goals (written) • Rules • Membership requirements	• Interaction • Cooperation • Identity	• Purposefulness • Commitment • Happiness • Humility • Identity • Cooperation	• Discussion – activities undertaken by group • Brainstorming • Students examine the groups to which they belong and determine similarities/ differences • Group work – Comparative study of selected formal and informal groups	• describe the functions of groups • use examples of groups to highlight criteria used to categorize them • differentiate between the structures of formal and informal groups	• Students identify the functions of specific groups • Oral presentations • Students identify similarities and differences in groups to which they belong • Construct a table showing similarities/differences between formal and informal groups

Form 2 — Term 1

My Personal World

THEME: MY PERSONAL WORLD					
Topic: Personal Development — Inter-/Intra-Personal Relationships					
Sub-Topic: Group Cohesion					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Specific goals of groups • Competent leadership • Rules • Cooperation and commitment from members	• Interaction/ Cooperation	• Commitment • Loyalty • Fairness • Cooperation	• Group work – case studies. Students examine case studies of successful groups as well as groups that failed to stay together	*Students will be able to:* • evaluate ways in which groups are kept together	• Case studies – oral presentation • Create a skit with a message "What keeps groups together"
• Showing respect to those in authority • Accepting responsibility • Obeying rules • Sharing goals of groups		• Respect • Reliability • Trustworthiness	• Group work – choose one group and examine roles and responsibilities	• examine the roles and responsibilities of individual members of a group, e.g., in class, school, as a member of a choir	• Oral presentation

Form 2 — Term 1

My Personal World

THEME: MY PERSONAL WORLD					
Topic: Personal Development — Inter-/Intra-Personal Relationships					
Sub-Topic: Group Cohesion					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Factors Supporting Group Cohesion • Sense of belonging • Identity • Opportunities for learning new leadership skills • Display talents **Factors That Hinder Group Cooperation** • Lack of commitment/ cooperation from members • Incompetent leadership • Lack of funding • Existence of sub-groups	• Identity/ Cooperation	• Appreciation • Commitment • Loyalty • Fairness • Cooperation • Planning • Cooperation • Rationality • Respect	• Discussion • Case studies • Real-life experiences • Group work • Class discussion • Case studies	*Students will be able to:* • outline the benefits of membership in formal/ informal social groups • devise strategies to cope with issues that affect the cooperation and existence of groups	• Create posters/songs/ skits/rap/comic strip: "How I benefit from being a member" • Case studies • Present a plan to deal with a specific negative group issue

Form 2 — Term 1

My Personal World

THEME: MY PERSONAL WORLD					
Topic: Personal Development — Inter-/Intra-Personal Relationships					
Sub-Topic: Leadership					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Power • Authority • Leadership **Authority Types** • Traditional authority • Charismatic • Rational-Legal **Leadership Types** • Democratic • Authoritarian • Laissez-faire	• Justice/ Interaction/ Cooperation	• Understanding • Precision • Respect • Responsibility • Acceptance • Sensitivity • Choice	• Research • Discussion • Case studies • Group work	*Students will be able to:* • define relevant terms and concepts • identify different types of authority • differentiate among the different types of leadership	• Vocabulary test • Teacher-made test • Your youth group is about to choose a new leader. What qualities would you want in your new leader?

My Personal World

Suggested Resources

Resource personnel

Newspapers

Formal groups, e.g., publications of political parties, Rotary clubs, Lions' clubs, etc.

Form 2 — Term 1

Theme: How We Govern Ourselves

Content Standard

Students will understand the emergence of our democratic way of life, and will know the structure and functions of government, as well as the roles citizens play in the process of government.

Performance Standards

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

- defining the term *democracy*

- differentiating between direct and indirect democracy

- explaining why direct democracy is impractical in modern times

- defining the term *government*

- stating the reasons for having a government

- understanding how Trinidad and Tobago moved from colonialism to Republicanism

- identifying the various forms of government Trinidad and Tobago experienced as we moved from Crown Colony Government to Republicanism

- explaining the changes in administrative structures as we moved from one stage to another

Form 2 — Term 1

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: The Meaning of Democracy					
Sub-Topic: Democracy in Action					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Definition of: - Democracy - Government • Direct and representative democracy • Reasons for having a government • Democracy in modern states	• Justice	• Justice • Fairness • Respect • Honour	• Research by students • Discussion of case studies depicting both types of government • Brainstorming • Research by students • Class discussion	*Students will be able to:* • define and explain the term *democracy* • define the term *government* • explain the difference between direct and representative democracy • explain why direct democracy is impractical in modern times • state reasons for having a government	• Oral questioning • Written explanation • Oral explanation • Checklist for participation in discussion • Debate, e.g., *Be it resolved that Direct Democracy is the best option for Trinidad and Tobago*

Form 2 — Term 1

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: Development of Representative Government					
Sub-Topic: From Crown Colony to Republicanism					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• From Crown Colony to Republicanism	• Development/ Change	• Pride • Service • Cooperation • Freedom	• Group research	*Students will be able to:* • identify the various forms of government Trinidad experienced from Crown Colony Government to Republicanism • describe the changes in the governing structure as Trinidad moved from one stage to another	• Development of a timeline • Checklist for participation in discussions
• History of Tobago	• Development/ Change/ Interaction	• Pride • Service • Cooperation • Freedom	• Teacher-led class discussion	• explain how changes took place as a result of historical imperatives	• Create a timeline of events in the development of governance in Tobago

THEME: HOW WE GOVERN OURSELVES					
Topic: Development of Representative Government					
Sub-Topic: From Crown Colony to Republicanism					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Humanitarian Law • The Law in Action • Identify the rules are violated most often • State why those rules are violated • Identify dilemmas combatants face • Identify the persons responsible for seeing that the Law is respected • How can you promote respect for human dignity? • What can you do to make a difference? • How can you develop awareness in others?	• Justice/ Cooperation	• Justice • Fair play • Caution • Responsibility • Personal integrity • Honour	• Debate • Discussion • Use of case studies, e.g.: - Flight of Rudolph Hess to England during World War II - 1970 Black Power movement - 1970 Army Mutiny and State of Emergency. Roles of Shah, La Salle, et al. - 1975 March for Peace, Bread, and Justice – Bloody Tuesday - 1990 – Jamaat al Muslimeen coup attempt and amnesty - The Grenada Revolution - Haitian Revolution and the country's continuing problems	• identify some violations of Humanitarian Law • recognize that one violation leads to another in a chain reaction • understand that dilemmas can be created even when individuals want to obey the Law • rationalize how to act when one cannot tell the difference between a fighter and a civilian • know who in the military is responsible for enforcing/ upholding the Law • explain how this responsibility is to be carried out • become aware of the different reactions of people to the same situation • understand the issues and dilemmas involved when enforcing the Law	• Checklist for participation in discussions • Teacher-made dilemmas • Dramatic performances

How We Govern Ourselves

Suggested Resources

Brereton, B. (1982). *History of Modern Trinidad 1783-1962*. London: Heinemann.

Trinidad and Tobago. Government. (1980). *The Constitution of the Republic of Trinidad and Tobago*. Port of Spain: Author.

Trinidad and Tobago. Ministry of Education. (1994). *The framework of democracy in Trinidad and Tobago – Level One*. Port of Spain: Author.

Relevant websites

Form 2 — Term 1

Our National Heritage

THEME: OUR NATIONAL HERITAGE					
Topic: Trinidad and Tobago's Heritage					
Sub-Topic: The Built Environment					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Our Physical Heritage ***Natural*** • Tropical rain forest • Wetlands • Wildlife reserves • Bird sanctuary • Habitats • Eco-tourism sites • Waterfalls • Caves • Coastal areas and beaches • Coral reef • Mangrove • Fishing beds • Pitch lake • Mud volcanoes ***Man-made*** • Historical sites • Relics • Civic buildings • Churches	• Identity/ Development/ Change • Environment • Inter-dependence	• Cooperation • Appreciation • Choice • Participation • Caring • Simplicity • Empathy • Participation • Appreciation • Concern	• Brainstorming • Cooperative learning • Project work • Oral and visual activities and presentations • View AV materials • Class discussion to identify man-made aspects of heritage	*Students will be able to:* • identify features in the environment that constitute the physical/natural heritage of Trinidad and Tobago • use mapwork to locate places identified as part of the physical heritage of Trinidad and Tobago • generate research findings and materials through specific project work • demonstrate an appreciation for the gifts of nature and nature's benefits to man	• Use checklist/rubric to analyse aspects of activity, participation, and presentation by individuals and groups • Oral and written tests • Peer assessment of student presentations • Essay writing • Mapwork • Project

