



REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

Secondary School Curriculum

Social Sciences

Curriculum Development Division

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Minister's Foreword

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A Message from the Director

The Curriculum Guides and Teachers Guides have been developed by educators and teachers. They are intended to facilitate the preparation of students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for higher education. The revised curriculum represented is designed to guide the adoption of a more student-centred approach to instruction, and the provision of learning opportunities that are relevant and inclusive of varied learning needs and interests.

We have seen profound changes in the use of technology in education, the need for a greater focus on morals and values education and increased acquisition of life skills. There is no doubt that further shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community and stakeholder support and foster professional development.

The design of the revised curriculum documents was based on sound, contemporary educational theory, best practice, and system data. These documents will serve as foundational guides for the development of instructional programmes to be implemented at the Forms 1-3 levels.

The Curriculum Development Division is confident that the revised National Curriculum Guides and the Teachers Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in our secondary schools. Accordingly, the curriculum is the main channel to educate and develop children towards being academically balanced, healthy and growing normally, well-adjusted socially and culturally, emotionally mature and happy and enabling them to achieve their full potential

John Roopchan

Director of Curriculum Development

July 2014

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PROJECT LEADERSHIP

John Roopchan	Director- Curriculum Development Division
Farishazad Nagir	Project Lead- Secondary Curriculum Revision
Ingrid Kemchand	Project Advisor
Gaytree Siewah-Barkarr	Administrative Support Team
Gillian Pilgrim	Administration Support Team
Tricia Gilkes	Administrative Support Team
Paul Massy	Administrative Support Team

CURRICULUM REVISION TEAM: SOCIAL SCIENCES

Religious Education

Noreen Carrington-Dixon	Curriculum Officer
Brian Charles	Teacher II, Religious Education, St Mary's College

Social Studies

Dianne Joshua-Boochoon	Curriculum Officer
Ambika Jaimungalsingh	Curriculum Coordinator (Retired)
Donna Jennings-Toney	Principal, San Juan South Secondary
Kalawatee Lu Fatt	Head of Department, Debe Secondary
Nadia Mitchell	Head of Department, Carapichaima West Secondary
Renee Ramdial	Head of Department, Woodbrook Secondary
Nicole Nicome	Teacher II Social Studies, Gasparillo Secondary School
Cynthia Gowrie	Teacher III Social Studies, Cunupia Secondary (Retired)
Deanmatee Rambally	Teacher III Social Studies, Carapichaima West Secondary (Retired)

Geography

Vashtie Ramnarine	Curriculum Coordinator (Retired)
Simone Robinson	Curriculum Officer
Dr. Judy Rocke	Associate Professor Geography/Social Studies University of Trinidad and Tobago (UTT) Centre for Education
Shahiba Ali	Teacher Educator/Lecturer, Social Sciences, School of Education, University of the West Indies, St. Augustine
Barbara Ramdin	Head of Department, St. Joseph's Convent, San Fernando
Hardesh Jokhan	Teacher III Geography and Coordinator for Geography, St. Joseph's Convent, Port of Spain
Margaret Timothy-Burgess	Teacher III Geography, El Dorado East Secondary

History

Lisa Kewley	Curriculum Officer
Theresa Neblett-Skinner	Curriculum Coordinator (Acting)
Wayne Guevara	Curriculum Coordinator (Retired)
Dr. Heather Cateau	Senior Lecturer History, UWI St. Augustine
Dr. Rita Pemberton	Senior Lecturer History, UWI St. Augustine (retired)
Ms. Debbie McCollin	Lecturer History, UWI St. Augustine
Dr. Loverne Jacobs-Browne	Dean, School of Humanities, USC (University of the Southern Caribbean)
Dr. Fiona Ann Rajkumar	Associate Professor History, USC (University of the Southern Caribbean)
Dr. Terencia Joseph	Associate Professor History, USC (University of the Southern Caribbean)
Indira Bholan	Head of Department, Arima Central Secondary
Maureen Julien	Teacher III History, Sangre Grande Government Secondary

**Part 1: The National Curriculum for
Forms 1 - 3**

National Curriculum Framework

Introduction

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout secondary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment and was designed to foster children's learning and development. These include activities and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those foundation years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the Ministry of Education vision, mission and the five value outcomes for all children.

The National Curriculum must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. The guiding principles of the Ministry of Education (*Education Sector Strategic Plan 2011-2015 p.g. XI*) were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an *Education Sector Strategic Plan 2011-2015* to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

Foundation of the National Curriculum

Curriculum development is informed by the vision and mission of the Ministry of Education. The design of revised curriculum documents for implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education. The regulatory and guiding principles for education provide the overarching national framework for education.

The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired and intended learning experiences for the classroom in the curriculum guide.

Vision of the Ministry of Education

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

The Mission statement is derived from the Vision of the Ministry Of Education. The Mission statement will guide the revision of the curriculum to meet the needs of the learners.

Mission of the Ministry of Education

To educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

Value Outcomes

An internal analysis of the education system, together with research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining the five value outcomes of the Ministry of Education that help to define standards of attainment for all secondary school students.

The Ministry of Education's overarching goal is to educate and develop children who are:

- Able to fulfil their full potential
- Academically balanced
- Healthy and growing normally
- Well-adjusted socially and culturally
- Emotionally mature and happy

Every core curriculum subject must facilitate the achievement of these value outcomes by all students. The core curriculum subjects, their content and the suggested teaching, learning, and assessment strategies are the means to fulfil the holistic development of the student.

It is expected that by the end of secondary school education, students will achieve all five value outcomes in order to make informed choices and contribute to the needs of society.

The five value outcomes are described more fully below.

A. Children who will achieve their full potential.

1. Function with a purpose based on love, value, family life, service and aesthetic expression.
2. Understand and participate constructively in their career and vocational pathway.
3. Able to cope with daily challenges, set healthy boundaries and make wise social choices.
4. Productive achievers, role models with good work ethics.
5. Will function at their best with a strong sense of commitment to their interests and activities.
6. Optimize their God-given talents to advantage.
7. Enterprising and responsible in risk taking.
8. Recover quickly from setbacks and disappointments.

9. Achieve economic well-being and make a positive contribution to society.

B. Children who are adequately prepared educationally to fulfill their potential.

1. Prepared to participate in society as appropriate to their age.
2. Academically balanced to be productive (combination of appropriate skills and competencies).
3. Skilled in critical and creative thinking, problem-solving, visioning, thinking outside the box and receptive to new ideas.
4. Skilled in the use of current technology and the Internet (cyber wellness).
5. Proficient in a second language.

C. Children who are adequately developed socially and culturally.

1. Productive and have good self-image.
2. Enquiring, confident and strong among their peers, and emotionally secure, open, honest and emphatic in relationships.
3. Competent to interact and communicate with others, within different social settings and environments.
4. Patriotic and courageous in civic affairs and proud to be identified as members of the national and Caribbean Community.
5. Historically aware, including knowledge of our people.
6. Capable of informed participation in the democratic and political process.
7. Capable of functioning with good character and values in their culture.
8. Respectful of the law, authority, the rights of others, creative imagination in its different forms and of the right to divergent views.
9. Developed with interpersonal and language skills.
10. Environmentally aware, protective of the physical environment and demonstrates an understanding of sustainable development.
11. Able to lead, have good governance skills, are competent to respond to the challenges of new roles in multiple contexts and are able to manage conflict.
12. Humanely aware of the less fortunate and the disadvantaged and committed to contributing to the welfare of our community and country.
13. Functioning with an honest sense of family and community.

14. Proficient in dealing with daily conditions.
15. Skilled in finding a safe place to think and grow.
16. Confident in themselves, self-motivated, enterprising and pursue self-education and lifelong self-development and able to work independently and with others.
17. Capable of finding assistance if they are abused or neglected.
18. Spiritually aware with the emotional and intellectual resources to pursue their spiritual growth.
19. Appreciative of the contribution of the arts to daily life, cultural identity and diversity, locally, regionally and internationally.
20. Able to express themselves through the arts.

D. Children who are healthy and growing normally.

1. Secure and safe in their home, school, and community.
2. Physically fit, mentally alert, well nourished, and psychologically sound.
3. Active in exercise, sports, games and recreation.
4. Capable of wholesome interaction with peers.
5. Morally prepared for a productive life.
6. Adequately developed neurologically to overcome learning, speaking, hearing, focusing, and memory or mobility challenges.

E. Children who are emotionally developed, mature and happy.

1. Able to enjoy daily life, have fun and express happiness and positive emotions.
2. Participants in entertainment and celebration.
3. Established in their peer group, satisfied with their life and able to achieve meaning in their lives.
4. Mature and able to become full-fledged, productive and enterprising citizens.

Further readings -GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Education Policies That Impact on the Curriculum

Several policies from the Ministry of Education were taken into account for the revision of the Lower Secondary School Curriculum. These include the Education Sector Strategic Plan 2011-2015, the ICT policy and National Schools Code of Conduct. Three policies that have direct impact on the development and implementation of the curriculum are discussed.

Education Sector Strategic Plan 2011-2015

The Education Sector Strategic Plan purports a vision for education premised on guiding principles which informed the curriculum design and development process. They will provide reference points to ensure that the desired attributes of education are achieved. The guiding principles, listed below, are important components in the revised curriculum.

<i>Principle</i>	<i>Elaboration</i>
Student Centered	The student is at the centre of everything we do.
Engaged Communities	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
Inclusive	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
Proactive	We plan for a desired future, preventing problems instead of reacting to them.
Shared Responsibility	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
Innovative	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
Flexible	We enable meaningful and relevant learning through a range of opportunities appropriate to each student's development stage.
	We ensure that every student will have the benefit of high-quality learning

Equitable	opportunities.
Accountable	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
Transformative Leadership	We believe that people with vision and passion can achieve great things. We therefore empower and inspire out staff and stakeholders to create positive and lasting changes in the education system.
Quality	We are committed to meeting our won quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
Teacher Empowerment	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

ICT in the Curriculum

The ICT Policy goals and objectives of the Ministry of Education are to:

- i. Ensure all stakeholders possess the critical requisite skills and competencies to use ICT in the education system as a tool to enhance learning and teaching, communication and research, and to generate innovative processes;
- ii. Encourage innovative models of ICT use such as:
 - teacher education;
 - teaching;
 - learning; and
 - curriculum materials development
- iii. Harmonize activities, approaches and standards in the use of ICT within the Education System
- iv. Encourage critical and creative thinking, lifelong learning and social responsibility;

ICT in education in Trinidad and Tobago would create an educational system in which students leave schools as confident, creative and productive users of new technologies, including

information and communication technologies, and understand the impact of those technologies on society.

The Ministry of Education's ICT in Education Policy (pp. 28–29) refers to Curriculum Content and Learning Resources as;

- Curriculum and content must increasingly maximize the use of ICT.
- ICT must be integrated into the development and delivery of the curriculum.
- The ICT curriculum needs to be reviewed frequently in order to maintain its relevance.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

ICT in education would create an environment that encourages creativity, innovation, critical thinking and decision making.

Inclusive Education Policy

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

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

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

Copies of these documents may be obtained from the Ministry offices or the website at <http://moe.edu.tt/>.

The Curriculum Development Process

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

This revised curriculum subscribes to an eclectic approach which is an amalgamation of the above definitions.

The foundation of the National Curriculum is also informed by a wealth of available curriculum theories and processes. The major forces that influence and shape the organization and content of the curriculum include:

1. Educational philosophy and understandings about the nature of knowledge
2. Society and culture
3. The learner and learning process
4. Learning theories
5. The nature and structure of subject matter to be learned

Thus, these areas represent the foundation on which the national curriculum is revised. These areas will inform educational goals with the aim of developing a coherent, culturally focused, and dynamically evolving curriculum.

This revised curriculum displays a learner-centred design with philosophical assumptions that are mainly constructivist. It seeks to educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

The curriculum process was developed through four stages:

Stage 1 of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community.

The Ministry of Education conducted one national consultation on the secondary education curriculum, along with 3 joint-district consultations and one in Tobago. Consultations were held with representatives from the various divisions of the Ministry of Education, Students, denominational and local school boards; members from the primary and secondary principals association, members of the business community, Unions, representatives from tertiary institutions, representatives from Non-Governmental Organizations (NGOs), parents, and special interest groups. These key stakeholders provided valuable information which helped to inform curriculum change to better prepare students to meet the needs of society.

Stage 2 of the process involved the analysis of findings from opinions, experts, relevant documents and best practices which informed the design of the revised curriculum to enable a set of desirable outcomes and essential competencies to be possessed by all students.

Data from different sources together with other policy documents were examined and a unanimous decision was taken for the following to be core:

English Language Arts, Mathematics, Science, Visual and Performing Arts (VAPA), Physical Education, Spanish and Health and Family Life Education (HFLE), Technology Education, Information and Communication Technology (ICT) and Social Sciences which comprise History, Geography, Social Studies, Religious Education.

In order to develop the student holistically, emphasis was also placed on ICT integration, Sexuality and Sexual Health Education, Health and Wellness, Literacy and Numeracy.

At **Stage 3**, subject experts produced the revised curriculum documents. For each subject, a Curriculum Guide and Teachers' Guide was developed. Teachers with specific subject or curriculum development skills from schools were also included in the creation of these curriculum documents. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfilment of the national outcomes; subject content; teaching,

learning and assessment strategies to support the outcomes. As part of the development process, the curriculum was validated by feedback solicited from Universities and other key stakeholders. Continued consultations with key stakeholders will provide feedback to inform curriculum evaluation and further validation.

These curriculum documents will provide learning opportunities, teaching and learning strategies, assessment strategies and instructional plans which will contribute to the full potential of the students.

Stage 4 involved the implementation of the revised curriculum. Implementation of the curriculum is a dynamic process, requiring collaboration of the curriculum coordinators / officers and teachers. In implementing, teachers are expected to use the formal curriculum, as described in the curriculum guides, to plan work and teach in a manner that accomplishes the outcomes described. Teachers are expected to translate those outcomes into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. Although the curriculum documents provide sample teaching and assessment strategies, it is also the role of the teacher to select and use sound teaching practices, continually assessing student learning and systematically providing feedback to curriculum teams for use in revising and improving the guides.

The revised curriculum documents will be implemented initially for Forms 1 then at the Form 2 level and finally at the Form 3 level. Curriculum officers responsible for specific subject areas will monitor and support teachers in the implementation of this curriculum through school visits.

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

System Component	Members	Role
Strategic Executive Team (SET) of the Ministry of Education	Consultants, Advisors	<ul style="list-style-type: none"> • Advise on curriculum policy, goals, and standards.
Curriculum Development Division (Head Office and District-based)	Curriculum officers	<ul style="list-style-type: none"> • Plan and develop curriculum. • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials. • Lead writing teams (which include teachers). • Monitor implementation. • Provide teacher support. • Facilitate teacher professional development for curriculum implementation. • Advise on processes and materials for effective implementation and student assessment. • Evaluate curriculum.
School Curriculum Management Team	Principal/Vice Principal and Heads of Departments	<ul style="list-style-type: none"> • Make major decisions concerning the school curriculum, such as assigning resources. • Provide guidelines for Instructional Planning Teams.
Instructional Planning Teams/School	Teachers	<ul style="list-style-type: none"> • Cooperate on tasks necessary for effective implementation,

Instructional Committees		such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation.
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At the school level, the curriculum refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum, as well as the informal curriculum, which is comprised of other developmental opportunities provided by the school, such as those offered by student clubs, societies and committees, and sporting organizations (e.g. cricket team, debating society, Guides, Cadets).

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

In providing support for curriculum work, the Management team may, for instance:

- encourage teachers to identify challenges and try new ideas;
- develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensure availability of learning materials;
- provide instructional leadership;
- ensure that appropriate strategies are formulated to promote student success;
- monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
- assesses the hidden curriculum (including discipline policies, fund allocation, physical

- environment);
- evaluates the school programme of studies.

The roles of instructional teams are described below:

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

The roles of teachers are described below:

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

The revised lower secondary curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills and develop attributes and values that are critical to their role as emerging productive, caring and responsible citizens.

The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3.

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

The subjects and the recommended time allocations are as follows:

The number of periods per subject is based on:

- A 5 day cycle (6 day cycle in the case of Social Sciences and Health and Family Life Education HFLE)
- 7 periods per day
- Approximately 40 minutes per period

SUBJECT	NUMBER OF PERIODS PER WEEK
English Language Arts (ELA)	6
Mathematics	5
Spanish	3
Science	4
Physical Education	3
Technology Education	3
Visual and Performing Arts (VAPA)	4
Information and Communication Technology (ICT)	1
Health and Family Life Education (HFLE)	6
Social Sciences (History, Geography, Religious Education, Social Studies)	

Framework for areas of study in Social Sciences and Health and Family Life Education (HFLE)

- Social Sciences comprise of the following subjects: Social Studies, History, Geography and Religious Education.
- The subject area of Social Sciences and Health and Family Life Education (HFLE) should be allocated **six periods per six day cycle** over the three (3) year levels. Each discipline within Social Sciences should be assigned the following number of periods per cycle: Social Studies- two (2) periods, History- one (1) period, Geography- one (1) period. The additional two (2) periods can be assigned in the following manner: HFLE- two periods OR HFLE -one (1) period and Religious Education - one (1) period.

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

Information and Communication Technology (ICT) Infusion into the Curriculum

Information and Communication Technology (ICT) infused in the curriculum is intended to ultimately transform teaching and learning to meet the needs of twenty-first century learners and better prepare them to be global citizens. The use of ICT integration initiatives should support the development of critical skills such as knowledge construction, problem-solving, critical thinking, collaboration, communication, innovation, inquiry, digital literacy and entrepreneurship.

ICT covers all the technologies used for the handling and communication of information. These technologies include:

- Computers/laptops
- Storage devices (e.g. flash drives, CDs)
- Mobile devices/handheld devices
- Satellite communication
- Audio & Audio visual systems
- Cloud computing
- Email/messaging

In addition to the above named technologies, there is a generation of Web 2.0 tools that facilitate a more engaging and interactive learning experience in the classroom. The following is a small sample that may be useful to teachers and students:

- Social networking sites (including educational social networking platforms like Edmodo)
- Blogs, wikis, forums
- Photo and Video sharing tools (e.g. Flickr, Instagram, Youtube)
- Cloud storage (e.g. Skydrive, Dropbox, Deego)
- Digital Story telling tools (e.g. Story Maker)
- Social bookmarking and annotation tools (e.g. Diigo)
- Inspirational tools and lessons (e.g. TED Talks/Ed)

- Screen casting/screen capture tools (e.g. Jing)
- Word cloud generators (e.g. Wordle)

The process of integrating ICT into the curriculum requires that administrators and teachers find ways to incorporate ICTs into teaching and learning to maximize educational outcomes, making learning relevant and meaningful. This integration can only be successful if it is carefully planned, managed, monitored, evaluated. Additionally, appropriate measures should be devised to provide support wherever needed according to the context of the school environment.

It is hoped that educators continue to be creative and resourceful, making full use of the resources that are available to them as they plan instruction.

Literacy across the Curriculum

Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy ... finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom". (UNESCO, Statement for the United Nations Literacy Decade, 2003–2012)

The revised lower secondary curriculum addresses the literacy needs of all learners as they interact with a variety of texts across the different subject disciplines. Research indicates that students who struggle have significant difficulty navigating mathematics, science and social sciences texts in which the language is expository, dense and full of difficult vocabulary (Allen 2000). This underscores the need for all teachers to support students' literacy development since literacy skills are needed if students are to access the entire curriculum.

Teachers of English address students' literacy by teaching the skills of listening, speaking, reading and writing in an explicit and systematic manner. The goal of literacy instruction is to improve learning by building students' comprehension and communication skills. Teachers of other content areas have the responsibility of extending students' literacy instruction by teaching the subject-specific literacy of their respective subject areas. Literacy is embedded in every subject so teachers must create literacy-rich activities for students that will strengthen and support subject-specific learning.

The table below illustrates generic literacy activities that content area teachers and students can engage in to build the core skills of listening, speaking, reading, writing and representing as the curriculum is enacted in all subjects.

