

SOCIAL STUDIES PRIMARY
SCHOOL CURRICULUM



MIDDLE DIVISION

QUALITY ASSURANCE AND DEVELOPMENT SERVICES

QADS

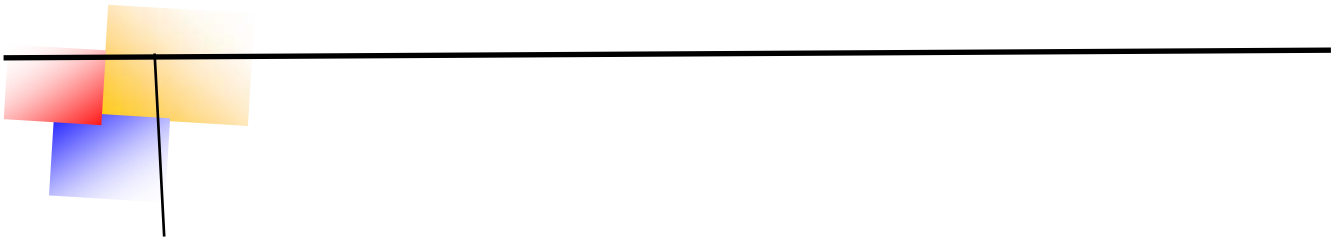
MINISTRY OF EDUCATION, CULTURE, YOUTH AND

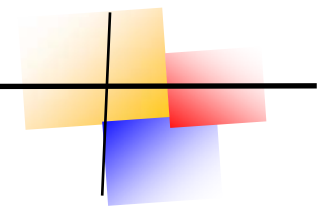
SPORTS

BELIZE

2004







WORLD

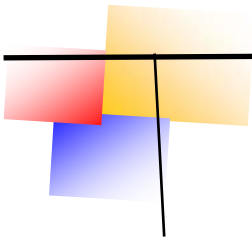
GOVERNMENT & CITIZENSHIP

RIGHTS & RESPONSIBILITIES

EARLY CIVILIZATION

SOCIETY & CULTURE





WORLD - STANDARD 1 1

Content Standard # 1

The Earth

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

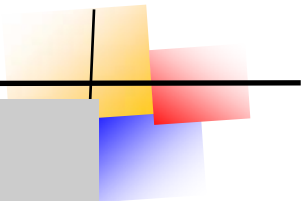
and

Landforms and Location

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Landforms</u> <u>1. Name of individual landforms and water bodies e.g. Island, River, Sea</u></p>	<p>On physical map of Belize have class identify water bodies using legend introduced in Standard 1. Discuss characteristics and have class attempt to formulate description/definition – refine and write on blackboard for transfer to note book. Repeat strategies on landforms. Teacher should use glossary to assist in formulation of definition or discuss pictures or individual experiences to arrive at definitions. Transfer from map of Belize to map of the world to provide added practice on world environment, include lake in world and make connection with lagoon. Provide opportunity for assimilation through games. Homework to prepare for class work helps class to develop study skills.</p>
<p><u>2. Important lines of latitude and longitude</u> <u>Description and functions of: the 0° latitude – equator, 0° longitude – Prime Meridian.</u></p>	<p>Introduce diagram of the globe with inserted 0° latitude and longitude – discuss position and the number 0. Find names Equator and Prime Meridian. Ask for a suggestion of size if the globe were cut into two parts along the lines – if correct answer is not suggested ask individual to cut along line and again ask for suggestion (let individuals measure pieces together if necessary). Expected answer – ‘half’ Discuss function of both lines (Expected answer – divide the earth into halves - 0° latitude, northern and southern halves, and 0° longitude eastern and western halves. Discuss direction of lines and help class to see east – west line divides into north – south halves while north – south line divides into east – west halves – discuss name ‘sphere’ and prefix ‘hemi’ to arrive at hemisphere - northern and southern and eastern and western hemispheres. Record: The equator divides the earth into a northern and a southern hemisphere. The Prime Meridian and the 180° meridian divide the earth into an eastern and a western hemisphere. Issue diagrams with labeled names equator and Prime Meridian for pasting in note book.</p> <p style="text-align: center;">OR</p> <p>Introduce a diagram showing lines of latitude and that showing lines of longitude with both 0° lines numbered. Discuss size and ask questions to lead class to see that the 0° lines divide the earth into two halves in different directions north and south, east and west. In the case of the 0° line of longitude show class that they must use the 180° line to complete the great circle which will divide the earth into an eastern and a western hemisphere. Discuss shape of earth ‘sphere’, introduce ‘hemi’ – half – lead class to see hemisphere as name of ½ the earth. Conclusion: The equator is an imaginary line of latitude which divides the earth into a northern and a southern hemisphere. The prime Meridian is an imaginary line of longitude which divides the earth into an eastern and a western hemisphere.</p>





THEMES: Landforms and Location

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Describing/defining water bodies and landforms Using correct names in descriptive writing Identification of all water bodies and landforms studied. Familiarity with landforms and water bodies on Belize map as well as map of the world. Demonstration of knowledge gained through practice and individual study.</p>	<p>1.12 Associate geographic names with a description of structure/shape/function of each landform in Belize and transfer to world</p> <p>1.13 Associate geographic name with a description of each water body in Belize and transfer to world.</p> <p>3.5 Discover the functions of the zero degree (0°) line of latitude (equator), the zero degree (0°) line of longitude (Prime Meridian) and the 180° meridian. Define each line</p>
<p>Correct response to question 'What is the function of the 0° line of latitude? What is the function of the 0° line of longitude? Recognition and use of function in solving problems or responding to questions. Association of names with lines - Equator and Prime Meridian Correct use of word 'hemisphere' to mean 'half of a sphere' Map work insertion/ labeling and numbering of lines Testing understanding of functions Exercises/questions requiring a working knowledge of the locations and functions of the lines.</p>	<p>3.6 Recognize the location of each line on the map of the world</p> <p>3.7 Interpret the number of lines in each hemisphere – N, S, E and W</p> <p>3.8 Observe that location is identified at the intersection of two lines- latitude and longitude and the letters N, S, E, W are used (two at a time N or S, E or W) to specify location or grid</p>



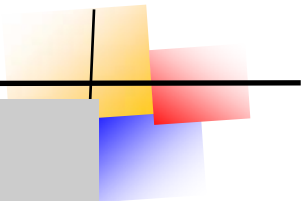
WORLD STANDARD 11

Content Standard #2 Weather and Climate:

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>3. Fundamentals of interpreting maps using grid reference (latitude and longitude)</u></p>	<p>Examine a map of the world to interpret the numbering of the lines of latitude and longitude note that the numbers increase on either sides of the two 0° lines. Through examination of the map note that the mid-top and bottom are 90° which give the number of single lines that could be drawn in the space. On the other hand, the highest line of longitude numbers 180° this means that there are 90°lines North and 90° South and lines East and 180° lines West.</p> <p>Ask for suggestions as to how we could use the lines to find places – help children to see (if they do not) that both sets of lines are needed to establish how far north or south and east or west a place is.</p> <p><u>Location is identified by the position where two lines cross each other (intersect)</u></p> <p>Identify and discuss the location of at least four places – one in each hemisphere. Emphasize the fact that the letters are important and must be included unless we are dealing with 0° lines, e.g. 10° N 25° W, 40° S 70° W, 21° N 120° E, 60° S 45° E. Provide follow up practice for proper assimilation</p>
<p><u>1. The earth as part of the solar system, behavior/movements (rotation and revolution)</u></p>	<p>Show illustration of the solar system with labels of planets.</p> <p>Explain that they have already learned that the earth rotates, but that it is not the only thing that it does. Look up the meaning of 'Orbit.' Let children trace path of the orbit with their fingers and ask what they think that shows –, try to get that the earth travels along that line. Look up the meaning of the word revolve, discuss to arrive at the concept of the earth traveling around the sun being the same as the earth revolving around the sun. Again, using the dictionary, ask class to find the nouns from the word revolve. Discuss revolution as the name of the action the earth is doing. Ask what answer they would give to the question 'What is revolution?' Expected answer, the movement of the earth around the sun. Show diagram depicting revolution with dates and get class to calculate time taken – one year which is 365 ¼ days.</p> <p>Let class write down a definition of revolution – the movement of the earth around the sun once every 365 ¼ days.</p>
<p><u>2. Belize Weather changes: two seasons only - wet and dry.</u></p>	<p>Vocabulary to be studied before – season. Discuss the type of weather experienced in Belize during the different months of the year. Base discussion on temperature, winds and rainfall. On blackboard write down the different months in one column and weather conditions usually experienced in an adjacent one. If experience does not allow children to state specifically whether the weather would be hot and dry or hot and wet during a particular month, use statistical charts from the meteorological office to interpret the dry months and wet months. Group wet months together under one column and dry months under another. This should allow children to see that the wettest days seem to be grouped together in certain months while the driest are in others. Conclusion – Belize has two seasons – wet, June to November and dry, March to late May or early June. Again use temperature statistics to identify cooler months versus warmer/ hotter months. Discuss reasons for cool weather around October to March generally. Use pictures/maps/drawings to illustrate northern winter scenes and a physical map of North America to show how the North winds find their way to Belize because of the open passage between the mountain chains on both sides of North America.</p>





THEMES: The Earth, Weather,

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Exercises using grid references to locate places</p> <p>Identification of grid references.</p> <p>Insertion of grid references on world map.</p>	<p>1.12 Associate geographic names with a description of structure/shape/function of each landform in Belize and transfer to world</p> <p>1.13 Associate geographic name with a description of each water body in Belize and transfer to world.</p> <p>4.5 Recall rotation as the spinning of the earth which causes day and night</p> <p>4.6 Through discussion, observation of diagram/illustration/tape and interpretation observe that the earth travels along a path (the orbit)</p>
<p>Use of term in oral and written exercises.</p> <p>Interpretation of term in given instructions.</p> <p>The recognition/use of definition of the concept revolution.</p>	<p>4.7 Discuss vocabulary and conclude that this action which is repeated yearly is called revolution</p> <p>4.8 By further interpretation of diagram, calculate time taken to complete (1 year/365 & a quarter days)</p> <p>4.9 Define revolution</p>
<p>Use of the word season in oral and written work.</p> <p>Description of Belize's weather changes to show understanding of the conditions.</p> <p>Oral/written/diagrammatic explanation of the wind phenomenon to explain the reason for the cooler temperatures November to February.</p>	<p>2.8 Examine statistical records (Met. Department) to identify pattern of either wet or dry</p> <p>2.9 Group wet months and dry months</p> <p>2.10 Examine pictures/diagrams/tapes/illustrations to understand reasons for cooler months which are sometimes wet and sometimes dry (Study Met. Records for precipitation data)</p>



WORLD STANDARD 11

Content Standard # 3 Latitude and Longitude

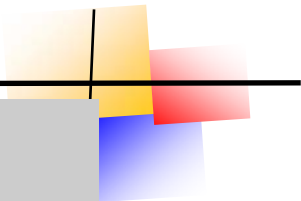
Demonstrate knowledge of the identity and functions of the parallel lines of latitude, the meridian lines of longitude and the relationship between latitudinal range and climate and among longitudinal range, time and climate. Interpret location and solve location problems using grid references.

Content Standard #4 Rotation

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
	If class is bright the impact of the earth's revolution can be diagrammatically explained to account for the hottest temperatures May – July, otherwise just say that it is the overhead position of the sun, but they will learn this in standard three.
<u>3. Disasters – hurricanes, floods, drought</u>	Use pictures/video tapes to produce vivid illustrations of the characteristics of each disaster. Discuss happenings and deduce information on origin, cause, nature, impact on land and life. Compile notes for recording – produce illustrations whether drawings or pictures. Arrive at a definition for each disaster and record in note book also.
<u>4. Weather bureau and meteorology - location and function of the weathin bureau.</u>	Organize class into groups to carry out research on the weather bureau. This could either be through a field trip using questionnaires, resource person's presentations on aspects of the topic, or by groups on their own researching the topic and preparing reports with illustrations for delivery to class.
<u>1. Types of resources</u> <u>2. Examples of individual types of resources – renewable and non-renewable – Mineral and marine, human.</u>	Deal with vocabulary the previous day in preparation for the lesson. Mineral, agricultural, marine, human, renewable, non-renewable, quickly review meanings before lesson. Discuss and list resources – categorize the resources under mineral, marine, agricultural, human and further under renewable and non-renewable through discussion and teacher's assistance. Using map from Atlas of Belize, insert resources on blank maps. Record any other information in note books.
<u>2. Important natural resources of Belize and their location within Natural region's and uses of those in</u>	On blank map of Belize have children shade the natural regions of the country from teacher's blackboard copy. Discuss characteristics of each region and reasons for them. Based on children's past experiences/ previous knowledge identify natural resources known to be located in the area – discuss and insert – list known uses after discussion . Research uses. Use research materials to have children identify other uses; discuss overall potential of area from children's perspective.





THEME: Weather and Resources

Suggested Strategies/Activities for Assessment	Learning Outcomes
Oral/written/graphic presentation of information on each including cause, origin, nature and impact on life.	2.9 Group wet months and dry months 2.10 Examine pictures/diagrams/tapes/illustrations to understand reasons for cooler months which are sometimes wet and sometimes dry (Study Met. Records for precipitation data) 2.11 Discuss Belize's two seasons to review work done in Standard 1. Establish the effect of the sea and the north-east trade winds on the temperature
Use of knowledge in reports, answering questions and in conversation/discussion.	
Critical thinking questions requiring an understanding of the categories. Use of vocabulary in speaking or writing about the subject.	5.12 Learn relevant vocabulary 5.13 Classify resources of Belize under mineral, marine, agricultural, and human 5.14 Further classify under renewable and non-renewable
Game sessions which require quick response to questions. Matching exercises to test understanding Map work exercises to allow opportunity for assimilation and use of knowledge over time. Friendly competition teams in class to allow opportunity for individuals to ask questions as well as respond to questions.	5.16 Insert Belizean resources on blank map and preserve for later use 5.17 Identify ways in which resources can be preserved or destroyed, develop the concepts of <u>conservation</u> and preservation and explain why these concepts should be practiced 5.18 Collect information on the leading industries in home district and arrange information to illustrate processes involved 5.19 Explain information collected on the various natural resources which form the basis for the Tourism industry



WORLD STANDARD 11

Content Standard #5 Resources

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>3. Some ways in which resources can be destroyed or preserved.</u></p>	<p>Introduce some story which could vividly set the stage for discussion e.g. the over cutting of mahogany which was so plentiful during early development, the pollution of waterways which once were clean and beautiful, depletion of wild life population. Use video tape, picture illustrations or vivid recordings or readings to stimulate interest.</p> <p>Discuss what was seen and/or heard before asking children to identify ways in which resources were destroyed and how they could have been preserved. Teacher should lead class to see ways not mentioned</p> <p>Field trips could also enhance the teaching of this topic.</p>
<p><u>4. Concept of conservation and preservation and reasons for them.</u></p>	<p>Deal with vocabulary – conservation, preservation, either before class day or at the beginning of a lesson. Once teacher is satisfied that class understands what the words mean initiate a discussion to bring out the fact that government, community leaders, manufacturers, adults in general as well as children are responsible to conserve the resources of the country for the enjoyment of future generations as well as for continued economic benefit to the country.</p>
<p><u>5. Main Industries of Belize: Industry in Child's Home District. The leading industries</u></p>	<p>Organize a field trip if possible for the most effective learning experience. If this is not possible, have a resource person speak to the class and use appropriate illustrations to enhance the delivery.</p> <p>Proper field trip procedure should be followed to obtain maximum benefit.</p> <p>For other industries, video tapes, resource persons, still pictures, drawings may be used along with commentary on proceedings.</p> <p>Children can be made to conduct either individual or group research for presentation to class followed by discussion and display of recorded information.</p>
<p><u>1. Tourism as an industry based on Belize's natural Resources</u></p>	<p>To save time deal with vocabulary before (either for homework or in some language arts class). Have individuals look up the meaning of industry, discuss and record same. Through discussion establish that tourism is an industry – a job that employs a number of people.</p> <p>Lesson - Show tourism related pictures and have children observe the different things that attract tourists – based on previous knowledge lead class to identify names and classify them as resources, most of which are natural e.g. Barrier Reef, Tropical Rain Forest, Cayes, Flora and Fauna. Maya Ruins, Craft etc. - manmade. Through questions and answers, lead class to see that Tourism is an industry based on Belize's Natural resources. Refer to MBRS Project.</p>