THEME: OUR NATIONAL HERITAGE

Topic: Trinidad and Tobago's Heritage

Sub-Topic: The Built Environment

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
• Temples • Mosques • Recreation facilities **Indigenous species of flora and fauna** • Birds • Reptiles • Insects • Plants • Marine life	• Identity • Development and Change	• Appreciation • Caring	• Conduct research on each aspect of these man-made features: library and Internet search, field visits, interviews • Present, orally and visually, the findings on each aspect of these features • Explore the importance and value of these features as essential to the social and cultural life of our people • Class discussion • Classification of species • Locate habitat areas on map • Conduct field visits • Invite resource personnel • Dramatization and role-playing activities	• identify the man-made features in the environment that form part of our physical heritage • identify and classify the flora and fauna that are part of our natural heritage • identify flora and fauna that are considered endangered species and efforts to ensure their survival	• Portfolio • Journal • Appraisal of student engagements in research and presentation activities • Teacher-made tests

Form 2 — Term 1

Our Environment

THEME: OUR ENVIRONMENT					
Topic: Mapwork					
Sub-Topic: Mapping Trinidad and Tobago					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Map of Trinidad and Tobago showing location of features **Basic Landforms** • Mountain ranges • Plains • Wetlands • Major beaches • Headlands • Rivers **Natural Resources** • Vegetation • Soils • Minerals • Seas • Reservoirs • Urban areas • Major towns	• Identity/ Development/ Change	• Caring • Gratitude • Responsibility • Sacrifice	• Discussion • Games involving finding places • Building conservation models • Group work	*Students will be able to:* • locate on a map of Trinidad and Tobago basic landforms, natural resources, urban areas, major ports, and tourist resorts	• Display maps • Create a booklet called "My Book of Trinidad and Tobago" showing all aspects of topics studied

THEME: OUR ENVIRONMENT					
Topic: Mapwork					
Sub-Topic: Mapping Trinidad and Tobago					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Ports (commercial, fishing) • Tourist resorts • Map of Trinidad and Tobago showing rainfall distribution • Climatic graph of Trinidad and Tobago		• Precision	• Use building or Lego blocks to show increases in rainfall distribution	• create neatly drawn maps with all necessary components • interpret features on the map • interpret map showing rainfall distribution in Trinidad and Tobago • interpret climatic graph (temperature and rainfall) of Trinidad and Tobago	• Make models/maps of Trinidad and Tobago showing various aspects • Observation of students' activities as they work together • Completed maps or models
• Map of Trinidad and Tobago showing population distribution by counties • Population pyramid of Trinidad and Tobago	• Identity/ Interaction/ Change		• Use beans to represent people on a map of county boundaries • Use symbols or beans to represent people on pyramid	• interpret choropleth maps showing population density • interpret population pyramid	• Draw a population pyramid

Form 2 — Term 1

Our Environment

THEME: OUR ENVIRONMENT					
Topic: Human Environment					
Sub-Topic: Human Characteristics of Trinidad and Tobago					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

• **Terms and concepts**
 	
  - Population
  - Population density
  - Dense and sparse population
  - Urban
  - Rural
  - Choropleth
  - Population pyramid
  - Census
 	
• Ethnicity
 	
• Culture
 	
• Diversity
	• Identity/ Cooperation/ Interaction	• Precision
		
		• Simplicity
		
		• Responsibility
		
		• Identity
		
		• Pride
		
		• Tolerance
		
		• Appreciation
		
		• Respect
			• Research
			
			• Class discussion
			
			• Analysis of newspaper clippings and photos
			
			• Analysis of student population at school
			
			• Group work
				Students will be able to:
				
				• identify and describe features of the population of Trinidad and Tobago
				
				• name and locate on a map the counties of Trinidad and Tobago
				
				• identify densely and sparsely populated counties
				
				• describe the population of Trinidad and Tobago in relation to its racial and cultural diversity
					• Compile a glossary of terms
					
					• Create a crossword
					
					• Make a collage showing population distribution
					
					• Wall display
					
					• Create an artistic piece celebrating Trinidad and Tobago's diversity

Form 2 — Term 2

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: Humanitarian Law					
Sub-Topic: Ensuring Justice					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Define the term *Justice* • Describe the need for justice • Identify the ways in which justice can be served • Identify the persons to judge the accused • The evolution of international tribunals – The role of Mr. A.N.R. Robinson in the creation of the International Criminal Court of Justice • How can you promote respect for human dignity?	• Justice/ Injustice/ Choice	• Honour • Justice • Fair play • Rationality • Responsibility • Self-discipline	• Case studies • Role plays • Debate • Discussions • World War II – Adolph Hitler and the mass murder of homosexuals, gypsies, Jews, Romanians, etc. • Research activities of Simon Rosenthal (the Nazi hunter) • Research sedition trials of Trinidad and Tobago's Army personnel after the 1970 mutiny	*Students will be able to:* • explore the consequences of dealing/not dealing with violators of the society after an armed conflict has ended	• Group work – role-play a teacher-created scenario

THEME: HOW WE GOVERN OURSELVES					
Topic: Humanitarian Law					
Sub-Topic: Ensuring Justice					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• What can you do to make a difference? • How can you develop awareness in others?			• Resource personnel – Shah, La Salle, etc. • Amnesty for the Jamaat al Muslimeen after the 1990 coup attempt • Mai Lai Massacre – Vietnam 1968 • Yugoslavian civil war 1990s • Rwanda genocide 1990s • Cambodia – Pol Pot and the Khmer Rouge • Conflicts and trials currently in the news	• explore the consequences of dealing/not dealing with violators of the society after an armed conflict has ended	• Role play

Form 2 — Term 2

Our Environment

THEME: OUR ENVIRONMENT					
Topic: The Natural Environment					
Sub-Topic: Physical Characteristics of Trinidad and Tobago					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Landforms • Basic landforms as identified in Mapwork section **Natural Resources** • Definition of weather and climate • Elements of weather and climate • Climate of Trinidad and Tobago – tropical marine: - temperature - rainfall - winds	• Interaction/ Change	• Cooperation • Self-discipline • Reflectiveness • Responsibility • Commitment • Precision • Precision • Accuracy • Understanding	• Visit field locations • Show films of features in identified locations • Class discussion • Display maps, atlases • Discuss personal experiences • Observe and record weather conditions for two weeks • Observe and record weather forecasts given by news media	*Students will be able to:* • name features and locate on map • describe basic landforms • differentiate between weather and climate • list elements of weather and climate • describe basic features of climate of Trinidad and Tobago	• Create a photo portfolio • Create wall displays • Participation in class activities • Record data collected • Create a weather/climatic map • Compose and present a report – written, verbal, or visual

THEME: OUR ENVIRONMENT					
Topic: The Natural Environment					
Sub-Topic: Physical Characteristics of Trinidad and Tobago					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

Flora and Fauna
 	
• Biodiversity of flora and fauna in Trinidad and Tobago
 	
• Vegetation of Trinidad and Tobago:
  - rainforest
  - savannah
  - coastal vegetation
 	
• Animal species in natural habitat:
  - birds
  - mammals
  - reptiles
  - fishes
	• Interaction/ Change	• Responsibility
		
		• Respect
		
		• Gratitude
			• Documentaries
			
			• Guest lectures
			
			• Photos
				• identify and describe the natural vegetation of Trinidad and Tobago
				
				• locate areas where vegetation types are found
				
				• identify and describe the variety of fauna found in Trinidad and Tobago
					• Create a photo montage of the flora and fauna of Trinidad and Tobago

Form 2 — Term 2

Theme: Economic Growth and Development

Content Standard

Students will know the changes and challenges involved in the economic growth and development of the country, and will understand how they can contribute towards economic sustainability.

Performance Standards

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

- demonstrating an understanding of the importance of human resources to the economy

- defining related terms and concepts

- examining the factors that influence the quality of human resources

- stating the importance of human resources to economic development

- examining the development of human resources in a country

- assessing the importance of education and health to the development of human resources

- listing opportunities for on-the-job-training

- examining the impact of the "brain drain" on economic development

Form 2 — Term 2

Economic Growth and Development

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Developing Human Resources					
Sub-Topic: Trinidad and Tobago's Human Resource Development					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

• Definition of the following terms and concepts:
  - human resource
  - resources
  - under-employment
  - unemployment
  - self-employment
  - brain drain
	• Development/ Cooperation/ Choice	• Precision
		
		• Clarity
			• Discuss terms and concepts using appropriate examples	*Students will be able to:*
				
				• define terms and concepts related to human resources
					• Vocabulary exercises
					
					• Puzzles
					
					• Word games

• Development of human resource potential • Factors that influence the quality of human resources (knowledge, skills, attitudes, talents, creativity, energy, values) • The importance of human resources to the economy	• Development/ Choice	• Respect • Reliability • Responsibility • Self-discipline • Service • Excellence	• Brainstorm the factors that reflect the country's human resource and show the information on a semantic map • Use a case study of an industry (primary, secondary, tertiary) to illustrate the roles of workers in the creation of wealth	• identify and explain the factors that influence the quality of human resources • assess the importance of human resources to the economy	• Creation of a semantic map • Analysis of the case study to draw conclusions

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Developing Human Resources					
Sub-Topic: Trinidad and Tobago's Human Resource Development					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• The role of education and health in developing human resources	• Development	• Creativity • Clarity • Rationality • Responsibility • Knowledge • Self-management • Care • Consideration	• Discuss the levels of education in Trinidad and Tobago • Use The Mighty Sparrow's calypso "Education" or any song with a similar theme, as stimulus material • Discuss the impact of AIDS on the workforce	• examine the role of education and "good" health in the development of human resources	• Compose a song, or poem, or create artwork to show the importance of education to the development of a country's human resources and economic growth
• The challenges of retaining skilled/educated human resources • The impact of the "brain drain" on economic development	• Development/ Change		• Brainstorm opportunities for on-the-job training in Trinidad and Tobago • Class discussion of the impact of "brain drain" on the development of a country	• list the opportunities for on-the-job-training in Trinidad and Tobago • briefly examine the impact of "brain drain" on the development of the country	• Compose a song or poem with the title: "How to get them to stay"

Form 2 — Term 3

Theme: Economic Growth and Development

Content Standard

Students will know the changes and challenges involved in the economic growth and development of the country, and will understand how citizens can contribute towards economic sustainability.