Table 1: BUILDING LITERACY SKILLS ACROSS ALL SUBJECT AREAS

LITERACY SKILLS	STUDENT ACTIVITY IN ALL SUBJECTS	TEACHER SUPPORT
• Listening and Speaking	Engage in collaborative discussions	Set ground rules for discussions

<ul style="list-style-type: none"> • Aesthetic Listening • Efferent Listening • Critical Listening 	<p>Make oral presentations that include use of ICTs</p> <p>Express ideas, perceptions and feelings about what is being learnt</p> <p>Listen to videos, film clips, audio tapes, DVDs, CDs</p> <p>Engage in discussions related to their learning and to their multicultural environment</p> <p>Engage in critical listening to process information and solve problems</p> <p>Engage in critical reflection on ethical issues related to subject</p>	<p>Listen attentively</p> <p>Facilitate discussions and explanations</p> <p>Source audio texts of related content for discussion</p> <p>Help students interpret and analyse what they listen to</p> <p>Develop students' presentation skills</p>
<p>Reading</p> <ul style="list-style-type: none"> • Textbooks • E-books • Reports • Interviews • Surveys • Newspapers • Magazines • Multi-media texts 	<p>Engage in individual, peer and group reading</p> <p>Extract details relevant to learning</p> <p>Make inter-textual references</p> <p>Access and read e-books and online information</p> <p>Critically reflect on and interpret ideas presented in multi-media texts</p> <p>Identify problems and discuss solutions</p> <p>Read for information and enjoyment</p>	<p>Model reading of subject content to students</p> <p>Model the Think Aloud strategy</p> <p>Engage students in reading as a process</p> <p>Explain technical terminology and subject-specific vocabulary</p> <p>Indicate features of text and internal organization in subject-specific materials</p> <p>Provide graphic organisers/ concept map templates for student use</p> <p>Help students interpret, analyse and evaluate subject-specific content</p> <p>Help students connect subject content to the world beyond the classroom</p>

<p>Writing</p> <ul style="list-style-type: none"> • Expository • Persuasive • Technical • Reflective 	<p>Use graphic organisers to plan and record ideas</p> <p>Engage in individual and shared writing</p> <p>Create descriptions, songs, raps, narrations, explanations</p> <p>Create comics and story boards</p> <p>Engage in reflective thinking when writing</p> <p>Use ICTs to produce and publish pieces</p>	<p>Infuse technology when modelling writing of subject content</p> <p>Explore subject-specific vocabulary and language use</p> <p>Explain internal organization of subject-specific texts</p> <p>Provide graphic organizers/ concept map templates</p> <p>Create blogs for collaboration</p> <p>Encourage emailing of student responses</p> <p>Help students interpret, analyse and evaluate what they write</p>
<p>Representing</p>	<p>Present work learnt through role play, movement, monologues, tables, graphs, maps, songs, posters, diagrams, letters, brochures, written paragraphs, essays, reports, cartoons, comics, models, digital presentations</p>	<p>Encourage a range of presentation types/modes</p> <p>Infuse ICTs when teaching subject content</p> <p>Encourage use of ICTs in students' presentations</p>

Failure to acquire literacy skills for learning across subject disciplines is a major risk which the revised curriculum seeks to address. Literacy lies at the heart of student understanding and achievement. For the curriculum to be enacted in a meaningful manner that benefits all students, effective subject-specific literacy teaching is critical. Each content area requires skills for effective reading and studying of text materials. To support literacy development, content area teachers must know how to teach the skills so that students can bridge existing gaps. Literacy

skills are essential for good communication, critical thinking and problem-solving at school and for success in life beyond school.

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PART 2
The Social Sciences Curriculum

Introduction

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

The Social Sciences curriculum comprises four disciplines: Social Studies, Geography, History and Religious Education. While each subject area has its distinct characteristics they all encourage the exploration of the ways in which individuals influence and are influenced by families, communities, institutions, societies, cultures and the environment and by ideas, norms, and values.

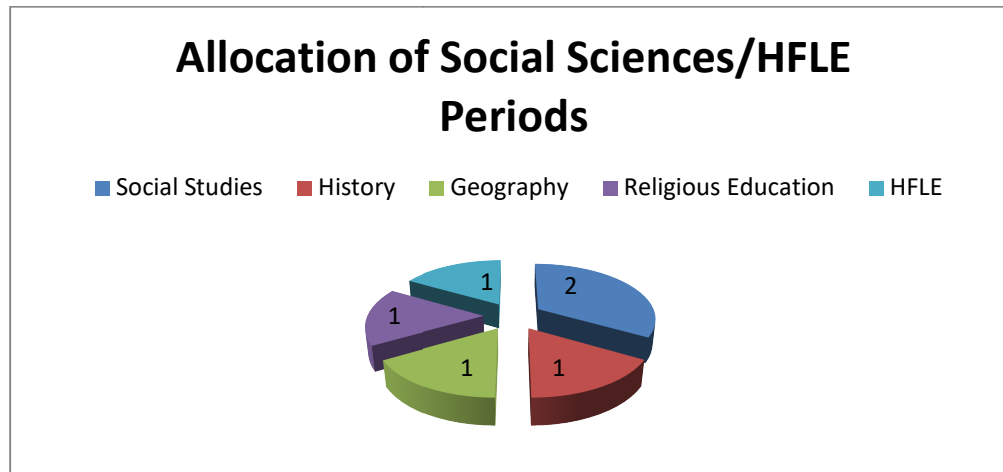
The Social Sciences curriculum is designed to allow students to explore specialized concepts. Students will use a range of tools related to investigation and analysis to help them understand themselves, their families, their communities, society and the environment as they strive to find meaning in the world around them.

The curriculum has been developed in alignment with the mission of the Ministry of Education (MOE Strategy Report, 2010) which seeks to offer greater exposure to the various disciplines seen as critical to the progress of a society whose citizens are:

- Able to fulfill their full potential
- Academically balanced
- Healthy and growing normally
- Well-adjusted socially and culturally
- Emotionally mature and happy

Implementation of the Social Sciences Curriculum

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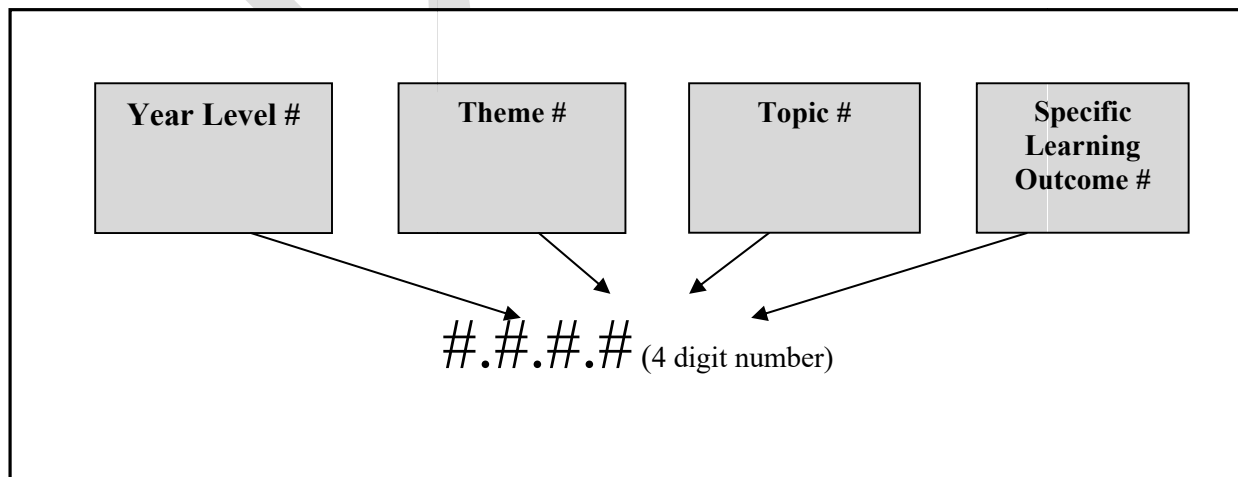


Time Allocation

The subject area of Social Sciences and Health and Family Life Education (HFLE) should be allocated **six periods per six day cycle** over the three (3) year levels. Each discipline within Social Sciences should be assigned the following number of periods: Social Studies- two (2) periods, History- one (1) period, Geography- one (1) period. The additional two (2) periods can be assigned in the following manner: HFLE- two periods or HFLE -one (1) period and Religious Education - one (1) period.

Guide to Number System used for Social Sciences Themes, Topics and Outcomes

Understanding the numbering system used:



Social Studies Forms 1 – 3

Subject Philosophy

Social Studies education help to develop socially, physically, and emotionally well-adjusted young persons who can interrelate effectively with each other, and contribute to peace, harmony, and cohesion in the school, home, community and in the wider society.

Rationale for Teaching and Learning Social Studies

Social Studies is one of the core, student centred, subjects built into the lower secondary curriculum in Trinidad and Tobago which facilitates the realization of an ideal citizen. The purpose of the Social Studies programme is to provide all students with experiences and learning opportunities that will assist in the development of significant knowledge, concepts, skills, attitudes, and values relevant to success in the 21st century.

Social Studies education expressly:

- helps students to function as effective, caring, and responsible citizens of the local, national, and global communities, by imparting moral values and life skills;
- facilitates the development of critical thinking, problem-solving, and decision making skills, utilizing specially designed teaching and learning activities that require students to locate accurate, relevant information and to apply appropriate analytical tools;
- facilitates the introduction and development of appropriate technological competencies necessary for success in the information age, through the use of technological devices in the delivery of instruction;
- provides a good vehicle for developing citizenship and appropriate family lifestyles and values education.

Goals

The secondary education Social Studies programme has been developed within the framework of the national philosophy and aims of education. This programme has also been designed to articulate the primary education Social Studies programme, with the intended learning outcomes stated to facilitate the development of new and broader skills, knowledge, and attitudes.

The following are the goals of the social studies programme:

- develop skills of lifelong learning and knowledge acquisition that are both socially acceptable and economically efficient;
- understand themselves as social beings in relationships with others such as family members, the community, the nation, the state, the Caribbean region, and other parts of the world;
- understand and manifest a practical awareness of their role in the family, and make positive attempts to become more productive, honest, loyal, and contributing citizens of Trinidad and Tobago;
- critically evaluate current societal attitudes, trends, and values, and seek equitable solutions to problems;
- develop value systems that are logical and morally acceptable;
- gain knowledge and understanding of the human and physical environment, particularly of the Caribbean;
- understand how environmental factors interrelate to influence the activities of human beings, and how such activities in turn affect and change the physical environment;
- evaluate the actions of human beings, and assess the relative merits and problems of any particular forms of economic development or social transformation, as well as the environmental consequences of these activities;
- understand the importance of the exploitation of natural resources, and the implications of the degradation and depletion of non-renewable resources;
- respect and be tolerant of the views, beliefs, and ways of life of other peoples, and develop an appreciation for the culture of others in our diverse society;
- develop willingness to express a point of view on matters of concern- whether personal, local, national, regional, or global- in a positive, knowledgeable, and candid way, while respecting the views of others;
- develop skills in the collection, collation, and positive and productive use of information.

Intended Learning Outcomes

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

On completion of the Social Studies programme in Form 3, students should have acquired identified types of knowledge, conceptual understanding, skills, attitudes, and values. These are described in more detail in the following paragraphs.

Knowledge and Concept Outcomes

While the curriculum is skills driven, students must acquire relevant knowledge and concepts in order to practice these skills effectively.

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

- demonstrate an understanding of the main changes in local, regional, and global developments involving social, political, economic, and spatial transformations overtime, and of the interconnectedness of such events;
- explain, describe, and demonstrate an appreciation of the diversity of ethnic, religious, and social structures and the culture of Trinidad and Tobago;
- demonstrate an understanding and appreciation of the effect of change on individuals, institutions, and society, and become agents for positive change within the 21st century interconnected global village;
- develop and use basic concepts that relate to human relationships, and to socially acceptable moral values such as honesty; respect for the property, opinion, and lives of others; loyalty; and appreciation of differences within the community;
- demonstrate an understanding of concepts such as civilization, family, religion, government, social organization, peace and conflict, conflict resolution, change, migration, immigration, culture, cooperation, globalization, freedom, settlement, exploration, and so on.

Skill Outcomes

In planning critical learning experiences, teachers should encourage and challenge students with a full range of questions and activities, so as to facilitate the development of cognitive skills. Students must also be provided with opportunities to acquire and practice the fundamental skills of critical and analytical thinking, problem solving, and decision making. More specifically, students need to develop enquiry and research skills, communication skills, information processing skills, and social and interpersonal skills.

A. Enquiry and Research Skills

Students will develop the ability to:

- locate appropriate data and use such data to support problem solving and decision making;
- identify, gather, collate, sort, and process information;
- read charts, maps, diagrams, and other forms of data presentation to help make informed decisions, analyse various forms of information, and determine relationships among different kinds of data;
- observe, interpret, and record data, and conduct analysis to interpret such information;
- conduct interviews;
- compile a variety of information (evidence and data) into an effective research report that uses evidence to empirically sustain a point of view.

B. Communication Skills

Students will develop the ability to:

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

C. Information Processing Skills

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

Students will develop the ability to:

- interpret a wide variety of data, including texts, charts, maps, diagrams, graphs, tables, pictures, films, and so on;
- weigh evidence and determine its relevance and suitability;
- make judgments about bias and prejudice in a variety of data forms;
- make inferences, ask questions, discuss issues and resolve disputes or differences using evidence;
- predict outcomes and suggest solutions to problems;
- draw conclusions and construct hypotheses based upon appropriately selected evidence.

D. Social and Interpersonal Skills

Students will develop the ability to:

- act appropriately in a variety of social settings;
- express their own opinions with clarity and confidence, and listen attentively to the opinions of others;
- offer and evaluate informed opinions;
- respect differences of opinion, and express disagreement politely and respectfully;
- work in teams and foster a climate of shared goals;
- work cooperatively to find and share information and solve problems;
- behave in an honest, civil, and responsible manner and participate meaningfully in a democratic society;
- establish a positive, cooperative, and supportive set of interpersonal relationships for dealing with change;
- act responsibly and accept responsibility.

Attitudes and Values Outcomes

Students will develop the ability to:

- empathize with the values and perspectives that guide the behaviour of people from different cultures;
- value the contributions made by all cultures to the advancement of society and the human experience;
- respect, and act to preserve, the fundamental principles and ideals of a democratic society;
- defend human rights;
- respect, and act to preserve, human dignity, liberty, justice, and equality;
- show pride in themselves, and respect for their community, their nation and their region;
- value living in a community and recognize their place and role in the advancement of the human experience;
- work effectively, alone or in groups, with peers or with elders, to meet targets and deadlines, and to ensure that outcomes are consistent with the standards and expectations of excellence;
- demonstrate a positive attitude to work and production;
- cooperate to seek solutions to a range of issues and challenges;
- reflect on their own personal moral code and act appropriately;
- demonstrate a love for learning and curiosity about the world;
- demonstrate caring, honesty, and self-worth;
- demonstrate a positive attitude toward leisure;
- use time productively and responsibly.

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

General Learning Outcomes

The lower Secondary Social Studies programme will be taught using a thematic approach. The following themes and their learning outcomes will be taught in the social studies programme

THEME 1: Personal Development

Students will be able to:

- develop a positive self-image
- appreciate family life
- engage in wholesome interaction with peers and build spirit of cooperation and unity through exposure to group dynamics
- build attitudes and values which will enable them to become effective leaders
- appreciate good work ethics
- develop critical and creative thinking skills that will equip them to employ problem solving skills make informed decisions on moral and ethical issues
- use ICT to access and communicate information appropriately
- develop skills for citizenship and lifelong learning

THEME 2: Economic Growth And Development

Students will be able to:

- demonstrate an appreciation for the different types of jobs
- express their own opinions with clarity and confidence, and listen attentively to the opinions of others
- offer and evaluate informed opinions
- work in teams to encourage a climate of shared goals
- use ICT to access and communicate information appropriately
- develop skills for citizenship and lifelong learning

THEME 3: How We Govern Ourselves

Students will be able to:

- develop an awareness of the importance of rules, regulations, rewards and sanctions
- understand the law-making and electoral processes which are integral to a democratic form of government
- articulate simple ideas on government and governance
- recognize the importance of promoting respect for humanity
- use ICT to access and communicate information appropriately
- develop skills for citizenship and lifelong learning

THEME 4: Our Heritage

Students will be able to:

- accept responsibility
- act sensibly and appropriately by reflecting on their own personal moral code
- explain the nature and consequences of selected historical events and the relationships between past and present in order to demonstrate an understanding of the construction of contemporary society
- demonstrate an appreciation of the diversity of ethnic, religious, social structures and the culture of Trinidad and Tobago
- compile different sources of information into an effective research report that uses evidence to empirically sustain a point of view
- display a love for learning and curiosity about the world
- use ICT to access and communicate information appropriately
- acquire skills for citizenship and lifelong learning

THEME 5: Caribbean Integration and Global Links

Students will be able to:

- accept responsibility and act in a manner that reflects the values of the communities and organizations
- challenge assumptions and draw informed and logical conclusions
- demonstrate appreciation and respect for individuals and groups
- demonstrate personal integrity and social responsibility
- relate to others in a respectful, courteous, and professional manner
- locate, evaluate and use information effectively
- organize and develop ideas successfully
- present ideas in an appropriate, mechanically and grammatically correct and academic style
- understand and interpret data by analyzing and synthesizing information
- use ICT to access and communicate information appropriately
- acquire skills for citizenship and lifelong learning

THEME 6: Our Environment

Students will be able to:

- investigate natural processes and the influence of humans, both positively and negatively
- develop a sense of place in the local, national, regional and global setting.
- demonstrate a love for the environment and a sense of responsibility towards caring and protecting the environment for their own interest and for future generations
- gain knowledge to make informed and critical decisions about the relationships that exist between people and the environment
- use ICT to access and communicate information appropriately
- acquire skills for citizenship and lifelong learning

Framework and Delivery of the Social Studies Curriculum

The secondary education Social Studies programme consists of six (6) themes and a number of selected topics organized within a basic structural framework. The first organizational parameter is defined by the number of years of study. Each year has been broken down into three (3) teaching terms, and each term has been identified with two (2) themes which help to organize the content. It is advised that the Social Studies programme be delivered and timetabled for two (2) periods per week.