THEME: Resources, Tourism

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Observation of individual's behaviors towards the environment.</p> <p>Sensitivity towards harmful environmental practices.</p>	<p>5.12 Learn relevant vocabulary</p> <p>5.13 Classify resources of Belize under mineral, marine, agricultural, and human</p> <p>5.14 Further classify under renewable and non-renewable</p> <p>5.16 Insert Belizean resources on blank map and preserve for later use</p>
<p>Discussion of field trip observations/findings and recording and illustrating in booklet.</p> <p>Identification of definition of terms.</p> <p>Use of terms in speech.</p> <p>Monitoring of attitude demonstrated in matters of conservation.</p>	<p>5.17 Identify ways in which resources can be preserved or destroyed, develop the concept of conservation and preservation and explain why this concept should be practiced</p> <p>5.18 Collect information on the leading industries in home district and arrange information to illustrate processes involved</p>
<p>Questions on industry which would require knowledge gained</p> <p>Oral or written exercises in class competition</p> <p>Games which require information on industries</p>	<p>5.19 Explain information collected on the various natural resources which form the basis for the Tourism industry</p>
<p>Write sentences/paragraphs on any of the following: (a) What makes Belize so popular as a tourist destination? (b) Which resource appeals to you most and why it does? (c) The most important resource in a particular district.</p> <p>Interpret simple statistical tables and identify the order of importance of resources based on tourist visits to them.</p> <p>Write an article on 'The Belize Tourism Industry'</p>	<p>6.7 Identify and explain reasons why Tourism is considered to be the leading industry in the country</p> <p>6.8 Expand resource map (while examining resources) to include reserves, parks, natural sites, Maya ruins etc. countrywide</p> <p>6.9 Through discussion, list social, economic and political value of such attractions and suggest ways in which all stakeholders can maintain them</p>



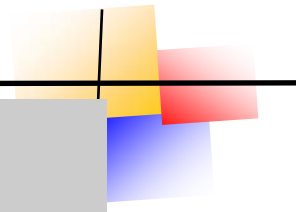
WORLD— STANDARD 11

Content Standard #6 Tourism

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>2. Natural Resources attractions to tourists – location of examples value/ advantages and disadvantages; example: Baboon Sanctuary, Blue Hole, Guanacaste Park, Hol Chan Marine Reserve, Cockscomb Basin, Jaguar Reserve, Barrier reef</u></p>	<p>On map of Belize, locate each of the popular attractions and have class insert and label them on individual blank maps. Have individuals or groups in class select their choices for research. Set time span for active research and reporting to class. Copies of brochures from the various sites could be collected for use in research. Discuss to bring out (a) location and importance of choice; (b) advantages to the community and the country; (c) Disadvantages if any from damage to the environment; (d) Individual impressions. Use any available video tapes or pictures to guide children’s research/discussion. Refer to the Mesoamerica Project.</p>





THEME: Resources

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Blank map assignments to test the:</p> <p>(a) ability to identify locations inserted on blank maps or to insert given locations</p> <p>(b) ability to speak/write on site researched assignments to test:</p> <p>Response to appropriate questions regarding the importance to community/country, and the impact of tourist population on the particular environment</p> <p>Verbal discussions to test:</p> <p>Contribution to discussion on area.</p> <p>Have impromptu questions on related topics to allow for application of knowledge as well as aid in assimilation.</p>	<p>6.7 Identify and explain reasons why Tourism is considered to be the leading industry in the country</p> <p>6.8 Expand resource map (while examining resources) to include reserves, parks, natural sites, Maya ruins etc. countrywide</p> <p>6.9 Through discussion, list social, economic and political value of such attractions and suggest ways in which all stakeholders can maintain them</p>



WORLD—STANDARD 111

Content Standard #1

The Earth

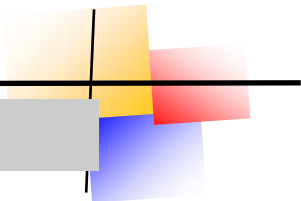
A. Develop a mental picture of the distribution of landmasses and water bodies. Recall earth's shape, internal composition and external build and demonstrate understanding of their influence on specific changes. Identify and explain its land and water and the living things which inhabit them.
and

Landforms and Location

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Landforms and water bodies grid (Map Work)</u> <u>1. Continuation of practice in the classification and naming of Land forms (Belize and World maps)</u> <u>E.g. peninsula. Placencia, Florida.</u> <u>Other forms: hills, island, mountains, valleys, archipelago, isthmus, lagoon, lake stream, bay, gulf, waterfall.</u> <u>Develop definitions for the above landforms.</u></p>	<p>Introduce the Map of Belize first and have children point out the features they already know; they should describe/define the feature before giving examples. Ask class to point out one that is not known to the class – e.g. point peninsula discuss shape– lead class to see that there is water on three sides, the land juts out or points out into the sea. Let class find other examples – give names e.g. Placencia, Rocky Point, Punta Gorda, Punta Negra, Punta Ycacos – Transfer concept to map of the world, identifying shapes on the various continents that show water on three sides, e.g. Florida, California, Labrador and other names.</p> <p>Give practice in identifying shapes before concentrating on names. Use blank maps. Lead class to formulate definition after a sufficient time has been spent on identifying shapes.</p> <p>Repeat above procedure or some other which involves children's active participation until the various features have been covered and assimilated.</p>
<p><u>2. Latitude and Longitude – Tropics, circles and the International Dateline.</u></p>	<p>Children already know 0 latitude and longitude. Use map of the world and have children count and estimate $23\frac{1}{2}^{\circ}$ to find $23\frac{1}{2}^{\circ}$ north and south. Let class find names. Tropic of Cancer and Tropic of Capricorn Find $66\frac{1}{2}^{\circ}$ N and S find names Artic Circle and Antarctic Circle Have children insert if necessary and label on blank maps – draw their attention to the fact that those lines are drawn in broken not solid lines. New lesson if necessary – Find the 180° line and note the solid line that is partly superimposed on the 180° line – discuss after observing to get class to note that it bypasses all land masses. Note name – International – Date – Line point to date in the name and ask class to think of what the function of the line might be. Draw attention to the fact that there are 24 hrs difference between the beginning of east and the end of west. Through questioning lead them to see that the date would be different on the eastern and western sides of the line, so the line fixes the date for sea and air travelers. Time on the eastern side of the line is therefore a whole day ahead of that time on the western side. Airplane or boat traveling from west to east that reaches the date line at 6:00 am on Sunday has to adjust its date as soon as it crosses the line to 6:00 a.m. Monday. Discuss reason why the line does not pass through land. (Two sides of the land would have different days)</p>





THEME: Landforms and Location

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Description and identification of features.</p> <p>Using appropriate names when speaking or writing about features</p> <p>Performing activities which require an understanding of features.</p> <p>Identifying features on maps (Belize/World).</p>	<p>1.14 Associate geographic and individual names with landforms in Belize and the world.</p> <p>1.15 Associate geographic and individual names with water bodies in Belize and the world.</p> <p>1.16 Develop definitions for landforms and water bodies studied.</p> <p>1.17 Review definitions for landforms and water bodies and identify examples on map of Belize and world before applying given names. e.g. state definition of peninsula-give examples-Placencia Peninsula (Belize), Yucatan Peninsula (North America), Florida Peninsula (North America), state definition of gulf-give examples _ Placencia lagoon (Belize), Gulf of Mexico (North America), Gulf of California (North America)</p>
<p>Labeling and numbering the tropics, circles and number and date line.</p> <p>Questions/activities to demonstrate functions of the lines.</p> <p>Use knowledge in solving problem questions.</p> <p>Solving problems in time calculation which involves crossing the International Date Line.</p> <p>Recall of the location and function of the lines.</p>	<p>3.9 Recall the location of the equator and Prime Meridian</p> <p>3.10 Name and locate the tropics circles and the International Date Line. Be able to insert and number them correctly on a blank map of the world.</p> <p>3.11 Demonstrate understanding of the twenty-four hour difference between the two sides of the International Date Line.</p> <p>3.12 Explain the reason for the shape of the International Date Line</p>



WORLD STANDARD 111

Content Standard #2

Weather and Climate:

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

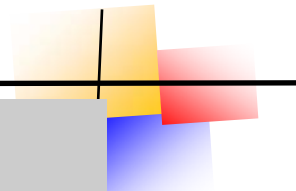
Content Standard # 3

Latitude and Longitude

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Earth's Movements – Rotation: causes day and night and differences in time.</u></p>	<p>Review previous knowledge from Standard two – children should have learned that the earth spins from west to east therefore eastern time is ahead. Let class tell how many hours are in one day. Have individual explain when a day starts and when it ends (immediately after midnight to midnight the following day) Explain that that is the time it takes for the earth to make a complete turn. Have children count the longitudinal lines to find the measurement right around. They should get 180° for each half which will give 360°. Pose the following simple problem: If the earth takes 24 hours to turn 360°, how long will it take to 1°? $60 \text{ mins} = 1 \text{ hour}$ $24 \text{ hrs.} = 24 \times 60 \text{ mins}$ $360^\circ \text{ take } 24 \times 60 \text{ mins.}$ $1^\circ \text{ takes } \frac{24 \times 60}{360} \text{ mins.} = 4 \text{ mins.}$ In 4 mins the earth turns 1° therefore in 60 mins. the earth turns $\frac{60}{4} = 15^\circ$. Allow class to solve the problem. Let individuals turn the globe to different degrees longitude and tell how far behind or ahead the time along that line would be. Explain to class that for convenience an international conference in 1884 developed a system of 24 time zones around the world so as to prevent time confusion in countries that spread over several degrees in width. The 180° line is the marker for the place where each day begins and is called the International Date Line. Introduce time zone map. Each person needs a copy to study. Discuss convenience of one time zone for small countries e.g. Belize that is in the -6 time zone. Work out what the correct time would be using 88° west and not 90° agreed upon. Refer to other examples and work out time.</p>
<p><u>4. Revolution – earths journey around the sun, the effect on the earth.</u></p>	<p>Vocabulary to be studied before – equinox and solstice. Introduce diagram of the earth orbiting the sun and showing the earth in the equinox and solstice positions with arrows showing the overhead position of the sun over the equator and tropics. Discuss the range of the sun's rays and the distance the rays reach from each overhead position. Compare the difference in heat energy that is received in the torrid zone with that received in the others. Establish temperature range differences to arrive at the three different zones torrid, temperate, and frigid. Discuss the four seasons that are experienced as a result of the earth's revolution – summer, autumn, winter, spring in temperate and frigid zones – pronounced in temperate zone. Be sure to emphasize the fact that the seasons are only experienced outside to torrid zone (tropics) as the sun is always overhead within the tropics. Copy diagram and notes in notebook.</p>





THEME: Earth and Revolution

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Calculating time differences</p> <p>Interpreting information which involves time.</p> <p>Play-acting to demonstrate knowledge of time differences.</p> <p>Interpreting time zone map.</p> <p>Calculating time using table 4 minutes = 1° 60 minutes = 15°</p> <p>And time zone map.</p> <p>Practise telling time using time zone map.</p> <p>Demonstration of an understanding of the concept of time zones.</p>	<p>4.10 Review time taken for earth to rotate</p> <p>4.11 Discover through discussion and problem solving that the earth turns one degree (1°) in 4 minutes and fifteen degrees (15°) in one hour therefore the most easterly countries are 24 hours ahead of the most westerly</p> <p>4.12 Discuss the introduction of time zones and what this means to world regions</p> <p>4.13 Examine the time difference between both sides of 180°</p> <p>4.14 Discuss the purpose and the reason for part super-imposition of the International Date Line on the 180° line</p> <p>4.15 Understand how time is arrived at</p> <p>4.16 Study vocabulary equinox and solstice</p> <p>4.17 Examine diagram illustrating revolution and discover the fact that the sun's overhead rays move backward and forward between the tropics</p>
<p>Simple explanation (written or oral) of the diagram and the changing effects of sun on the earth as it takes up different positions.</p> <p>Annotated diagram of earth's revolution to establish changes.</p> <p>Written or oral explanation of the four seasons.</p> <p>Explanation of the reason why the tropics as a zone does not experience the four seasons.</p>	<p>4.18 Discuss range of sun's rays from individual overhead positions</p> <p>4.19 Compare concentration of heat energy between the central bulge and the sloping parts of the sphere</p> <p>4.20 Establish temperature range to arrive at the three zones</p> <p>4.21 Discuss the four seasons and their conditions (experienced only outside the tropics)</p>



WORLD STANDARD 111

Content Standard #4 Rotation

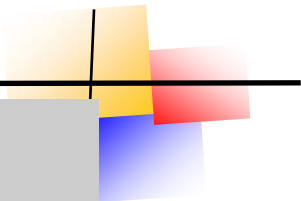
Define, describe and illustrate rotation and revolution and explain their effect on the earth. Explain the theory of Tectonic Plate Movement and identify examples of world regions where the meeting of plates has created changes in the build of surrounding environment and or either earthquake or volcanic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

Content Standard #5 Resources

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Weather and Climate Content</u> <u>1. Belize weather changes: Belize's subtropical climate. Factors influencing the Belizean climate.</u></p>	<p>Discuss Belize's climatic conditions based on work covered in std. 2 (two seasons – hot and wet and hot and dry with cooler temperatures when the northern blows.) The children know that climate of places in the tropics is usually hot, therefore <u>location on the earth influences climate</u>. Ask class to say how people cool off during the hot days – (go to the beach/cayes/seaside). Ask why go to these areas – (because the breeze is cool). Draw attention to the fact that all those places mentioned are by/in the sea therefore <u>the sea is a factor which influences climate</u>. Also it was the wind blowing over the sea that was cool; <u>therefore wind is a factor influencing climate</u>. (Use the map of Belize to show the direction of the winds and the fact that they were blowing from a cooler to a warmer region, coming over the sea therefore they are cool. Explain also that these winds blow all year round so they are called 'prevailing winds' and they blow from the north-east.</p> <p>Ask about the nightly report to see if any child has been hearing about the temperatures in the hills if they have, the expected answer is (always the lowest/coolest). Establish that the higher up we go the cooler the temperature gets therefore <u>height is a factor which influences climate</u>.</p> <p>Use the map of Belize to explain how the winds blow the clouds towards Belize but the clouds cannot pass through the land; they have to rise to pass over Maya Mountain Region. In rising they become cooled, they condense and rain falls. Therefore, <u>the position of the mountains is a factor which influences climate</u>.</p> <p>Let children look on the map of the world to find the red and blue arrows in the ocean. Tell them that these arrows represent hot currents of water (red) and cold currents of water (blue). They take warmth or coolness to regions along the coast to which they flow. <u>So ocean currents influence climate</u>. Show a picture of an area of thick forest and one of a city with many tall buildings. Point out the fact that plants give off water through their leaves and ask what they think will happen to all that water vapour, (Rise to form clouds) - <u>Forest cover then affects climate</u>.</p> <p>In the case of tall buildings, the sun heats the buildings and the heat radiates into the atmosphere making it warmer. <u>In this way, tall buildings influence climate</u>.</p> <p>Summarize all that was said and write the following on blackboard: The factors which influence climate are: Location on the earth Nearness to the sea Direction of the prevailing winds Position of the mountain ranges Presence of thick forest of large trees or the presence of many large cement/concrete/stone buildings. Ocean Currents</p>





THEME: Weather

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Explain why and how each factor influences climate.</p> <p>Identify all the factors which influence climate.</p> <p>Identify examples of areas which would experience specific influences on map of the world.</p> <p>Apply their knowledge of factors which influence the climate to work out the climate of an area from given information.</p>	<p>2.11 Discuss Belize’s two seasons to review work done in Standard 11. Establish the effect of the sea and the north-east trade winds on the temperature</p> <p>2.12 Discuss each factor influencing Belize – latitudinal location, height/elevation, position of mountain ranges, and thick forest cover (creates cloud cover) as factors influencing Belize’s climate</p> <p>2.13 Discuss and dramatize the general conditions and impact of hurricanes which affect the tropics</p> <p>2.14 Examine meteorology and the role of the weather Bureau</p> <p>5.19 Recall renewable and nonrenewable resources and identify industries in which they feature</p> <p>5.20 Explain conservation and preservation efforts being made in specific areas and identify examples of flora/fauna which have been lost or depleted. Develop a protected areas map</p> <p>5.21 Classify industries according to the map of resources produced in standard two (agricultural, marine, manufacturing etc.)</p>