Performance Standards

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

- analysing and explaining the factors that led to the replacement of agriculture by the mineral industry as the main foreign exchange earner in Trinidad and Tobago

- analysing and assessing the importance of the mineral industry of Trinidad and Tobago

- defining related terms and concepts

- discussing the roles of individuals who were significant to the development of the mineral industry

- describing the factors that led to the change from crude oil to natural gas as the main export earner

- examining the advantages and disadvantages of oil and natural gas as the main revenue earner of Trinidad and Tobago

- explaining the role of the World Wars I and II in the development of the oil industry in Trinidad and Tobago

- assessing the role of the oil industry in the social and economic development of Trinidad and Tobago

- examining the attempts to "monetize the mineral reserves" of Trinidad and Tobago

- identifying the main factors that led to the departure from Trinidad and Tobago of oil companies such as Texaco and Shell during the 1980s

Form 2 — Term 3

Economic Growth and Development

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Diversification					
Sub-Topic: The Rise of the Mineral Age — From Agriculture to Natural Gas					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Mainstays of the agricultural economy • Agricultural diversification • Problems limiting agricultural development • Peasant farming • Effects of agricultural diversification	• Development/ Change/ Cooperation/ Interaction	• Appreciation • Understanding • Rationality • Knowledge • Tolerance	• Research the importance of agriculture in the early development of the national economy • Brainstorm the factors that led to the decline of agriculture in Trinidad and Tobago	*Students will be able to:* • identify the main crops that were grown and animals reared in Trinidad and Tobago during the post-Emancipation period, e.g., cocoa, coffee, coconuts, sugar • examine the circumstances that led to agricultural diversification in Trinidad in the latter half of the 20th century • outline the main factors that led to the problems experienced by farmers in the 20th century	• Use of information from case studies to draw conclusions

THEME: ECONOMIC GROWTH AND DEVELOPMENT

Topic: Economic Diversification

Sub-Topic: The Rise of the Mineral Age — From Agriculture to Natural Gas

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
• Definition of the following terms and concepts: - diversification - sector - oil rig - industrial estate - LNG - LNG Train - exploration - seismic surveys - refining - refinery - service industries - marine oilfields - OPEC - power generation - downstream industries - mineral	• Development/ Change	• Awareness • Understanding • Precision • Clarity	• Teacher-led discussion on terms and concepts	• define key terms and concepts related to the topic	• Teacher-made tests • Multiple choice • Completions • Matching
• History of the mineral industry	.	• Awareness • Understanding • Reflectiveness	• Field trips, e.g., mineral company's museum • Discuss the pros and cons of being heavily dependent on the mineral industries	• examine the history of the mineral industry with special reference to the impact of World Wars I & II	• Write two paragraphs on the usefulness of the mineral industry • Map work

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THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Diversification					
Sub-Topic: The Rise of the Mineral Age — From Agriculture to Natural Gas					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Locations of the various minerals found in Trinidad and Tobago	• Development/ Change	• Understanding • Awareness • Appreciation • Precision	• Students conduct interviews with industrial workers	• identify the locations of the oil and natural gas producing areas in Trinidad and Tobago—both in- and off-shore • state the locations of other mineral deposits and attendant industries in Trinidad and Tobago	• Written short answer test — oral and written reports • Written reports (group work)
• Diversification in the mineral industry		• Understanding	• Research official government position papers on industrial diversification	• examine the circumstances that led to industrial diversification in Trinidad • give reasons for the thrust to diversify the mineral industry of Trinidad and Tobago	• Oral and written reports
• Companies associated with the mineral industry of Trinidad and Tobago	• Interaction	• Awareness • Understanding • Appreciation • Responsibility	• Research companies at the Companies Registry Office	• name the companies associated with the mineral industry in Trinidad and Tobago—both oil- and non-oil based	

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THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Diversification					
Sub-Topic: The Rise of the Mineral Age — From Agriculture to Natural Gas					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Contribution of the mineral industry to the economy of Trinidad and Tobago		• Appreciation • Understanding • Rationality	• Conduct research using published National Budget Speeches	• trace the history of foreign-based companies in the energy field • assess the extent to which the mineral industry contributed to the development of Trinidad and Tobago • contrast conditions in T&T with those in other Caribbean territories • quantify the contributions of the industry to the local economy	• Class project • Written report on a selected industry's contribution to the national economy
• Role of trade unions	• Interaction/ Conflict/ Cooperation/ Change	• Justice • Fairness • Harmony • Happiness • Self-discipline • Sacrifice	• Access trade union publications, e.g., OWTU, SWWTU, ATSGWTU	• explain the role of the trade union movement in raising the standard of living in Trinidad and Tobago	• Create a portfolio of trade union activities in the struggle for a "just working wage"

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Diversification					
Sub-Topic: The Rise of the Mineral Age — From Agriculture to Natural Gas					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Individuals who have contributed significantly to the development of the mineral industry, business and labour, and to the social and economic development of Trinidad and Tobago e.g.: - Tubal Uriah "Buzz" Butler - Adrian Cola Rienzi - George Weekes - Lawrence Duprey - Captain Arthur Andrew Cipriani - Jack Ramoutarsingh - Joseph Sabga - Joseph Charles - Ken Gordon	• Identity/ Cooperation/ Interaction	• Sacrifice • Service • Patience • Assertiveness • Respect • Rationality	• Group work: Groups select an individual and research his/her life story and attempt a simple quantification of the impact the individual has had on the development of Trinidad and Tobago	• explore the role played by prominent individuals of the business and labour fields in the social and economic development of Trinidad and Tobago	• Create a biographical sketch of a selected individual

Form 2 — Term 3

Theme: Caribbean Integration and Global Links

Content Standard

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

Performance Standards

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

- identifying the main cities and towns of different Caribbean territories
- naming the Heads of Government of each Caribbean territory
- identifying the main resources of each member state
- explaining the importance of these resources to the Caribbean region
- describing ways to preserve the resources of the Caribbean region
- describing various aspects of Caribbean culture
- locating and labelling on a map, the territories where different languages are spoken
- identifying and labelling on a map, the historical sites of the Caribbean
- explaining the significance of heritage sites in the Caribbean region
- comparing and contrasting the characteristics of one aspect of Caribbean culture in Trinidad and Tobago with those of that aspect of the culture in any other Caribbean territory
- naming Caribbean personalities who have made significant contributions in various fields
- illustrating an aspect of a Caribbean personality's work and its significance

Form 2 — Term 3

Caribbean Integration and Global Links

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Man-Made and Natural Environments					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Terms and Concepts • Capital • City • Towns • Resources	• Development/ Change/ Interaction	• Understanding	• Dictionary work on terms and concepts	*Students will be able to:* • explain the relevant terms and concepts	• Create a crossword puzzle
Man-Made Environment • Main cities and towns		• Inter-dependence • A sense of pride	• Group work: Using various sources, collect information on each territory's capital, cities, and towns	• identify and locate on a map, the main cities, towns, and capitals of the various Caribbean territories	
• Heads of Government of the various territories		• Cooperation	• Using various sources, collect information on the Heads of Government of Caribbean territories	• name the Head of Government of each of the Caribbean territories	• Students make a wall chart about a selected territory • Based upon teacher-given criteria, create a fact book about a Caribbean country

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Man-Made and Natural Environments					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

Natural Environment
 	
• Main resources of the Caribbean region:
  - petroleum
  - bauxite
  - fisheries
  - agriculture
  - natural gas
  - landforms
  - flora and fauna
  - tourism
 	
• Importance of these resources to the Caribbean region's economic and social development
	• Development/ Change/ Interaction	• Sacrifice
		
		• Patience
		
		• Cooperation
		
		• Appreciation
		
		• Rationality
		
		• Unity
		
		• Rationality
		
		• Truthfulness
			• Brainstorming resources of the territories
			
			• Class discussion on how these resources contribute to Caribbean development
				• state the main resources of the various territories
				
				• explain the benefits of these resources to the region for economic and social development
				
				• acknowledge the value of these resources
					• List the major resources located in the Caribbean area
					
					• Compare industries in the various territories under the headings: country, use, export, import
					