	Term 1	Term 2	Term 3
Form 1	Personal Development <ul style="list-style-type: none"> • Who Am I? A unique individual • Where do I belong? • My role/responsibility • How do I deal with conflict? • Appreciating and developing myself/self esteem • Life Cycle /Adolescence Economic Growth and Development <ul style="list-style-type: none"> • Developing Human Resources- • Concept of Resources • Factors influencing Human Resources • Importance of Human Resources to the Economy • Role of Education in the development of Human Resources • Importance of Health in the development of Human Resources 	How We Govern Ourselves <ul style="list-style-type: none"> • Rules, Regulations, Rewards and Sanctions • Civic Responsibilities, Rights and Freedom • Humanitarian Law-Concept of Humanitarian Law • Humanitarian Law-Humanitarian Perspective Our Heritage <ul style="list-style-type: none"> • Trinidad and Tobago: Our Multi-Cultural Society 	Caribbean Integration and Global Links <ul style="list-style-type: none"> • The Caribbean Region-Our Part of the World • The Commonwealth Caribbean Our Environment <ul style="list-style-type: none"> • Physical Resources and our Environment • Places and our Environment

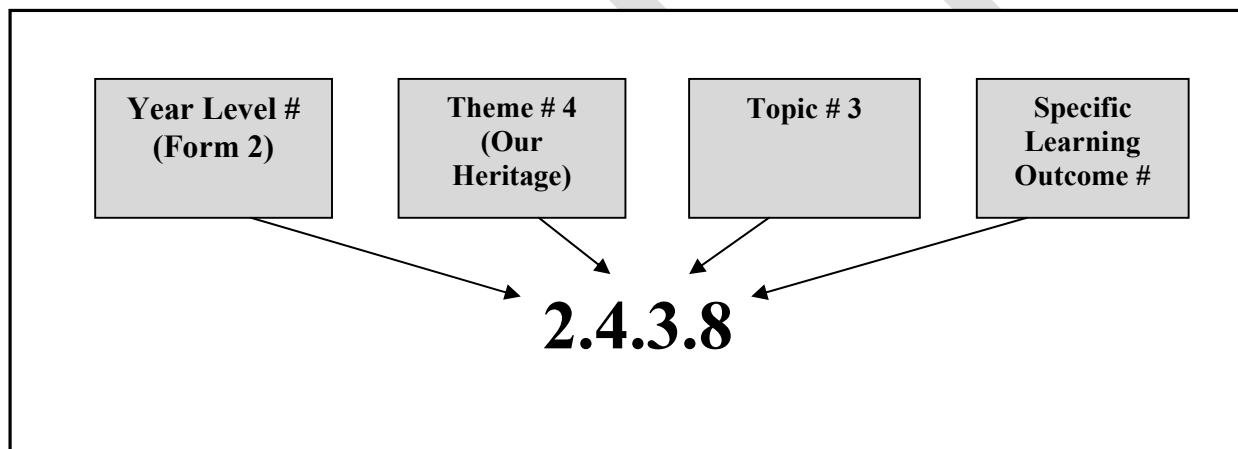
	Term 1	Term 2	Term 3
Form 2	Economic Growth and Development <ul style="list-style-type: none"> • Earning a Living • Employment • Labour Force • Financial Responsibility • Managing Income Earned Caribbean Integration and Global Links <ul style="list-style-type: none"> • The Caribbean Man 	Personal Development <ul style="list-style-type: none"> • Groups in Society • Leadership How We Govern Ourselves <ul style="list-style-type: none"> • Introduction to Government • Humanitarian Law- Promoting Respect for Humanity 	Our Heritage <ul style="list-style-type: none"> • Our Man Made Heritage • Our Physical/Natural Heritage Our Environment <ul style="list-style-type: none"> • Physical Resources and our • Environment • Humans and our Environment • Places and our Environment
Form 3	Our Heritage <ul style="list-style-type: none"> • People and our Heritage • Our Heritage- Conservation and Preservation Economic Growth and Development <ul style="list-style-type: none"> • Understanding Globalization • Impact of Communication • Technology on Globalization • Relationship between Transport and Economic Development • Global Distribution of Goods 	How We Govern Ourselves <ul style="list-style-type: none"> • The Electoral Process in Trinidad and Tobago • Humanitarian Law- Consequences of War and Conflict • Humanitarian Law- Need for Justice Our Environment <ul style="list-style-type: none"> • Scientific and Technological Developments and our Environment • Humans and our Environment 	Caribbean Integration and Global Links <ul style="list-style-type: none"> • Regional Integration Personal Development <ul style="list-style-type: none"> • Choosing a Career: Making the right choice

Guide to numbering of Social Studies Themes, Topics and Outcomes

Social Studies themes are assigned a number as follows:

- Personal Development (1)
- Economic Growth and Development (2)
- How We Govern Ourselves (3)
- Our Heritage (4)
- Caribbean Integration and Global Links (5)
- Our Environment (6)

Understanding the numbering system used:



Social Studies Content and Performance Standards: Form 1

Form One Term 1

Theme: Personal Development

Content Standards

Students will be able to appreciate their uniqueness, understand themselves better as individuals; locate themselves within their family; appreciate other family types in Trinidad and Tobago; learn about their role and responsibilities as members of a family.

Performance Standards

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

- Defining relevant terms and concepts
- Recognizing and describing themselves as unique individuals and identifying the factors that shape one's identity
- Developing an appreciation for differences in others
- Exploring the physical and emotional changes that occur in adolescence
- Evaluating the factors that contribute to self-esteem and explore ways to improve or maintain self-worth
- Defining and identifying different types of families and unions
- Constructing a personal family tree and showing the relationships that exist within the family
- Describing the functions of the family and the roles, relationships and responsibilities of individual members of a family
- Identifying causes of conflict in the home, school and community and exploring strategies to resolve disagreements
- Creating a portfolio to display learning

Theme: Economic Growth and Development

Content Standards

Students will understand the importance of having a valuable body of human resources which can contribute to building the economy and improving the quality of life for individuals.

Performance Standards

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

- Defining various terms and concepts associated with human resources
- Explaining how human resources are developed
- Evaluating the importance of human resources in the development of our country's economy
- Differentiating between human and physical resources
- Assessing the benefits of education in developing the workforce
- Examining the importance of a healthy human resource

Form One Term 2

Theme: How We Govern Ourselves

Content Standards

Students will demonstrate an understanding of the concept of governance; the importance of following rules; be aware of the law making process in Trinidad and Tobago; their civic rights, responsibilities and freedoms; and understand and demonstrate principles of Humanitarian Law.

Performance Standards

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

- Defining and explaining relevant terms and concepts
- Discussing the importance of rules, regulations, rewards and sanctions
- Outlining how rules, regulations, rewards and sanctions are made in the home, school and country

- Identifying their rights and freedoms as citizens
- Distinguishing between responsibilities, rights and freedoms
- Understanding the principles of Humanitarian Law
- Demonstrating acceptance of issues affecting humanity

Theme: Our Heritage

Content Standards

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

Performance Standards

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

- Defining various terms and concepts associated with culture and heritage
- Identifying the groups of people who settled in Trinidad and Tobago
- Discussing the reasons why these groups of people settled in the island.
- Assessing the contributions made by the settlers in building the cultural heritage of Trinidad and Tobago
- Examining the changes that occurred in Trinidad and Tobago with the introduction of these new cultures
- Developing an appreciation for the cultural diversity of Trinidad and Tobago
- Demonstrating ways of conserving and preserving the cultural heritage of our country

Form One Term 3

Theme: Caribbean Integration and Global Links

Content Standards

Students will understand that they are Caribbean citizens who belong to an interdependent and interconnected global community. They will also be aware of their roles as Caribbean citizens, be able to suggest and help to implement solutions to issues that affect the region, and will

develop an appreciation through changed behaviour and attitude towards the region and the world.

Performance Standards

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

- Defining relevant terms and concepts
- Locating the Caribbean region on a map of the world
- Identifying the main cities, towns and capitals of the Caribbean nations
- Identifying Commonwealth Caribbean islands and evaluating their similarities
- Identifying the names of the Heads of Government and Heads of the States of Commonwealth Caribbean nations
- Justifying the need for co-operation and harmony amongst the islands of the Caribbean

Theme: Our Environment

Content Standards

Students will identify and explain physical and human features of the environment, examine the role of man in the management of his surroundings, and observe and reflect on man's actions practically, objectively and with sensitivity.

Performance Standards

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

- Defining relevant terms and concepts
- Understanding why certain environments are significant for man
- Developing a sense of place
- Identifying the physical resources that can be found in our environment
- Explaining how these resources are utilized and the consequences of its use
- Discussing pollution and exploring its effects on the environment
- Demonstrating ways of showing care for the environment

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.1.0 Who Am I? A Unique Individual			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concept: <ul style="list-style-type: none"> Uniqueness Individuality Characteristic 	<ul style="list-style-type: none"> Research terms and concepts Develop concept maps 	<ul style="list-style-type: none"> Quiz Use terms and concepts appropriately Create a portfolio to reflect learning in Social Studies
1.1.1.2 recognize themselves and others as unique individuals	<ul style="list-style-type: none"> Characteristics that make an individual unique 	<ul style="list-style-type: none"> Video Presentation: ‘The Power of One’ (use search words "the power of one" on You Tube Teacher led discussion on ways in which each individual is unique and special 	<ul style="list-style-type: none"> In pairs, list characteristics that are similar / different from the other person
1.1.1.3 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Heredity Environment Genes Personality 	<ul style="list-style-type: none"> Research definitions using advanced search features on the internet or the dictionary 	<ul style="list-style-type: none"> Quiz

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.1.0 Who Am I? A Unique Individual			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.1.4 explain the impact of heredity and environment on the individual	<ul style="list-style-type: none"> - Individual differences • Influence of heredity and environment on a person's physical appearance, personality, behavior, beliefs and attitude 	<ul style="list-style-type: none"> • Reading/narration of stories about feral children from the internet; use search words "feral child" • Discussion of a scenario: two children born at the same time and raised in different homes; How would these two environments result in two different individuals 	<ul style="list-style-type: none"> • Students work in groups to create a story of a child that grew up in a particular environment and the impact on the qualities /characteristics displayed by the child; Use of rubric to assess story
1.1.1.5 identify and describe different aspects of oneself	<ul style="list-style-type: none"> • Different aspects of oneself: physical, social, ethical, intellectual and emotional. 	<ul style="list-style-type: none"> • Small group discussion on the characteristics that make students different from their sibling or cousin • Classroom discussion to identify and describe the different "selves" 	<ul style="list-style-type: none"> • Portfolio entry: Write a paragraph on the different aspects of oneself and the effects on one's behaviour

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.1.0 Who Am I? A Unique Individual			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.1.6 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Tolerance Appreciation for self and others Respect for differences in others 	<ul style="list-style-type: none"> Teacher creates a pictorial quiz of the different aspects of oneself using online tools and ask students to identify which aspect is depicted Research terms and concepts Use of concept maps 	<ul style="list-style-type: none"> Use terms and concepts appropriately
1.1.1.7 develop an appreciation for the differences in others.		<ul style="list-style-type: none"> Role play ways in which we can show tolerance and respect for the differences in others Students choose a partner within the class and explore ways of showing appreciation for each other 	<ul style="list-style-type: none"> Students work in groups to create a poster entitled “Ways in which I can show appreciation for others”; Use of rubric to assess poster Write a paragraph

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.1.0 Who Am I? A Unique Individual			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
			describing the "partner" activity in approximately 300 words

Social Studies Content: FORM 1 TERM 1

Theme: 1.1.0.0 Personal Development

Topic 1.1.2.0 Where do I belong?

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.2.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Family - Kinship 	<ul style="list-style-type: none"> Classroom discussion on defining the term “family” and identifying family members. 	<ul style="list-style-type: none"> Use terms and concepts appropriately
1.1.2.2 identify and describe the different types of families that exist in our society.	<ul style="list-style-type: none"> Family types: <ul style="list-style-type: none"> - Nuclear - Extended - Single Parent - Sibling household - Reconstituted / Reconstructed 	<ul style="list-style-type: none"> Photo gallery/ Slide show /Videos on different family types Classroom discussion on the family types to which they belong 	<ul style="list-style-type: none"> Quiz on family types
1.1.2.3 compare the different family types		<ul style="list-style-type: none"> Collect data on different family types represented in the classroom 	<ul style="list-style-type: none"> Construct a graph to present data on family types in a graph (pie chart, bar graph); Graph to be assessed on accuracy, scale and neatness
1.1.2.4 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Union 	<ul style="list-style-type: none"> Research terms and concepts 	<ul style="list-style-type: none"> Use terms and concepts appropriately

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.2.0 Where do I belong?			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.2.5 identify and describe the different types of unions that exist in our society.	<ul style="list-style-type: none"> • Unions: <ul style="list-style-type: none"> - Common Law - Visiting Relationship - Marriage 	<ul style="list-style-type: none"> • Use of case studies focusing on various unions 	
1.1.2.6 define relevant terms and concepts	<ul style="list-style-type: none"> • Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Family tree - Origins - Ancestry - Customs - Traditions 	<ul style="list-style-type: none"> • Research terms and concepts • Create concept maps 	<ul style="list-style-type: none"> • Use of terms and concepts appropriately
1.1.2.7 explain the relationships that exists within families	<ul style="list-style-type: none"> • Family relationships: grandparents, parents, siblings cousins, aunts and uncles 	<ul style="list-style-type: none"> • Illustrations / Diagrams of family trees using various methods 	<ul style="list-style-type: none"> • Answer questions on a given family tree
1.1.2.8 develop an awareness of their family history.	<ul style="list-style-type: none"> • Family Customs and Traditions 	<ul style="list-style-type: none"> • Creation of a structured questionnaire to interview elders in the family 	<ul style="list-style-type: none"> • Students compose a poem /song/ picture entitled “My family”
1.1.2.9 construct a personal family tree showing at least	<ul style="list-style-type: none"> • Construction of a family tree showing relationships 	<ul style="list-style-type: none"> • Use digital tools or 	<ul style="list-style-type: none"> • Student project: Construct a

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.2.0 Where do I belong?			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
three generations 1.1.2.10 describe the functions of the family.	that exist using an appropriate key • The Functions of the family: Biological, Economic, Emotional, Socialization, Cultural, Educational	photographs to construct a family tree • Discussion on the functions of the family using pictures	family tree showing at least three (3) generations • Describe three (3) important functions of the family in approximately 300 words

Social Studies Content: FORM 1 TERM 1

Theme: 1.1.0.0 Personal Development

Topic 1.1.3.0 My Role/Responsibility

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.3.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Role Responsibility 	<ul style="list-style-type: none"> Students research definitions 	<ul style="list-style-type: none"> Oral questioning Use terms and concepts appropriately
1.1.3.2 describe the multiple roles of an individual	<ul style="list-style-type: none"> Students' own roles as an individual (student, brother, sister, son, daughter, grandchild) 	<ul style="list-style-type: none"> Discussion on the roles of individuals 	<ul style="list-style-type: none"> Students identify their roles and explain two (2) responsibilities of each role (Portfolio)
1.1.3.3 describe the responsibilities of each role		<ul style="list-style-type: none"> Students engage in role play to demonstrate responsibilities associated with each role 	
1.1.3.4 describe the roles, relationships and responsibilities of individual members of the family	<ul style="list-style-type: none"> Roles of parents, children, grandparents, husband, wife Responsibilities of different members of the family 	<ul style="list-style-type: none"> Students discuss the roles and responsibilities performed by individual family members Role play depicting the roles and responsibilities of individual family members 	<ul style="list-style-type: none"> Complete a worksheet using statements to describe the roles of family members in your home Group work: Presentation depicting roles either through poem, poster or

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.3.0 My Role/Responsibility			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.3.5 examine the consequences of family members not fulfilling their roles and responsibilities	<ul style="list-style-type: none"> Consequences of family members not fulfilling their responsibilities 	<ul style="list-style-type: none"> Discussion on consequences 	<p>song</p> <ul style="list-style-type: none"> Written reflection: "Have I been fulfilling my responsibilities in my various roles" in approximately 250 words (Portfolio) Teacher and students draw up a contract outlining roles and responsibilities and make a commitment to honour these (Portfolio) Students sign their contract

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.4.0 How do I deal with conflict?			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.4.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concept <ul style="list-style-type: none"> - Conflict, - Conflict Resolution - Mediation 	<ul style="list-style-type: none"> Research terms and concepts 	<ul style="list-style-type: none"> Use terms and concepts appropriately
1.1.4.2 identify the causes of conflict in the home/school/neighbourhood	<ul style="list-style-type: none"> Causes of conflict in the home/school/neighbourhood: - <ul style="list-style-type: none"> - Generation Gap-divergent views of children and parents - Choice of friends - Modes of dress - Application to school work - Sibling rivalry - Lack of finance - Drug use and abuse - Bullying - Extortion - Playing of loud music 	<ul style="list-style-type: none"> Case studies/Video presentations 	<ul style="list-style-type: none"> Group work: Create case studies on conflict situations in home/school/ neighbourhood

Social Studies Content: FORM 1 TERM 1

Theme: 1.1.0.0 Personal Development

Topic 1.1.4.0 How do I deal with conflict?

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.4.3 explore strategies to deal with conflict	<ul style="list-style-type: none"> Guidelines for Conflict Resolution: 	<ul style="list-style-type: none"> Research steps in conflict resolution Classroom discussion on ways to resolve conflict based on previous video presentation 	<ul style="list-style-type: none"> Role play strategies to resolve conflict situations created in their case studies above Students create posters which depict steps in conflict resolution; Use appropriate rubric to assess posters; Classroom display of posters

Social Studies Content: FORM 1 TERM 1

Theme: 1.1.0.0 Personal Development

Topic 1.1.5.0 Appreciating and developing myself/self esteem

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.5.1 define relevant terms and concepts	<ul style="list-style-type: none"> • Definition of Key Terms/Concept: <ul style="list-style-type: none"> - Self Esteem - High self esteem - Low self esteem 	<ul style="list-style-type: none"> • Brain storming • Semantic Mapping 	<ul style="list-style-type: none"> • Use terms and concepts appropriately
1.1.5.2 outline the characteristics of high and low self-esteem.	<ul style="list-style-type: none"> • Characteristics of high and low self-esteem 	<ul style="list-style-type: none"> • Classroom discussion of concepts 	<ul style="list-style-type: none"> • Students use a teacher developed checklist to choose statements that reflect his or her own self esteem
1.1.5.3 examine the factors that contribute to self-esteem	<ul style="list-style-type: none"> • Factors that contribute to one's self esteem: <ul style="list-style-type: none"> - Family life - relationship with peers and neighbours - school achievement - involvement in extra-curricular activities 	<ul style="list-style-type: none"> • Students role play behaviour associated with high and low self esteem • Create a table to distinguish between high and low self-esteem. 	<ul style="list-style-type: none"> • Describe three (3) factors that contribute to low and high self esteem • Students respond to teacher created scenarios and make decisions about the appropriate course of action; Students assessed on the reasons given for their decisions

Social Studies Content: FORM 1 TERM 1

Theme: 1.1.0.0 Personal Development

Topic 1.1.5.0 Appreciating and developing myself/self esteem

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.5.4 assess ways to improve or maintain their self-esteem.	<ul style="list-style-type: none"> Ways to improve or maintain self-esteem: <ul style="list-style-type: none"> - Love the unique person that you are - Take pride in your achievement - Get involved in activities that you enjoy 	<ul style="list-style-type: none"> Use of cooperative learning to create an action plan. Have students engage in 'think pair share' of ideas or ways to improve or maintain their self-esteem. 	<ul style="list-style-type: none"> Group Work: Create and display harts/posters/comic strips on factors that contribute to self-esteem (Portfolio)

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.6.0 Life Cycle /Adolescence			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.6.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Infancy - Childhood - Adolescence/ Puberty - Adulthood - Senescence 	<ul style="list-style-type: none"> Research terms and concepts 	<ul style="list-style-type: none"> Use terms and concepts appropriately
1.1.6.2 identify the stages of human development.	<ul style="list-style-type: none"> Stages in human development: birth to senescence Physical characteristics of each stage 	<ul style="list-style-type: none"> Classroom discussion on the stages of human development 	<ul style="list-style-type: none"> Photo timeline showing stages of student development from birth to present (Portfolio)
1.1.6.3 explain the physical changes that occur in adolescence	<ul style="list-style-type: none"> Physical changes that occur in both boys and girls 	<ul style="list-style-type: none"> Classroom discussion on physical and emotional changes in adolescence 	<ul style="list-style-type: none"> Students work in groups to create a dramatic piece for each stage; Use of rubric to assess dramatic piece
1.1.6.4 explain the emotional changes that occur in adolescence.	<ul style="list-style-type: none"> Emotional Changes in teenagers <ul style="list-style-type: none"> - establish independence - growing feeling for 	<ul style="list-style-type: none"> Resource Personnel (Lectures/Panel Discussions by trained personnel) 	

Social Studies Content: FORM 1 TERM 1			
Theme: 1.1.0.0 Personal Development			
Topic 1.1.6.0 Life Cycle /Adolescence			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.6.5 explore ways of dealing with the changes experienced during adolescence	the opposite sex - values the opinions of peers - making decision based on individual morals and values	<ul style="list-style-type: none"> Classroom discussion on ways of dealing with changes 	<ul style="list-style-type: none"> Suggest four (4) ways of dealing with the changes experienced during adolescence (Portfolio) Create a song or poem to indicate the emotional changes of teenagers (Portfolio)

Social Studies Content: FORM 1 TERM 1			
Theme: 1.2.0.0 Economic Growth and Development			
Topic 1.2.1.0 Developing Human Resources-Concept of Resource			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Resource - Human Resource - Human Capital - Physical Resource - Skills - Talent - Knowledge - Ability 	<ul style="list-style-type: none"> Students research relevant terms/concepts 	<ul style="list-style-type: none"> Use terms and concepts appropriately in sentences
1.2.1.2 differentiate between human resources and physical resources	<ul style="list-style-type: none"> Difference between human and physical resources 	<ul style="list-style-type: none"> Use of table to list differences 	<ul style="list-style-type: none"> Describe two (2) differences between human and physical resources
1.2.1.3 examine the characteristics of human resources	<ul style="list-style-type: none"> Characteristics of Human Resources 	<ul style="list-style-type: none"> Create a concept map to emphasize how the following relate to human resources: skills, talent, knowledge and ability 	<ul style="list-style-type: none"> Student Project: Students present a report on a member of the country's human resource. Information is collected and presented on the person's skills, talents, knowledge and ability