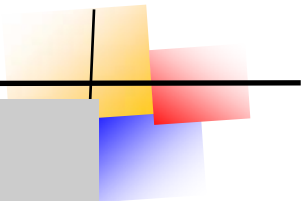
WORLD STANDARD 111

Content Standard #6 Tourism

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>2. Hurricanes – General conditions, impact.</u></p>	<p>Give children an article on hurricane to read and underline the important points in the formation of a hurricane. (Reading could be homework assignment). Next ask if they can illustrate what they read in the form of a diagram using arrows to indicate the movement of the winds (use rough paper). Ask for volunteers to reproduce their diagram on blackboard and explain what is being shown. Teacher should offer assistance if necessary, in clarifying any aspect that is either not clear or not correct. If the children's efforts are not suitable, then teacher should do the diagram herself and explain clearly, the steps in the formation of a hurricane. To make a more vivid impression, teacher can have two children stand side by side about two yards apart, and swing a piece of rope each in a circular motion depicting the movement of the winds and the void that is in the middle. Discuss how development takes place. Show pictures of the aftermath of a hurricane and discuss. Let children suggest different ways in which the area that is hit is affected – write on blackboard after discussion for copying into note books.</p>
<p><u>3. Meteorology – Role of the Weather Bureau</u></p>	<p>Review work done in std. 2. If class did not go on a field trip to the weather Bureau in the previous year, then this could be done. If field trip was carried out, review observations and information gathered from questionnaire to arrive at an understanding of the role of the Weather Bureau. Discuss with class and let them suggest the part played by the Weather Bureau in the country. Help class to tidy up language, record on blackboard for copying in note books.</p>





THEME: Weather

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Examining an article on hurricanes and extracting the important points then presenting those points in sequence.</p> <p>Demonstrating the formation of a hurricane and explaining it. Illustrating the formation of a hurricane and explaining the procedure.</p> <p>Demonstrating understanding of the whole process through story writing.</p>	<p>2.11 Discuss Belize’s two seasons to review work done in Standard 11. Establish the effect of the sea and the north-east trade winds on the temperature</p> <p>2.12 Discuss each factor influencing Belize – latitudinal location, height/elevation, position of mountain ranges, and thick forest cover (creates cloud cover) as factors influencing Belize’s climate</p> <p>2.13 Discuss and dramatize the general conditions and impact of hurricanes which affect the tropics</p> <p>2.14 Examine meteorology and the role of the weather Bureau</p>
<p>Write an essay on ‘The role of the Weather Bureau’ to include the part it plays on a daily basis as well as in times of emergency.</p> <p>Quick responses to questions asked in sessions.</p> <p>Use of knowledge in games.</p>	



WORLD STANDARD IV

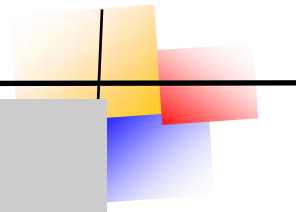
Content Standard # 1 The Earth

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

and

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>1. Physical environment of Belize – grid location, natural boundaries, zone, position on the Yucatan Peninsula, description using names of features learnt. Physical features of Belize country – for example, highlands lowlands, rivers, lagoons, karsts features, Barrier Reef System.</u></p>	<p>Children know the use of latitudinal and longitudinal lines; show the map of Belize and have them note the grid lines between which the country of Belize is located. Let them use a pair of compasses to divide space into tenths to find the nearest fraction. They should know the names of all the features involved so just a quick review might be necessary. Have class look at the map and describe what they see in an orderly form from North to South. Teacher inputs/corrects where necessary. Record corrected version in notebook after discussion. Refer to Mesoamerica Barrier Reef Systems.</p>
<p><u>2. Latitude and longitude: Simple problem solving eastern and western meridians and time differences. Identifying and inserting lines of latitude and longitude on blank map 0 - equator 23½ N & S – tropics. 0 longitude – prime Meridian/Greenwich Meridian. More difficult problems involving time (importance of knowledge of time differences).</u></p>	<p>Review the important lines of latitude and longitude and their locations and functions. Give problems to find time with and without a time zone map, e.g. if your sister in New York goes to bed at 12:30 am every night, what is the latest time you should call her from Belize to allow both of you to have an hour's talk? (Use time-zone map). When it is 12:00 midnight at 20 W, what time will it be at 80 W?</p>
<p><u>3. Earth Movement and Structure: Simultaneous earth movements, rotation, and revolution and their effects on the earth. The four seasons.</u></p>	<p>Build on the previous work for Std. 3. Review simultaneous movements of the earth – rotation causing day and night in 24hours and revolution causing the four seasons in 365¼ days. Discuss time differences as a result of rotation. Discuss diagram illustrating the revolution of the earth in the two solstice positions and the equinox position. Discuss what appear to be the northward and southward movements of the sun's overhead position between the two tropics as the earth reaches different positions on its journey around the sun. Draw attention to the fact that as the sun's rays shine over the curved surface of the earth, the amount of heat energy has to spread over a larger area of land while in the tropics it covers a smaller area. This means that more heat is concentrated within the tropics where the sun is always overhead. The tropics always has warm temperatures while the areas outside the tropics become cooler and cooler the further the overhead sun moves away from them. Use the diagram to show that when the sun's rays are overhead at the Tropic of Cancer, they extend to the Arctic Circle limits which measure 23½° on the opposite side. The whole Arctic Circle then faces the sun and the Northern Hemisphere experiences summer while the Southern Hemisphere experiences winter as the Antarctic Circle is turned away from the sun. Similarly, when the rays reach the Tropic of Capricorn, the entire Antarctic Circle faces the sun and the Southern Hemisphere experiences summer while the Northern has winter. In between northern and southern summer the sun's overhead rays crossed the equator, at this time, the Southern Hemisphere was experiencing spring while the northern was having Autumn. When the sun's rays cross the equator on its way up to the Tropic of Cancer, the Northern Hemisphere experiences spring while the Southern Hemisphere experiences winter. Discuss conditions that are experienced during each season as they are explained in sequence.</p>





THEME: Latitude & Longitude, Earth

Landforms and Location

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Use latitude and longitude to locate/identify places.</p> <p>Use features learnt in making oral/written descriptions of regions.</p>	<p>1.18 Demonstrate knowledge of the physical environment of Belize- grid location, natural boundaries, zone, position on the Yucatan Peninsula, by describing them in some detail, using the geographic terminologies learnt and being able to label them on a blank map.</p>
<p>Identify/insert location on blank map.</p> <p>Solve problems on time.</p> <p>Identify reasons why time is an important concept to learn.</p>	<p>1.19 Describe in detail the physical features of the country of Belize and the Barrier Reef System.</p> <p>3.13 Recall the locations and functions of the important lines of latitude and longitude. Investigate the grid location of Belize</p> <p>3.14 Solve problems on eastern and western time, either using time zone map or straight mathematical calculation</p> <p>3.15 Identify and insert important lines using memory</p>
<p>Demonstrate understanding of the causes of the four seasons.</p> <p>Identify world regions where the four seasons are experienced.</p> <p>Explain what type of weather conditions are experienced during each season.</p> <p>Explain the behaviour of different parts of the world with respect to the sun as the earth reaches certain positions on its journey.</p>	



WORLD STANDARD IV

Content Standard #2

Weather and Climate:

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

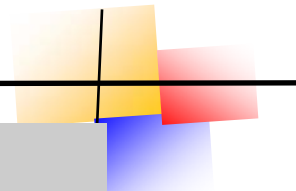
Content Standard # 3

Latitude and Longitude

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>4. Structure of the earth</u></p>	<p>Show blackboard diagram of the earth with notes describing what each layer is made of. Have class examine the diagram and note information so that they will be ready to take part in a discussion. Since this is a relatively straightforward topic, have children select a leader to lead the discussion. Children will respond to the questions set out by the teacher at the end of the discussion and explanation led by leader and other volunteers identified.</p>
<p><u>5. Weather/Climate/Water:</u> <u>The water cycle and types of clouds.</u> <u>The weather bureau and the weather instruments</u></p>	<p>Introduce the story of the water cycle and the different types of clouds as a Language Arts exercise in which children will read the story and answer the comprehension questions at the end. In the follow-up lesson teacher will lead a discussion on the topic during which children will apply the information gathered from the Language Arts exercise. Teacher will use diagrams during discussion and have class explain. The children may have been on a field trip to the weather bureau before, if so, use previous knowledge. If not organize a field trip and if not possible, invite a resource person to speak about the different instruments: Children can follow-up with individual/group reading and make drawings/models to illustrate what they are talking about. Display drawings or models in class.</p>
<p><u>6. Natural disasters – depth treatment of hurricanes, use of tracking chart to insert path of selected storms which affected Belize – floods, volcanoes, droughts. Winds – factor influencing climate in general.</u></p>	<p>Review work from std. 3 on Hurricanes and std. 2. Floods and Droughts. Have children write essays in groups on these topics that they had done some work on. Read some selections in class and discuss. Teacher can set readings on volcanoes in preparation for class discussion. Record information, including examples of recent volcanoes and their locations etc. Since winds are more varied and complicated, teacher should teach this topic. Use diagram of the major wind system to explain the concept of winds as outlined in the chapter 'Let The Wind Blow.' Use specific headings to separate the different aspects of the topic to avoid confusion e.g. What are winds? What are the major wind systems? How winds affect climate etc.</p>
<p><u>Some types of climate: tropical, desert, equatorial.</u></p>	<p>Review climate of Belize and the factors influencing it. Apply the factors to the world map using knowledge of the four seasons to remind class of temperature range to establish location, then deal with each type in the order tropical, hot desert equatorial see accompanying stories on climatic types to guide your effort using map locations and diagrams.</p>





THEME: Earth and Weather

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Class led discussion while teacher listens and makes inputs only where necessary. Have class answer written questions individually.</p>	<p>4.22 Recall previous knowledge on rotation</p> <p>4.23 Examine and discuss diagram illustrating revolution to discover the pattern traced by the sun's rays as the earth revolves</p> <p>4.24 Identify changes in the northern and southern limits of the sun's rays when it is overhead in the respective hemispheres</p> <p>4.25 Recognize the reason why the area within the tropics experiences warmer temperatures and does not have four seasons</p> <p>4.26 Explain/illustrate the structure of the earth and practice solving more difficult problems on time</p>
<p>Comprehension exercise followed by discussion. Recognition of cloud type by shape, appearance and name. Listening to speaker or attending field trip. Making models or drawings of instruments – labeling and explaining. Demonstrate knowledge of use of each instrument.</p>	<p>2.15 Explain the water cycle and the implications of different types of cloud</p> <p>2.16 Show understanding of the nature of natural disasters which affect Belize, plus volcanoes which affect neighbouring countries</p> <p>2.17 Explain the diagram illustrating the wind system, and the different influences winds exert on land and water</p>
<p>Essay writing. Class discussion Compilation of notes. Draw diagram to illustrate the major wind systems and their location over the earth. Explain why winds are deflected the way they are, what is meant by wet winds and dry winds and what is the difference in conditions experienced between the two.</p>	<p>2.18 Identify reasons for existing differences among the hot climates</p>
<p>Shade regions which have an individual climatic type and describe conditions while explaining reasons. Written/oral presentations on all three conditions noting differences and reasons for them.</p>	



WORLD STANDARD IV

Content Standard #4 Rotation

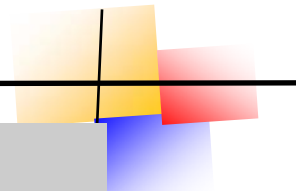
Define, describe and illustrate rotation and revolution and explain their effect on the earth. Explain the theory of Tectonic Plate Movement and identify examples of world regions where the meeting of plates has created changes in the build of surrounding environment and or either earthquake or volcanic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

Content Standard #5 Resources

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>1. Classification of Natural resources and the identification of district location</u></p>	<p>Quickly review previous classification efforts from Std. 3. Let children list some resources and identify those that are natural and try to fit them into districts. Children can check their efforts for correction from the production map in their atlases. Discuss with class any specific reasons that account for their presence in the particular district.</p>
<p><u>2. Conservation and preservation strategies used to ensure a continued supply of specific resources – implications for tourism and other industries.</u></p>	<p>Have class research in groups the efforts being made to conserve certain natural resources e.g. the marine reserves, the wild life sanctuaries, the jaguar reserve. Teacher could have class write letters to the various agencies which manage the resources and request copies of their brochures and any other information/documents as well as someone who would speak to them about the area. Also, if it is convenient children may make a short visit to the area, armed with a questionnaire prepared jointly by teacher and class. Have class discuss answers with teacher, correct any errors and display on notice board. Some recognition could be given for best efforts in different categories.</p> <p>Use applicable sections in MBRS project manual.</p> <p>Arrange class in groups to research efforts in conservation and preservation done by any individual, small group, community, NGO, environmental organization, government. Collate information gathered, record and present to the class. Use the information to examine implications for tourism and other industries. Teacher could provide specific questions to guide the examination as this exercise should involve some higher level evaluation and synthesis. Draw attention to both positive and negative impacts as children tend to suggest only positive.</p>
<p><u>3. Some industries which adversely affect other natural resources through e.g. pollution, imbalance in the ecosystem</u></p>	<p>Children may have heard of fish turning up dead in rivers because of some industry draining chemicals into the river – e.g. one citrus company. This problem was photographed and printed in the newspaper. If copies are available, discuss picture and read story (class) to find out the details. Ask children to bring any information in the form of pictures or print for discussion. Forest industry (Forestry) is another that can be examined – ask questions to have children think of what can be damaged by the cutting down of large trees in an area. Discuss answers given by class and use probing questions to cover all possibilities – (some expected answers – cutting down the forest (deforestation) causes the loss of bird and animal population as well as some plants-orchids-(fauna and flora – animals and plants). A secondary effect is that the displaced flora and fauna may attack farming areas and cause great losses in agricultural production – question to see if class can be led to give this second effect. Other activities that may be discussed are fuel industry (oil spills), sugar industry (smoke pollution and chemical deposit in the river).</p>





THEME: Resources

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Insert resources on blank maps and check for correctness.</p> <p>Class discussion to examine reasons for location.</p> <p>Demonstrate knowledge of the location of resources and any factor/s which favour their presence.</p>	<p>5.22 Review classification from standard three and record by district</p> <p>5.23 Research conservation and preservation efforts and discuss implications for tourism and other industries</p>
<p>Presentation and discussion of findings.</p> <p>Arrangement of display on classroom notice board.</p> <p>Demonstrate knowledge of conservation and preservation efforts whether by government, environmentalists, organizations, individuals, community.</p> <p>Identification of both negative and positive impacts.</p>	<p>5.24 Research and discuss the impact of industries (name) on people, communities, the environment and other industries (include adverse impact)</p>
<p>Oral responses in class about the harmful effects of some industries on the environment</p> <p>Oral/written exercises on the impact of some industries on the environment.</p> <p>Children produced skit on the adverse effects of some industrial practices.</p> <p>Story writing on the adverse effects of some industrial practices</p> <p>Poetry writing to express feelings on effects of some industries.</p>	