					• Students suggest ways for governments/ individuals to conserve these resources

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Form 2 — Term 3

Caribbean Integration and Global Links

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Caribbean Cultural Heritage					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Terms and Concepts • Culture • Language • Heritage sites • CARIFESTA	• Interaction	• Precision • Simplicity	• Research terms/ concepts	*Students will be able to:* • explain terms and concepts	• Word sleuth on terms and concepts
Aspects of Caribbean Culture • The Arts (song, music, dance, literature) • Language • Religion • Cuisine • Festivals/celebrations	• Cooperation	• Unity • Tolerance • Harmony	• Individual project: Research any aspect of Caribbean culture • Class discussion about similarities on aspects of Caribbean culture, e.g., religion, festivals/ celebrations	• describe the main examples of Caribbean culture • compare and contrast any aspect of Trinidad and Tobago's culture with that of another Caribbean territory's culture	• Make a brochure and write a brief description of any chosen Caribbean culture • Share information with class through oral and visual presentations • Sketch a map; colour the countries according to language spoken

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Caribbean Cultural Heritage					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
CARIFESTA • Benefits to the region	• Culture and Cultural Diversity	• Respect • Unity • Cooperation • Tolerance	• Class discussion on how CARIFESTA can bring about Caribbean unity	• explain how CARIFESTA contributes to Caribbean unity	• Organize a Caribbean Day Cultural Programme
Caribbean Heritage Sites • Les Trois Pitons (St Lucia) • The Citadel (Haiti)		• Tolerance • Courtesy • Respect • Cooperation • Loyalty	• Using various sources, research Caribbean heritage sites – location, background, and preservation	• identify heritage sites in the Caribbean • describe the historical background of Caribbean heritage sites • exhibit loyalty to our Caribbean heritage	• Create a collage of Caribbean heritage sites

Form 2 — Term 3

Caribbean Integration and Global Links

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Caribbean Personalities					
Content	**Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

Caribbean Personalities
 	
• Individuals in various fields:
  - Political
 	
  - Economic
 	
  - Sports
 	
  - Culture
 	
  - Science
 	
• Profiles/contributions to the development of the Caribbean made by such individuals
	• Development/ Identity
	
	• Change
		• Pride
		
		• Appreciation
		
		• Gratitude
		
		• Respect
		
		• Service
		
		• Sacrifice
			• Create a list of individuals in the various fields
			
			• Group work: Research a famous Caribbean person – give an account of his or her life and outstanding contributions
			
			• View video material/films on individuals selected
			
			• Generate discussion on the contributions of individuals to Caribbean development
				Students will be able to:
				
				• identify outstanding individuals in various fields from the Caribbean region
				
				• explain the contribution of their work to the Caribbean region
				
				• suggest ways to recognize their contributions
					• Match the names of individuals to various fields
					
					• Re-create episodes in the lives of the different personalities
					
					• Make a video of their lives and work
					
					• Present an aspect of the work of one individual and outline its significance to the Caribbean region
					
					• Prepare a speech as a presenter at a regional awards ceremony to honour the work of any Caribbean personality

Form 2 — Term 3

Our Environment

THEME: OUR ENVIRONMENT					
Topic: Map Work					
Sub-Topic: Physical Characteristics of Trinidad and Tobago					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Mineral Resources of Trinidad and Tobago • Petroleum • Gravel • Gypsum • Limestone • Other resources • Water as a resource • Water cycle • Watershed	• Development	• Respect • Rationality • Responsibility • Self-discipline • Rationality	• Research using the Government's Internet website and publications of the various stakeholder companies • Lectures	*Students will be able to:* • identify the mineral resources of Trinidad and Tobago • locate mineral resources on a map • identify components of the water cycle • draw and interpret the water cycle	• Group work projects • Multiple-choice items • Draw a model of the water cycle

THEME: OUR ENVIRONMENT					
Topic: Map Work					
Sub-Topic: Physical Characteristics of Trinidad and Tobago					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

• Sources of water in Trinidad and Tobago:
  - springs
  - rivers
  - aquifers
  - reservoirs
		• Responsibility
		
		• Patience
		
		• Precision
			• Field trips
			
			• Class discussion
				• identify and describe water sources of Trinidad and Tobago
				
				• identify and locate reservoirs of Trinidad and Tobago
					• Create maps and charts of water producing areas

• Organization/s responsible for water management and production in Trinidad and Tobago		• Appreciation • Tolerance • Cooperation	• Resource personnel from listed companies	• describe the role of the various organizations responsible for water management and production in Trinidad and Tobago	• Oral reporting
• Importance of forests in watershed management	• Development	• Understanding • Gratitude • Respect	• Field trip	• explain the role forests play in helping to maintain a constant water supply	• Letters to the editor on the usefulness of forests • Essay writing on the importance of forests

Form 3 — Term 1

Theme: My Personal World

Topic: Personal Development

Content Standard

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

Performance Standards

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

- defining terms and concepts associated with the world of work

- explaining the need to find employment

- using a personal inventory to identify strengths and areas needing development

- creating a portfolio of suitable careers/occupations with detailed information on knowledge, skills, and attitudes (KSAs) required

- preparing a resume

- creating a career action plan

Form 3 — Term 1

My Personal World

THEME: MY PERSONAL WORLD					
Topic: Personal Development — Preparing for the World of Work					
Sub-Topic: Personal Inventories					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Terms and Concepts • Occupation • Career • Lifelong learning • Employer • Employment • Employee • Unemployment • Retirement • Maintaining high self-esteem • Providing for needs and wants • Contributing to family • Economic development • Performance in academic subjects • Special skills • Involvement in co-curricular activities	• Development/ Identity • Choice	• Excellence • Assertiveness • Knowledge • Clarity • Gratitude • Cooperation • Respect • Responsibility • Reflection • Cooperation • Responsibility • Unity • Patience • Service • Teamwork	• Brainstorming • Research • Discussion – whole-class or group: "Why do people need to work?" • Brainstorming • Self-assessment • Report books • Role play • Dramatization	*Students will be able to:* • define relevant terms and concepts • explain the importance (to self, family, community, and nation) of being employed • evaluate their personal qualities, academic capabilities, potential • demonstrate qualities required of employees	• Quiz • Vocabulary test • Oral questioning • Create a story/poem/ jingle/comic strip explaining the importance of work • Construct a personal inventory • Peer evaluation • Teacher observation of students' ability to demonstrate qualities required by employers

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Form 3 — Term 1

My Personal World

THEME: MY PERSONAL WORLD					
Topic: Personal Development — Preparing for the World of Work					
Sub-Topic: Exploring Careers					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Examples • Accountant • Teacher • Insurance agent • Caterer • Employment in the hotel industry • Academic subjects • Involvement in co-curricular activities • Special skills	• Development/ Identity/ Choice	• Reflection • Honesty • Lifelong learning • Appreciation • Looking ahead • Persistence in working towards a dream	• Brainstorming • Research • Research • Lectures by guest speakers • Spending a day at parents' workplace • Discussion – "Myself at the end of secondary school"	*Students will be able to:* • identify careers/ occupations/ employment opportunities that may suit their interests, talents, skills • explore selected careers to determine qualifications (knowledge, skills, and attitudes required) • prepare a resume that they would like to have at the end of secondary school	• List suitable careers/ occupations • Create a portfolio of desired career(s) with required KSAs. Include institutions that provide the necessary post-secondary tuition and display the information • Write a resume (showing qualities, competencies, and achievements that one would like to have at the end of secondary school) • Suggest ways a secondary school graduate can make himself/herself more employable

Form 3 — Term 1

My Personal World

THEME: MY PERSONAL WORLD					
Topic: Personal Development — Preparing for the World of Work					
Sub-Topic: Issues Affecting People in the Workplace					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Workplace relationships • Contract work • Sexual harassment • Risky behaviour	• Interaction/ Cooperation	• Understanding • Reflection • Empathy • Cooperation • Tolerance • Discipline	• Research • Discussion • Guest lectures • Role play • Dramatization	*Students will be able to:* • examine issues that affect people in the workplace • suggest ways to cope with issues that may affect employees	• Prepare a presentation on a selected issue • Case studies • Assessment of real-life situations, e.g., newspapers

Preparing for the World of Work

Suggested Resources

- Media Centre

- Resource personnel – Guidance Officers, Employers

- Internet

- Magazines

- Samples of CVs/resumes

- Employers' Consultative Association

- National Training Agency

- News media

Form 3 — Term 1

Theme: How We Govern Ourselves

Content Standard

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

Performance Standards

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

- defining terms and concepts associated with the electoral process

- outlining the process for the conduct of a general election

- outlining the process for the conduct of a local government election

- explaining the role of citizens in government after elections

Form 3 — Term 1

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: The Electoral Process in Trinidad and Tobago					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

• Definition of the following terms and concepts:
  - elector
  - electorate
  - candidate
  - constituency
  - constituent
  - campaign
  - manifesto
  - franchise
  - adult suffrage
  - nomination
  - Nomination Day
  - ballot
  - ballot box
  - secret ballot
  - independent candidate
  - floating voters
  - First-Past-the-Post system
  - Election Day
	• Choice/Justice/ Freedom/ Change	• Respect
		