Social Studies Content: FORM 1 TERM 1			
Theme: 1.2.0.0 Economic Growth and Development			
Topic 1.2.2.0 Factors influencing Human Resources			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.2.1 explain factors which influence the development of human resources	<ul style="list-style-type: none"> Factors which influence the development of human resources: <ul style="list-style-type: none"> - quality - quantity - composition - skills development/enhancement - creativity 	<ul style="list-style-type: none"> Students research the factors which influence the development of human resources Create a semantic map showing the factors which influence the development of human resources 	<ul style="list-style-type: none"> Complete a crossword puzzle using key words

Social Studies Content: FORM 1 TERM 1			
Theme: 1.2.0.0 Economic Growth and Development			
Topic 1.2.3.0 Importance of Human Resources to the Economy			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.3.1 assess the importance of human resources to a country's economic development	<ul style="list-style-type: none"> • Key Terms/Concepts <ul style="list-style-type: none"> - Economic Development • The importance of human resources to the economy: <ul style="list-style-type: none"> - variety of skills - innovation - manufacturing and agricultural practices - creativity - high levels of production 	<ul style="list-style-type: none"> • Research terms and concepts • Brainstorm ways human resources are important to the development of a country 	<ul style="list-style-type: none"> • Use terms and concepts appropriately • Students work in groups and develop a semantic map to show how human resources contribute to the economic development of a country

Social Studies Content: FORM 1 TERM 1			
Theme: 1.2.0.0 Economic Growth and Development			
Topic 1.2.4.0 Role of Education in the development of Human Resources			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.4.1 define the relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts <ul style="list-style-type: none"> Education 	<ul style="list-style-type: none"> Classroom discussion on term education 	<ul style="list-style-type: none"> Write a definition of the term education
1.2.4.2 examine the importance of education in the development of human resources in Trinidad and Tobago	<ul style="list-style-type: none"> Importance of education in the development of Human Resources: <ul style="list-style-type: none"> educated labour force knowledge to create new products increased market opportunities 	<ul style="list-style-type: none"> Small group discussion on the importance of education 	<ul style="list-style-type: none"> Create a poem, song or poster depicting the benefits of education to the nation; Assess poster using a rubric
1.2.4.3 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concept <ul style="list-style-type: none"> Responsibility Patriotism Nation Building 	<ul style="list-style-type: none"> Research and discussion of terms and concepts 	<ul style="list-style-type: none"> Use terms and concepts in sentences accurately
1.2.4.4 explore the contribution that one can make to the development of Trinidad and Tobago	<ul style="list-style-type: none"> Importance of citizens using their skills, talents, knowledge and abilities for nation building 	<ul style="list-style-type: none"> Teacher led discussions on why it is important to help build the country as a citizen of Trinidad and Tobago 	<ul style="list-style-type: none"> Reflective Piece: Students write two (2) paragraphs (approximately 250 words) on how they can contribute to nation building

Social Studies Content: FORM 1 TERM 1			
Theme: 1.2.0.0 Economic Growth and Development			
Topic 1.2.5.0 Importance of Health in the development of Human Resources			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.5.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concepts: <ul style="list-style-type: none"> Health Health concerns Lifestyle disease 	<ul style="list-style-type: none"> Class discussion on the terms and concepts Develop concept maps 	<ul style="list-style-type: none"> Use terms and concepts accurately
1.2.5.2 examine the health issues faced by the human resources in Trinidad and Tobago	<ul style="list-style-type: none"> Health Concerns of citizens of Trinidad and Tobago Impact of Health Issues on the workplace Treatment of Health Issues 	<ul style="list-style-type: none"> Research and analyse statistics Resource Personnel Brainstorm ideas; Write responses on the board and categorize responses into Preventative and Curative Classroom discussion on lifestyle diseases that affect people and how the workplace may be affected 	<ul style="list-style-type: none"> Students work in groups, identify and research one (1) lifestyle disease e.g. diabetes, cancer, high pretension and present their findings Describe three (3) ways in which a person may be affected by disease in the workplace (physically, mentally, socially, financially) Write a definition

Social Studies Content: FORM 1 TERM 1

Theme: 1.2.0.0 Economic Growth and Development

Topic 1.2.5.0 Importance of Health in the development of Human Resources

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.5.3 define relevant terms and concepts	<ul style="list-style-type: none"> • Definition of Key Term/Concept: <ul style="list-style-type: none"> - Health Care 	<ul style="list-style-type: none"> • Internet Research 	
1.2.5.4 explain the importance of health care in human resource development	<ul style="list-style-type: none"> • Importance of health care in developing human resources: <ul style="list-style-type: none"> - a healthy workforce (fewer hour lost due to illness; ability to work productively) - increased life expectancy 	<ul style="list-style-type: none"> • Discussion on the importance of Health Care 	<ul style="list-style-type: none"> • Students write an essay on the importance of health care in the development of our human resource
1.2.5.5 describe how health issues can be addressed	<ul style="list-style-type: none"> • Ways of addressing Health Issues: <ul style="list-style-type: none"> - Health care - Diet - Exercise - Public awareness • Person/s responsible for health of individuals <ul style="list-style-type: none"> - Government (provide 	<ul style="list-style-type: none"> • Resource Personnel e.g. doctor, nurse, dietician to raise awareness among students • Discussion on places one can access health care 	<ul style="list-style-type: none"> • Create a three (3) step plan on increasing awareness of healthy eating among students in your school through the use of either a poster, flyer or newsletter • Explain three (3) ways an identified health issue can

Social Studies Content: FORM 1 TERM 1			
Theme: 1.2.0.0 Economic Growth and Development			
Topic 1.2.5.0 Importance of Health in the development of Human Resources			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	hospitals, trained personnel) - The Individual		be prevented or treated

Social Studies Content: FORM 1 TERM 2			
Theme: 1.3.0.0 How We Govern Ourselves			
Topic 1.3.1.0 Rules, Regulations, Rewards and Sanctions			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.3.1.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> • Key Terms/Concepts: <ul style="list-style-type: none"> - rules - regulations - rewards - sanctions 	<ul style="list-style-type: none"> • Words and meaning • Glossary of terms • Use of dictionary in class • Word games-matching words with meanings 	<ul style="list-style-type: none"> • Students placed in groups; each to present one (1) chart with terms • Quiz
1.3.1.2 suggest reasons why rules, regulations, rewards and sanctions are important in home, school and society	<ul style="list-style-type: none"> • Importance of rules, regulations, rewards and sanctions • Civic values- self-discipline, respect for self, others and property. 	<ul style="list-style-type: none"> • Group work: Students placed in groups to discuss importance of rules in different environments 	<ul style="list-style-type: none"> • Students answer questions on a case study or newspaper article focusing on concept
1.3.1.3 examine the consequences of not following rules and regulations	<ul style="list-style-type: none"> • Consequences of not following rules and regulations 	<ul style="list-style-type: none"> • Classroom discussion on whether rules are made to be broken 	<ul style="list-style-type: none"> • Role play consequences of not following rules in three (3) scenarios: home, class and country
1.3.1.4 evaluate the consequences of not following rules and regulations on the		<ul style="list-style-type: none"> • Use of a graphic organizer to compare non-adherence of rules and regulations in 	<ul style="list-style-type: none"> • Reflection: Students write about their individual understanding of the

Social Studies Content: FORM 1 TERM 2			
Theme: 1.3.0.0 How We Govern Ourselves			
Topic 1.3.1.0 Rules, Regulations, Rewards and Sanctions			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
individual		each arena i.e. home, school and country	consequences of following and not following rules
1.3.1.5 outline how rules are made in the home and school	<ul style="list-style-type: none"> Making of rules in the home and school 	<ul style="list-style-type: none"> Research how school rules were formulated Classroom discussion on attitudes towards school rules Brainstorming and small group discussion of rules in the home and how they are developed 	<ul style="list-style-type: none"> Group work- Students develop a list of rules to keep the classroom and school clean and orderly; display lists in the classroom Suggest an improvement to any one (1) school rule Assignment: Each student in collaboration with parents/other family members develop a list of rules for the home
1.3.1.6 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concept: <ul style="list-style-type: none"> Laws Decision-making, Consensus, Conflict, 	<ul style="list-style-type: none"> Research terms and concepts 	<ul style="list-style-type: none"> Write definitions

Social Studies Content: FORM 1 TERM 2			
Theme: 1.3.0.0 How We Govern Ourselves			
Topic 1.3.1.0 Rules, Regulations, Rewards and Sanctions			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.3.1.7 explain how laws are made in Trinidad and Tobago</p> <p>1.3.1.8 discuss whether only those in authority should make laws</p>	<ul style="list-style-type: none"> - Compromise • Steps in law making in Trinidad and Tobago • Need for public consultation 	<ul style="list-style-type: none"> • Resource Personnel • Current laws developed by Government in the media: Dangerous Dog Bill • Make a list of who should have had their voices heard in making of a named law • Students role play a consultation on a national issue 	<ul style="list-style-type: none"> • Create a sequenced illustration of stages of law-making using pictures or sketches • Simulate a consultation on a related topic; Assess students on the execution of the roles assigned • Reflection: Issues raised at the consultation

Social Studies Content: FORM 1 TERM 2			
Theme: 1.3.0.0 How We Govern Ourselves			
Topic 1.3.2.0 Civic Responsibilities, Rights and Freedom			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.3.2.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms and Concepts: <ul style="list-style-type: none"> Rights Freedom Civic Responsibility 	<ul style="list-style-type: none"> Research terms and concepts 	<ul style="list-style-type: none"> Use terms and concepts accurately in sentences
1.3.2.2 describe the rights and freedoms of citizens of Trinidad and Tobago	<ul style="list-style-type: none"> Fundamental rights Fundamental freedoms 	<ul style="list-style-type: none"> Brainstorm ideas on major rights, freedoms 	<ul style="list-style-type: none"> Write an essay entitled: "I am proud to be a citizen of Trinidad and Tobago"
1.3.2.3 discuss reasons why rights and freedoms may not always be guaranteed	<ul style="list-style-type: none"> Universal Declaration of Human Rights 	<ul style="list-style-type: none"> Research examples of places where citizens do not have rights and freedom Group discussion on factors that influence rights and freedom 	<ul style="list-style-type: none"> Develop a graphic organizer to show legitimate course of action to be taken if rights are denied
1.3.2.4 describe the civic responsibilities of citizens of Trinidad and Tobago	<ul style="list-style-type: none"> Civic responsibilities of Citizens of Trinidad and Tobago 	<ul style="list-style-type: none"> Group Work: Discussion on our civic responsibilities 	<ul style="list-style-type: none"> Reflection: Explain four (4) ways in which I can demonstrate civic responsibility

Social Studies Content: FORM 1 TERM 2			
Theme: 1.3.0.0 How We Govern Ourselves			
Topic 1.3.3.0 Humanitarian Law- Concept of Humanitarian Law			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.3.3.1 define and explain relevant terms and concepts 1.3.3.2 discuss the need for Humanitarian Law .	<ul style="list-style-type: none"> Definition of Key Terms/ Concept: <ul style="list-style-type: none"> Humanitarian Law/Law of armed conflict Features of humanitarian law: <ul style="list-style-type: none"> the protection of those not involved restriction on methods of warfare Experiences of persons affected by war 	<ul style="list-style-type: none"> Research concepts Research examples of humanitarian law cases in newspapers and the internet View an appropriate movie clipping on armed conflict Teacher creates scenario of persons affected by armed conflict. Brainstorm ways of showing compassion and lending assistance 	<ul style="list-style-type: none"> Describe concept accurately Quiz Put yourself in the shoes of persons affected by armed conflict; Describe your experience Write a letter to the United Nations on the experiences of persons affected by war and conflict

Social Studies Content: FORM 1 TERM 2			
Theme: 1.3.0.0 How We Govern Ourselves			
Topic 1.3.4.0 Humanitarian Law- Humanitarian Perspective			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.3.4.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concept: <ul style="list-style-type: none"> Humanitarian Acts 	<ul style="list-style-type: none"> Research meaning 	<ul style="list-style-type: none"> Give meaning accurately
1.3.4.2 identify the characteristics of humanitarian acts	<ul style="list-style-type: none"> Characteristics of Humanitarian Acts <ul style="list-style-type: none"> Protect life and human dignity Protect someone whom you would not ordinarily protect Likely to involve personal risk or loss 	<ul style="list-style-type: none"> Use of Case studies: Mother Teresa 	<ul style="list-style-type: none"> Prepare a biography on a person who has performed a humanitarian act
1.3.4.3 relate humanitarian acts in the news and everyday life	<ul style="list-style-type: none"> Examples of Humanitarian Acts, locally and abroad: <ul style="list-style-type: none"> save person from drowning Peace Corps 	<ul style="list-style-type: none"> Student research Brainstorm ideas on what may prompt a person to perform a humanitarian act 	<ul style="list-style-type: none"> Write an essay ending with "... and I never thought that I would risk my life for this person..."

Social Studies Content: FORM 1 TERM 2			
Theme: 1.4.0.0 Our Heritage			
Topic 1.4.1.0 Trinidad and Tobago: Our Multi-Cultural Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.1.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Ancestors Cultural Background Culture Heritage Multi-Cultural Cultural Heritage National Identity 	<ul style="list-style-type: none"> Discussion led by teacher to elicit the meaning of the terms/concepts Research definitions 	<ul style="list-style-type: none"> Complete Vocabulary Worksheets
1.4.1.2 explain how Trinidad and Tobago became a multi-cultural society.	<ul style="list-style-type: none"> Awareness of our diverse History and population Settlers in Trinidad and Tobago: <ul style="list-style-type: none"> First people of Trinidad and Tobago (Tainos and Kalinagos) Europeans Africans Asians (Chinese 	<ul style="list-style-type: none"> Oral questioning to elicit responses on how Trinidad and Tobago became a multi-cultural society Research on the History of Trinidad and Tobago Discussion on various groups of people who came. Creation of a map showing journeys 	<ul style="list-style-type: none"> Complete a pie chart to show the ethnic composition of students in the class and Trinidad and Tobago using data available on the Central Statistical Office website Students engage in an art activity to

Social Studies Content: FORM 1 TERM 2			
Theme: 1.4.0.0 Our Heritage			
Topic 1.4.1.0 Trinidad and Tobago: Our Multi-Cultural Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.4.1.3 define relevant terms/concepts</p> <p>1.4.1.4 describe the characteristics of our cultural heritage</p>	<p>and East Indians)</p> <ul style="list-style-type: none"> - Syrians <ul style="list-style-type: none"> • Key Terms/ Concepts: <ul style="list-style-type: none"> - Multi-Lingual, - Multi-Religious, - Multi-Ethnic • Contributions by the various settlers in Trinidad and Tobago to: <ul style="list-style-type: none"> - Languages - Religions - Traditions e.g. religious practices, rites, rituals - Ethnicities - Festivals (cuisine, music, 	<ul style="list-style-type: none"> • Internet research of terms/concepts • Discussion to elicit characteristics of our cultural heritage • Visit to the local library to view the Heritage Collection • Teacher made worksheet asking students to identify various aspects of cultural heritage through pictures • Discussion on the contributions made by the settlers 	<p>create a piece which highlights our multi-cultural society</p> <ul style="list-style-type: none"> • Map Work • Vocabulary Work sheets • Group Project: Each group of students is assigned one (1) group of settlers; Research and document contributions of a specific group using pictures and text

Social Studies Content: FORM 1 TERM 2			
Theme: 1.4.0.0 Our Heritage			
Topic 1.4.1.0 Trinidad and Tobago: Our Multi-Cultural Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.1.5 define relevant terms and concepts	<ul style="list-style-type: none"> dress) - Historical Sites/Relics/ names of places - Other traditions such as folklore and art and craft • Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - National Identity - Patriotism - Respect for other Cultures 	<ul style="list-style-type: none"> • Field Trips e.g. museum • Heritage day (or week) to display the contributions of each group of settlers • Discussion on national identity, patriotism and respect for other cultures 	<ul style="list-style-type: none"> • Display of food or dress associated with the various groups using teacher developed guidelines • Students Reflection: Write at least three (3) paragraphs on their experience and learning during the field trip or the cultural day/week • Use of terms/concepts in sentences • Group work: How can Form 1 students display patriotism • Project: Students

Social Studies Content: FORM 1 TERM 2			
Theme: 1.4.0.0 Our Heritage			
Topic 1.4.1.0 Trinidad and Tobago: Our Multi-Cultural Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.1.6 develop an awareness and appreciation for the diverse culture of Trinidad and Tobago		<ul style="list-style-type: none"> Students work in groups to describe their own cultural background e.g. religious background, cultural practices in the home Allow students to reflect on aspects of cultures other than their own that exist in Trinidad and Tobago 	collect pictures using newspapers, magazines, internet research on aspects of Trinidad and Tobago's cultural history that interest them and explain why that feature of culture is attractive to them.
1.4.1.7 define relevant terms/concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Peaceful Coexistence Conservation and Preservation of Cultural Heritage 	<ul style="list-style-type: none"> Internet research on terms/concepts 	<ul style="list-style-type: none"> Use terms/concepts in sentences

Social Studies Content: FORM 1 TERM 2			
Theme: 1.4.0.0 Our Heritage			
Topic 1.4.1.0 Trinidad and Tobago: Our Multi-Cultural Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.1.8 explain reasons why it is important to conserve and preserve our cultural heritage.	<ul style="list-style-type: none"> Reasons for Conservation and Preservation of Cultural Heritage 	<ul style="list-style-type: none"> Discussion: Why is it necessary to conserve and preserve of our cultural heritage Visit by a guest speaker/s to lecture on persevering cultural heritage. 	<ul style="list-style-type: none"> Imagine you are an adult who lived abroad for ten (10) years. On a visit home describe what aspects of our culture you would like to experience in 400 words
1.4.1.9 evaluate means of conserving and preserving our Cultural Heritage	<ul style="list-style-type: none"> Conservation and Preservation of our Cultural Heritage: <ul style="list-style-type: none"> Restoration of historical sites Commemoration of events e.g. Emancipation Day, Double Ten, Indian Arrival Day, Tobago Heritage Festival Celebration of religious festivals e.g. 	<ul style="list-style-type: none"> Brainstorming ways of conserving and preserving our cultural heritage Students identify aspects of cultural heritage and plan and execute a "conservation and preservation of our cultural heritage day" at school 	<ul style="list-style-type: none"> Create a cultural calendar using pictures and text to highlight the religious and non-religious festivals celebrated by the various ethnic groups in Trinidad and Tobago

Social Studies Content: FORM 1 TERM 2			
Theme: 1.4.0.0 Our Heritage			
Topic 1.4.1.0 Trinidad and Tobago: Our Multi-Cultural Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	Divali, Christmas, Eid-ul-Fitr		

Social Studies Content: FORM 1 TERM 3			
Theme: 1.5.0.0 Caribbean Integration and Global Links			
Topic 1.5.1.0 The Caribbean Region-Our Part of the World			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.5.1.1 identify the Caribbean Region in relation to the rest of the world	<ul style="list-style-type: none"> Location of the Caribbean region in relation to the continents of the world 	<ul style="list-style-type: none"> Use of globes and atlases to identify the Caribbean in the world 	<ul style="list-style-type: none"> Using a blank map of the world insert : <ul style="list-style-type: none"> - Atlantic and Pacific Ocean - Caribbean Sea - North, Central and South America - Mainland Territories - Island Chains
1.5.1.2 show appreciation for the geographic layout of the Caribbean region	<ul style="list-style-type: none"> Key Concept: <ul style="list-style-type: none"> - Appreciation of our geographic environment. - Advantage of living in the Caribbean –climate / natural environment 	<ul style="list-style-type: none"> Students discuss the environment in which we live 	<ul style="list-style-type: none"> Reflective Piece: “ I love living in the Caribbean region”

Social Studies Content: FORM 1 TERM 3

Theme: 1.5.0.0 Caribbean Integration and Global Links

Topic 1.5.2.0 The Commonwealth Caribbean

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.5.2.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> • Definition of Key Terms and Concepts: <ul style="list-style-type: none"> - Colony - Mother country - Independent state - Dependencies - Commonwealth - Commonwealth Caribbean 	<ul style="list-style-type: none"> • Students research term and concepts 	<ul style="list-style-type: none"> • Write a paragraph explaining what is meant by the term “Commonwealth Caribbean”
1.5.2.2 identify countries of the Commonwealth Caribbean	<ul style="list-style-type: none"> • Countries of the Commonwealth Caribbean 	<ul style="list-style-type: none"> • Research Activity: Students research the flags of the various Commonwealth Caribbean nations 	<ul style="list-style-type: none"> • Create a poster or power point presentation displaying the flags of the nations; Assess piece using appropriate rubric
1.5.2.3 identify the common factors that bind the Commonwealth Caribbean	<ul style="list-style-type: none"> • Physical , Social, Economic characteristics of the countries in the Commonwealth Caribbean 	<ul style="list-style-type: none"> • Cooperative learning strategy – jigsaw; Teacher provides information for students to read and discuss within jigsaw groups; Groups then inter-change and share information 	<ul style="list-style-type: none"> • Teacher guided research assignment on two (2) Commonwealth Caribbean islands to show the similarities that exist