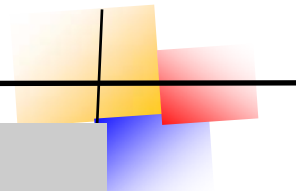
WORLD STANDARD IV

Content Standard #6 Tourism

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>4. Some other effects of industry – displacement of people, immigration and migration.</u></p>	<p>Suggest that industries have other effects on particular environments – build a scenario or tell a story and have children examine it to find two other important effects of industries – displacement of people (people living in an area being moved out of the area to make room for industrial development/ more people moving into an industrial area making it overcrowded or slummy/people moving out of an area into a developing industrial one in order to find jobs, affecting growth and development in the area from which they moved.</p> <p>Discuss both positive and negative effects of the impact of industry on the lives of people.</p>
<p><u>Theme: Tourism and other industries</u> <u>Content</u> <u>1. Importance of tourism: the impact of tourism on the environment (positive and negative) transportation and communication services used in tourism and other industries – adequacy of some (general) selected industries.</u></p>	<p>Show pictures of garbage strewn beaches, overcrowded Cayes, bus loads of tourists, boat loads going out to sea, large groups coming off a plane (deplaning) etc. to initiate a discussion on the importance of Tourism. Write their suggestions on blackboard. Identify the types of transportation being used in the pictures. Children know other types of transportation being used so let them name them to be written on blackboard. Teacher can fill in any that is not given. Discuss the advantages/disadvantages of different ones over the others.</p> <p>Discuss the communication system after researching BTL, Speednet, Intelco, and Channel Broadcasting Internet Service. Postal services, DHL, EMS, FedEx, Western Union, Internet & Email and Fax. Have children identify them with the type of service they offer and discuss the advantages/disadvantages and cost. Record information.</p>





THEME: Resources and Tourism

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Let children produce charts using a web to show effects of industry.</p> <p>Write an essay on the social and economic effects of industry on population.</p>	<p>5.22 Review classification from standard three and record by district</p> <p>5.23 Research conservation and preservation efforts and discuss implications for tourism and other industries</p> <p>5.24 Research and discuss the impact of industries (name) on people, communities, the environment and other industries (include adverse impact)</p>
<p>Exercises in which children will be expected to use their knowledge on the importance of tourism and its impact on the environment.</p> <p>Explanation of the different systems of communication and transportation, the type of service offered by individual communication system and the advantages/ disadvantages of the transport system serving in different areas.</p>	<p>6.13 Discuss number of jobs and monetary earnings, revenue earnings, infrastructural and other political developments associated with tourism to assess its importance</p> <p>6.14 Examine the available service industries- accommodation, immigration, transportation, and communication, entertainment, shopping etc. to assess how adequate they are to the volume of tourists</p>



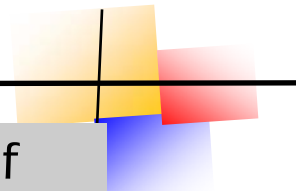
GOVERNMENT & CITIZENSHIP STANDARD 11

Content Standard #3

Discuss the type and structure of Local Government in Belize and state how it is financed. Analyze and describe the process of how Belize is governed.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. Belize has a democratic government. Democracy refers to fundamental freedoms.	<ol style="list-style-type: none"> 1. Define the terms democracy and democratic in their own words after discussion on these. 2. Explain the <u>Democratic Process of Election</u>: <ol style="list-style-type: none"> A. Registration of voters:- voters lists B. Registration cards C. Elections: secret ballot
2. The structure of local Government <ol style="list-style-type: none"> 1. City, Town and Village Councils 	<ol style="list-style-type: none"> 1. Why is it called Local Government? (Discussion) 2. Discuss: a). The criteria for the positions in City Councils, Town Boards or Village Councils. b). The criteria needed to be able to vote in any of these elections. c). The number of candidates in each Council/Board. 3. Brainstorm and list the structure of local Government.
<u>Theme: Type of Government Content</u> 3. The Alcalde System	<ol style="list-style-type: none"> 1. Elicit from students if they have heard the word Alcalde. If necessary, tell that it is a system used by the Maya. They are elected by the men (with indirect input from the women) of the village. 2. He is in charge of law and order, responsible for recording births, deaths and marriages and sends the information to the proper authorities. 3. The Alcalde is in charge of law and order in the village. He has the power to arrest and to hold culprits for a day until the police get there. He also settles family disputes and lesser offences. The Alcalde is usually a respectable person in the village and is respected by all in the village. He is 'high priest and jury'.
4. The need for laws and rules	<ol style="list-style-type: none"> 1. Brainstorm the reason why rules and laws are important. 2. Discussion on: When rules and laws are broken what happens? 3. Laws (of the community/country) and rules (at home and school) are made for the good of everybody. 4. Whole class discussion – show students that as citizens, we must obey laws and rules so that everyone is safe and happy.
<u>Theme: Financing the Local Government Content</u> 1. Concept of Taxation 2. Tax Distribution	<ol style="list-style-type: none"> 1. Class discussion on taxation: <ol style="list-style-type: none"> a). The City Councils/Town Boards or Local Government get money from the citizens by taxes. b). The taxes which local government collects are from: Land tax, business tax, private cars/taxi licenses, winnings from lotto, lottery, etc. c). The money collected from taxes are used to fix the streets, pay workers, etc. d). Taxes are assessed at a percentage of the item being taxed. 2. Inform students that when adults say that the "government (and or City Councils/ Town Boards) are using our money "....., they mean the money collected from them in Taxes.





THEME: Types of Government, Branches of the local Government

Suggested Strategies/Activities for Assessment	Learning Outcomes
<ol style="list-style-type: none"> 1. Look for and find the words democracy and democratic in (their) dictionaries. Decide what type of Government Belize has. 2. Make a chart showing the Democratic Process and the type of Government that Belize has. 3. Elect a class leader (temporary) by show of hands. 4. Have a class election for a class leader, treasurer and secretary, using voters' list (class list) and secret ballot. Let students decide which method of voting is better. 	<ol style="list-style-type: none"> 2.1 Recognize that Belize has a democratic government and identify various kinds of freedom as evidence of democracy 2.2 Explain the democratic process and recognize that our fundamental freedoms have corresponding duties 2.3 Explain why City, Town and Village Councils are called Local Governments 2.4 Briefly explain the Alcalde system
<ol style="list-style-type: none"> 1. Decide that a class election is similar to a local election because it is confined to (only for) the members of the class. 2. Answer orally if they think that the secret ballot is a better way of voting than raising hands giving reasons for their answers. 	
<ol style="list-style-type: none"> 1. Develop questions on the Alcalde system for students to answer. 	
<ol style="list-style-type: none"> 1. Write two reasons saying why rules and laws are important. 2. Role play the consequences of: <ol style="list-style-type: none"> a). Obeying laws or rules b). Disobeying laws or rules. 	
<p>Make chart showing the way local Government gets money to do its business.</p>	



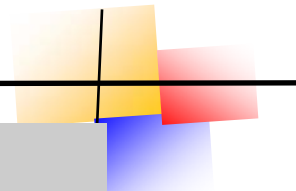
GOVERNMENT & CITIZENSHIP STANDARD II

Content Standard #3

Discuss the type and structure of Local Government in Belize and state how it is financed. Analyze and describe the process of how Belize is governed.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><u>Theme: Need for rules</u> <u>Content</u></p> <p>1. Respect for law and authority</p>	<p>1. Discussion on ways we could show respect for law and authority and why. 2. Discuss what happens when someone disobeys a law: a). the police arrest the person and he or she is taken to the Magistrate's court where if found guilty he or she is charged and/or sent to prison for a period of time as the presiding magistrate sees fit. 3. If the offence is a major one, then he or she is sent remanded to the prison to be tried in the Supreme Court. Note: when people have no respect for law and authority, they do negative things and are arrested.</p>
<p>2. Traffic rules/laws</p>	<p>1. Brainstorming: a). why are there traffic rules; b). What are the consequences of disobeying or breaking traffic rules/laws.</p>
<p>3. Safety and Protection</p>	<p>1. Class discussion on procedures and techniques for safety and protection of the community.</p>
<p>4. Respect for the flag</p>	<p>1. Belize as an independent country has its own national flag. It is royal blue with a red strip at the bottom and one at the top. In the center of the flag is a white circle with the Coat of Arms in the middle. It is one of our National Symbols. 2. We need to respect our flag. 3. Discuss how we can show respect for our flag e.g. keep it clean.</p>
<p>5. Respect for the Anthem</p>	<p>1. Tell: The national Anthem is one of our National Symbols. (Show chart) Elicit from children the name of our National Anthem. 2. Name the different occasions when we sing it or play the tune. 3. Discuss ways in which we show respect for our National Anthem e.g. stand at attention when it is played or when we sing it; boys and men should take off their hats or caps when it is played or sung etc.</p>





THEME: Rules

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Look up the meaning of the word “respect” and make a note of it in their books (blanks).</p> <p>2. Make two columns in your books with headings: “Law abiding citizens do” and “wrong things people do.” List words under each column to suit the headings. (Can be used as a writing lesson).</p> <p>3. Below the list write: As citizens, we must obey laws so that everyone may be safe and happy.</p>	<p>2.5 Discuss and explain the need for rules and laws</p> <p>2.6 Appreciate the concept of taxation and discuss tax distribution</p> <p>2.7 Discuss and explain the need for respect of law and order</p> <p>2.8 Demonstrate respect for law and authority and explain why this should be done.</p> <p>2.9 State some traffic rules and why they are made</p>
<p>1. Role play: officers of a school community meeting to come up with traffic laws for their people.</p>	<p>2.10 Recognize, appreciate and discuss the type of Government in Belize, the structure and financing of local government, the need for rules and demonstrate and explain reasons</p>
<p>1. Draw traffic signs and write what they mean.</p>	
<p>1. Look at a picture of our flag and draw it. Use crayons to color it.</p> <p>2. Two children raise the flag while the others stand at attention and sing the National Anthem.</p> <p>3. Make two sentences telling how we can show respect for our flag.</p>	
<p>1. Copy the National Anthem from the chart. Read the words and discuss each line, explaining the meaning. Teacher helps or elaborates where children appear not to understand.</p> <p>2. Sing the Anthem showing respect by standing at attention and singing lustily and proudly. Note: If there is a flag at the school raise the flag while the National Anthem is being sung.</p>	



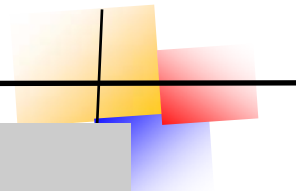
GOVERNMENT & CITIZENSHIP STANDARD 111

Content Standard #3

Discuss the type and structure of Local Government in Belize and state how it is financed. Analyze and describe the process of how Belize is governed.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>Theme: How we are governed</u> <u>Content</u> 1. What is the constitution? The constitution for an independent Belize was passed on September 20th 1981.</p>	<p>1. Get children to look up the meaning of the word "Constitution". Conclude: Constitution is a body of principles on which a state is governed, or put another way: is a set of rules by which we are governed. 2. Teacher prepares chart/charts with the different statements on the Constitution.</p>
<p>2. The Constitution is the Supreme law of Belize</p>	<p>1. Look up the meaning of 'supreme.' Elicit from children what they understand "the Constitution is the Supreme law of Belize" to mean. Discuss.</p>
<p>3. Affirms that the Nation be founded upon principles which acknowledge the Supremacy of God.</p>	<p>1. Tell that it is the Constitution which makes sure (is written in such a way) that Belize is built on sets of rules which acknowledge the Supremacy of God. Discuss e.g. the nation believes that there is a God – a Supreme being – therefore we are expected to live the way God wants us to – (the ten commandments)</p>
<p>4. Proclaims principles of Social and Economic justice and equal opportunity for all.</p>	<p>1. Allow children to look up the meaning of the words: proclaim social, economic, justice, and opportunity. 2. Talk about the content (No. 4) to bring out the meaning, allowing children to give their understanding with teacher's guidance e.g. the constitution declares that there must be social and economic justice and equal opportunity for all.</p>
<p>5. Requires policies of the state which protect, safeguard the unity, freedom, sovereignty and territorial integrity of Belize.</p>	<p>1. Ask students to look up the meanings of <u>policies</u>, <u>sovereignty</u>, <u>territorial</u> and <u>integrity</u>. 2. Using the meanings of the words, to elicit from students their understanding of the sentence. 3. It is recommended that resource persons be brought in to discuss with the class and give information on the topics. 4. Collect booklets and grade. Inform students that booklets will be kept so that they can continue working in them in standard 4.</p>





THEME: How we are governed

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Begin compiling a booklet captioned "The Constitution" (can be used as a writing lesson also)</p> <p>a). Meaning: 1). A body of principles on which a state is governed; or 2). A set of rules by which we are governed.</p> <p>b). The Constitution for an independent Belize was passed on 20th September 1981.</p>	<p>3.1 Explain what a constitution is and tell that the constitution for an Independent Belize was passed on September 20, 1981</p> <p>3.2 Discuss and explain that the Constitution is the Supreme Law of Belize; it affirms that the nation be founded upon the principles of social and economic justice and equal opportunity for all; and requires policies of state which protect and safeguard the unity, freedom, sovereignty and territorial integrity of Belize.</p>
<p>1. Continue working on the booklet; c). The Constitution is the Supreme Law of Belize.</p> <p>2. Put children into groups. Each group is to discuss statements that they think should be in the Constitution. One such statement on which each group agrees is read to the class.</p> <p>3. Teacher writes the input from each group on the chalkboard.</p> <p>4. Let one child copy them on a sheet of Bristol board to be displayed as the Class Constitution.</p>	<p>3.3 Discuss and explain how we are governed and the importance of the constitution.</p>
<p>1. Continue working on the booklet: d). The constitution affirms (makes sure) that the nation be founded (is built) upon the principles (sets of rules) which acknowledge (recognize or admit) the Supremacy of God. Words to learn – meaning and spelling: Constitution, Principles, Independent Supreme, Supremacy, Affirms. Make sentences with each word after they have found the meanings (orally)</p>	
<p>1. Continue working on the booklet. e). It declares (proclaims) that there must be social and economic justice and equal opportunity for all. Continue using this as a writing lesson also.</p> <p>2. New words to learn for spelling and reading: <i>proclaim, social, economic, justice, opportunity.</i></p>	
<p>1. Continue working in booklets. The Constitution requires that policies of the State which protect/safeguard the unity, freedom, sovereignty and territorial integrity of Belize. New spelling and reading words: <i>policy, policies, sovereignty, territorial integrity.</i></p> <p>2. Role play the rights of the citizen as outlined in the Constitution. Finish booklet for grading.</p>	



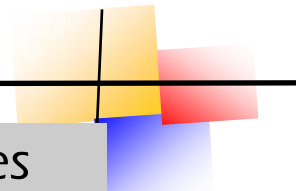
GOVERNMENT & CITIZENSHIP STANDARD IV

Content Standard #3

Discuss the type and structure of Local Government in Belize and state how it is financed. Analyze and describe the process of how Belize is governed.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>Government and Citizenship <u>Theme: The Constitution (cont'd)</u> <u>Content</u> 1. The Democratic Process – Meaning and Application</p>	<p>1. Review work done on the constitution. Discuss: We live in a Democratic society. Bring out that a democratic government is one which is elected by the people, and at the end of the election, the party with the most representatives forms the Government. This party is referred to as the ruling party. The party with the rest of the representative is called the opposition.</p>
<p><u>Theme: National Changes</u> 1. The National Symbols – Origin and Meaning</p>	<p>1. Discussion on when Belize became an independent nation on September 21, 1981. Before this, it was a Colony of Great Britain and its name was British Honduras. 2. As an independent nation we have our own national symbols. They are:</p>
<p>2. Our National Flag</p>	<p>1. National flag of Belize is a royal blue with one red strip at the bottom and one at the top. In the centre of the flag is a white circle with the Coat of Arms in the middle. It is flown from public buildings, schools, homes and business places. Some people fly the national Flag on their cars also.</p>
<p>3. Our National anthem</p>	<p>1. We have a National song which we call our National Anthem. Its name is Land of the Free. It was written by a Belizean Mr. Samuel Haynes in 1925 and the music was composed by another Belizean, Mr. Walford Young. We sing or play a recording of our National Anthem on many occasions, especially at the beginning of the school day and special occasions and ceremonies. It is played or sung when the Governor General or the Prime Minister arrives or leaves a function. We show respect for the Anthem by standing at attention when it is played or sung.</p>
<p>4. Our Coat of Arms as part of the National Flag.</p>	<p>The Coat of Arms tells an important part of our history. It tells about the mahogany industry which earned money for our country in the 18th and 19th centuries. The shield of the Coat of Arms is divided into three sections. The base of the shield represents a ship in full sail on the waves of the sea. The two upper parts of the shield show the tools of the timber industry of the country. There is a saw and a squaring axe in the right – hand part, and a paddle and a beating axe in the left – hand part of the shield. Two wood cutters support the shield. The white man and black man worked together in the forest. A mahogany tree rises above the shield. Below the shield is a scroll. On the scroll is a motto: “Sub Umbra Floreo” which means “under the shade I flourish.” Around the Coat of Arms is a wreath of green leaves.</p>





THEME: The Constitution, National Changes

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Continue working on the Constitution in booklets: The Democratic Process Belize is a democratic country. 2. From discussions, allow students to write (continue) a paragraph on the meaning and application of the democratic process with teachers guidance.	3.4 Explain the meaning and application of the Democratic Process. 3.5 Discuss and explain the origin and meaning of the National Symbols 3.6 Discuss and tell the meaning of citizenship 3.7 Explain who is a Belizean and how Belizean Citizenship may be obtained 3.8 Identify and discuss the three branches of Government and their functions 3.9 Discuss the reasons for changes in electoral divisions and identify some changes made 4.0 Recall the origin and meaning of the national Symbols and the Democratic Process
1. Let children interview their parents, grandparents or any adult about Belize – British Honduras – before September 21, 1981. Make a Heading “Our national Symbols” in booklets. Name the five National Symbols of Belize.	
1. Look at the picture of our National Flag on posters, books or a real one and make a drawing of it and color it carefully or bring pictures and mount them in booklets.	
1. Copy the words of our National Anthem in booklets. 2. Discuss the words of the Anthem saying what they understand them to mean. 3. Write out the words of our Anthem to put on the wall display. 4. Learn the words of the Anthem if they do not already know them. Sing it proudly showing respect.	
Some suggested activities and questions 1. Find out the meaning of the phrase “Coat of Arms.” In which year did the 18 th century begin? In which year did it end? Discuss. Tell what century we are in now. Make a drawing or bring a picture of the Coat of Arms of Belize for the booklet and label the following: the ship; waves of the sea; woodcutter’s tools; paddle, axe and saw; the woodcutters; mahogany tree; the scroll with the motto. Explain what the motto “Sub Umbra Floreo” means in English, and say which tree it is referring to. 2. Say why you think this tree is used on our Coat of Arms. 3. Say why the squaring axe and the paddle are used. 4. Suggest a reason for the wreath of leaves around the Coat of Arms. 5. Which sea is represented that the ship is sailing on?	