		• Precision
		
		• Loyalty
		
		• Tolerance
		
		• Cooperation
			• Research terms and concepts, and follow-up with class discussion	*Students will be able to:*
				
				• define terms and concepts associated with the electoral process
					• Written definitions
					
					• Participation in group discussions

THEME: HOW WE GOVERN OURSELVES

Topic: The Electoral Process in Trinidad and Tobago

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
• Conducting a general election • Conducting a local government election • Roles of citizens after election	• Choice/Freedom • Change	• Responsibility • Respect • Service • Rationality • Responsibility • Cooperation • Fairness	• Simulation of a national election: election of a class prefect • Class discussion • Group and class discussion	• outline the process for conducting a general election • outline the process for conducting a local government election • explain the role of citizens in government after election	• Checklists tracing students' participation in the group's activities

Form 3 — Term 1

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: Humanitarian Law					
Sub-Topic: Responding to the Consequences of War					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• The consequences of war • Efforts required to respond to the consequences of war • Dilemmas experienced by individuals and groups involved in humanitarian action • Promotion of respect for human dignity • Strategies for making a difference • Strategies for developing awareness in others	• Justice/Conflict/ Cooperation	• Empathy • Understanding • Neutrality • Impartiality • Mercy • Fairness	• Teacher-led discussion on the effects of gangs in local communities and the consequences of the Jamaat al Muslimeen attack on Port of Spain in 1990 • Teacher-led research on North and South Korea and the Israeli/ Palestinian question • Discuss the difference between "freedom fighters" and "insurgents"	*Students will be able to:* • describe how war disrupts the normal supports of life • gauge the scope of action necessary to reduce or prevent the suffering caused by war • list some requirements/needs of individuals forced from their homes by war • explain some dilemmas faced by those protecting prisoners of war	• Creation of a poster depicting some aspect of the consequences of war

			THEME: HOW WE GOVERN OURSELVES		
Topic: Humanitarian Law					
Sub-Topic: Responding to the Consequences of War					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
			• Discuss the participation of the Trinidad and Tobago military in CARICOM peacekeeping force in Haiti	• empathize with the suffering caused to families separated by war • gauge the types and scale of effort required to reunite families separated by war	

How We Govern Ourselves

Suggested Resources

Trinidad and Tobago. Government. (1980). *The Constitution of the Republic of Trinidad and Tobago*. Port of Spain: Author.

Trinidad and Tobago. Ministry of Education. (1994). *The framework of democracy in Trinidad and Tobago – Level One*. Port of Spain: Author.

Literature from the Elections and Boundaries Commission.

Form 3 — Term 1

Our National Heritage

THEME: OUR NATIONAL HERITAGE					
Topic: National Identity					
Sub-Topic: *Who and What Make Us Unique*					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Our National Heroes • Examples of nationally recognized individuals, groups, and community activists at the local level	• Development/ Identity • Change	• Cooperation • Sacrifice • Service • Loyalty	• Research activity • Individual and group work • Projects • Oral presentations • Display • Use of media/AV materials • Resource personnel	*Students will be able to:* • identify how individuals and groups have contributed to our national heritage • discuss how their achievements are worthy of emulation as means of developing healthy lifestyles	• Writing biographies • Use of rubric to assess visual and oral presentations • Portfolio • Role play
Heritage Sub-Cultures • Emergence and growth of sub-cultures and art forms, e.g., calypsoes, steelband, chutney, oral traditions		• Patience • Respect • Tolerance • Freedom	• Discussion • Research • Group activities • Resource personnel • Use of media	• explain the development of emerging sub-cultures through fusion and syncretism	• Writing research paper • Debating relevant issues • Pictorial presentation • Portfolio

THEME: OUR NATIONAL HERITAGE					
Topic: National Identity					
Sub-Topic: *Who and What Make Us Unique*					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
			• Research activities • Group presentations • Visual display • Dramatization	• suggest some implications of cultural developments for the future	
Heritage Legacies • Milestones • Detailed work on specific festivals (see list re: Year 1 Term 2) • Major festivals • UN Days	• Change/Choice/ Freedom	• Peace • Harmony • Fairness • Tolerance • Cooperation	• Class discussion • Debating • Lectures • Visual displays	• identify people, places, and events in the history of Trinidad and Tobago that have contributed to our national heritage • trace the development and describe the practices of major festivals highlighting our national heritage	• Essay writing • Dramatizations of events • Projects • Group presentation • Debates on relevant topics

THEME: OUR NATIONAL HERITAGE					
Topic: National Identity					
Sub-Topic: *Who and What Make Us Unique*					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Preservation and Conservation of Our Heritage • Legacy for future generations • Sustainability • Tourism • Employment • Cultural transmission • Improved standard of living • Survival of the species • Global cooperation • Interdependence • State initiatives • Legislation	• Development • Change	• Peace • Harmony • Fairness • Tolerance • Cooperation	• Brainstorming • Debates	• define relevant terms and concepts, and explain their significance to both the physical and cultural heritage • discuss the value of conservation and preservation for sustainability and social living • explain how individuals can proactively involve themselves in making the world a better place in which to live • discuss the role of the state in conserving and preserving our national heritage	• Written definition • Participation in group activities

Form 3 — Term 1

Theme: Economic Growth and Development

Content Standard

Students will know the changes and challenges involved in the economic growth and development of the country and understand how they can contribute towards economic sustainability.

Performance Standards

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

- explaining the role of government in the industrialization of the country

- defining related terms and concepts

- analysing the process of industrialization in the non-agricultural sector

- describing the role of tourism in the development of the economy

- identifying types of tourists

- describing the impact of the tourism industry on the economy

- describing the impact of the tourism industry on society and the environment

Form 3 — Term 1

Economic Growth and Development

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Diversification					
Sub-Topic: The Industrialization Age — Industrialization and Tourism					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Define Key Terms and Concepts: • Industrialization age • Industry • Primary • Secondary • Tertiary • Quaternary • Industrialization • Tourism • Diversification in the non-agricultural sector/ industrialization • Advantages and disadvantages of diversification	• Cooperation/ Development/ Change	• Precision • Clarity • Simplicity • Responsibility • Rationality • Respect • Cooperation • Fairness	• Teacher-led discussion of related terms and concepts • Field trip to a selected industrial estate/industry • Case study • Research documents identified by teacher • Research, in groups, the benefits and disadvantages of economic diversification	*Students will be able to:* • explain the meaning of the associated terms and concepts • evaluate the advantages and disadvantages of economic diversification	• Debate the topic: *Be it resolved that economic diversification is beneficial to Trinidad and Tobago* • Mapping industrial estates

THEME: ECONOMIC GROWTH AND DEVELOPMENT

Topic: Economic Diversification

Sub-Topic: The Industrialization Age — Industrialization and Tourism

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
• Role of government in industrial development • Different industries in Trinidad and Tobago	• Cooperation/ Development/ Change	• Responsibility • Reliability • Respect • Clarity	• Debate • Research • Lecture • Invited personnel	• account for the emergence of non-agricultural-based industries in Trinidad and Tobago • outline the role of government in economic diversification	• Teacher-made tests • Indicate on a map of Trinidad and Tobago: (i) industrial estates and (ii) major industries
• Case studies of selected industries in Trinidad and Tobago		• Knowledge • Clarity • Rationality	• Circular response • Lecture • Questioning	• account for the development of large-scale industries in Trinidad and Tobago	• Design an eco-friendly project
• The service industry • Tourism as an industry • Definitions of *tourism*, *tourist* • Types of tourist		• Cooperation • Respect • Knowledge • Service	• Research, in groups, the impact of tourism on the society and the economy, especially in Tobago	• evaluate the role and impact of tourism on the economy and society, with special emphasis on Tobago	• Insert information on a map of Trinidad and Tobago • Debate the topic: *Tourism has enhanced the development of Tobago*

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Diversification					
Sub-Topic: The Industrialization Age — Industrialization and Tourism					
Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
• Impact of tourism on the economy • Impact of tourism on society and the environment • The sustainable development of the economy • Sustainability • Sustainable development	• Development • Change	• Cooperation • Unity • Tolerance • Rationality	• Case studies (e.g., tourism in Tobago) • Teacher led-discussion on sustainable development and its importance to the economy	• explain the importance of sustainable development of the economy	• Debate associated topics, e.g., *Tourism cannot indefinitely sustain the economy of Trinidad and Tobago*

Form 3 — Term 2

Theme: How We Govern Ourselves

Content Standard

Students will understand the emergence of our democratic way of life, and will know the structure and functions of government, as well as the roles citizens play in the process of government.