Social Studies Content: FORM 1 TERM 3

Theme: 1.5.0.0 Caribbean Integration and Global Links

Topic 1.5.2.0 The Commonwealth Caribbean

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.5.2.4 appreciate the similarities that exist amongst countries of the Commonwealth Caribbean			<ul style="list-style-type: none"> Design and create a brochure on Commonwealth Caribbean islands OR Answer essay question: Why is the term Commonwealth Caribbean used?
1.5.2.5 identify and locate on a map, the main cities, towns and capitals of the Commonwealth Caribbean nations	<ul style="list-style-type: none"> Cities, Towns and Capitals of Commonwealth Caribbean nations 	<ul style="list-style-type: none"> Use of globes, atlases and large wall maps to identify the capitals, cities and major towns of the Commonwealth nations 	<ul style="list-style-type: none"> Students show major cities, towns and capitals in blank outlines of various nations
1.5.2.6 name the Head of Government and Head of State each of the Commonwealth Caribbean nations	<ul style="list-style-type: none"> Heads of Government and Heads of States of Commonwealth Caribbean nations 	<ul style="list-style-type: none"> Group Work: Students conduct research on the Heads of State and Government 	<ul style="list-style-type: none"> Role Play mock Heads of Government Meeting

Social Studies Content: FORM 1 TERM 3			
Theme: 1.6.0.0 Our Environment			
Topic 1.6.1.0 Physical (Natural) Resources and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.6.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concepts: <ul style="list-style-type: none"> Physical Environment Physical /Natural Resources 	<ul style="list-style-type: none"> Create a word map for the term 	<ul style="list-style-type: none"> Use terms and concepts in the correct context
1.6.1.2 describe the Physical Resources found in Trinidad and Tobago	<ul style="list-style-type: none"> Our Physical (Natural) Resources <ul style="list-style-type: none"> Petroleum, Natural Gas, Asphalt, Gypsum, Limestone, Sand and Gravel, Rivers, Forests 	<ul style="list-style-type: none"> Brainstorming session to create a list of resources found in Trinidad Student Research 	<ul style="list-style-type: none"> Students create a documentary/power point presentation on our natural resources; Assess piece using relevant rubric
1.6.1.3 locate and name areas where our natural resources can be found	<ul style="list-style-type: none"> Location of our Natural Resources 	<ul style="list-style-type: none"> Use a wall map of Trinidad and Tobago to identify areas Students match the name of the resource with its location Research location of places using Google maps 	<ul style="list-style-type: none"> Highlight example of places where four (4) natural resources can be found in a blank map of Trinidad and Tobago

Social Studies Content: FORM 1 TERM 3			
Theme: 1.6.0.0 Our Environment			
Topic 1.6.1.0 Physical (Natural) Resources and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.6.1.4 explain how our natural resources are used	<ul style="list-style-type: none"> • Use of Natural Resources • Manufacturing Sector for example Oil production, refining, chemicals, fertilizers • Recreation 	<ul style="list-style-type: none"> • Conduct a fieldtrip to observe how our natural resources are used. • Observe documentaries and video clippings on the internet 	<ul style="list-style-type: none"> • Complete a field trip report
1.6.1.5 evaluate the positive and negative consequences of using our resources	<ul style="list-style-type: none"> • Consequences of our actions on the environment • Positive:- Improved people's daily lives, creation of jobs • Negative- Environmental Damage such as pollution, over exploitation 	<ul style="list-style-type: none"> • Conduct a class debate • Research and Brainstorm issues for study 	<ul style="list-style-type: none"> • Use rubric to assess debate
1.6.1.6 describe how pollution can have a negative effect on the environment	<ul style="list-style-type: none"> • Types of Pollution: Land, air and water pollution • Effects of Pollution 	<ul style="list-style-type: none"> • Students work in groups; Group members compile a project on the types of pollution and its effects on the environment • Collect photographs to 	<ul style="list-style-type: none"> • Use rubric to assess group project

Social Studies Content: FORM 1 TERM 3			
Theme: 1.6.0.0 Our Environment			
Topic 1.6.1.0 Physical (Natural) Resources and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.6.1.7 demonstrate ways of showing care for the environment	<ul style="list-style-type: none"> Demonstrating care for the environment: <ul style="list-style-type: none"> - Reducing waste, reusing and recycling materials - Keeping our environment clean and free of litter - Using water and electricity wisely - Using public transport 	<p>show devastation on the environment</p> <ul style="list-style-type: none"> Students brainstorm ideas Research ways of showing care for the environment 	<ul style="list-style-type: none"> Group Work: Students work together to generate an idea to show care for the school or community environment and execute this plan; Group report is submitted to highlight the project along with pictures of the group activities Design and create a poster to highlight ways of showing care for the environment; Use rubric to assess poster

Social Studies Content: FORM 1 TERM 3			
Theme: 1.6.0.0 Our Environment			
Topic 1.6.2.0 Places and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.6.2.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Physical Environment Man Made Environment 	<ul style="list-style-type: none"> Research meaning of terms and concepts 	<ul style="list-style-type: none"> Produce Word maps
1.6.2.2 identify the types of environments that can be found in Trinidad and Tobago	<ul style="list-style-type: none"> Examples of types of environments in Trinidad and Tobago: <ul style="list-style-type: none"> Physical Environment (oceans, mountains, forests, swamps) Man Made Environment (cities, towns, villages) 	<ul style="list-style-type: none"> Collect pictures of various environments in Trinidad and Tobago Research names of places where these environments can be found 	<ul style="list-style-type: none"> Show places on a blank map of Trinidad and Tobago
1.6.2.3 understand why certain environments are significant for people	<ul style="list-style-type: none"> Characteristic of a place that makes it special or unique: <ul style="list-style-type: none"> Natural Factors Cultural Factors for example sacred sites of indigenous peoples 	<ul style="list-style-type: none"> Classroom discussion and teacher questioning to elicit characteristics of places that makes it special or unique 	<ul style="list-style-type: none"> Student make entries in Reflective Journal

Social Studies Content: FORM 1 TERM 3			
Theme: 1.6.0.0 Our Environment			
Topic 1.6.2.0 Places and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.6.2.4 develop a "sense of place"	<ul style="list-style-type: none"> Places of Interest in Trinidad and Tobago Make comparisons between places of interest Events that have been or may be experienced by places (such as Natural Disasters) Interaction with the environment to increase knowledge of places 	<ul style="list-style-type: none"> Collect pictures of places of interest Interview elders questioning them about the appearance of places Read and collect newspaper clipping about natural events to get a sense of where these occur 	<ul style="list-style-type: none"> Develop a slide show to highlight pictures of places Students write out the directions of the school from their home or alternatively the direction to the school's cafeteria from the classroom; Assess students on accuracy and details

Social Studies Content and Performance Standards: Form 2

Form Two Term 1

Theme: Economic Growth and Development

Content Standards

Students will understand the importance of earning a living to create a stable economy and improve the quality of life for citizens.

Performance Standards

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

- Defining various terms and concepts associated with earning a living
- Assessing the benefits of earning a living to the individual
- Examining different types of workers and how they contribute to the productivity and economic development of the country
- Demonstrating the need to manage income earned

Theme: Caribbean Integration and Global Links

Content Standards

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

Performance Standards

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

- Justifying the importance of a Caribbean identity
- Categorizing and applauding the work of Caribbean personalities in various fields
- Recognizing the role of Caribbean personalities in building a Caribbean identity

- Assessing the role of individual citizens, businesses and organizations in building a Caribbean identity
- Demonstrating patriotism for Trinidad and Tobago and the Caribbean Region
- Appreciating the need for cooperation amongst all in building the Caribbean identity

Form Two Term 2

Theme: Personal Development

Content Standards

Students will be able to develop their knowledge of groups and group dynamics; and build attitudes and values that would make them good leaders who can create an environment that is supportive and trusting.

Performance Standards

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

- Defining relevant terms and concepts
- Differentiating between formal and informal groups
- Assessing the roles and responsibilities of individual members in a group
- Examining the benefits to be derived from group membership
- Differentiating between different types of leadership styles
- Recognizing and displaying the qualities of a good leader

Theme: How We Govern Ourselves

Content Standards

Students will understand the characteristics of a democracy, be aware of the historical evolution of the present system of government in Trinidad and Tobago, demonstrate an awareness of the electoral systems in the Caribbean, discuss the functions of a government and examine measures for enforcing humanitarian law and promoting respect for humanity.

Performance Standards

Students will demonstrate acquisition of knowledge in this area, as well as the development of their critical thinking skills of interpretation and applications by;

- Defining concepts associated with government: government, constitution, democracy and referendum
- Outlining the main characteristics of a democracy
- Stating the reasons for government
- Identifying the functions of a government
- Exploring the historical evolution of forms of government in Trinidad and Tobago from Crown Colony to Republicanism
- Differentiating between the electoral systems: first past the post and proportional representation
- Identifying how rules protect and prevent harm to others
- Explaining the role of international agencies, non-governmental organizations and the individual in promoting respect for humanity
- Understanding the consequences of not promoting respect for humanity

Form Two Term 3

Theme: Our Heritage

Content Standards

Students will understand the importance of Trinidad and Tobago's heritage as it relates to the man made and built environment and the physical and ecological features

Performance Standards

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

- Defining relevant terms and concepts associated with the man made/built environment and natural features of Trinidad and Tobago
- Identifying and describing the features of our man-made and built heritage
- Identifying and describing the flora and fauna which make up our physical or natural heritage

- Identifying ecological features in our environment
- Explaining how features of our man made and built environment, the flora and fauna and ecological features contribute to our national heritage

Theme: Our Environment

Content Standards

Students will understand that there is a mutually beneficial relationship between man and the environment, that the actions of man have an impact on the environment and through his assistance, the surroundings can be maintained. Students will also develop the capacity and confidence to make informed decisions and to take responsible action to address issues concerning the environment.

Performance Standards

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

- Assessing the impact of the use of natural resources on the environment
- Exploring strategies that assist with the conservation of our natural resources
- Discussing the reasons for changes in population distribution and density
- Explaining the factors promoting tourism and its impact on the environment
- Demonstrating concern for the environment

Social Studies Content: FORM 2 TERM 1			
Theme: 2.2.0.0 Economic Growth and Development			
Topic 2.2.1.0 Earning a Living			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Wages/Salary - Employers - Employees/Workers - Work Ethics 	<ul style="list-style-type: none"> Brainstorming session to define terms 	<ul style="list-style-type: none"> Use of terms in sentences
2.2.1.2 identify different ways that people earn a living	<ul style="list-style-type: none"> Types and classification of Careers <ul style="list-style-type: none"> - Managers - Professionals - Technicians and associate professionals - Clerical support workers - Service and sales workers - Skilled agricultural, forestry and fishery workers - Craft and related trades workers - Plant and machine operators and assemblers - Elementary occupations 	<ul style="list-style-type: none"> Teacher lead discussions to generate ideas on types of careers or jobs Research ways of classifying careers Brainstorm and research examples of each group of careers Resource Personnel 	<ul style="list-style-type: none"> Students work in groups and investigate the types of careers available at their schools; Using a classification system match each career at the school to a career grouping; Submit a group report on findings

Social Studies Content: FORM 2 TERM 1			
Theme: 2.2.0.0 Economic Growth and Development			
Topic 2.2.2.0 Employment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.2.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> • Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - career - employment - unemployment - underemployment - self-employment 	<ul style="list-style-type: none"> • Teacher lead discussion to generate ideas on the terms 	<ul style="list-style-type: none"> • Fill in blank sentences using the terms

Social Studies Content: FORM 2 TERM 1			
Theme: 2.2.0.0 Economic Growth and Development			
Topic 2.2.3.0 Labour Force			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.3.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Primary Secondary Tertiary Quaternary Unskilled Permanent Temporary Labour Force 	<ul style="list-style-type: none"> Students research definitions 	<ul style="list-style-type: none"> Develop a word map for each term
2.2.3.2 discuss the classification of the Labour Force	<ul style="list-style-type: none"> Classification of the Labour Force (Primary, Secondary, Tertiary, Quaternary) Examples of each Classification 	<ul style="list-style-type: none"> Recall from previous lessons examples of type of careers. Write responses on the board; Using a table, categorize responses into types of workers, example of career/job, the industry to which the job is aligned and the resulting product/service 	<ul style="list-style-type: none"> Students work in groups to research one (1) category of worker for example, Primary; choose one (1) career for their classification; collect information about the worker by interview and/or research; and state the importance of that worker to the
2.2.3.3 explain the importance of each category of worker to economic development of the country	<ul style="list-style-type: none"> Importance of each category of worker to the economic development on the country 		

Social Studies Content: FORM 2 TERM 1			
Theme: 2.2.0.0 Economic Growth and Development			
Topic 2.2.3.0 Labour Force			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
			development of the economy of Trinidad and Tobago. Students present findings and thoughts in a group report

Social Studies Content: FORM 2 TERM 1			
Theme: 2.2.0.0 Economic Growth and Development			
Topic 2.2.4.0 Financial Responsibility			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.4.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concept: <ul style="list-style-type: none"> - Money - Need - Want - Saving - Precautionary - Transactionary - Speculative 	<ul style="list-style-type: none"> Teacher lead discussion on terms and concepts 	<ul style="list-style-type: none"> Use terms in sentences
2.2.4.2 distinguish between a need and a want	<ul style="list-style-type: none"> Difference between a need and a want 	<ul style="list-style-type: none"> Use pictures of items and classify into needs and wants 	<ul style="list-style-type: none"> Reflective Piece: Students write on their personal needs and wants
2.2.4.3 describe reasons and benefits of saving	<ul style="list-style-type: none"> Reasons for saving Classification of Savings Benefits of saving 	<ul style="list-style-type: none"> Role play scenarios to highlight the importance of saving 	
2.2.4.4 identify factors that may hinder a person from saving	<ul style="list-style-type: none"> Hindrances to saving 	<ul style="list-style-type: none"> Teacher created scenarios which involve the spending of money. Students work in groups beginning with a certain 	<ul style="list-style-type: none"> Reflective Piece: Students describe their own spending habits and reflect on factors

Social Studies Content: FORM 2 TERM 1			
Theme: 2.2.0.0 Economic Growth and Development			
Topic 2.2.4.0 Financial Responsibility			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		amount of money to arrive at a saving at the end of the exercise. Class discussion of scenarios to determine the factors that may have hindered a saving at the end	that may hinder them from saving

Social Studies Content: FORM 2 TERM 1			
Theme: 2.2.0.0 Economic Growth and Development			
Topic 2.2.5.0 Managing Income Earned			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.5.1 define the relevant terms and concepts	<ul style="list-style-type: none"> Key Terms/Concept: <ul style="list-style-type: none"> Budget 		
2.2.5.2 explain the importance of a budget	<ul style="list-style-type: none"> Managing income earned: <ul style="list-style-type: none"> Importance of planning a budget. Benefits of planning a budget Planning for the Future 	<ul style="list-style-type: none"> Teacher demonstrates to students how to create a budget Resource Personnel 	<ul style="list-style-type: none"> Students create and submit a personal budget using a combination of their personal allowance, birthday money, chores money and school allowance
2.2.5.3 examine how budget planning can assist with financial stability			
2.2.5.4 investigate ways the individual and families can manage income	<ul style="list-style-type: none"> Ways in which individuals and families can control spending: <ul style="list-style-type: none"> eat meals at home plant kitchen gardens conserve electricity e.g. turn off lights when not in use 	<ul style="list-style-type: none"> Brainstorming of ideas to save money and manage income earned Resource Personnel 	<ul style="list-style-type: none"> Group Project: Design and produce a brochure or flyer entitled "Tips for Saving"; Use rubric to assess brochure

Social Studies Content: FORM 2 TERM 1			
Theme: 2.5.0.0 Caribbean Integration and Global Links			
Topic 2.5.1.0 The Caribbean Man			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.5.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Key Terms and Concepts: <ul style="list-style-type: none"> National Identity Caribbean Identity 	<ul style="list-style-type: none"> Students research terms and concepts 	<ul style="list-style-type: none"> Use words in sentences
2.5.1.2 explain the importance of a Trinidadian and Tobagonian identity and a Caribbean identity	<ul style="list-style-type: none"> Importance of a Trinidadian and Tobagonian identity and a Caribbean identity: <ul style="list-style-type: none"> Unity among people Friendship Cultural Pooling human resources 	<ul style="list-style-type: none"> Students role play appropriate scenarios 	<ul style="list-style-type: none"> Write an address to the CARICOM Heads of Government Meeting on the topic "One people...One Region"
2.5.1.3 identify ways Caribbean citizens can show more appreciation for their national and Caribbean identity	<ul style="list-style-type: none"> Patriotism for country and region: <ul style="list-style-type: none"> Respect for environment/ National emblems Conservation and Preservation of Resources CARIFESTA 	<ul style="list-style-type: none"> Brainstorming of ideas 	<ul style="list-style-type: none"> Students work in groups and create and write two (2) scenarios; Use rubric to assess scenarios

Social Studies Content: FORM 2 TERM 1

Theme: 2.5.0.0 Caribbean Integration and Global Links

Topic 2.5.1.0 The Caribbean Man

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.5.1.4 identify and categorize outstanding individuals in various fields from the Caribbean region 2.5.1.5 explain how their contribution have built the Caribbean identity 			

Social Studies Content: FORM 2 TERM 1			
Theme: 2.5.0.0 Caribbean Integration and Global Links			
Topic 2.5.1.0 The Caribbean Man			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.5.1.7 value the contributions of outstanding individuals locally and in the Caribbean Region	<ul style="list-style-type: none"> Recognition of Outstanding Individuals 	<ul style="list-style-type: none"> Group Work: Select an outstanding individual and highlight his/her contribution 	<ul style="list-style-type: none"> Develop and contribute two pieces for a "wall of fame" which highlight the accomplishments of various Caribbean personalities

Social Studies Content: FORM 2 TERM 2			
Theme: 2.1.0.0 Personal Development			
Topic 2.1.1.0 Groups in Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.1.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concepts: <ul style="list-style-type: none"> Group 	<ul style="list-style-type: none"> Brainstorming session to elicit a definition of the term group 	<ul style="list-style-type: none"> Students write in their own words the definition of a group
2.1.1.2 identify and examine the different groups to which they belong	<ul style="list-style-type: none"> Examples of Groups <ul style="list-style-type: none"> Family Class Schools Religious Groups Sports Team 	<ul style="list-style-type: none"> Students identify and state the purpose of groups to which they belong 	<ul style="list-style-type: none"> In approximately 250 words, identify one group to which you belong. What is your role and responsibilities in that group?
2.1.1.3 explain the functions of groups	<ul style="list-style-type: none"> Functions of Groups: <ul style="list-style-type: none"> Sense of belonging, identity, companionship Achievement of specific goals Opportunities for leadership Opportunities to learn new skills 	<ul style="list-style-type: none"> Use of a concept map to emphasize the functions of groups Discussion on ways groups can effectively carry out their functions 	<ul style="list-style-type: none"> Quiz on the functions of groups Students identify and write about a group's functions (approximately 250 words)

Social Studies Content: FORM 2 TERM 2			
Theme: 2.1.0.0 Personal Development			
Topic 2.1.1.0 Groups in Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.1.1.4 describe the characteristics of groups.	<ul style="list-style-type: none"> Characteristics of groups: <ul style="list-style-type: none"> marks of identity rules size structure membership purpose 	<ul style="list-style-type: none"> Brainstorming session to generate ideas about the characteristics of groups; Teacher uses a graphic organizer to sort ideas 	<ul style="list-style-type: none"> Group Work: Students discuss a group they wish to form and submit in 400 words four (4) characteristics of the group
2.1.1.5 identify different types of groups and their characteristics	<ul style="list-style-type: none"> Types of groups with examples: <ul style="list-style-type: none"> Primary Secondary Formal Informal 	<ul style="list-style-type: none"> Use a table to classify groups and their structure. 	<ul style="list-style-type: none"> Identify one (1) example of one (1) type of group and collect and present information on the characteristics of the group chosen.
2.1.1.6 explain the differences between groups.	<ul style="list-style-type: none"> Differences between: <ul style="list-style-type: none"> Formal and informal groups such as Rules, Structure/Hierarchy, Leadership emergence Primary and secondary groups such size, degree of 	<ul style="list-style-type: none"> Use a table to classify differences within the groups. 	<ul style="list-style-type: none"> Students write in approximately 250 words the differences that exist between two (2) named groups: formal and informal OR secondary and primary groups