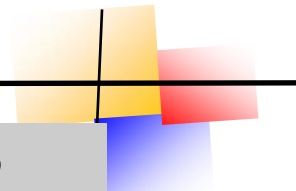
GOVERNMENT & CITIZENSHIP STANDARD IV

Content Standard #3

Discuss the type and structure of Local Government in Belize and state how it is financed. Analyze and describe the process of how Belize is governed.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
5. Our National Animal	1. The National Animal of Belize is the Tapir. In Belize we also call the Tapir 'mountain cow.' It is related to the horse and the rhinoceros. It has short legs and can weigh as much as 250 kg or 550 lbs. The Tapir has a dusty brown color with white around its eyes, lips and ears. It also has white patches of fur on its throat and chest. The Tapir is a vegetarian. It is also a strong swimmer. It lives in the forest.
6. Our national Bird	1. Our National Bird is the Keel-billed Toucan. This bird is about 50cms or 20 ins long. It is mostly black with bright yellow cheeks and chest. It has a white patch at the end of its tail and red under the tail. Its bill is boat-shaped and colored green, blue, red and orange. 2. Toucans are found in open areas of the country where there are large trees. They are noisy birds and they make a croaking sound like a frog. They like to eat fruits.
7. Our National Flower	1. The black orchid is the National Flower of Belize. It has greenish yellow petals. It grows on trees in the damp areas of the country and it flowers all year round.
8. Our National Tree	1. Our National Tree is the mahogany tree. It is one of the giants of our forests. It grows slowly and reaches more than 30 meters high (1,170 ins or 98 1/3 yds). It takes between 60 and 80 years to reach its full height.
<u>Theme: Citizenship</u> <u>Content</u> 1. Meaning of Citizenship Who is a Belizean? How Belizean citizenship may be obtained.	1. Get from students their understanding of the words <i>citizen</i> and <i>citizenship</i> . 2. Hold class discussion on a). Who is a citizen of a country/ of Belize? b). What is needed for one to become a citizen of another country/ of Belize? c). The rights of citizens of Belize. d). The importance of a valid Belizean Passport. e). The role of citizens of a country. Inform them that in a democratic country the citizens own the State (country), whereas in a communist country, the State owns the citizens. Explain.
2. Democracy and the Democratic Process	1. Show the words <i>legislative, executive, judicial</i> , let students look up the meanings and then discuss. Inform that these are the three branches of government that our Constitution has divided the government of Belize into: the Legislative Branch is the National Assembly or Parliament. It is sometimes called the Legislative Assembly or Legislature. This Branch makes the laws which govern us. 2. Whole class discussion on the National Assembly – 1). Where it is? 2). Why is it called National Assembly? 3). What do the members do? Etc.





THEME: National Changes and Citizenship

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Find pictures of the National animal, the Tapir for the booklet or draw one and name it – Our National Animal the Tapir. 2. Develop questions on the Tapir for students to answer</p>	<p>3.4 Explain the meaning and application of the Democratic Process. 3.5 Discuss and explain the origin and meaning of the National Symbols</p>
<p>1. Show 50 cms or 20 ins. on their rulers (the chalk board rulers). Try to find a picture of the Keel-billed Toucan and mount it in booklets. If one cannot be found to bring, then draw and color one in booklets. Where can we find a Toucan bird? Elicit from students: the zoo, in the forest, bird sanctuary. 2. Write three sentences about the Toucan under the picture or drawing.</p>	<p>3.6 Discuss and tell the meaning of citizenship 3.7 Explain who is a Belizean and how Belizean Citizenship may be obtained 3.8 Identify and discuss the three branches of Government and their functions</p>
<p>1. Try to get pictures of the black orchid and put in booklet. If pictures cannot be gotten then draw and color one. 2. Tell where the damp areas of Belize are found.</p>	<p>3.9 Discuss the reasons for changes in electoral divisions and identify some changes made 4.0 Recall the origin and meaning of the national Symbols and the Democratic Process</p>
<p>1. Tell which national Symbol contains the mahogany tree. Bring a picture, or make a drawing of the Mahogany Tree for the booklet. 2. Develop three sentences about the National Tree and put it in the booklet.</p>	
<p>1. State (on paper provided) their date of and place of birth, mother's name, father's name. Discuss the importance of this information. 2. Fill out specimen passport forms. Explain that a passport can be used as identification because it has a "true likeness" or photograph of the person and his or her signature. Practice (to develop) writing their signatures. Inform that when we need to write our signature we can use our first and second names initial letters and our last name, e.g. Julia Olivia Smith ____ can be written as J A Smith. Our signature <u>must</u> be written the same way all the time.</p>	
<p>1. Name the three Branches of Government in Belize. Which of these Branches have two Houses? Name the Houses. Find out the names of the elected members. Give another name for the Legislative Assembly. 2. Make arrangements for class to visit the National Assembly (if possible when it is in session).</p>	



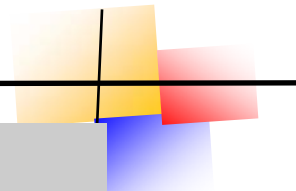
GOVERNMENT & CITIZENSHIP STANDARD IV

Content Standard #3

Discuss the type and structure of Local Government in Belize and state how it is financed. Analyze and describe the process of how Belize is governed.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>3. The two parts or Houses of the Legislature: the House of Representatives and the senate.</p> <p>b). The Executive Branch:</p> <ol style="list-style-type: none"> 1). The governor general 2). The cabinet 	<ol style="list-style-type: none"> 1. Further discussions on the two parts or houses in the Legislature. Hold class discussion on the Executive Branch of Government. 2. Executive Branch of Government. Elicit from them the meaning of the word executive – use dictionaries. Explain that ‘execute’ means to carry (plan, command, law, etc.) into effect; ‘execute’ then is the verb, get from them what part of speech is the word executive (noun) and what an executive does. <ol style="list-style-type: none"> 1. Show charts with the pictures of the members of the House of Representative and the members of the Cabinet. Discussion on how these members get into office. 2. Tell: all the members of the House of Representatives are called “Honorable” e.g. Honorable (Hon.) Francis Fonseca. 3. The members of the Cabinet are called “Ministers” e.g. Honorable Minister Francis Fonseca. If you are talking to a minister you can address him/her as “Mr./Madam Minister” Post charts on the wall.
<p>4. The Public Service/public Officers</p>	<ol style="list-style-type: none"> 1. Get students to name some Government offices: e.g. Treasury, Registry, Education, Agriculture, etc. Ask if they can tell which Minister is in charge of which office/department The Cabinet members changes portfolios regularly. Tell: The Ministers cannot do all the work of Government themselves so men and women are employed to work in government offices in many places of the country. These workers are called Public Officers. They work in the public Service of the country. They run the day to day business of each government department for the Minister.
<p>5. The judiciary: the judges in the courts who hold trials and punish people who break the law:</p> <p>The Courts:</p> <ol style="list-style-type: none"> 1). The Supreme Court 2). The magistrate’s Court or Lower Court 3). The Family Court 	<ol style="list-style-type: none"> 1. Write the word judiciary on the board and ask students to say what they think is its root, what word it stems from. Allow them to look up the word and tell the meaning given in the dictionary. Explain then who and what make up the judiciary. 2. Let students talk about what they know of the Supreme Court, the Magistrate’s Court or Lower Court and the Family Court. 3. Distinguish the difference among the three courts.
<p>6). Changes in Electoral Divisions – reasons for.</p>	<ol style="list-style-type: none"> 1. Show the map of Belize displaying the six districts and the electoral divisions in each. Look at the size of each district and count the number of divisions each has; give reasons for the difference in number of divisions. Discuss. Establish that each division has one member elected in the House of Representatives.





THEME: Citizenship

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Make a drawing (or diagram) of the two Houses (with the number of members in each House). Name each House.</p> <p>2. Find out the name of the Governor General and say what his role is. How the members of the House of Representatives chosen? How are the members of the Cabinet chosen? Find out the names of the members of the Cabinet and the Ministries which they are responsible for. Put answers in booklet (after teacher has checked)</p> <p>3. Role play scenes to show respect for our elected representatives, at official meetings, visit to school, etc and meetings with them unofficially.</p>	<p>3.4 Explain the meaning and application of the Democratic Process.</p> <p>3.5 Discuss and explain the origin and meaning of the National Symbols</p> <p>3.6 Discuss and tell the meaning of citizenship</p> <p>3.7 Explain who is a Belizean and how Belizean Citizenship may be obtained</p> <p>3.8 Identify and discuss the three branches of Government and their functions</p>
<p>1. Discuss the work of Public officers, giving examples of positive (and negative) attitudes portrayed by them. Name some offices they have visited.</p> <p>2. Make arrangements for class to visit a government office (if possible, one nearest to your school). Prepare questions to be asked.</p>	<p>3.9 Discuss the reasons for changes in electoral divisions and identify some changes made</p> <p>4.0 Recall the origin and meaning of the national Symbols and the Democratic Process</p>
<p>1. Example of questions: Is there a Magistrate's Court in your community? Where is the nearest one? What does this court do? Find out more about the Supreme Court. What do you think the Family Court deals with?</p>	
<p>1. Using the information you have from our discussions, answer the following: How many electoral divisions are there in your district? How many electoral divisions are there altogether? Name the district with the largest number of electoral divisions. Why do you think this district has so many?</p>	



RIGHTS & RESPONSIBILITIES STANDARD 1 1

Content Standard #1

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

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p>Theme: You have rights</p> <p>1. The right to know your rights</p>	<p>1. Review the rights and responsibilities that were discussed in Std. 1.</p> <p>2. Give students a scenario(s) in which the individual(s) did not know their rights, e.g. a child of 8 years loves to go to school because the teachers and his classmates make him feel wanted and/or feel good about himself. He also realizes that he is learning interesting things in Math, English, etc. However, his father takes him from school at least two times per week to work in the fields with him. He does not know that he has a right to his education. What should he do? Discuss.</p>
<p>2. Parental guidance – Government’s respect the responsibilities of parents as well as of other people involved in a child’s life.</p>	<p>1. Let individual children talk of any experience he/she has had, or has witnessed in respect to parental guidance. In cases of poor parental guidance, inform students of the fact that because our government signed onto the Convention of the rights of a child, it is Government’s duty to respect the responsibilities of parents as well as of other people involved in a child’s life; but if it is evident that parents and/or those involved in the child’s life are not giving appropriate direction, then it is the duty of the government to support the child by making laws to protect the child and even removing the child from parents’ care.</p>
<p>3. A child’s right to life</p>	<p>1. Make up stories of children who have died because of poor nutrition, diseases and physical abuse or murder. Have whole class discussions on what rights were denied these children and what should have been done to save their lives.</p> <p>2. Conclude: “All girls and boys have the right to life”.</p>
<p>4. Governments obligation to ensure the survival and development of all children</p>	<p>3. Government has the obligation to ensure children’s survival and development. Center discussions on these statements.</p>
<p>1. You have responsibilities</p>	<p>1. Review the meaning of responsibility and the phrase “Rights come with responsibilities.</p>
<p>2. The aims of education dictate that you exercise your right to go to school, develop your personality, talents and physical abilities.</p>	<p>1. Whole class discussion on exercising our responsibility to do something or make something happen; e.g. some parents do their best to provide their children with proper food, clothing and all their needs at school, (books, pens, pencils etc) and the children do not show interest in school – do not participate when the teacher is teaching, are always absent etc. In this situation, the children are not exercising their responsibility to fulfill their right to an education. Show/explain that we all have the responsibility to treat everyone with respect</p>





THEME: You have rights, You have responsibilities

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Role play different scenarios to show that children have the right to know their rights.</p> <p>2. Observe actions being carried out using a checklist to record students' behaviour.</p>	<p>1.10 Recognize that all children have rights and a right to know their rights</p> <p>1.11 Discuss the meaning of parental guidance as it relates to a child's right to life</p>
<p>1. Prepare questions for students to answer to show that they understand what parental guidance means e.g. Use the words to complete the sentences below: Direction guidance and responsible Parents are _____ for your well-being. Parents should give proper _____.</p> <p>2. Another type of questioning: Think about a situation of when good parental guidance is given. Students answer questions in booklets.</p>	<p>1.12 Discuss government's responsibility to ensure children's survival and development</p>
<p>Think about three words which show ways you (or other children) can protect yourselves. Write these down. Draw three cars. Write the names of three persons (or offices) which protect children.</p> <p>Writing lesson: 1). All girls and boys have the right to life. 2). Government has the right to ensure children's survival and development</p>	
<p>1. Government has the right to ensure children's survival and development.</p>	
<p>1. Develop a game, matching rights with responsibilities e.g. write different responsibilities on individual cards and a matching number of rights. Give these to individuals and ask them to find their matching partners.</p>	
<p>1. Role play situations to show the consequences of exercising or not exercising their right to go to school, develop their personality, talents and physical abilities.</p>	



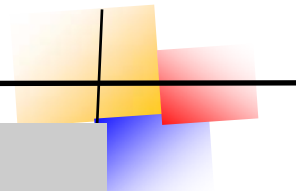
RIGHTS & RESPONSIBILITIES STANDARD 11

Content Standard #2

Acquire knowledge of, and develop positive attitude, towards basic rights while demonstrating an understanding of Responsibility

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
3. Respect for human rights and culture.	1. Discuss the thought: 'all human beings need to show respect for each other.' Let children give examples of showing respect to each other, and what happens when this is done. Do the same (discuss) when no respect is shown to each other.
4. Appreciate the values of your home and country.	1. Let students look up the meanings of the words appreciate and value. Get them to tell how they can show their families and teachers and others that they appreciate the good manners and behaviors, respect for others and their properties, etc., that they (parents) and (teachers) have taught them at home and at school respectively.
5. Prepare for life in a free society.	1. Once the students learn to appreciate these values, at home (and school) they will be able to live peacefully with others (wherever they go in the country and abroad).