Performance Standards

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

- explaining the structure and functions of government at both the central and local government levels

- identifying the three branches of government

- describing the structure and functions of the three branches of government

- explaining the bicameral nature of the Legislature in Trinidad and Tobago

- explaining the concept *separation of powers*

- describing the structure and functions of local government

- describing the structure and functions of the Tobago House of Assembly

Form 3 — Term 2

How We Govern Ourselves

THEME: HOW WE GOVERN OURSELVES					
Topic: Structure and Function of Government					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Branches of government	• Identity/ • Cooperation/ Interaction	• Respect • Clarity • Precision • Rationality • Fairness • Justice	• Lecture	*Students will be able to:* • identify the three branches of government	• Oral presentations
• Structure and functions of the three branches of government			• Research the meaning of the term *bicameral* • Class discussion on the last General Elections	• describe the structure and functions of the three branches of government	• Participation in class discussions
• Features of a bicameral legislature			• Discussion	• explain the bicameral nature of the Legislature	• Participation in class discussions

THEME: HOW WE GOVERN OURSELVES					
Topic: Structure and Function of Government					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Separation of powers	• Development		• Research and class discussion	• explain the term *separation of powers*	• Written explanation
• Local government structure and functions	• Cooperation		• Research and class discussion	• describe the structure and functions of city councils and regional corporations	• Written explanation
• Tobago House of Assembly structure and functions	• Interaction			• describe the structure and functions of the Tobago House of Assembly	

How We Govern Ourselves

Suggested Resources

Trinidad and Tobago. Government. (1980). *The Constitution of the Republic of Trinidad and Tobago*. Port of Spain: Author.

Trinidad and Tobago. Ministry of Education. (1994). *The framework of democracy in Trinidad and Tobago – Level One*. Port of Spain: Author.

Literature from the Elections and Boundaries Commission.

Form 3 — Term 2

Theme: Economic Growth and Development

Content Standard

Students will know the changes and challenges involved in the economic growth and development of the country and understand how they can contribute towards economic sustainability.

Performance Standards

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

- describing the mechanics of communication technology

- defining related terms and concepts

- describing the ways that people communicate

- explaining the role of communication technology in economic development

- identifying issues/challenges of modern communication technology

- assessing the importance of communication technology to economic development

- examining the impact of communication technology on society

Form 3 — Term 2

Economic Growth and Development

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Development					
Sub-Topic: The Role of Communication Technology					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Introduction to technology • Define communication • Purposes and functions of communication • Methods of communication • Benefits and problems of modern communication technology • Impact of modern communication technology on the economy and society	• Interaction/ Cooperation/ Change	• Patience • Respect • Courtesy • Cooperation • Rationality • Tolerance • Responsibility • Freedom • Respect • Cooperation	• Discuss, in groups, the pros and cons of having modern communication technology • Brainstorm and research • Teacher-led discussion of alternative forms of communication • Group work/ cooperative learning	*Students will be able to:* • explain what is meant by "communication" • give reasons for the need to communicate • describe ways in which people communicate • identify and demonstrate alternative forms of communication • explain what is meant by the "Information Age" • outline and explain the benefits of modern communication technology	• Use timelines to show developments in communication technology • Create a semantic map to show ways in which people communicate • Display drawings of methods of communication used through the ages • Teacher-made tests • Essay writing

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Development					
Sub-Topic: The Role of Communication Technology					
		• Responsible use of modern technologies	• Whole-class discussion	• outline and explain the challenges/ problems of communication technology	
				• examine the role of communication/ information in economic development	
		• Reliability			
			• Group work	• discuss the ways in which communication has facilitated the production and transfer of goods and services	• Group projects - assign each group a product to sell, using some form of communication technology for a specific time period
			• Class debate	• assess the impact of modern communication technology on our society	• Debate related topics, e.g.: *Be it resolved that the youth of today couldn't survive in a society void of modern communication technology*

Form 3 — Term 2

Theme: Caribbean Integration and Global Links

Content Standard

Students will understand that they are Caribbean citizens who belong to an interdependent global community. Such an understanding can help them to reflect on their role, contribute towards solving issues, and result in a change in behaviour and attitude towards the region and the world.

Performance Standards

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

- constructing a timeline illustrating the Caribbean integration movement from the 1950s to the present

- discussing the significant aspects in the integration process

- listing the memberships of the various bodies

- explaining non-political cooperation in the Caribbean

- suggesting and implementing solutions towards the problem of Caribbean unity

Form 3 — Term 2

Caribbean Integration and Global Links

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Caribbean Integration					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Terms/Concepts • Integration • Cooperation • Dependence • Interdependence **The Integration Process** • Federation • CARFITA • CARICOM – CSME • ACS • Objectives/membership of various bodies	• Interaction/ Cooperation/ Choice	• Tolerance • Patience • Responsibility • Cooperation • Tolerance • Cooperation	• Students research related terms and concepts • Use stimulus materials such as Sparrow's calypso "Federation" to stimulate discussion • Use various media showing attempts at integration and identify reasons, aims, and members of different groupings	*Students will be able to:* • explain relevant terms and concepts • trace the Caribbean integration process from 1950s to the present • outline the objectives/ membership of the various bodies	• Crossword puzzle • Create a timeline showing the integration process

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Caribbean Integration					
Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
• Non-political cooperation, e.g.: - Sports (CARIFTA games, WI cricket) - Education (The University of the West Indies (UWI)) - Medicine - Culture (CARIFESTA) - Disaster preparedness (Caribbean Disaster Emergency Response Agency (CDERA))	• Cooperation • Interaction	• Respect • Tolerance • Understanding • Acceptance	• Use a video to highlight Caribbean sporting events and discuss the benefits of sports in the quest for Caribbean unity • Read newspaper clippings reporting on different aspects of functional cooperation • Class discussion: "Express your opinions on the benefits of Caribbean unity, e.g., the CSME"	• describe the benefits of functional cooperation to region • suggest ways to deepen regional cooperation	• Design a semantic map, showing the different attempts at Caribbean integration, the member states involved in each attempt, two main objectives, and two benefits of attempts identified • Debate whether West Indies cricket is beneficial to the Caribbean • Teacher-made quiz on the CSME

Form 3 — Term 2

Theme: Caribbean Integration and Global Links

Content Standard

Students will understand that they are Caribbean citizens who belong to an interdependent global community. Such an understanding can help them to reflect on their role, contribute towards solving issues, and may result in a change in behaviour and attitude towards the region and the world.

Performance Standards

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

- identifying issues that affect Caribbean youth

- discussing and defending solutions to these issues

Form 3 — Term 2

Caribbean Integration and Global Links

THEME: CARIBBEAN INTEGRATION AND GLOBAL LINKS					
Topic: The Caribbean Area					
Sub-Topic: Issues Affecting Caribbean Youth					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
Terms and Concepts • Technology • HIV/AIDS • Poverty • Drugs/Crime • Gender • Unemployment • Child labour • Street children	• Interaction/ Injustice/ Conflict/ Change	• Responsibility • Cooperation • Self-discipline • Sacrifice • Freedom • Gratitude • Respect • Tolerance • Empathy	• Use dictionary to find meanings of terms/concepts • Use various sources to identify social issues within the Caribbean region • Survey youths on various issues (causes and consequences of issues identified) • Guest lectures on selected topics • Brainstorm solutions, and formulate a possible action plan to solve the issue	*Students will be able to:* • explain terms/ concepts related to identified topics and issues • identify and examine social issues that affect Caribbean youths • develop an action plan to assist in finding solutions to these issues • volunteer to assist in addressing the issues identified	• Crossword puzzle/game based on terms/concepts • Journal writing reflecting on each issue and their personal experiences • Using different art forms, e.g., slogan, song, rap, skit, and storytelling, highlight any one issue • Create a comic strip on an issue, highlighting causes, consequences, and solutions • Present survey results using various formats and media

Form 3 — Term 3

Theme: Economic Growth and Development

Content Standard

Students will know the changes and challenges involved in the economic growth and development of the country and understand how they can contribute towards economic sustainability.

Performance Standards

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

- tracing the development of transportation in Trinidad and Tobago

- identifying forms of transportation through the ages

- constructing a timeline illustrating the evolution of transportation in Trinidad and Tobago

- explaining the role of transportation in the country's development

- identifying the main road linkages/networks

- evaluating the importance of road linkages/networks to economic development

- identifying areas in the community in need of improved road networks

- suggesting solutions to the problem of inadequate road networks

Form 3 — Term 3

Economic Growth and Development

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Development					
Sub-Topic: The Role of Transportation in Development					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Forms of transportation — from earliest times to the present	• Development/ Cooperation/ Change	• Cooperation • Respect • Tolerance	• Interviews to acquire information on modes of transportation used in economic activities • Research forms of transportation through the ages	*Students will be able to:* • identify forms/means of transportation through the ages (from early settlement to present day)	• Pictorial display of transportation through the ages • Brochures showing the development of transportation in different economic activities • Design of timeline to show development of transportation in Trinidad and Tobago
• Transportation network • Road linkages • Traffic patterns		• Precision • Clarity • Rationality	• Use topographical maps to compare present-day road networks with networks in earlier times	• inspect road linkages on a map of Trinidad and Tobago to ascertain (i) the importance of the network and (ii) traffic patterns	• Construction of a model to show existing road networks and traffic patterns in the local community

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Development					
Sub-Topic: The Role of Transportation in Development					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Transportation problems	• Development	• Tolerance • Respect	• Documents/ studies	• research using various sources— newspapers, magazines, etc.	• Letters to Minister responsible for roads making suggestions to improve traffic flow in the local community
• Relationship between transportation and economic development	• Change	• Rationality • Reliability • Fairness • Excellence	• Interviews to acquire information on modes of transportation used in economic activities	• determine how transportation networks facilitate the movement of goods	• Trace the path of an imported item from a foreign country to its final destination in the consumer's home
• Improving traffic flow in the local community • The relationship between economic development and changing road networks			• Conduct a field study to determine traffic patterns in a selected area of industrial/ economic activity	• make suggestions to improve traffic flow in the local community • examine the relationship between economic development and changing road networks • conduct field studies to determine areas that need improvement	• Construction of a model to improve linkages in a selected area in Trinidad and Tobago

Form 3 — Term 3

Theme: Economic Growth and Development

Content Standard

Students will know the changes and challenges involved in the economic growth and development of the country and will understand how they can contribute towards economic sustainability.