Social Studies Content: FORM 2 TERM 2			
Theme: 2.1.0.0 Personal Development			
Topic 2.1.1.0 Groups in Society			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.1.1.7 explore the benefits of being a member of a group	interaction <ul style="list-style-type: none"> • Benefits of group membership to the individual and society: <ul style="list-style-type: none"> - Independence - Sense of Belonging - Learn new Skills - Responsibility - Team work - Problem Solving - Decision Making - Opportunities for leadership 	<ul style="list-style-type: none"> • Classroom discussion on benefits of groups 	<ul style="list-style-type: none"> • You are the PRO of a named group; Write an article for the school newspaper to highlight the benefits of being a member of the group; Assess article using a rubric • Students write a letter inviting other students to join a named group
2.1.1.8 examine ways groups can overcome issues that arise	<ul style="list-style-type: none"> • Issues within groups: <ul style="list-style-type: none"> - Controlling leader - Lack of cooperation • Ways to overcome issues: <ul style="list-style-type: none"> - talk to the leader - work together for the good of the group's goal 	<ul style="list-style-type: none"> • Group work to devise intervention strategies to deal with these issues 	<ul style="list-style-type: none"> • Group Work: Students create and submit a comic strip of an issue that may have arisen in a group and show how the matter was resolved

Social Studies Content: FORM 2 TERM 2			
Theme: 2.1.0.0 Personal Development			
Topic 2.1.2.0 Leadership			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.1.2.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concepts: <ul style="list-style-type: none"> Leader Leadership Power Authority 	<ul style="list-style-type: none"> Discussion (synchronous/asynchronous) on the difference between power and authority 	<ul style="list-style-type: none"> Create sentences using key terms and concepts
2.1.2.2 state the qualities of a good leader	<ul style="list-style-type: none"> Qualities of a good leader <ul style="list-style-type: none"> Honest Responsible Respectful 	<ul style="list-style-type: none"> Use of case studies to highlight the qualities of a good leader 	<ul style="list-style-type: none"> Describe two (2) qualities of a good leader in 300 words
2.1.2.3 identify different types of leadership styles	<ul style="list-style-type: none"> Types of leaders and their characteristics: <ul style="list-style-type: none"> Democratic Authoritarian Laissez-faire Differentiate between the different types of leadership 	<ul style="list-style-type: none"> Research types of leadership styles Case studies of the different leadership styles 	<ul style="list-style-type: none"> Students identify leadership types depicted in five (5) teacher created scenarios
2.1.2.4 examine the role of leaders in groups	<ul style="list-style-type: none"> Role of Leaders Leaders help groups to: <ul style="list-style-type: none"> be focused 	<ul style="list-style-type: none"> Research one (1) leader using print based or digital sources and describe his/her 	<ul style="list-style-type: none"> Students work in groups to create and enact a dramatic piece which highlights one

Social Studies Content: FORM 2 TERM 2			
Theme: 2.1.0.0 Personal Development			
Topic 2.1.2.0 Leadership			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.1.2.5 defend the qualities of a good leader	<ul style="list-style-type: none"> - achieve goals - mediates issues - keep a sense of order 	<p>roles</p> <ul style="list-style-type: none"> • Role play session. Have students imagine that they are campaigning to be a leader of a formal group. Have them reflect on the qualities they possess or wish to develop to become a leader 	<p>(1) role of a leader; Use of rubric to assess piece</p> <ul style="list-style-type: none"> • Your youth group is about to choose a new leader. Outline the three (3) qualities you want in this new leader • Develop a personal campaign poster which states the qualities you possess to be a good leader

Social Studies Content: FORM 2 TERM 2			
Theme: 2.3.0.0 How We Govern Ourselves			
Topic 2.3.1.0 Introduction to Government			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.3.1.1.define relevant terms: government, constitution, democracy, referendum and secession	<ul style="list-style-type: none"> Key Terms/Concepts: <ul style="list-style-type: none"> - Government - Constitution - Democracy - Referendum - Secession - Anarchy 	<ul style="list-style-type: none"> Students research meanings Table of words and meaning 	<ul style="list-style-type: none"> Glossary of terms Quiz
2.3.1.2 outline the main characteristics of a democracy	<ul style="list-style-type: none"> Characteristics of a democracy Non-confrontational ways to bring about changes in government 	<ul style="list-style-type: none"> Brainstorming using their country as a base. Guided discovery Classroom discussion of countries experiencing conflict due to changes in government for example: Syria, Venezuela 	<ul style="list-style-type: none"> Develop a graphic organizer to show characteristics of a democracy; use rubric to assess piece
2.3.1.3 examine the reasons for having a government	<ul style="list-style-type: none"> Reasons for Government 	<ul style="list-style-type: none"> Brainstorm consequences for citizens and country if there is no government 	<ul style="list-style-type: none"> Write a paragraph explaining the need for a government in any country (300 words)

Social Studies Content: FORM 2 TERM 2			
Theme: 2.3.0.0 How We Govern Ourselves			
Topic 2.3.1.0 Introduction to Government			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.3.1.4 describe the structure of government in Trinidad and Tobago	<ul style="list-style-type: none"> Composition of Government in Trinidad and Tobago 	<ul style="list-style-type: none"> Research and discussion 	
2.3.1.5 identify and explain the functions of government	<ul style="list-style-type: none"> Functions of government <ul style="list-style-type: none"> Central Government Local Government 	<ul style="list-style-type: none"> Cut out letters to the editor in newspapers on government's performance; Class discussion on pieces 	<ul style="list-style-type: none"> Outline three (3) main functions of government Write a paragraph on either the role of the Member of Parliament or the role of the Local Government Representative Write a letter to the editor either praising or criticizing government's performance Letter to editor on work done/not done in community by local government representative
2.3.1.6 demonstrate awareness that service and caring are integral to the functions of		<ul style="list-style-type: none"> Use examples to bring out acts of service: food-cards, housing, assistance to 	

Social Studies Content: FORM 2 TERM 2			
Theme: 2.3.0.0 How We Govern Ourselves			
Topic 2.3.1.0 Introduction to Government			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
good governance		victims of natural disasters	
2.3.1.7 describe the systems of government in Trinidad and Tobago from Crown Colony to Republicanism	<ul style="list-style-type: none"> • Systems of government in the Caribbean: <ul style="list-style-type: none"> - Crown colony - Constitutional - Monarchy - Republicanism • Systems of Government in Trinidad and Tobago 	<ul style="list-style-type: none"> • Use of diagrams outlining structure of each system of government • Classroom discussion on whether foreigners should still be in charge of the country 	<ul style="list-style-type: none"> • Draw a time line to show evolution of the systems of government • Write a paragraph on each system • Short quiz on the concepts
2.3.1.8 explain the electoral system in Trinidad and Tobago	<ul style="list-style-type: none"> • Electoral systems: <ul style="list-style-type: none"> - First- past- the- post 	<ul style="list-style-type: none"> • Use of Stimulus : Discuss the 2001 election results in Trinidad and Tobago (18-18 result); U.N.C. 49.9% & P.N.M. 46.5% 	<ul style="list-style-type: none"> • Produce an accurate graph to show election results
2.3.1.9 identify and explain the changes in the governing structure of Tobago	<ul style="list-style-type: none"> • Governance in Tobago 	<ul style="list-style-type: none"> • Create a timeline of events of governance in Tobago 	<ul style="list-style-type: none"> • Class Debate on whether Tobago should secede from Trinidad; use rubric to assess debate
2.3.1.10 outline the functions of the Tobago House of Authority	<ul style="list-style-type: none"> • Functions of the Tobago House of Assembly 		

Social Studies Content: FORM 2 TERM 2			
Theme: 2.3.0.0 How We Govern Ourselves			
Topic 2.3.2.0 Humanitarian Law- Promoting Respect for Humanity			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.3.2.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concepts: <ul style="list-style-type: none"> - Rule of Law - Humanity 	<ul style="list-style-type: none"> Research terms and concepts 	<ul style="list-style-type: none"> Use terms and concepts in sentences
2.3.2.2 describe how Rule of Law protects the rights of others and promotes respect for humanity	<ul style="list-style-type: none"> How Rule of Law protects the rights of others and promotes respect for humanity 	<ul style="list-style-type: none"> Research examples of how Rule of Law protects the rights of others and promotes respect for humanity 	<ul style="list-style-type: none"> Answer questions on relevant scenarios/case studies
2.3.2.3 describe how international and local agencies promote respect for humanity	<ul style="list-style-type: none"> Functions of Agencies: <ul style="list-style-type: none"> - International: United Nations, Amnesty International - Local: Red Cross (local arm), FEEL, St. Vincent De Paul Society 	<ul style="list-style-type: none"> Research functions of agencies Resource Personnel 	<ul style="list-style-type: none"> Write an essay entitled: "Why I would like to be employed with the United Nations"
2.3.2.4 explain how an individual can show respect for others	<ul style="list-style-type: none"> Ways an individual can show respect for other people's feeling and differences at home, school 	<ul style="list-style-type: none"> Brainstorming Have students write slogans on ways of 	<ul style="list-style-type: none"> Teacher prepares a worksheet with various statements on respect and disrespect; Students

Social Studies Content: FORM 2 TERM 2			
Theme: 2.3.0.0 How We Govern Ourselves			
Topic 2.3.2.0 Humanitarian Law- Promoting Respect for Humanity			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	and community	showing respect for other people's feelings and differences; Display these on the whiteboard	indicate which statement refers to respect and disrespect

Social Studies Content: FORM 2 TERM 3			
Theme: 2.4.0.0 Our Heritage			
Topic 2.4.1.0 Our Man Made and Built Heritage			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Man Made Heritage Built Environment Built Heritage 	<ul style="list-style-type: none"> Brainstorming definition of terms/concepts 	<ul style="list-style-type: none"> Use terms and concepts in sentences Quiz
2.4.1.2 describe the features in the environment that are part of our man-made or built heritage	<ul style="list-style-type: none"> The built environment of Trinidad and Tobago in relation to our cultural heritage for example: <ul style="list-style-type: none"> Historical sites such as the Magnificent Seven, the Red House Relics such as Fort King George, Tobago Places of worship such as the Temple in the Sea in Waterloo, Bait-ul-Hamid Mosque in Icacos and the La Divina Pastora Catholic Church in Siparia 	<ul style="list-style-type: none"> Research various places of interest in Trinidad and Tobago that has created our Man Made Heritage Field trips to different places of interest 	<ul style="list-style-type: none"> Group Project: Research and document the history of a feature in the built environment which is relates to our cultural heritage Written report on findings from the field trip

Social Studies Content: FORM 2 TERM 3			
Theme: 2.4.0.0 Our Heritage			
Topic 2.4.1.0 Our Man Made and Built Heritage			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.1.3 value the significance of our Built or Man Made Heritage	<ul style="list-style-type: none"> Features of the man made environment as it relates to our heritage: <ul style="list-style-type: none"> civic buildings such as the National Academy of the performing Arts, Queens Hall 		<ul style="list-style-type: none"> Create a poster, flyer or brochure advertising one place of interest and indicate in what ways it has contributed to Trinidad and Tobago's heritage OR Write a letter to invite a friend to visit Trinidad and Tobago or an advertisement for the social media

Social Studies Content: FORM 2 TERM 3			
Theme: 2.4.0.0 Our Heritage			
Topic 2.4.2.0 Our Physical/Natural Heritage			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.2.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Physical/Natural Heritage Indigenous Biodiversity Ecological Ecological Sites Ecological Heritage 	<ul style="list-style-type: none"> Research and discussion of terms and concepts 	<ul style="list-style-type: none"> Use of terms and concepts in sentences Quiz
2.4.2.2 examine the features of Trinidad and Tobago's Physical/Natural Heritage	<ul style="list-style-type: none"> Physical/Natural Heritage of Trinidad and Tobago: <ul style="list-style-type: none"> Bio-diversity of Trinidad and Tobago Ecological Heritage Sites The bio-diversity of Trinidad and Tobago's indigenous flora and fauna: <ul style="list-style-type: none"> plants flowers birds mammals 	<ul style="list-style-type: none"> Research different types of flora and fauna in Trinidad and how they contribute to the heritage of Trinidad and Tobago Collect pictures of different types of fauna and flora indigenous to Trinidad and Tobago either from magazines, internet research, newspapers, and brochures 	<ul style="list-style-type: none"> Group Project: Create a scrap book using prescribed guidelines of the different types of flora and fauna in Trinidad and Tobago

Social Studies Content: FORM 2 TERM 3			
Theme: 2.4.0.0 Our Heritage			
Topic 2.4.2.0 Our Physical/Natural Heritage			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.2.3 value the significance of our Physical /Natural Heritage	<ul style="list-style-type: none"> - reptiles - insects • Ecological Heritage of Trinidad and Tobago with reference to: <ul style="list-style-type: none"> - Wetlands - Rainforest - Waterfalls - Pitch lake - Coral Reef - Coastal areas and - Beaches - World Heritage Sites - e.g. Asa Wright 	<ul style="list-style-type: none"> • Create labeled posters showing the animals indigenous to Trinidad and Tobago; Classroom display • In groups draw a map of (a) Trinidad (b) Tobago; show the areas that are considered of ecological interest and are part of our heritage • Group research on specific areas • Classroom discussion on how these ecological sites contribute to our physical/natural heritage. 	<ul style="list-style-type: none"> • Use rubric to assess posters • Group Project: Create a scrap book on the different ecological sites in Trinidad and Tobago; Use rubric to assess piece • Imagine you are either the president of the schools'

Social Studies Content: FORM 2 TERM 3			
Theme: 2.4.0.0 Our Heritage			
Topic 2.4.2.0 Our Physical/Natural Heritage			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
			Environmental Club or an environmentalist: Create a five (5) step plan to prevent the extinction or destruction of any named flora, fauna or ecological part of Trinidad and Tobago's physical/natural heritage

Social Studies Content: FORM 2 TERM 3			
Theme: 2.6.0.0 Our Environment			
Topic 2.6.1.0 Physical Resources and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.6.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Exploitation 		
2.6.1.2 assess the impact of the use of Natural Resources on the environment	<ul style="list-style-type: none"> Effects of the use of Natural Resources on the Environment <ul style="list-style-type: none"> Overuse can cause depletion of resources 	<ul style="list-style-type: none"> Use of Case Studies to highlight how the use of natural resources can result in destruction of the environment 	<ul style="list-style-type: none"> Choose one (1) resource and produce a report showing how the use of that resource has resulted in the destruction of the environment
2.6.1.3 demonstrate concern for the impact that the overuse of natural resources can have on the environment			<ul style="list-style-type: none"> Students write a letter to the Minister of Energy outlining concerns about the environment
2.6.1.4 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Sustainable Use of Resources 	<ul style="list-style-type: none"> Research terms and concepts 	<ul style="list-style-type: none"> Use terms and concepts accurately in sentences
2.6.1.5 discuss strategies that can assist with the conservation of our natural resources.	<ul style="list-style-type: none"> Allocation and management of resources <ul style="list-style-type: none"> Diversification in the 	<ul style="list-style-type: none"> Field trip to public education centres 	<ul style="list-style-type: none"> Choose one (1) agency and write two (2) paragraphs on the strategy that has

Social Studies Content: FORM 2 TERM 3			
Theme: 2.6.0.0 Our Environment			
Topic 2.6.1.0 Physical Resources and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<p>manufacturing sector</p> <ul style="list-style-type: none"> - Policies on the use of Natural Resources (National Integrated Water Resources Management Policy, National Forest Policy) - Role of the Environmental Management Authority (EMA) • Sustainable use of Resources 	<ul style="list-style-type: none"> • Use of Resource personnel • Research on the internet 	<p>been implemented to conserve our natural resources</p>

Social Studies Content: FORM 2 TERM 3			
Theme: 2.6.0.0 Our Environment			
Topic 2.6.2.0 Humans and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.6.2.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Internal migration - Pull and push factors - Urbanization - Population density - Unemployment 	<ul style="list-style-type: none"> Create word maps for the terms 	<ul style="list-style-type: none"> Complete the sentences exercise
2.6.2.2 discuss the reasons for changes in population distribution and density	<ul style="list-style-type: none"> Reasons for changes in population distribution and density <ul style="list-style-type: none"> - Internal Migration: push and pull factors 	<ul style="list-style-type: none"> Interview persons who have changed residence to investigate reasons for moving 	<ul style="list-style-type: none"> Write an essay on the reasons people changed locations

Social Studies Content: FORM 2 TERM 3			
Theme: 2.6.0.0 Our Environment			
Topic 2.6.3.0 Places and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.6.3.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Tourism 	<ul style="list-style-type: none"> Research definition 	<ul style="list-style-type: none"> Use terms and concepts accurately in sentences
2.6.3.2 identify tourism sites in Trinidad and Tobago	<ul style="list-style-type: none"> Tourism sites in Trinidad and Tobago 	<ul style="list-style-type: none"> Brainstorming and researching names of places 	<ul style="list-style-type: none"> Locate main tourism sites on a blank map of Trinidad and Tobago
2.6.3.3 explain the factors that are responsible for the development of the tourism industry	<ul style="list-style-type: none"> Factors that influence Tourism <ul style="list-style-type: none"> Climate Flora Fauna Natural sites 	<ul style="list-style-type: none"> Internet Research 	<ul style="list-style-type: none"> Create a brochure inviting people to visit your island Create a short video welcoming tourists to your island
2.6.3.4 describe the advantages of Tourism	<ul style="list-style-type: none"> Advantages of Tourism: <ul style="list-style-type: none"> Generation of Income Promotes interconnectedness Job Creation 	<ul style="list-style-type: none"> Brainstorming ideas on topic Internet Research 	<ul style="list-style-type: none"> Essay Writing
2.6.3.5 discuss the impact of Tourism on the environment	<ul style="list-style-type: none"> Impact of Tourism on the Environment: <ul style="list-style-type: none"> Water Resources 	<ul style="list-style-type: none"> Classroom discussion on the impact of tourism on the 	<ul style="list-style-type: none"> Write a letter to the editor of your local newspaper

Social Studies Content: FORM 2 TERM 3			
Theme: 2.6.0.0 Our Environment			
Topic 2.6.3.0 Places and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<ul style="list-style-type: none"> - Land Degradation - Pollution 	environment	condemning or supporting the development of a tourist resort in your community

Social Studies Content and Performance Standards: Form 3

Form Three Term 1

Theme: Our Heritage

Content Standards

Students will assess the contribution made by our national icons to the development of our heritage; the need for conserving our heritage and investigate strategies for preserving our legacy

Performance Standards

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

- Defining various terms and concepts associated with contribution of people and the development of our heritage
- Identifying various national icons and community groups in various fields of discipline
- Assessing how these personalities/community groups have contributed to building our national heritage
- Explaining the development of emerging sub-cultures through fusion and syncretism
- Demonstrating an understanding of the different sub-cultures that have created our heritage
- Assessing the importance of preserving the heritage of Trinidad and Tobago

Theme: Economic Growth and Development

Content Standards

Students will understand the importance of technology, transport and distribution in building the economy of the nation which in turn results in an improved quality of life for citizens.

Performance Standards

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

- Defining various terms and concepts associated with technology, transportation and distribution

- Explaining the importance of technological advancements in globalization and economic growth
- Assessing how technological advancements have contributed to the economy of Trinidad and Tobago
- Explaining how improved modes of transportation have contributed to economic growth and development in Trinidad and Tobago
- Assessing consumerism and its relationship to trade liberalization and impact on economic growth
- Identifying how distribution has become an agent of economic change

Form Three Term 2

Theme: How We Govern Ourselves

Content Standards

Students will demonstrate an understanding of the emergence of our democratic way of life; the structure and functions of government; the roles citizens play in the process of government; and the importance of justice in conflict situations.