THEME: You have responsibilities

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Write this verse from the Bible on chalkboard: "Do unto others as you would like them to do to you." Put students in groups and let them discuss this and then decide how they will demonstrate the meaning to the class. (Demonstrate negative and positive actions).	2.12 Explore the right and responsibility to an Education 2.13 Discuss and explain how one should behave towards other people to show respect for human rights and culture 2.14 Explain how one can demonstrate appreciation for the values of his/her home and school
1. Observe students interacting with each other in class and with other children outside the classroom.	
1. Continue to observe students behaviour. 2. Develop test questions using all or most items in Content Column.	



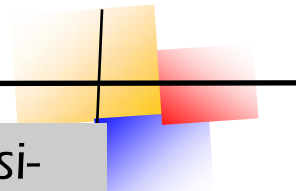
RIGHTS & RESPONSIBILITIES STANDARD 111

Content Standard #1

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

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
1. You have rights	1. Review work done on rights so far, through questions and answers, encouraging participation of all the students.
2. Limitations of rights and penalties for their abuse.	1. Encourage students to join in discussion on the relationship between abuse and family violence and the consequent impact on children today. Show students that when rights are taken away (from anyone), or limited, the results can be dangerous. If possible, get a resource person to speak to and discuss with children.
3. Ways to protect oneself.	1. Ask the resource person to inform students on ways/things they can use/do to protect themselves.
4. Positive attitudes abiding by your rights.	1. Discuss the importance of making good choices. 2. Practices listening to peers by interviewing each other about personal interests.
4. Freedom of association and assembly.	1. Define freedom of association and assembly. 2. Inform students that they have the right to belong to the Boy/Girl Scout Movement, Girl Guide Movement, or any other reputable (decent, good) organization.
5. Freedom of thought	1. Brainstorm situations that cause students to think and make discussions. Let them give practical experiences and discuss the thoughts and decisions they made –whether the decisions were good or bad. Inform them that all boys and girls have the freedom of thought, conscience and religion. They are free to think and believe in what they want unless this interferes with public safety, health, morals or the rights of others. Also as they grow up, they become more experienced and they develop their capacity to think and make decisions. It is important that they learn to make good decisions- weigh the pros and cons and then decide on the better option.
1. You have responsibilities	1. Review the National Symbols; what they are and the meaning they portray.
2. Respect and appreciation for the National Symbols: The National Flag. The Coat of Arms	1. Have the Flag displayed, and let students talk of the colors, the Coat of Arms and its significance to Belize. Talk of things to do to show respect for the flag: Never let the flag touch the ground. Nothing is ever placed on the flag. Never use it as a drape. Keep it clean always. Destroy it only by burning.
3. The National Anthem	1. Review the words of the National Anthem and the meaning portrayed in the verses and the chorus.





THEME: You have rights, You have responsibilities

Suggested Strategies/Activities for Assessment	Learning Outcomes
1. Constantly observe students actions and interactions with each other and adults.	1.13 Discuss the possible dangers and other problems that result when children’s rights are not respected or when children neglect to take advantage of their rights
1. Make up seminars of rights being limited (or taken away), for student to say (or show) what could be the outcome. Inform students that our Government needs to make sure that children’s rights are protected (because the Government signed on to the Convention) by making laws to ensure this and see that they are implemented.	1.14 Recognize possible ways to protect oneself 1.15 Recognize and discuss the right to freedom of association and assembly
1. Observe students and use check-list to grade them.	3.1 Recognize that rights are limited and there are penalties for their abuse
1. Match scenarios with ‘yes’ or ‘no’ indicate whether or not their rights are being violated. 2. Oral summary of interview results.	3.2 Identify and discuss penalties for the abuse of rights 3.3 Describe ways in which children can protect themselves from abusers
1. Discussion on the freedom of association and assembly; remind students that they must be careful in choosing their friends.	3.4 Discuss protection rights and draw conclusions to determine how these rights may help children
1. Observe children’s behavior when others are expressing themselves.	4.10 Recognize and describe the composition of the Coat of Arms of Belize 4.11 Identify and describe the National Flower, Tree, Bird and Animal 4.12 Discuss and compose a short history of the National Anthem
1. On a blank flag, let students colour the flag and draw in the Coat of Arms.	
1. Raise the Flag slowly and get students to stand at attention with their right hands over their heart.	
1. Sing the Anthem and show respect and love by standing at attention and singing lustily. Observe students (teacher).	



RIGHTS & RESPONSIBILITIES STANDARD 111

Content Standard #3

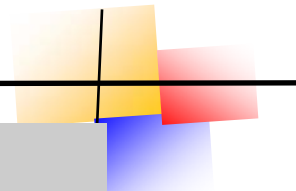
Create interest and develop the right attitudes towards constitutional rights and responsibilities

Content Standard #4

Examine and show respect for the national Symbols of Belize

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
4. The National Flower-The Black Orchid (Encyclia cochleata)	<p>1. Have a picture of the National Flower – the Black Orchid. Let students observe it and talk about its shape and colors.</p> <p>2. Inform them that it grows on trees in damp areas of Belize. (Discuss: damp areas). It flowers nearly all year round. It has greenish – yellow petals and sepals with purple blotches near the base. One of the petals is deep purple-brown, almost black, with distinct purple veins</p>
5. The National Tree – the Mahogany. (Swietenia Macrophylla)	<p>Have a picture and a carving of the keel- billed toucan and have discussion on what they see. Tell them that it is recognized for its great and brightly colored canoe shaped bill. It is almost 20inches in length. The bird is found in areas that have large trees. They like fruits and cut them with the serrated edge of their bills. They nest in holes in trees and lay from two to four eggs which are incubated by both parents.</p>
6. The National Bird—The Keel—billed Toucan (Ramphastos Sulfuratus)	<p>Have a picture and a carving of the keel-billed toucan and have discussion on what they see. Tell them that it is recognized for its great and brightly colored canoe shaped bill. It is almost 20 inches in length. The bird is found in areas that have large trees.</p>
7. The National Animal- The Tapir (Tapir Bairdii)	<p>Let students observe the Tapir from a picture. Let them discuss its appearance. It is the largest land mammal of the American Tropics. It is known in Belize as the mountain cow. It is a stoutly built animal with short legs and weighs up to 600 pounds. The Tapir has a dusty brown color with some whit patches and is a vegetarian. It spends much time in the water (mainly rivers or creeks) and it is a strong swimmer. Try to get a resource person to talk to the students about our National Bird, Animal and Tree. Let children know that it is illegal to have any of these animals or birds as captives for pets.</p>



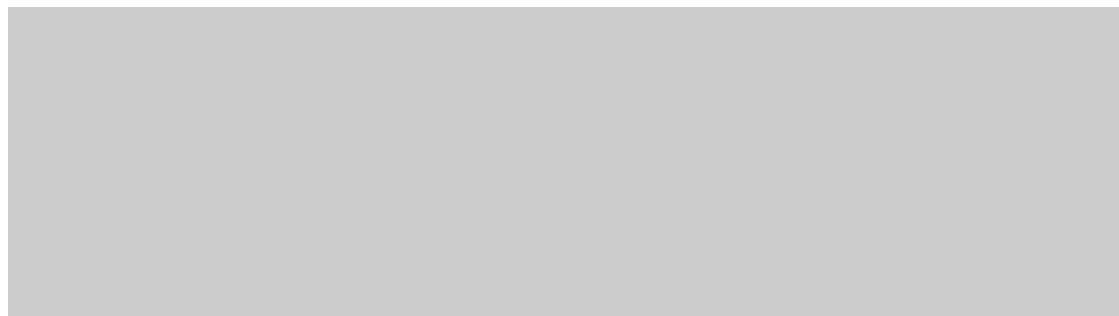


THEME: You have responsibilities

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Observe the flower and draw one and colour it. Look up the meaning of the word orchid.</p>	<p>4.10 Recognize and describe the composition of the Coat of Arms of Belize</p> <p>4.11 Identify and describe the National Flower, Tree, Bird and Animal</p>
<p>Try to take children to the zoo where they can see the toucan, tapir, mahogany tree, and black orchid. Look up the meaning of incubate. Discuss. Write two sentences using the word incubate or incubated.</p>	<p>4.12 Discuss and compose a short history of the National Anthem</p>
<p>Look up the word vegetarian. Discuss. Ask if anyone knows a person who is a vegetarian.</p> <p>Write two sentences using the word vegetarian</p>	

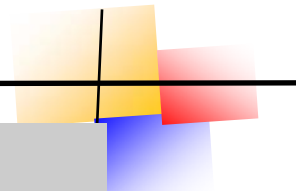


RIGHTS & RESPONSIBILITIES STANDARD IV



Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
1. Definition /development/ importance (review and expansion)	Review work done so far. Ask individuals to give their understanding of the phrase "rights and responsibilities," encourage participation of all students. Explain the Convention on the Rights of the child. It was first adopted in 1989 after 60 years of work to reach the final agreement so that all the articles (54 of them) could be agreed upon by 190 countries. Belize was the fifth country to sign the Convention in May 1990. Let students look up the meaning of the word Convention. Discuss the word so that students get the understanding of its meaning.
2. Conventions and agreed to rights	Tell them that signing the convention is only the first step towards full protection. Laws need to be passed to ensure that the rights are fully enforced
3. Responsibilities associated with each right discussed to indicate importance and shared efforts.	It is also very important for children to know that they have a right to know their rights. However, they MUST remember that rights come with responsibilities. Have full (detailed discussion) on this.
4. Equal rights under the law – the right to an education.	Let students give their understanding of the phrase "equal rights under the law." Help them to get the understanding that everyone should be treated with respect and that we all have equal (the same) rights under the law. However, when we break the law then our right to freedom is restricted. Have discussion on this.
5. Local and international organizations which focus on rights and abuses.	Give the names of some local and international organizations which focus on rights and abuses. E.g. UNICEF, Amnesty International, Human Rights (local). Discuss the specific role of one of these organizations. Allow students to find out the other local organizations which focus on rights and abuses.
6. Roles and functions, location. Some examples of their operations.	Invite personnel from local organizations to speak to class on what they do. Discuss articles 6, 7, 23, 30 and 32 from Rights of a Child.





THEME: Conventions and Agreed to rights

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Role play different scenarios to show:</p> <ul style="list-style-type: none"> a). Rights and responsibilities upheld b). Abuse of rights c). Abuse of responsibilities d). The consequences of a, b, and c. <p>Make sentences with the word convention in them.</p>	
<p>Small groups – present one picture and explain how it relates to an article from the Rights of the Child. Match the correct article. Mount picture and article on Bristol board for classroom display.</p>	
<p>Give written test.</p>	
<ul style="list-style-type: none"> 1. Make up a scenario with a child who is denied the right to an education. 2. Let students role play and decide what will be the outcome. 	
<p>Create, display and explain charts showing local and international organizations which focus on rights and abuses – show addresses and contact persons</p>	
<p>Small groups – research on one local organization (each group). Small groups - present one picture and explain how it relates to an article from the Rights of the Child. Match the correct article to the picture portraying it. Give written test.</p>	

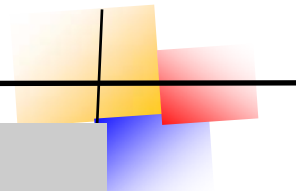


EARLY CIVILIZATION STANDARD 1 1

Content Standard # 2

Analyze the Origin and development of African and Maya Civilization.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p>1. Late Pre-classic Maya Civilization- Massive pyramids/buildings in lowlands e.g. Lamanai in Belize</p>	<p>Assist children with the preparation for a field trip to Lamanai. The pre activities will have them doing research through many media especially interviews, preparation of questionnaire and what they should look for. Take children on the trip if possible, if not, show pictures which you the teacher will talk about and allow children to ask you in place of the tour guide, the questions from the questionnaire. It is expected that the report will address Pyramids and other buildings. Enter report in portfolios.</p>
<p>2. Middle Pre-classic – Earliest farming villages in Lowlands among Maya people and away from rivers.</p>	<p>Children who live in farming areas bring and share their experience about farming to the classroom. Children who live away from farming areas may be taken on a field trip to a farm. Share knowledge gained through the experience, with classmates. Explain farming in middle Pre-classic period among the Maya. Explain the importance of farming. For example, it is a basic human need to produce food.</p>
<p>Early pre-classic – 3. Farming villages found along rivers and coast.</p>	<p>1. Explain what is “Mesoamerica” and that Mesoamerica people were first, hunters and gatherers. Show map of the region during the explanation. Allow children to discuss hunting and gathering. Discuss farming villages found along rivers and coast. Talk about any relatives or persons they know who are hunters or who go to collect things from forests (bushes). Use handbook to prepare for and discuss the types of farming villages in Early pre classic period.</p>
<p>2. Upper and lower classes in community. Tributes paid allowed a small group of community leaders to become rich, gain authority and power and so consider itself a high class, while the lower class were the farmers.</p>	<p>Discuss the class system in its simplest form. Help children to understand that, at that point in time there were leaders. Rich powerful Maya people and farmers who helped those who were already rich to get richer by paying tribute.</p>
<p>3. Civilizations of Mesoamerica: - The region extended from Northern Mexico to Belize, Guatemala, Western Honduras and El Salvador. - An example of a civilization is the Olmec Civilization :- Developed along the gulf coast of Mexico</p>	<p>Map work – Using the names of the countries, identify the area known as Mesoamerica on a map of Central America, and on a map of the world. Anyone of the three Mesoamerican Civilizations found in the text may be used. These are the Olmec, Aztec and Teotihuacan. - An example of what may be done using the Olmec Civilization - Discuss – The development of the earliest Mesoamerica culture – The Olmec</p>
<p>- Placed importance on Farming The Olmec Culture: - Farm crops: corn, beans, squash, pepper and root crops - Improved techniques brought greater surplus - Control of floods and other water sources to water their plants. More people were able to become involved in activities that promoted the growth of Civilization among the Olmec, for e.g. – pottery making, cloth weaving, sculpturing and building pyramids. - More people being able to devote more time to Religion, the beginnings of first calendar writing and improved farming and building techniques. - The control of the trade network by the ruling class The elite</p>	<p>- Form groups of five or six and explore the term “hunting and gathering.” - Within the group setting use the information to discuss the kind of lifestyle of people who were hunters and gatherers. - Discuss with class the importance of farming as a means of making a living, hunting and gathering and the change in lifestyle brought about as a result of farming. - Explain the Olmec culture to the class - Bring to class pictures and/or samples of the foods grown by the Olmec people and still grown in Belize today. (Belize being a part of Meso-america). - Identify ways these foods are prepared today. - How they are stored for future use or for sale. For example; beans are dried in the sun before they are stored. Find out through information gathering if the methods used by Olmec people and the methods used today are the same.</p>



THEME: Maya Culture and Civilization

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>During the next Social Studies period, children should have a report ready to share with the class.</p>	<p>2.1 Define the location and composition of Mesoamerica.</p>
<p>Group children and have each group enter information gathered in their individual journal; exchange journal within the group to read journal entry on farming in the Middle Classic Period. Compare with contemporary farming methods.</p>	<p>2.2 Identify the early civilizations of Mesoamerica and state reasons for their development.</p> <p>2.3 Recall the progression of development in Pre Classic periods from farming villages to the construction of massive pyramids</p>
<p>Compare and contrast "Hunting and Gathering" and "Farming." Let children discuss the differences and at the same time point out where the two may be combined. In groups children use information and prepare for presentation. Group leaders make presentation to rest of class.</p>	
<p>Children role play the High Class in a Pre-classic Maya village while there are those who belong to the lower class – to bring out the position of the two classes, type of work done by each and who pays tribute to whom.</p>	
<p>Colour code Mesoamerica on small individual maps for inclusion in booklets.</p> <p>Create a web to illustrate "hunting and gathering" during the time of the Olmec Civilization.</p>	
<p>Find out through research and write a report on how many classes of people there were among the Olmec and what were there specific jobs. Share information through a whole class discussion. Some individuals may be randomly selected to read their reports to the whole class. All reports will be displayed in the classroom.</p> <p>Allow the children to simulate the "class system" of the Olmec and other Mesoamerican people.</p>	