Performance Standards

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

- describing the distribution chain

- identifying the main agents in the distribution chain

- constructing a flow chart illustrating the main components of a distribution chain

- describing the main agents in a distribution chain

- examining the role of distribution in the economy

- identifying the main exports and imports of Trinidad and Tobago

- identifying the main marketing facilities in Trinidad and Tobago

- explaining the importance of the distribution of goods in economic development

- describing the challenges involved in the distribution of goods in Trinidad and Tobago and suggesting solutions to these issues

Form 3 — Term 3

Economic Growth and Development

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Development					
Sub-Topic: The Role of Distribution in Development					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**

• Definition of the following terms and concepts:
  - Consumer
  - Demand
  - Distribution
  - Import
  - Export
  - Market
  - Marketing
  - Pricing
  - Producer
  - Retailer
  - Supply
  - Wholesaler
  - Competition
 	
• The distribution chain – manufacturer to consumer
	• Development/ Change/ Interaction/ Cooperation	• Clarity
		
		• Rationality
		
		• Precision
		
		• Cooperation
		
		• Courtesy
		
		• Respect
			• Students research terms and concepts
			
			• Use an identified industry to illustrate the agents in the chain and their functions
				Students will be able to:
				
				• explain terms and concepts related to the topics
				
				• identify the major agents in the distribution chain and explain their roles
					• Quiz
					
					• Word games
					
					• Teacher-made crossword puzzle
					
					• Design of distribution charts for different products

THEME: ECONOMIC GROWTH AND DEVELOPMENT

Topic: Economic Development

Sub-Topic: The Role of Distribution in Development

Content	Key Concepts	Values and Attitudes	Suggested Teaching/Learning Strategies	Specific Learning Outcomes	Suggested Assessment/Evaluation
• Marketing/distribution facilities in Trinidad and Tobago	• Development	• Reliability • Knowledge	• Conduct interviews with senior citizens • Research statistical data from sources identified by the teacher	• describe the changes in marketing facilities in the last 50 years in both rural and urban areas	• Booklets containing different articles reflecting the changes in market facilities
• Trinidad and Tobago's imports and exports	• Change	• Loyalty • Responsibility • Service	• Conduct interviews with farmers, retailers, small manufacturers, vendors, etc. • Brainstorm to determine goods and services that are imported/ exported	• list the major imports and exports of Trinidad and Tobago • explain the need for importing and exporting goods and services • evaluate the value of named exports to the economy of Trinidad and Tobago	• Draw and interpret graphs showing the value of named exports/imports • Reports by groups on findings
• Marketing problems: - lack of access roads - limited space - competition - trade restrictions - bureaucracy		• Tolerance • Cooperation • Rationality • Assertiveness	• Teacher-led discussion of problems	• identify the problems associated with the distribution of goods and services in Trinidad and Tobago	• Develop a solution for one identified problem

Form 3 — Term 3

Theme: Economic Growth and Development

Content Standard

Students will know the changes and challenges involved in the economic growth and development of the country and will understand how they can contribute towards economic sustainability.

Performance Standards

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

- providing examples of areas of interdependence in the global community

- defining related terms and concepts

- using examples to illustrate how the countries of the world are interdependent

- identifying and explaining technological changes related to globalization

- analysing the impact of globalization on society and economic development

- suggesting possible methods of dealing with the negative effects of globalization

Form 3 — Term 3

Economic Growth and Development

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Development					
Sub-Topic: Globalization					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Definition of the following terms and concepts: - mass media - global village - technology – Internet, Internet café • knowledge-based economy - e-commerce, e-mail, tele-banking - global/globalization - communication - trade • Impact of technology - improvements in communication (surface mail to e-mail) - trade - improvements in transportation	• Development/ Change/ Cooperation/ Interaction	• Precision • Clarity • Rationality • Cooperation • Respect • Tolerance	• Student research/ discussion • Group discussion re: communication, transportation, trade, education, culture	*Students will be able to:* • define terms and concepts related to globalization • identify some technological changes that are associated with globalization	• Quiz • Word games • Oral/written reports, posters, flow charts, journals, portfolio • Write a story illustrating the impact on an individual or community of any technological change

THEME: ECONOMIC GROWTH AND DEVELOPMENT					
Topic: Economic Development					
Sub-Topic: Globalization					
Content	**Key Concepts**	**Values and Attitudes**	**Suggested Teaching/Learning Strategies**	**Specific Learning Outcomes**	**Suggested Assessment/Evaluation**
• Impact of globalization on the individual and society	• Change	• Self-discipline • Responsibility • Tolerance • Cooperation	• Brainstorming possible effects	• explain the negative and positive effects of globalization on the individual and society	• Debate issues relating to negative and positive effects of globalization • Suggest some solutions to eradicate the negative impact of globalization

Part 3
Teaching and Assessment Strategies

Teaching/Learning Strategies

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

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

Some Suggested Teaching Methods

Storytelling

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

Lecture or Didactic Method

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

Role Play or Play-Way Method

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

Field Trips

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

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

Discussion

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

Debate

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

Symposium

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

Panel Discussion

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

Brainstorming

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

Project Method

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

Problem Method

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

Source Method

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

Hot Seating

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

Circular Response

This strategy entails having students in small groups sitting in a circle (thereby indicating that no one is above the other) and making a comment on the subject under discussion. Each student takes a turn and speaks for approximately 30 seconds while the others

listen. The discussion is continued until the topic is exhausted or the time limit set is exhausted. A recorder may be appointed if the group is expected to report back to the reconvened class and the teacher believes that this role is necessary.

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

The Social Studies Classroom

The Learning Environment

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

*An effective Social Studies classroom should have:*

- teachers who are trained in the specific skills and concepts of the discipline being taught;

- teachers who have available resources that allow students to take advantage of the breadth and depth of topics offered within the curriculum;

- teachers who know how to best use Social Studies skills to encourage students to become lifelong learners;

- teachers who are prepared to allow students to explore controversial topics, difficult issues, human concerns, and appropriate actions that need to be taken in the face of various challenges;

- a student-centred environment where appropriate and varied teaching methodologies are used;

- an inviting atmosphere where all rational thought is welcome;

- an environment that promotes respect for individuals and their diverse views;

- challenges to help students understand the teachings of the discipline from local, national, and international perspectives.

- an inquiry base that allows for both theoretical and practical study;

- diversity in student and teacher evaluation techniques;

- involvement of "experts" (from the community or beyond).

Selecting Teaching Aids or Resources

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

Types of Teaching Aids: Dale's Cone of Experience

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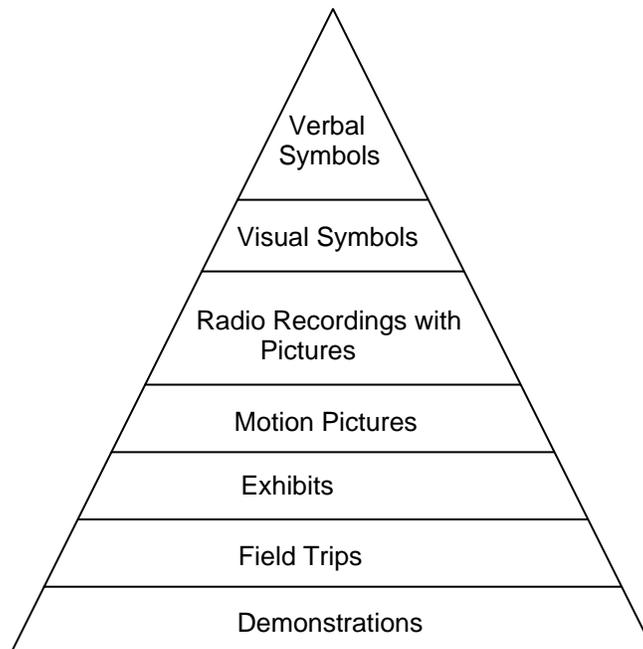
The Cone of Experience