Performance Standards

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

- Defining terms and concepts associated with the electoral process
- Outlining the process for the conduct of general elections
- Explaining the role of citizens in influencing the outcome of an election
- Examining the concept of free and fair elections and constitutional reform
- Exploring the consequences of dealing/not dealing with violators of the society after an armed conflict has ended
- Empathizing with those facing the consequences of war
- Discussing the importance of justice

Theme: Our Environment

Content Standards

Students will become acquainted with the contribution of scientific and technological developments on the lives of man and the effects of these development on the physical and human environment; the impact of urbanization on the environment and the inevitable situation of experiencing natural disasters in the Caribbean and possible actions to deal with the consequences of these occurrences.

Performance Standards

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

- Defining relevant terms and concepts
- Examining the scientific and technological developments in society and its effects on the environment
- Discussing the causes and effects of urbanization
- Suggesting ways of controlling high population density

Form Three Term 3

Theme: Caribbean Integration and Global Links

Content Standards

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

Performance Standards

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

- Defining key terms and concepts
- Defending and validating the need for integration

- Constructing a timeline illustrating the Caribbean integration movement from the 1950s to the present
- Listing the membership of the various bodies associated with integration
- Identifying the non –political areas of cooperation within the Caribbean region
- Assessing the role of regional agencies in facilitating the integration process
- Analyzing the ways in which individuals, businesses and countries benefit from regional integration
- Discussing and formulating ways to deepen regional integration
- Identifying issues that affect the Caribbean and the world at large

Theme: Personal Development

Content Standards

Students will understand and appreciate the world of work and the expected behaviour of a productive worker; develop values and attitudes associated with good work ethic and recognize the importance of a unionized work environment.

Performance Standards

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

- Defining relevant terms and concepts
- Valuing the world of work
- Composing a resume
- Investigating types of jobs available in Trinidad and Tobago
- Identifying expectations of employers and employees
- Describing issues faced in the work environment
- Researching the role of trade unions and employers

Social Studies Content: FORM 3 TERM 1

Theme: 3.4.0.0 Our Heritage

Topic 3.4.1.0 People and our Heritage

Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>3.4.1.1 identify the people in the history of Trinidad and Tobago who have made significant contribution to our national heritage</p> <p>3.4.1.2 describe how these persons identified above have made their contributions</p>	<ul style="list-style-type: none"> Our National Heroes/Icons: Examples of nationally recognized individuals, groups, and community activists at the local level: <ul style="list-style-type: none"> Politics- Dr. Eric Williams, Dr. Rudranath Capildeo Music- Winston ‘Spree’ Simon, Francisco Slinger Dance- Beryl Mc Bernie Sports- Track and Field Cycling, Golf, Javelin, Shot Putt, Swimming, Cricket, Football Labour- Uriah ‘Buzz’ Butler, Adrian ‘Cola’ Rienzi, Arthur A.A. Cipriani Environmental- Gary Aboud and fisherman friends Science- Joseph Lennox 	<ul style="list-style-type: none"> Classroom discussion on the foundation laid by these and other icons Internet Research Projects Oral Presentations Display Resource Personnel Make the link between these persons and our man made and built heritage 	<ul style="list-style-type: none"> Write a Biography; guidelines to be given by teacher Use of rubric to assess visual and oral presentations Describe three (3) ways Trinidad and Tobago has honoured these icons e.g. naming of monuments, streets, highways and buildings; presentation of national awards

Social Studies Content: FORM 3 TERM 1			
Theme: 3.4.0.0 Our Heritage			
Topic 3.4.1.0 People and our Heritage			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.4.1.3 explain the development of sub-cultures through fusion and syncretism	Pawan - Art- Jean Michel Cazabon - Social Work- Audrey Jeffers - Literature- Samuel Selvon, Michael Anthony • Heritage Sub-cultures: Emergence and growth of sub-cultures and art forms for example: calypsoes, steel band, chutney, oral traditions • People who contributed with the development of sub-cultures	 • Research • Group Activities • Resource personnel • Use of Media	 • Write a research paper on the emergence of chutney music

Social Studies Content: FORM 3 TERM 1			
Theme: 3.4.0.0 Our Heritage			
Topic 3.4.2.0 Our Heritage- Conservation and Preservation			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.4.2.1 define relevant terms and concepts	Key Terms/Concepts: - Endangered - Economic Development	<ul style="list-style-type: none"> Vocabulary Word maps 	<ul style="list-style-type: none"> Quiz
3.4.2.2 discuss the value of conservation and preservation for sustainability and social living	Identify threats to our heritage: - Endangered flora and fauna - Illegal hunting - Economic Development - Infusion of external cultures Preservation and Conservation of our Heritage: - Legacy for future Generations - Sustainability - Tourism - Employment - Cultural Transmission - Improved standard of Living	<ul style="list-style-type: none"> Class Debate 	<ul style="list-style-type: none"> Choose one (1) aspect of our heritage and submit a research report on how it is threatened

Social Studies Content: FORM 3 TERM 1			
Theme: 3.4.0.0 Our Heritage			
Topic 3.4.2.0 Our Heritage- Conservation and Preservation			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.4.2.3 discuss the role of the individual and the state in conserving and preserving our national heritage	<ul style="list-style-type: none"> - Survival of Species - Global cooperation - Interdependence - State Initiatives - Legislation • Strategies for preserving our heritage 		<ul style="list-style-type: none"> • Create a brochure/poster highlighting the need for preserving our heritage

Social Studies Content: FORM 3 TERM 1			
Theme: 3.2.0.0 Economic Growth and Development			
Topic 3.2.1.0 Understanding Globalization			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.2.1.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> • Key Terms/Concepts: <ul style="list-style-type: none"> - Globalization - Global village - Economy - Trade - Technology - Communication - Transnational corporations - Communicable disease - Climate change 	<ul style="list-style-type: none"> • Brainstorming session to arrive at meaning of definitions 	<ul style="list-style-type: none"> • Group project on Globalization: Students identify the transnational corporations present in Trinidad and Tobago and research the other countries where these organizations can be found; present this information on a blank map of the world using an appropriate key

Social Studies Content: FORM 3 TERM 1			
Theme: 3.2.0.0 Economic Growth and Development			
Topic 3.2.2.0 Impact of Communication Technology on Globalization			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.2.2.1 define and explain key terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/ Concepts: <ul style="list-style-type: none"> - Communication - Communication Technology - Information Communication Technology (ICT) 	<ul style="list-style-type: none"> Students research meaning and examples 	<ul style="list-style-type: none"> Use terms and concepts in sentences
3.2.2.2 assess how new forms of communication technologies have an impact on globalization and the economy of Trinidad and Tobago	<ul style="list-style-type: none"> Impact of communication technology on globalization: <ul style="list-style-type: none"> - positive and negative effects of modern communication technology (use of mass media, social media, music, the internet, cyber bullying - choice of purchasing goods and services such as the use of sky boxes, online shopping - investments such as online stock trading 	<ul style="list-style-type: none"> Brainstorm ways communication technology affects globalization Students research how communication technology has an impact on the economy of Trinidad and Tobago 	<ul style="list-style-type: none"> Reflective Piece on the topic "How do communication technologies influence my life?" Research report on the impact of one (1) communication technology on our economy

Social Studies Content: FORM 3 TERM 1			
Theme: 3.2.0.0 Economic Growth and Development			
Topic 3.2.3.0 Relationship between Transport and Economic Development			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>3.2.3.1 define relevant terms and concepts</p> <p>3.2.3.2 assess how transport has an impact on economic development</p>	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Transportation - Economic Development The role of transportation as a catalyst towards economic development: <ul style="list-style-type: none"> - greater access to transport improves mobility - increased tourism - distribution of goods - increased foreign exchange/revenue for the country) 	<ul style="list-style-type: none"> Students research magazines, newspapers or the internet to investigate how transportation has improved the lives of people around the globe. Classroom discussion 	<ul style="list-style-type: none"> Students work in groups using graphic display (e.g. poster, booklet, power point presentation) to show how transportation is used in economic activities in Trinidad for example transporting finished goods to the port

Social Studies Content: FORM 3 TERM 1			
Theme: 3.2.0.0 Economic Growth and Development			
Topic 3.2.4.0 Global Distribution of Goods			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.2.4.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - consumer - consumerism - export - import - distribution - marketing 	<ul style="list-style-type: none"> Class discussion on consumerism and who is a consumer 	<ul style="list-style-type: none"> Fill in the blank sentences using terms
3.2.4.2 evaluate the process of marketing	<ul style="list-style-type: none"> The process of marketing/advertising in reaching the public domain 	<ul style="list-style-type: none"> Brainstorm how consumers become aware of goods and services Examine advertisements in magazines/newspapers/flyers and identify products being promoted 	<p>Students work in groups to create a product (for example, pepper sauce, chow, kurma); Develop and implement a marketing strategy to sell their product to other students and teachers; At the end of the exercise, submit the strategy that was used to market the product and the challenges experienced</p>

Social Studies Content: FORM 3 TERM 1			
Theme: 3.2.0.0 Economic Growth and Development			
Topic 3.2.4.0 Global Distribution of Goods			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.2.4.3 discuss the choices consumers have in purchasing goods .	<ul style="list-style-type: none"> Consumer choices due to: <ul style="list-style-type: none"> online shopping importation of cheaper goods competition between local and foreign goods 	<ul style="list-style-type: none"> Role play Use of teacher generated scenarios 	<ul style="list-style-type: none"> Group Assignment: You wish to promote the consumption of locally grown food. Outline a strategy you would use to encourage consumers to purchase to local produce.
3.2.4.4 assess the importance of distribution as an agent of global economic change	<ul style="list-style-type: none"> Distribution as an agent of global economic change 	<ul style="list-style-type: none"> Classroom discussion on how distribution has resulted in economic change 	<ul style="list-style-type: none"> Essay writing

Social Studies Content: FORM 3 TERM 2			
Theme: 3.3.0.0 How We Govern Ourselves			
Topic 3.3.1.0 The Electoral Process in Trinidad and Tobago			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.1.1 define and use appropriately relevant terms and concepts	<ul style="list-style-type: none"> • Key Term/Concepts: <ul style="list-style-type: none"> - Elector - Electorate - Candidate - Constituency - Constituent - Campaign - Manifesto - Franchise - Adult suffrage - Nomination - Nomination day - Ballot - Ballot box - Secret ballot - Independent candidate - Floating voters - First- past- the- post system - Election day - Hung Parliament 	<ul style="list-style-type: none"> • Student research terms • Glossary of terms 	<ul style="list-style-type: none"> • Written test on terms and definitions • Complete sentences based on definitions

Social Studies Content: FORM 3 TERM 2			
Theme: 3.3.0.0 How We Govern Ourselves			
Topic 3.3.1.0 The Electoral Process in Trinidad and Tobago			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>3.3.1.2 outline the steps in preparing for an election in Trinidad and Tobago</p> <p>3.3.1.3 discuss the factors influencing a political choice</p>	<ul style="list-style-type: none"> Steps in preparation for an election Difference between government and politics Factors influencing political choice: <ul style="list-style-type: none"> gender race culture religion emotions family political socialization tolerance of diversity of political views the media 	<ul style="list-style-type: none"> Teacher prepared hand-out Teacher explanations and discussion Teacher led discussion on why support is given to different political parties Role play scenarios Construction of a questionnaire Interview adults on reasons for supporting a particular political party 	<ul style="list-style-type: none"> Written summary of events and activities You are the youth officer of a named political party, write and present a five minute speech encouraging people to vote Produce an accurate pictorial representation of results of survey Write a paragraph to describe why I may want to change my political affiliation

Social Studies Content: FORM 3 TERM 2			
Theme: 3.3.0.0 How We Govern Ourselves			
Topic 3.3.1.0 The Electoral Process in Trinidad and Tobago			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.1.4 explain the process to be followed on election day	<ul style="list-style-type: none"> Process on election day: <ul style="list-style-type: none"> - Voters' list - Polling station - Ballot paper - Ballot box - Checking of votes - Declaration of winner 	<ul style="list-style-type: none"> Chart of order of each event and activities Simulation of events on an general election day Pictorial representation of process to be followed in an election 	<ul style="list-style-type: none"> In collaboration with other classes in the year group simulate a general election: <ul style="list-style-type: none"> - Selection of Candidates - Campaign - Casting of Ballots - Declaration of a Winner - Speeches (Victory and Defeat)
3.3.1.5 discuss the activities following an election in the formation of a new government	<ul style="list-style-type: none"> Formation of a new Government 		
3.3.1.6 define and explain relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> - Free and fair elections - Universal Suffrage 		
3.3.1.7 recognize the importance of a free and fair election process	<ul style="list-style-type: none"> Importance of Free and fair elections: <ul style="list-style-type: none"> - avoid persecution of citizens either from the 	<ul style="list-style-type: none"> Research situations around the world where elections were not free and fair Use of stimulus material: 	<ul style="list-style-type: none"> Write an essay describing the consequences for a country/people if elections are not free and fair

Social Studies Content: FORM 3 TERM 2			
Theme: 3.3.0.0 How We Govern Ourselves			
Topic 3.3.1.0 The Electoral Process in Trinidad and Tobago			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>3.3.1.8 define and explain relevant terms and concepts</p> <p>3.3.1.9 discuss the significance of constitutional reform</p>	<p>state or other citizens</p> <ul style="list-style-type: none"> - The counting of the votes is transparent and independent and not tampered with • Definition of Key Term/Concept: <ul style="list-style-type: none"> - Constitutional Reform 	<p>Seaga's statement: "Elections should be free, fair and free from fear"</p> <ul style="list-style-type: none"> • Research terms and concepts • Research on the internet the Constitution of Trinidad and Tobago • Class discussion on the age of document 	<ul style="list-style-type: none"> • Essay • Use term/concept accurately in sentences • Imagine you have the power to change the constitution. Outline your views for a better Trinidad and Tobago in 500 words

Social Studies Content: FORM 3 TERM 2			
Theme: 3.3.0.0 How We Govern Ourselves			
Topic 3.3.2.0 Humanitarian Law- Consequences of War and Conflict			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.2.1 describe how war disrupts normal life	<ul style="list-style-type: none"> The consequences of war using local and foreign examples 	<ul style="list-style-type: none"> Teacher-led discussion on the effects of gangs in local communities Students research places that have experienced war and conflict 	<ul style="list-style-type: none"> Students engage in reflection and write one (1) paragraph: How would you feel to live in a war torn country?
3.3.2.2 identify the action necessary to reduce or prevent the suffering caused by war	<ul style="list-style-type: none"> Efforts required to respond to the consequences of war Dilemmas experienced by individuals and groups involved in humanitarian action Promotion of respect for human dignity Strategies for making a difference 	<ul style="list-style-type: none"> Classroom discussion on ways of reducing or preventing the suffering caused by war 	<ul style="list-style-type: none"> Create a poster depicting ways to end suffering Create a poem expressing feelings for those who are victims of war Student Assignment: Identify and explain three (3) ways to prevent young people from engaging in gang activities

Social Studies Content: FORM 3 TERM 2			
Theme: 3.3.0.0 How We Govern Ourselves			
Topic 3.3.3.0 Humanitarian Law- Need for Justice			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>3.3.3.1 define and explain relevant terms and concepts</p> <p>3.3.3.2 explore the consequences of dealing/not dealing with violators of the society after an armed conflict has ended</p>	<ul style="list-style-type: none"> Key Terms/Concept: <ul style="list-style-type: none"> Justice Need for justice <ul style="list-style-type: none"> Universal Declaration of Human Rights Ways in which justice can be served Persons to judge the accused 	<ul style="list-style-type: none"> Research term/concept Resource Personnel Classroom discussions on the following: <ul style="list-style-type: none"> World War II –Adolph Hitler and the mass murder of homosexuals, gypsies, Jews, Romanians, etc. Amnesty for the Jamaat al Muslimeen after the 1990 coup attempt Yugoslavian civil war 1990s Rwanda genocide 1990s Cambodia – PolPot and the Khmer Rouge Conflicts and trials currently in the news 	<ul style="list-style-type: none"> Use term/concept in sentences accurately Role play a teacher-created scenario Examine the impact of not dealing with violators on the individual, family and society by answering some guided questions for example: Did the crime rate increase? Do we have more gangs? Are more youths involved in crime due to failure to deal with perpetrators of 1990 coup?

Social Studies Content: FORM 3 TERM 2			
Theme: 3.3.0.0 How We Govern Ourselves			
Topic 3.3.3.0 Humanitarian Law- Need for Justice			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.3.3 examine the reasons for the introduction of the International Criminal Court	<ul style="list-style-type: none"> The reasons for international tribunals The role of Mr. A.N.R. Robinson in the creation of the International Criminal Court 	<ul style="list-style-type: none"> Resource Persons Classroom discussion based on research 	<ul style="list-style-type: none"> Short answer quiz
3.3.3.4 describe the role of the Caribbean Court of Justice	<ul style="list-style-type: none"> The Caribbean Court of Justice <ul style="list-style-type: none"> Reasons for Caribbean Court of Justice Functions of Caribbean Court of Justice 	<ul style="list-style-type: none"> Main reasons summarized in graphic organizer Teacher-led discussion on summary of functions and reasons for introduction 	<ul style="list-style-type: none"> Short answer quiz Students write an essay around the topic "Justice is served"

Social Studies Content: FORM 3 TERM 2			
Theme: 3.6.0.0 Our Environment			
Topic 3.6.1.0 Scientific and Technological Developments and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.6.1.1 define and explain relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Term/Concept: <ul style="list-style-type: none"> Scientific and technological developments Scientific and technological developments- Methods and tools humans use to get food and energy and to change the environment in useful ways for example to grow crops, build houses or communicate through the internet 	<ul style="list-style-type: none"> Students research definitions Internet research of examples of Scientific and Technological Developments 	<ul style="list-style-type: none"> Use terms in sentences Report on two (2) scientific and technological developments
3.6.1.2 examine scientific and technological developments in society	<ul style="list-style-type: none"> Scientific and technological developments: <ul style="list-style-type: none"> New methods in growing crops Transport-airplanes, trains and vehicles the Internet Cellular phones 	<ul style="list-style-type: none"> Group discussion Classification of developments 	<ul style="list-style-type: none"> Describe any two (2) scientific and technological developments in 500 words

Social Studies Content: FORM 3 TERM 2			
Theme: 3.6.0.0 Our Environment			
Topic 3.6.1.0 Scientific and Technological Developments and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.6.1.3 evaluate the influence of scientific and technological developments on the environment	<ul style="list-style-type: none"> - Medicine -extended our lifespan • The positive and negative influence of scientific and technological developments on the human and physical environment <ul style="list-style-type: none"> Positive <ul style="list-style-type: none"> - allow for the easy movement of people - better quality food - Better communication - cures for diseases Negative <ul style="list-style-type: none"> - Prolonged use of the computer results in health problems - Pollution, ozone layer depletion and climate change - Deforestation - Genetically altered plants 	<ul style="list-style-type: none"> • Students work in groups and engage in a class debate 	<ul style="list-style-type: none"> • Use of rubric to assess the debate • Student Reflection: Write about the positive and negative influence of technological development on their lives

Social Studies Content: FORM 3 TERM 2			
Theme: 3.6.0.0 Our Environment			
Topic 3.6.2.0 Humans and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.6.2.1 discuss the reasons for Urbanization	<ul style="list-style-type: none"> Causes of Urbanization: <ul style="list-style-type: none"> Better standard of living in urban areas Access to health care Availability of jobs Migration 	<ul style="list-style-type: none"> Interview persons to arrive at causes of urbanization Class discussion to elicit the reasons for urbanization 	<ul style="list-style-type: none"> Essay writing
3.6.2.2 describe the effects of Urbanization	<ul style="list-style-type: none"> Economic and Environmental Effects of Urbanization <ul style="list-style-type: none"> Positive: Better opportunities for people, Higher standard of living Negative: Health issues, pollution, unemployment and under employment, shortage of housing, commuting issues, social effects such as poverty, crime 	<ul style="list-style-type: none"> Collect pictures to display the effects of urbanization 	<ul style="list-style-type: none"> Develop a slide show presentation; Assess slide show using a rubric

Social Studies Content: FORM 3 TERM 2			
Theme: 3.6.0.0 Our Environment			
Topic 3.6.2.0 Humans and our Environment			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.6.2.3 explain the ways high population density can be controlled	<ul style="list-style-type: none"> Ways of preventing high population density <ul style="list-style-type: none"> Family Planning Improvement of services offered in rural areas 	<ul style="list-style-type: none"> Students work in groups to prepare a newspaper article on ways to prevent high population densities. Groups present their articles to the class. 	<ul style="list-style-type: none"> Use rubric to assess newspaper article