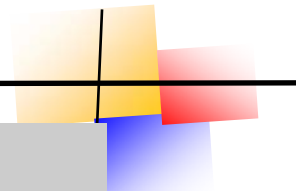
EARLY CIVILIZATION STANDARD 11

Content Standard # 2

Analyze the Origin and development of African and Maya Civilization

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies	
<p>African Culture and Civilization</p> <p>1. Food Production – Food is among the most basic human needs and nearly seventy percent of African countries are directly engaged in producing and distributing food. There are several methods of producing food in Africa:</p>	<p>Use a guest speaker to provide background information. Through whole class discussions using previous knowledge help children to arrive at the most basic human needs. Select food as one of those needs and centre the discussion on reasons why it is a need for all people everywhere. Identify main foods eaten in Belize and in Africa.</p>	
<ul style="list-style-type: none"> • Hunting and gathering of animals, roots and fruits. - Subsistence farming: subsistence can be divided into three types: <ol style="list-style-type: none"> a). Herding of animals; b). Crop cultivation; c). Mixed farming cultivation. - Commercial farming: producing surplus of food for trade. 	<p>Provide opportunity in group situation for children to examine how food is obtained today by people living in urban and rural areas, both in Belize and in Africa. Using their own experiences, reading materials and pictures.</p> <p>Introduce class to research technique – let them read the relevant stories and find answers to the questions which will be prepared by teacher. Depending on size of class, children may be divided into groups.</p>	
<ul style="list-style-type: none"> • Resources– Natural resources: All food production systems in Africa are dependent on resources that include animals, seeds, water, soil. - Capital resources: All the tools and machines that are used in production. - Human resources: Human provides labour, knowledge and skills necessary for producing food whether through hunting, herding or cultivation. 	<p>Using previous knowledge on resources, have children identify all the natural resources mentioned in the stories and answer the pertinent questions on questionnaire. Discuss answers with class and have them write their own stories using information gathered.</p>	





THEME: African Culture and Civilization

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Children make a list of all basic human needs and write a paragraph explaining why food and the production of food are so important.</p>	<p>2.1 Define the location and composition of Mesoamerica.</p>
<p>Have children within group interview a farmer or anyone within their community with farming knowledge. Enter information in journal for use as a part of research material. Give a quiz to test children's comprehension. Research in group setting. Teacher should provide materials and guide children through the research. Help individual children to prepare a report. If your school is situated in an urban area, children may be able to work independently. Ensure that information given by the Guest speaker is used as a part of the research. Display all reports in the classroom. Some children will be encouraged to share their story with the rest of the class by reading them aloud. All stories will be checked by teacher and displayed in the classroom.</p>	<p>2.2 Identify the early civilizations of Mesoamerica and state reasons for their development.</p> <p>2.3 Recall the progression of development in Pre Classic periods from farming villages to the construction of massive pyramids</p>



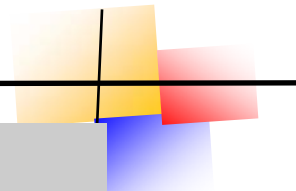
EARLY CIVILIZATION STANDARD 1 1 1

Content Standard # 2

Analyze the Origin and development of African and Maya Civilization

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p>Major features of a Maya State Content</p> <ul style="list-style-type: none"> - Society with several Social classes - Strong ruler called Ahau who was the Head of State, General of the Army and Supreme Priest. - Direct or indirect control of Trade - Collected tribute from lower classes and con- quered peoples. - Administered State through priests and nobles - Knowledge was a monopoly of the ruling class. 	<p>Explain the features of a Mayan State. Use information from Resource Book. Assist children to understand and analyse knowledge gained by asking a set of key questions developed by you the teacher.</p>
<p>• Ways of Making a living in Classic Maya time: a. Slash and Burn Farming</p> <ul style="list-style-type: none"> - Methods of hunting and fishing - Gathering of Fruits and nuts. 	<p>Teacher can share a summary of "Hunting, Fishing and gathering in classic times" with children. This may be followed by a whole class discussion to reinforce facts and to allow for a question and answer sessions. Children will be encouraged to bring additional information to the class after inter- viewing/discussing with older people in the community. What is slash and burn method of farming which still exists in some areas even today. Show the link among "Hunting and Gathering" "Slash and Burn" and a combination of the two to improve lifestyle. Slash and Burn farming created incentives for settlement in one place – The beginning of village settlements.</p>
<p>• Intensive methods of farming: - Produced more crops than long term slash and burn.</p>	<p>Discuss how the Intensive method of farming brought about social changes in the lifestyle of the Maya. Allow children to discuss among themselves and come up with a list of some of the changes. For e.g. Time and wealth allowed more people to become: Artisans Priests</p>
<p><u>Theme: African Civilization</u> <u>Content</u> A selection of African Civilizations (between the 12th and the 15th Century) - East Africa : Swahili Coast - Central Africa: Congo - Southern Africa: Zimbabwe Major features:-</p> <ol style="list-style-type: none"> 1. Leadership 2. Class system 3. Religion 4. Resources 5. Farming methods 6. Trade 7. Architecture 	<p>Teach: 1. The physical features 2. The climatic variations of Africa; Now incorporated under 'World' before teaching: 1. The people of Africa Africa's resources Architecture</p> <p>Select and highlight information from Resource (student's handbook). Present information to children to generate class discussion. Use question and answer sessions to consolidate knowledge.</p>





THEME: Maya and African Civilization

Suggested Strategies/Activities for Assessment	Learning Outcomes
Role play a day in the life of a Maya King, Priest, Judge or Diplomat	<p>2.4 Recognize the impact of the landscape on the development of Maya Civilization</p> <p>2.5 Identify and discuss major Maya States of the Classic Period.</p> <p>2.6 Describe the features of a Maya State in Classic times.</p>
In groups of five or six, children can review information and prepare a report on "ways of making a living in classic Maya time" class presentation by each group and display of work after it has been corrected.	<p>2.7 Identify methods used by ancient African and Maya to satisfy their economic and political needs.</p> <p>2.8 State reasons for the class system that evolved as the African and Maya Civilizations advanced.</p>
Compare and contrast slash and burn farming and Intensive Farming	<p>2.9 Evaluate and describe three African Kingdoms as they existed in ancient times.</p>
In answering a set of specific questions use group research and analysis of the information obtained. Each group writes an account of one African Civilization for class presentation and portfolio entry. This will be done over a period of time as each sub-topic is addressed.	



EARLY CIVILIZATION STANDARD IV

Content Standard #3

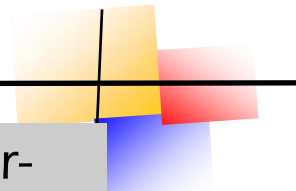
Examine the Physical features, Climatic variations, population and resources of Africa

Content Standard #5

Analyze and describe the various accomplishments of Africa

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<u>The people of Africa</u>	<p>Research the lives of the people of Africa through recreational reading in groups. Let children select two rural and two urban regions in different locations that will allow them to compare and contrast the ways in which the geography of the region influences the lives of the people.</p> <p>The size of groups should be dictated by the level of the class and the number of activities to be investigated. Discuss with each group, what they would need to cover, to do justice to the exercise. Discuss format to be used for presentation in order to have clarity. Let class choose method to be used from those discussed.</p> <p>Research should include the resources of the regions selected so that the information can be used in studying Africa's resources.</p> <p>Present research finding to class and post presentations on display board after discussion. Be sure to include all aspects of life which will show Africa's diversity.</p>
<u>Africa's resources</u>	<p>Use the following maps: topography, climate and vegetation, population, agricultural and mineral. Begin with topography (physical features). Discuss what topographic features are really resources – examine map. Suggested topics, Mount Kilimanjaro, Lake Victoria and other lakes, water falls, the Nile Valley etc).</p> <p>Discuss why each can be classified as a resource.</p> <p>Climate and vegetation map – The variety of flora and fauna that exists in the different climatic regions including the Safari regions on the savannah plateaux, temperate vegetation in tropical regions, the snow capped peak of Mount Kilimanjaro etc. In the same manner, use the population map, the agricultural map and the minerals map to initiate a discussion on the variety of resources which Africa has and how they are used economically to provide for local as well as for foreign trade. Be sure to include her human resources. Invite questions from class to increase their involvement.</p> <p>Africa's ancient pyramids are another resource which attracts tourists and so provide an income for many.</p> <p>After discussion with the whole class, have children divide into groups and assign each group one aspect of Africa's resources to write about. Direct children to reading material which will provide complementary information to enhance their reports on the different sections. Completed work should be copied into their journals along with map illustrations and any statistics.</p>
<u>Architecture</u>	<p>Depending on the size of the class, children may be divided into groups to research African architecture using whatever sources are available. Otherwise:</p>
	<ul style="list-style-type: none"> • Have children read the material in students' handbook and make notes on the type of architecture to be found in different rural and Urban communities. Divide rural communities into sub-groups – nomadic, permanent (based on type of occupation).
	<ul style="list-style-type: none"> • Use the following maps in association with the reading material to help students to see how population and type of dwelling are influenced by climate, vegetation, resources, occupation: climate and vegetation, population and resources.





THEME: Ancient Africa, Africa Resources, Architecture

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Class research activities to make selections of urban and rural areas to be studied.</p> <p>Group research of four different areas to learn about the people of Africa.</p> <p>Presentation of research findings to class and discussion with peers. Teacher will supervise.</p>	<p>3.1 Determine factors that influence the climatic variations of Africa.</p> <p>3.2 Explain the interaction between the physical features and climatic variations of Africa and how it impacts the lives of Africans.</p>
<p>Contribution to the interpretation of the maps and the discussion on the various resources Opportunities to engage in activities which involve high level thinking (synthesis).</p> <p>Group work for collating information and presenting their reports.</p> <p>Use journal entry to enhance oral/written question and answer sessions.</p>	<p>3.3 Examine and interpret different types of maps and discuss the wealth of Africa's resources as well as its significance to the quality of human life in Africa.</p> <p>5.1 Identify the accomplishments of ancient Africa.</p> <p>5.2 Research information that leads to understanding and appreciation of Africa's technology.</p> <p>5.3 Identify ancient Africa's use of medicine and explain its role in helping people to improve the quality of their lives.</p>
<p>Oral description of the type of architecture that would be expected in a particular area based on map interpretation.</p>	<p>5.4 Define the level of civilization that exists in the region from which Africans were captured.</p>
<p>If research method was used, presentation of findings to class using illustrations.</p>	<p>5.5 Research and compare how well technology facilitated the advancement of Africa's ancient civilization with that of Maya ancient civilization and evaluate the result.</p>
<p>Oral and written explanation on the influence of climate and vegetation and other resources on architecture.</p>	



EARLY CIVILIZATION STANDARD IV

Content Standard # 2

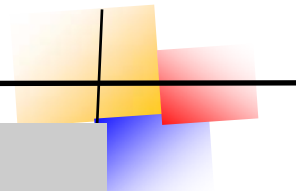
Analyze the Origin and development of African and Maya Civilization

Content Standard #6

Analyze the results of European expansion in Africa the Caribbean and Central America

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
	<ul style="list-style-type: none"> ▪ Help them to see that the sun-dried mud bricks, while popular in Africa are not the norm. For example, nomadic groups use readily available natural vegetation materials to build temporary shelters; some permanent rural dwellers in hot areas use plastered thatched dwellings to keep homes cooler; most urban homes are built from sun-dried bricks while larger mansions are built using stone slabs as in the case of the Great Pyramids. Compare Belizean Maya Monuments.
	<ul style="list-style-type: none"> ▪ Let groups report to class if groups had been established or use some form of sharing and discussion to let the whole class get an understanding of African architecture and the factors which influence it. Record information in Africa journal.
Theme: Classic Maya Civilization Content 1. Maya Sciences: Writing, Calendar and Mathematics	Divide the class into groups. Let students read the Students' Handbook of the Maya Civilization to extract the information on Maya Science: Writing, Calendar and Mathematics. Write information in note books and use it to write an essay on the group's topic. Read essay to class for discussion and critiquing. Teacher guides session and approves corrections. Rewrite essay and post on bulletin board.
2. Religion	Research the Maya religion as a class. Divide class into two teams and have each team contributing one point each alternatively to the development of a cohesive account of the Maya religion. Identify the roles of the gods in the daily lives of the Maya – Which were the main gods? What role did the priests play? What were the religious obligations of the citizens? etc. Compare Maya religion of Ancient times with today's. Question Maya elders about their religious beliefs today that are based on Maya culture. Let each student share his/her findings with the class. Put information together and write an essay under the heading Maya Religion – ancient and modern. (Individual work).
3. i). How the society was organized – nobles, free-man and slaves	j). Field trip to a Maya ruin to get some understanding of the layout of the community – where did the different groups live? What was the daily life of each group like? How did they recreate themselves? etc. Collate information and present to class by designated person/s. ii). Use the map of Belize to locate the different Maya monuments in the country of Belize. List them by district. Identify them according to popularity with tourists. Research the time they were built and list them along a time line. Insert the location of each ruin listed on a blank map of Belize.





THEME: Classic Maya Civilization

Suggested Strategies/Activities for Assessment	Learning Outcomes
Build models or make drawings to illustrate the different types of architecture. This could be a project for Open Day or some other school activity.	<p>6.1 Examine and discuss the resources that created the opportunity for which trade between Europe and Africa was established. Research and discuss.</p> <p>6.2 Research and discuss the experiences of captured Africans from the time of Capture to the time of sale.</p> <p>6.3 Explain the effects of slavery on captured Africans and bereft African families in Africa.</p> <p>6.4 Discuss the need for slaves in the settlement in the Bay and identify how this demand contributed to the Caribbean slave market</p> <p>6.5 Examine and explain the factors which influenced African Architecture</p>
Research type of buildings in Belize in the earlier years of the settlement to show similarities of the basic principle that influenced building.	
Identifying relevant information, writing essays in groups, discussing and critiquing for clear understanding.	<p>2.9 Recall and discuss major achievements in Science and technology that influenced development in African and Maya civilizations.</p> <p>2.10 Research the kind of resources used to construct the Great Pyramids of Africa and of the Maya. Compare and contrast the Architecture in both regions.</p> <p>2.11 Evaluate the class system and describe its importance to the development of the civilizations.</p>
Class research and presentation of findings. Individual essay writing.	
Class presentation of the organization of the Maya Society and the role of each group. List the Belizean Maya monuments under districts of Belize.	2.12 Explain the class system in both African and Maya Societies and the role of each class of people within their systems.



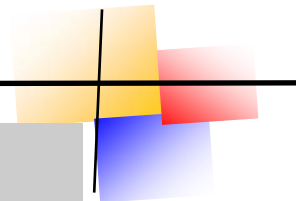
EARLY CIVILIZATION STANDARD IV

Content Standard #4

Investigate the scientific advancement of Maya Societies

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<ul style="list-style-type: none"> • Classic Maya City within the state - A characteristic of some Maya cities was Defensive walls. Ceremonial and administrative centre. Tikal, Peten, Guatemala. Caracol, Belize- Network of causeways connecting areas within the city. <p>Stone built roads varying in width from paths to avenues, go beyond the city itself to outlying areas. Some were used to products. Some were used to transport agricultural products. Some causeways served as 'streets' from which radiated social activities and political and religious power. An example is Chichen Itza, Yucatan.</p>	<p>Using knowledge gained from previous activities, regroup the children and have each group draw a map of how a Maya city showing its organization. (The size of one sheet of Bristol board).</p>
<p>The land of the Maya of the classic period. The three major zones of Mesoamerica –</p> <ul style="list-style-type: none"> • The Northern Lowlands • The Southern Highlands • The Central Lowlands <p>Major Classic sites in Belize which are located in the Central Lowlands are Nohmul, Lamanai, Altun Ha, Caracol, Xunantunich, Lubantun and Nimli Punit</p>	<ul style="list-style-type: none"> - Colour code map of Maya area. - Show major Classic sites. - Explain the difference among the zones and discuss some of the reasons why trading was both necessary and profitable. - Discuss Belize as part of the Central Lowlands - On a map of Belize locate the major Classic sites. While Teacher discusses the use of each one of the sites.