Some Useful Aids

Chalkboard

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

Bulletin Board

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

Models

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

Field Trips

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

Realia

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

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

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

Diagrams

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

Charts

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

Timelines

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

Tables

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

Graphs

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

Maps

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

Pictures

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

Slides

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

Films

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

Filmstrips

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

Radio

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

Television

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

Newspapers

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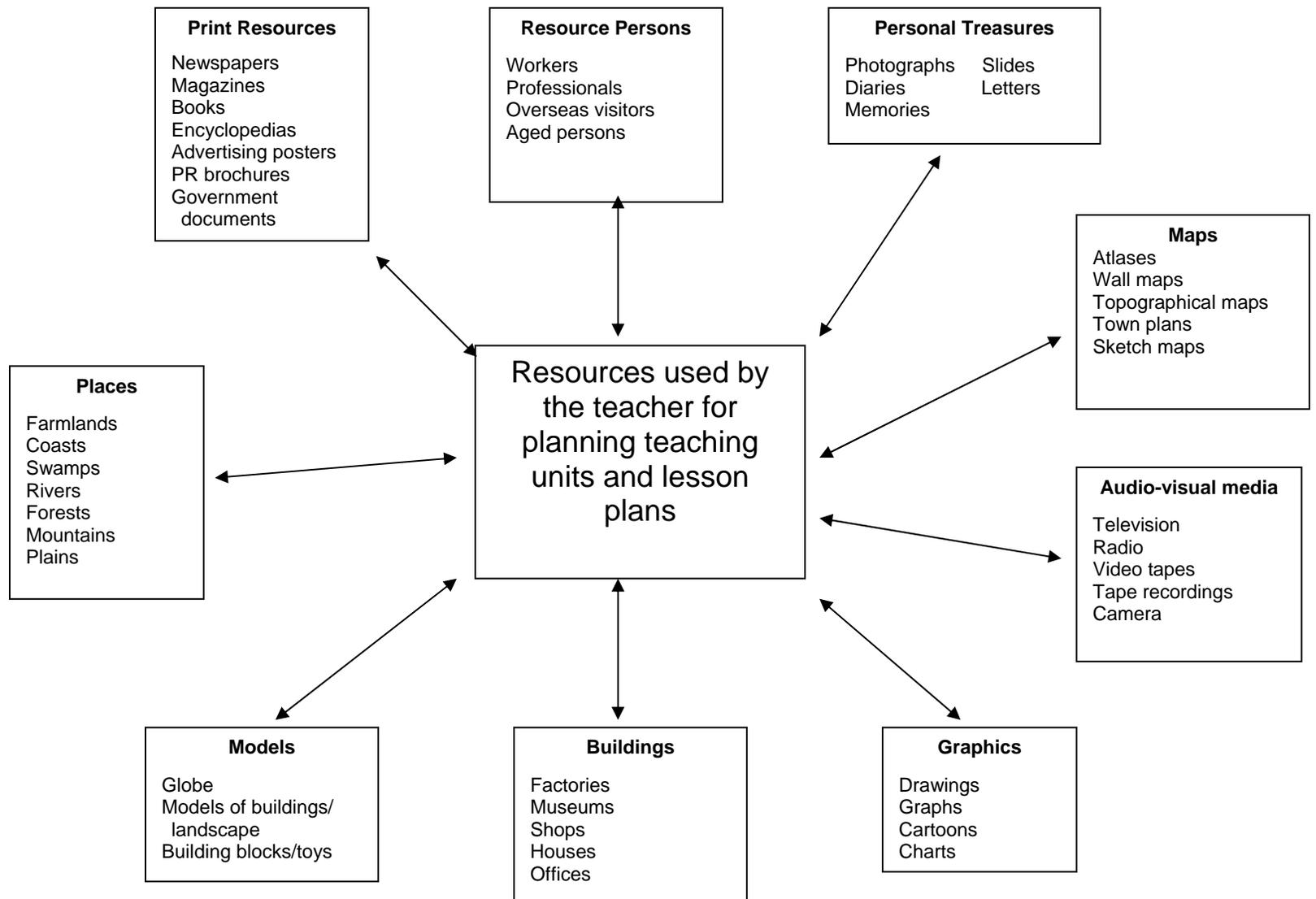
Festivals

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

Resource Persons

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

Examples of Resources for Social Studies Lessons

Print Resources

Newspapers
Magazines
Books
Encyclopedias
Advertising posters
PR brochures
Government
 documents

Resource Persons

Workers
Professionals
Overseas visitors
Aged persons

Personal Treasures

Photographs   Slides
Diaries   Letters
Memories

Maps

Atlases
Wall maps
Topographical maps
Town plans
Sketch maps

Places

Farmlands
Coasts
Swamps
Rivers
Forests
Mountains
Plains

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

Audio-visual media

Television
Radio
Video tapes
Tape recordings
Camera

Models

Globe
Models of buildings/
 landscape
Building blocks/toys

Buildings

Factories
Museums
Shops
Houses
Offices

Graphics

Drawings
Graphs
Cartoons
Charts

Evaluation

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

Objectives

Learning Experiences   **Evaluation Techniques**
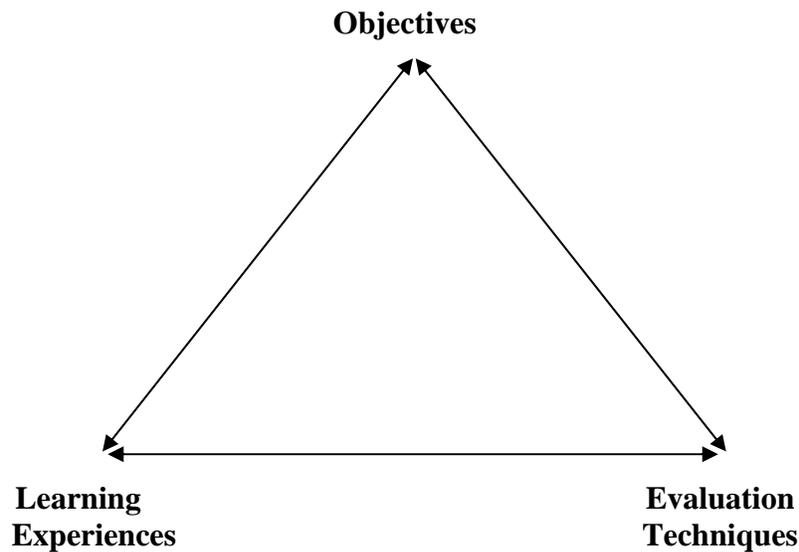
Triangle of Evaluation

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

Objectives

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

Evaluation Techniques

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

Activity records	Interviews
Anecdotal records	Log books
Attitudinal measures	National assessment tests
Autobiographies	Observation records
Behavioural journals	Performance charts
Checklists	Questionnaires
Class diaries	Semantic differential tests
Class projects	Sociometric tests
Collections of students' work	Standardized tests
Group discussions	Teacher-made tests

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

Teacher-Made Tests

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

Observation

Observation is one of the best devices for finding out about students, appraising their growth, and diagnosing trends in their behaviour. There are two types of observation—current and retrospective. Current observation involves observing a person actually engaged in acting. Retrospective observation is used when the teacher refers to past experiences and passes a judgement on the student. There are several things about a student that a teacher can observe. These include attitudes, feelings, interests, comments on various situations, changes in behaviour patterns, and relationship with peers. Observation, however, is a subjective device and is prone to bias.

Checklists

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

Group Discussions

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

Anecdotal Records

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

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

Sociometric Devices

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

Cumulative Records

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

Autobiographical Accounts

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

Devices Recommended for Evaluation of Specific Competencies

Evaluating Thinking Skills

* Charts
* Checklists
* Group discussions
* Anecdotal records

* Observations
* Interviews
* Samples of student's work
* Student log book

Evaluating Decision Making and Citizen Action

* Charts
* Checklists
* Student diaries
* Anecdotal records

* Interviews with students
* Case study reports
* Attitudinal measures
* Student log book

Evaluating Citizen Action and Participation

* Student diaries
* Class log book
* Student reports
* Anecdotal reports

* Attitudinal measures
* Role playing
* Student interviews

Evaluating Map and Globe Skills

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

Evaluating Time and Chronology Concepts and Skills

* Checklists
* Anecdotal reports

* Teacher-made tests
* Class projects

Evaluating Group Skills

* Role playing
* Checklists
* Teacher observation
* Attitudinal measures

* Anecdotal reports
* Student interviews
* Autobiographical records

Evaluating Writing Skills

* Essay tests
* Committee reports
* Samples of student's work

* Imaginary diaries of famous people
* Scripts for class plays
* Checklists

Appendix
Selected List of Festivals and Traditions

Divali
Phagwa
Ramleela
Ramadan

Eid-ul-Fitr
Hosay
Lent
Easter
Corpus Christi
Christmas
Santa Rosa
Siparee Mai

Cultural

Tobago Heritage
Emancipation
Shouter Baptist
Calypso
Soca
Carnival
Parang
Chutney
Steelband
Tassa
Tambu Bamboo
Bongo drums
Cuisine
Dress
Craft
Sports
Gayap
Sou Sou