THEME: Classic Maya

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>On the flat map created (use suitable materials found in your area). Devise a network of causeways connecting areas in the city and stone built roads going beyond the city itself. Explain to the teacher and other classmates the need for causeways and roads in the cities.</p>	<p>4.1 Recall and explain the use of writing, the calendar and mathematics in the every day life of the Maya of the Classic Period.</p> <p>4.2 Research information and demonstrate an understanding of the Maya religion and the work of the Priests as it relates to Maya Science.</p>
<p>On individual maps of Mesoamerica children will:</p> <ul style="list-style-type: none">• Identify Belize• Locate the area where there were major classic Maya occupation and mark the classic sites using colour coding techniques. Through group activities present to the rest of the class the importance of at least one of the sites	<p>4.3 Assess the importance of the Maya Calendar.</p> <p>4.4 Justify the significance of Maya writings to the modern world.</p> <p>4.5 Develop a time line for Maya in Belize.</p>



SOCIETY & CULTURE STANDARD 11

Content Standard #1

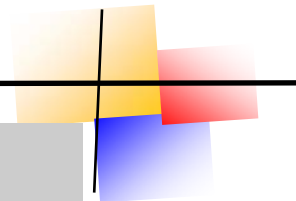
Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

Contents Standard #2

Describe the achievements and contributions of individual Belizeans and discuss their impact on the "Belizean Society"

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
Contribution of National heroes and heroines of Belize.	Discuss with children what it means to be a hero or a heroine. Let students think of someone that fits the profile and interview the individual. Discuss and state contributions of outstanding Belizeans.
Some examples are: Antonio Soberanis, Philip Goldson, George Price, Gwendolyn Lizarraga, Nurse Vivian Stewart. (More names are available in the Resource Guide)	Collect pictures of heroes and heroines. Discuss their contribution to the community. Why are they extraordinary people? Research and interview elders in the community about the contribution of national heroes and heroines. To be done individually- select one hero or heroine and conduct interviews to find out what was his/her contribution to the nation of Belize.
Theme: African Culture and Traditions The Proverbs Every proverb has a moral. There is a book in the Bible called Proverbs.	Recall two or three common proverbs and ask students if they have heard them before. Discuss their meaning. Define the word PROVERB. Tell children that one of the books in the Bible is called PROVERBS – a book of wise sayings, teaching and values. Inform children that every proverb has a moral (concerned with right or wrong conduct). Read Proverbs from the Bible and Student Companion and give the moral or explain the meaning.
The similarity of African and Belizean Proverbs – conveying African values and wisdom.	Read and compare some of the African and Belizean Proverbs. Encourage children to attempt to give the moral or lesson of each proverb. Teacher will assist when necessary. Children ask parents and grandparents to share (some) proverbs with them.
Folktales (Folklore)	Teacher narrates a Belizean folktale and explains its concept. Ask children to share folktales they know or are familiar with. Explain the concept of folktale. Inform children that Anansi folktales crossed over to Belize from Africa. They were used primarily to amuse, entertain and teach moral lessons. Anansi also served as a means of explaining the order of things in society and why certain animals, people and things are the way they are.





THEME: National Heroes, African Culture

Content Standard #3

Explore the cultural diversity of ethnic groups—Garifuna, Creole, Maya and Mestizo in the development of a Belizean Society

Content Standard #5

Demonstrate knowledge of Belize’s historical buildings

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>List contribution of national heroes/heroines. Name heroes and heroines- collect and mount pictures of heroes and heroines on the walls of the classroom.</p>	<p>1.10 Identify the cultural skills and interests of all Belizeans</p> <p>1.11 Discuss the similarities of ethnic groups that identify them as Belizeans</p>
<p>In small groups allow children to discuss the contributions of heroes and heroines to the community and the nation.</p> <p>Teachers assist students by writing the information from the discussion on chalkboard. Students do portfolio entry</p> <p>Display portfolio with contributions of National heroes and heroines.</p> <p>Encourage children to emulate the positive characteristics and values of a self chosen hero or heroine.</p>	<p>2.5 Recall information and discuss some of the contribution of selected national heroes and heroines of Belize</p> <p>3.5 Recall and discuss proverbs and folktales that are Belizean</p> <p>3.6 Compare the similarities of African Proverbs and Folktales with Belizean Proverbs and Folktales</p> <p>5.7 Discuss the contributions of heroes and heroines</p>
<p>Relate proverb and explain the moral, value, or lesson of the proverb. Look up the definition of the word proverb display on a chart. In small groups children take turns reading a proverb and explaining its moral. Learn the more common “sayings” and their explanations and meanings.</p>	<p>5.8 Develop a project on historical buildings and places after a visit to “Old Belize”</p>
<p>Compare African and Belizean proverbs looking for similarities. Demonstrate a sense of inner discipline, morals and values and demonstrate these when interacting with others at school on the playground and at home.</p> <p>Collect proverbs from home, library, internet, and record in their journal categorizing as African, Creole, Garifuna, Maya, Mestizo, English and Biblical.</p>	
<p>Children will narrate Anansi stories; one will be selected and dramatized. The moral will be identified and discussed.</p>	



SOCIETY & CULTURE STANDARD 111

Content Standard #1

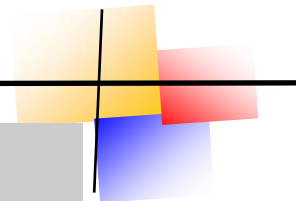
Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

Contents Standard #2

Describe the achievements and contributions of individual Belizeans and discuss their impact on the "Belizean Society"

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>Theme: Belize Society The effect of social changes in Belize. Interaction between and among ethnic groups that facilitate the bringing together of all ethnic groups as one people.</p>	<p>Use ten-fifteen minutes of class time to have a party. Serve different foods garnaches, horchata, rice & beans, etc. Play different types of music: bruckdown, punta rock and cumbia.</p> <p>Interacting at a party demonstrates an appreciation for people of different ethnic background, cross cultural dance and sharing of food.</p> <p>Let the class identify how many cultures were involved at the party.</p> <p>Discuss the cross cultural activities of food and music. Explain and discuss other cross cultural activities that have brought all ethnic groups together as one.</p> <p>Discuss other shared activities: Sports, Church, and Occupation etc.</p>
<p>Belizeans work together- example 'The Tourist Industry'</p>	<p>Students will identify the industries in which all Belizeans are involved. Groups list specific activities within the Tourism Industry provided or related to all ethnic groups. Interview older people and compile to make booklet. Guest speaker: Tourism Industry Crafts People: Drums, wines, baskets, fishing nets, dories etc.</p>
<p>The impact of immigration and emigration on culture and society in Belize.</p>	<p>Define immigrant/emigrant Identify countries from which immigrants migrate. Discuss ways in which immigration affects Belize – language, land, job, health. Interview older people and research immigrant communities</p> <p>Discuss the changing behaviour of Belizeans</p>
<p>Belizeans emigrating to North America (USA) are – Creole, Garinagu and Mestizo</p>	<p>By show of hands children will indicate how many of them have parents or relatives in the US. Students interview a Belizean who immigrated to the US, reason for immigration, etc. Discuss difficulties that are results of immigration. Encourage children to share their views and observation. Discuss parents who immigrated to the US leaving their children to be raised by grandparents/relatives, etc.</p>
<p>Social activities that are used to preserve values and to develop positive attitudes exist in most communities and churches. Boy Scouts, Church Groups, Self Help Community Projects, Sports etc.</p>	<p>Class members interview uniformed members of the society to find out the following – its roles, rules, types of activities. What individual members achieve from being a member. How others may become members of a particular organization/group. Discuss social events at home, e.g. birthday, church activities, community activities, trips, etc. Other organizations that deal with values and attitudes, youth group, scout, sports-corps.</p>





THEME: Belize Society

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Demonstrate an understanding of morals, values, leadership skills, of how people, cultures and systems connect and interact by participating in the following activities:</p> <ul style="list-style-type: none"> ✦ Read poems, folktales, proverbs and songs ✦ Read and/or relate Anansi stories then discuss with peers the meanings of the stories ✦ Write short stories/letters of appreciation ✦ Return something you found to its rightful owner <p>Tell the truth because it is the right thing to do</p> <p>Dramatization- Tourist scene Write a paragraph on 'The scene at Tourist Village'. Develop oral questions for resource personnel about the Tourism Industry. Make a booklet on Belizean Craft</p>	<p>1.12 Discuss social changes of Belize that have united Belizeans</p> <p>1.13 Discuss the interaction between and among ethnic groups that presents them as one people</p> <p>2.6 Obtain and discuss current events of ethnic groups</p> <p>2.7 Discuss social activities that demonstrate positive attitudes</p> <p>3.7 Discuss and examine ways of making a living during the Maya Classic Period and Ancient Africa</p> <p>4.1 Define and correctly use the terms immigration and emigration</p> <p>4.2 Discuss the impact of immigration and emigration of Central Americans on Culture and Society in Belize</p>
<p>Dramatization – Tourist scene Write a paragraph on 'The scene at Tourist Village.' Oral questions for resource personnel about the Tourism Industry. Booklet – Belizean Craft</p>	<p>4.3 Discuss the impact on culture of Belizeans emigrating to North America</p> <p>4.4 Locate on a map of the world the countries from which migrants originate and in which most migrants make their new home</p>
<p>Develop a questionnaire for students to interview older people and/or immigrant students. Use names of countries to label a blank map of the region; to identify countries from which people came. Research and write an essay showing some ways in which immigration affects language, land, job and health in Belize.</p>	<p>4.5 Describe some factors influencing social changes in Belize</p> <p>5.9 Investigate, locate and discuss history related to/ connected with historical buildings and places</p>
<p>Explore reasons for immigrating to the US Indicate on a blank map of North America where most Belizeans may be found. Identify how parents' presence in the US influences the lives of children and the rest of the family positively and negatively.</p>	
<p>Match game: Clues about organization; students name organization to match the clues given. Puzzle: clues about finding organization in puzzle. Interacting with adults and peers the students learn and demonstrate responsibility, respect for self and others and appreciate the values/attitudes of self and others.</p>	



SOCIETY & CULTURE STANDARD 111

Content Standard #3

Explore the cultural diversity of ethnic groups—Garifuna, Creole, Maya and Mestizo in the development of a Belizean Society

Content Standard #4

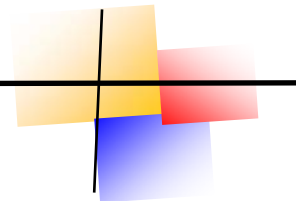
Discuss and examine the factors that contributed to migration and its impact on the individual family and Country

Content Standard #5

Demonstrate knowledge of Belize’s historical buildings

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Theme: Maya of Classic period Content Ways of making a living	Elicit from the children what they know about the Maya. Briefly discuss – who they are – what they eat – how they dress.
Agricultural techniques used.	Read and describe agricultural techniques used to grow their food crops.
Crops for food	Discuss foods eaten by the Maya. Name the main crops produced by the Maya for food.
Ways in obtaining food	Read and briefly explain ways in which they obtained food for the family and what was done with the surplus food and other items produced.
Conservation of forest	List at least five items that were obtained under the following category: Farming, Domestic gardening, hunting, fishing and gathering. State briefly the reasons for protecting the animals, forests and streams of Belize. Recognize the pride of the Maya of the Classic Period in being able to obtain most of the things they need to make a living from the land, forest and streams.





THEME: Maya Classic Period

Suggested Strategies/Activities for Assessment	Learning Outcomes
Use pair and group activities to create forums to discuss/ express what they now know about ways of making a living among the Maya.	1.12 Discuss social changes of Belize that have united Belizeans 1.13 Discuss the interaction between and among ethnic groups that presents them as one people
In small groups children will find out and write a short report on one of the techniques used.	2.6 Obtain and discuss current events of ethnic groups
Name the crops produced for food. Display crops and food. Share food and encourage expression of personal opinions on taste.	2.7 Discuss social activities that demonstrate positive attitudes 3.7 Discuss and examine ways of making a living during the Maya Classic Period and Ancient Africa
List the main ways of obtaining food for the family. Briefly explain in writing what was done with surplus food. Insert writing in their personal journal.	4.1 Define and correctly use the terms immigration and emigration
Explain why the Maya would agree with the conservationist today about protecting the animals, forest and streams of Belize.	4.2 Discuss the impact of immigration and emigration of Central Americans on Culture and Society in Belize 4.3 Discuss the impact on culture of Belizeans emigrating to North America 4.4 Locate on a map of the world the countries from which migrants originate and in which most migrants make their new home 4.5 Describe some factors influencing social changes in Belize 5.9 Investigate, locate and discuss history related to/ connected with historical buildings and places



SOCIETY & CULTURE STANDARD IV

Content Standard #1

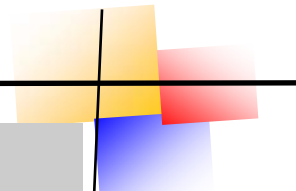
Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

Contents Standard #2

Describe the achievements and contributions of individual Belizeans and discuss their impact on the "Belizean Society"

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<ul style="list-style-type: none"> • The basic value of family traditions, history and folklore of Belize. 	<p>Collect pictures portraying all the cultures which have been blended to create the multicultural Society of Belize.</p>
<ul style="list-style-type: none"> • How cultural contributions are passed from one generation to the next. • The role of selected individuals in history. • Cultural patterns and changes • How the use of Natural resources, labour, trade and technology affect culture. 	<p>In small groups discuss the story the pictures tell. Groups written presentations will be shared with other groups.</p>
<ul style="list-style-type: none"> • Geographical features used by various groups of Belizeans. • The relationship of current events and the past (Major trends of history) • Social changes as they relate to – Human rights <p>Form of discrimination:</p> <ul style="list-style-type: none"> Tolerance and respect Special rights Democracy <p>Freedom of expression System of justice.</p>	<p>In an interview, research a sample of Belizeans. Find out about their his-tory, beliefs, religion, values etc.</p> <p>A field trip or viewing of recordings of various traditional homes and life-styles.</p> <p>Invite a guest speaker to talk to the class about the four sub-topics: Toler-ance & Respect, Special Rights, Democracy, Freedom of Expression, and System of Justice. The talk will be followed by whole class discussion, a 'questions and answers' session for clarification and reinforcement.</p>
<p>Origin of groups of Belizeans. Their Cultural Traditions, and Cross Cultural Activi-ties</p>	<p>Students dress in cultural outfit Classmates identify ethnic group Groups research origin of ethnic groups Match documentary where available. Create periods of timeline in chronological order for ethnic group's history. Arrange an ethnic food day at school. Groups prepare meals using tradi-tional dishes.</p>
<p>Historical buildings and Places in Belize</p>	<p>Students go on field trips:-</p> <ul style="list-style-type: none"> - The Museum - Memorial Park - Yarborough Cemetery - St. John's Cathedral - A Maya Ruin - Barracks - Gales Point Manatee - Punta Gorda Hospital - Tower Hill - Commerce Bight Pier - Belize City Swing Bridge - Convent Dangriga <p>View documentaries at Leo Bradley Library, House of Culture. Assign historical building or place to groups and let group research. Make use of those in your own district.</p>





THEME: Family values, traditions

Content Standard #4

Discuss and examine the factors that contributed to migration and its impact on the individual family and Country

Content Standard #5

Demonstrate knowledge of Belize's historical buildings

Suggested Strategies/Activities for Assessment	Learning Outcomes
Journal entry of what individuals have learned.	1.14 Discuss reasons for location choices and the concentration of Belizeans in different parts of the country
Make booklets that highlight Cultural Contributions of all Belizeans. Use pictures to illustrate them. Display completed booklets.	1.15 Research information and discuss the origin of ethnic groups 2.8 Describe how these selected cultural groups organize themselves
Compile and display information on charts about all these groups highlighting the similarities and differences . Have students select one of the subtopics and help them to prepare for and conduct a debate on the topic.	4.6 Discuss reasons for location choices and the concentration of Belizeans in different parts of the country 4.7 List the factors influencing social changes and describe how they continue to impact on family structures (positive and negative) 4.8 Construct a timeline to show the arrival of each major ethnic group in Belize
Each group gives an oral report of its findings, while a written report is submitted. Report is graded and placed on display to allow for assimilation by all members of the class. Create a timeline to show the arrival of each group.	5.10 Research information, view documentaries and pictures on the historical buildings, places (Museums, Cathedrals, Ruins, etc.) 5.11 Develop a project with models, pictures and drawings for display
Fill out questionnaire from field trip visit. Choose a historical building or place and write an essay about it. Identify scanned picture/s of building/s or place/s by sight Make a model of place or building of historical value.	