Social Studies Content: FORM 3 TERM 3			
Theme: 3.5.0.0 Caribbean Integration and Global Links			
Topic 3.5.1.0 Regional Integration			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.5.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms and Concepts: <ul style="list-style-type: none"> - Bilateral agreement - Co-operation - Dependence - Economy - Free trade / Trade liberalization - Globalization - Integration - Interdependence - Multilateral agreement - Multinational corporation - Region - Treaty 	<ul style="list-style-type: none"> Students research words and their meanings Students create a glossary of terms 	<ul style="list-style-type: none"> Crossword puzzle Vocabulary test
3.5.1.2 describe the Caribbean integration process from the 1950's to the present	<ul style="list-style-type: none"> The Integration Process <ul style="list-style-type: none"> - West Indian Federation - Independence Movements - CARIFTA - CARICOM - CSME - OECS 	<ul style="list-style-type: none"> Listen to Sparrow's Calypso on Federation to generate discussion Group work- Each group works on one stage in the integration process. 	<ul style="list-style-type: none"> Create a time line showing the integration process

Social Studies Content: FORM 3 TERM 3			
Theme: 3.5.0.0 Caribbean Integration and Global Links			
Topic 3.5.1.0 Regional Integration			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.5.1.3 outline the objectives and membership of institutions/ bodies which form part of the integration process	<ul style="list-style-type: none"> - ACS • Membership and Objectives of the regional institutions/ bodies which form part of the integration process: <ul style="list-style-type: none"> - West Indian Federation - CARIFTA - CARICOM - OECS - ACS - CSME 	<p>Information is then presented to the class</p> <ul style="list-style-type: none"> • Research: Students are encouraged to visit the website of the respective organizations and record information on aims, membership and so on • Oral Presentations: Student groups research one regional institution and present information to the class 	<ul style="list-style-type: none"> • Teacher made quiz on the membership and objectives of the various regional institutions • Quiz on the name of each institution, two (2) member countries and two (2) objectives
3.5.1.4 identify non –political areas of cooperation within the Caribbean region	<ul style="list-style-type: none"> • Non-political areas of cooperation / Functional cooperation for example: <ul style="list-style-type: none"> - Sports (CARIFTA games, WI cricket) - Education (The University of the West Indies (UWI)) 	<ul style="list-style-type: none"> • Classroom discussion • Student research 	<ul style="list-style-type: none"> • Create a poster displaying the varying areas of functional cooperation; use of rubric to assess piece • Students write an essay entitled “The role of regional agencies in
3.5.1.5 assess the role of regional agencies in facilitating the integration process			

Social Studies Content: FORM 3 TERM 3			
Theme: 3.5.0.0 Caribbean Integration and Global Links			
Topic 3.5.1.0 Regional Integration			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.5.1.6 analyse ways in which the individual, businesses and countries benefit from regional integration	<ul style="list-style-type: none"> - Medicine (CEHI – Caribbean Environmental and Health Institute) - Culture (CARIFESTA) - Disaster preparedness (Caribbean Disaster Emergency Management Agency- CEDEMA) • Benefits of Regional Integration <ul style="list-style-type: none"> - Free movement of goods, labour and capital - Expansion of trade - Increased cooperation among member states - Improvement in the quality of life - Better response to global environment 	<ul style="list-style-type: none"> • Brainstorm ways in which individuals may enjoy greater benefits from regional integration 	<p>facilitating regional integration”</p> <ul style="list-style-type: none"> • Debate whether regional agencies do facilitate the integration process”; use rubric to assess debate • Develop a brochure outlining the benefits of integration to individuals, businesses and countries OR • Write a persuasive essay either for or against regional integration

Social Studies Content: FORM 3 TERM 3			
Theme: 3.5.0.0 Caribbean Integration and Global Links			
Topic 3.5.1.0 Regional Integration			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.5.1.7 discuss ways the individual, businesses and countries can deepen regional integration	<ul style="list-style-type: none"> • Role of individual citizens and business organizations in the integration process. <ul style="list-style-type: none"> a. Role of citizens:- <ul style="list-style-type: none"> - Being informed - Purchasing regional products - Showing solidarity and mutual support towards regional fellow citizens. b. Role of business organizations:- <ul style="list-style-type: none"> - Increasing range and quality of goods and services - Providing opportunities for investment and employment • Role of Countries 	<ul style="list-style-type: none"> • Class discussion on ways young people and adults can help promote Caribbean integration and the development of a Caribbean identity 	<ul style="list-style-type: none"> • Students work in groups to create a jingle or commercial informing individuals and businesses on ways they can support regional integration; use rubric to assess work done

Social Studies Content: FORM 3 TERM 3			
Theme: 3.5.0.0 Caribbean Integration and Global Links			
Topic 3.5.1.0 Regional Integration			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.5.1.8 examine issues that affect the Caribbean and the world and develop action plans to solve these issues	Issues: <ul style="list-style-type: none"> - Drugs - Crime - HIV/Aids - Poverty - Unemployment - Pollution - Terrorism 	<ul style="list-style-type: none"> • Resource Personnel; Questions generated on presentations • Media research on issues and consequences regionally and internationally 	<ul style="list-style-type: none"> • Use different art forms such as slogan/song/rap/skit or storytelling to highlight any one issue and solutions to resolve it

Social Studies Content: FORM 3 TERM 3			
Theme: 3.1.0.0 Personal Development			
Topic 3.1.1.0 Choosing a Career: Making the right choice			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.1.1.1 define relevant terms and concepts	<ul style="list-style-type: none"> Definition of Key Terms/Concepts: <ul style="list-style-type: none"> Self Appraisal Employer Appraisal Entrepreneurship Lifelong Learning Resume Work Ethic 	<ul style="list-style-type: none"> Brainstorm ideas on definitions 	<ul style="list-style-type: none"> Use of terms in sentences
3.1.1.2 state reasons why people work	<ul style="list-style-type: none"> Reasons why people work: <ul style="list-style-type: none"> To provide for needs and wants To obtain an income To attain a better standard of living Use skills and qualification 	<ul style="list-style-type: none"> Brainstorming reasons why people work Create a simple questionnaire and interview teachers, parents, neighbours to determine reasons why they work 	<ul style="list-style-type: none"> Write a paragraph on your findings from the interview
3.1.1.3 explore the types of jobs that are available in Trinidad and Tobago.	<ul style="list-style-type: none"> Career/employment opportunities available in Trinidad and Tobago 	<ul style="list-style-type: none"> Find job vacancies advertised in magazines and newspapers that are available in Trinidad and Tobago 	<ul style="list-style-type: none"> Write a paragraph on what I learnt in the career day

Social Studies Content: FORM 3 TERM 3			
Theme: 3.1.0.0 Personal Development			
Topic 3.1.1.0 Choosing a Career: Making the right choice			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.1.1.4 recognize the skills and knowledge needed to pursue specific careers	<ul style="list-style-type: none"> Qualifications and Skills required for various job/careers Institutions where qualification and skills can be obtained 	<ul style="list-style-type: none"> Make a directory of jobs available in Trinidad and Tobago Career Day Resource Personnel Resource personnel Research the qualifications and skill required for job/careers Brainstorming Institutions at which tertiary level qualifications can be obtained (full time, part time) 	<ul style="list-style-type: none"> Group Work: Create a job description manual
3.1.1.5 describe the factors one must consider when choosing a career	<ul style="list-style-type: none"> Factors to consider when choosing a career: <ul style="list-style-type: none"> Health Issues Shift Work 	<ul style="list-style-type: none"> Resource Personnel 	<ul style="list-style-type: none"> Identify a career you wish to pursue. Describe the three (3) factors that influence your choice

Social Studies Content: FORM 3 TERM 3			
Theme: 3.1.0.0 Personal Development			
Topic 3.1.1.0 Choosing a Career: Making the right choice			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.1.1.6 justify the importance of a resume	<ul style="list-style-type: none"> - Opportunities for Promotion - Qualifications and Skills - Passion • Resume writing • Elements of a resume • Ethics associated with resume writing (honesty) 	<ul style="list-style-type: none"> • Students use template to generate a resume • Students write applications for jobs. Invite resource personnel. Set up panels to interview students 	<ul style="list-style-type: none"> • Complete blank lines on a teacher made resume • Students write an application for a job advertised in a magazine or newspaper; use rubric to assess piece • Students write a resume they would like to have at the end of Secondary School
3.1.1.7 identify issues employers and employees may face in the work place	<ul style="list-style-type: none"> • Issues in the work place: <ul style="list-style-type: none"> - sexual harassment - poor wages - long hours 	<ul style="list-style-type: none"> • Brainstorming possible issues in the workplace • Interviewing employers and 	<ul style="list-style-type: none"> • Present findings derived from interview

Social Studies Content: FORM 3 TERM 3			
Theme: 3.1.0.0 Personal Development			
Topic 3.1.1.0 Choosing a Career: Making the right choice			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.1.1.8 evaluate ways of improving performance at the workplace	<ul style="list-style-type: none"> - unsafe working conditions - unpunctuality/tardiness - unmet deadlines • Ways of improving performance at the workplace <ul style="list-style-type: none"> - Examining self and employer's appraisal of performance - Find alternative ways of getting the job done - Become a lifelong learner 	<p>employees on issues in the workplace</p> <ul style="list-style-type: none"> • Resource Personnel (Lectures and Panel Discussions) • Resource Personnel 	<ul style="list-style-type: none"> • Students work in groups to write and perform a skit on improving performance at the workplace; use rubric to assess skit

Social Studies Content: FORM 3 TERM 3			
Theme: 3.1.0.0 Personal Development			
Topic 3.1.1.0 Choosing a Career: Making the right choice			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.1.1.9 examine expected work ethics at places of work	<ul style="list-style-type: none"> Expectations of Employers and Employee for example: <ul style="list-style-type: none"> Honesty Integrity Knowledge Safe work conditions 	<ul style="list-style-type: none"> Dramatization of related scenarios 	<ul style="list-style-type: none"> Collect articles or extracts from the newspaper/magazine/internet highlighting poor and acceptable work ethic
3.1.1.10 describe ways workers show dissatisfaction in the workplace.	<ul style="list-style-type: none"> Ways in which workers show dissatisfaction in the workplace: <ul style="list-style-type: none"> go slow work to rule protest stay away from work 	<ul style="list-style-type: none"> Use of related current events in the newspaper Role Play a scenario 	<ul style="list-style-type: none"> Debate the extent to which workers should take action to express dissatisfaction in the work place; use rubric to assess debate
3.1.1.11 explore solutions to resolve issues in the work place.	<ul style="list-style-type: none"> Conflict resolution in the work place: <ul style="list-style-type: none"> resign mediation Industrial court. 	<ul style="list-style-type: none"> Resource Person-Industrial Court, Resource Manager 	<ul style="list-style-type: none"> Case Studies: Analyse and answer questions on issues in the work place, the action taken by workers to show dissatisfaction and how the issue was resolved
3.1.1.12 examine the role of the Trade Union in Trinidad and	<ul style="list-style-type: none"> The role of Trade Unions: OWTU; TTUTA; 	<ul style="list-style-type: none"> Research 	<ul style="list-style-type: none"> Research: Choose one (1) trade union in Trinidad and

Social Studies Content: FORM 3 TERM 3			
Theme: 3.1.0.0 Personal Development			
Topic 3.1.1.0 Choosing a Career: Making the right choice			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
Tobago,	PSA <ul style="list-style-type: none"> Benefits of membership in a trade union 	<ul style="list-style-type: none"> Teacher lead discussions on trade unions in Trinidad and Tobago. Resource Personnel 	Tobago: Which workers/companies do they represent? What is their structure?

Geography Forms 1-3

Subject Philosophy

The lower secondary Geography curriculum is progressive in its philosophical orientation and caters to the twenty first century student. It emphasizes learning by doing as opposed to the traditional content oriented, teacher focused approach. The student is empowered to take ownership of this learning experience and appreciate that human environment interactions shape the world within which we exist. A progressive approach will complement this curriculum as the central focus will be on defining issues, problem solving and enquiry based research. Engagement in active research will require the development of geographic and other key academic and social development skills which will make the learning experience for the student real, fun, interactive and engaging. As students become apprentices or technicians in the field, learning will be easily retained and reapplied to new situations (Wells; 1996).

Rationale for Teaching and Learning Geography

Geography as a discipline has different conceptualizations depending on the time and philosophical assumptions or purpose. The word Geography is derived from the Greek word 'ge' meaning, the earth and 'grapho' meaning, I write and literally means a description of the earth. The present day contemporary approach to the discipline explores the interconnected relationships that exist within rapidly changing Human-Environment Interactions. Analysis of these interactions over space and time develops an understanding and appreciation of the patterns and processes at work in any environment.

Geography has been included as one of the Social Sciences subjects offered in the school's curriculum at the Lower Secondary Level in Trinidad and Tobago. The Ministry of Education's vision is to develop personal, social and cultural attributes in our nation's students. Exposure to this discipline will encourage our nation's students to become guardians of the environment, instilling national pride especially if they possess a greater knowledge of the Geography of Trinidad and Tobago. They will come to realize that the activities of humans can both positively and negatively impact the physical environment. The student must also be able to position their country physically, socially and culturally in relation to our regional counterparts and the wider

world. This would encourage them to become caring and patriotic citizens, willing to contribute to the development of the nation and the global community.

The enactment of the curriculum in the classroom will also aid in the acquisition of various skills which, once fully developed, will assist the student to manage many of the issues or challenges they may face in their daily lives, studies and career pursuits.

Skills to be developed from engagement with the Geography curriculum include the following:

1. Map Skills
2. Research Skills – local field observations, library and internet research.
3. Data Representation and Interpretation skills.
4. Computer literacy skills using Geospatial technologies such as Internet based mapping technologies, online navigation systems, maps and satellite imagery.
5. Life skills such as problem solving, creativity, decision-making and critical thinking.
6. Communication Skills

Goals

The Geography programme is designed to enable students to:

- Develop an appreciation of the nature of Geography, its content, skills and present-day trends and new technologies.
- Be cognizant of the interconnection that exists between the physical environment and the human environment.
- Explain the nature and consequences of human-environment interactions.
- Develop stewardship of the environment to promote sustainable living.
- Appreciate the global and interconnected world within which we exist.
- Be equipped with the skills which will be beneficial in daily life activities.
- Demonstrate an understanding of the spatial patterns and processes at work in the rapidly changing environment of the twenty-first century.
- Demonstrate the appropriate techniques and skills used for enquiry and research.

General Learning Outcomes

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

Form 1

- Demonstrate basic map skills.
- Appreciate the Geography of the world to which they belong.
- Develop Information Communication Technology (ICT) skills.
- Understand and practise positive and respectful interactions with others.
- Work cooperatively in teams to complete tasks in a timely and productive manner.
- Articulate ideas and opinions in both written and oral presentations.
- Develop the habit of practising critical thinking skills.
- Develop a sense of patriotism and national pride.

Form 2

- Articulate ideas and opinions in both written and oral presentations.
- Acquire knowledge of the Geography of Trinidad and Tobago.
- Develop information literacy skills.
- Appropriately use and interpret varying statistical maps and diagrams.
- Appreciate the inter-relationship that exists between the physical landscape and human activities.
- Act responsibly towards the sustainability and preservation of the physical environment.
- Apply critical thinking skills to address issues of the environment.
- Practise behaviours and attitudes that depict national pride.

Form 3

- Develop understanding of the earth's internal processes that produce earthquakes and volcanoes in the Caribbean and the rest of the world.
- Develop an awareness of the effects of hazards associated with earthquakes, volcanic eruptions and hurricanes in the Caribbean.

- Be aware of the strategies used to mitigate against earthquakes, volcanic eruptions and hurricanes and take appropriate action.
- Demonstrate understanding of impact of climate on man's activities.
- Demonstrate actions which show care and concern for persons affected by natural disasters.

DRAFT

Geography Content Framework

Form 1	Form 2	Form 3
Theme: The World Around Us <ul style="list-style-type: none"> • World Geography <ul style="list-style-type: none"> - Concept of Geography - Exploring the World - Boundaries and Borders - Locating places - Latitude and Longitude • Caribbean Region • Building Map Skills <ul style="list-style-type: none"> - Conventional Signs - Map Scale - Cardinal Points - Locating Places – Four Figure Grid Reference - Maps of Today 	Theme: Geography of Trinidad and Tobago <ul style="list-style-type: none"> • The Physical Environment <ul style="list-style-type: none"> - Features and Landforms - Vegetation • The Human Environment <ul style="list-style-type: none"> - Human land-use - Settlement patterns • Population Distribution and Density • Inter-relationship between Physical landforms and features and Human land-use 	Theme: The Physical Earth and Human Interactions <ul style="list-style-type: none"> • Earth's Structure • Earth's Natural Disasters <ul style="list-style-type: none"> - Earthquakes - Volcanism • Weather and Climate <ul style="list-style-type: none"> - Seasons of the world - Climate of Trinidad and Tobago - Tropical Systems - Hurricanes

Geography Content and Performance Standards: Form 1

Theme: The World Around Us

Content Standard

Using basic map skills to create and interpret maps, students will appreciate local, regional and world geography.

Performance Standards

- Locate Trinidad and Tobago within the Caribbean and the world
- Identify countries that make up the Caribbean
- Name and locate places on a globe and an atlas using latitude and longitude
- Understand the differences in scales using an atlas
- Identify and label the main components and features of a map
- Use maps and other statistical diagrams to communicate information
- Identify and locate features on a map using the eight point compass and four figure grid reference

Geography Content: FORM 1			
Theme: 1.1.0.0. The World Around Us			
Topic 1.1.1.0 World Geography			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
Sub Topic: Exploring the World			
1.1.1.1 explain the importance of studying Geography	What is Geography? Definition <ul style="list-style-type: none"> Relationship between man and his environment Sustainable use of the environment 	Class discussions related to outcome Create a collage which depicts the importance of Geography to the student. View relevant YouTube videos and Slideshare presentations Use of atlas	Use a rubric to assess a collage which depicts the importance of Geography to the student.
1.1.1.2 name and locate major features on a Globe and Map of the World	The oceans and continents (location and relative sizes)	View documentary on “Exploring the World’s Geography”	
1.1.1.3 develop research skills using atlas, websites and other sources to gather information	Physical Features of the continents. - Mountain Ranges – highest peak	Use world map to locate feature Make a papier-mâché globe of	

Geography Content: FORM 1			
Theme: 1.1.0.0. The World Around Us			
Topic 1.1.1.0 World Geography			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<ul style="list-style-type: none"> - Major Rivers – longest river - Deserts – largest desert 	<p>Earth's continents</p> <p>Discussion on</p> <ul style="list-style-type: none"> - similarities and differences among continents - Highest mountain peaks - Longest rivers - Relative size of continents 	<p>Globes accurately created showing continents and oceans, mountain ranges, three major rivers and three deserts</p> <p>Design a jingle (two stanzas) entitled "Our World" showcasing the continents, mountain peaks and rivers</p> <p>Write two paragraphs about a country they would like to visit and include its location (continent), highest mountain peak and longest river</p>

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic 1.1.1.0 World Geography			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
Subtopic: Boundaries and Borders			
1.1.1.4 describe the purpose of a political map		Use maps to show how land space defines a country	
1.1.1.5 explain features that define a country	Features that define a country <ul style="list-style-type: none"> • Land space • System of government • National emblems (flag, national anthem, national flower etc.) 	Use internet research to identify national emblems of various countries	Create a poster identifying the national emblems of Trinidad and Tobago and describe their significance.
1.1.1.6 examine factors that determine demarcation of a country's borders	Factors determining boundaries and borders of countries. <ul style="list-style-type: none"> • Mountain ranges • Rivers • Coastline • Land-locked countries • Territorial waters 	Students use political maps to examine boundaries Draw map of Trinidad and Tobago showing boundaries of the regional corporations	Accurately draw a map of Trinidad showing location of boundaries and names of all of the regional corporations Map of Tobago accurately drawn showing the parish boundaries
1.1.1.7 discuss reasons for the boundaries of Trinidad and Tobago – internal and external boundaries	Reasons for Boundaries. <ul style="list-style-type: none"> • Treaties made. • Boundaries demarcated • Signage placed 	Students examine the county and Regional Corporation lines in Trinidad and Tobago. What explains where these	

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic 1.1.1.0 World Geography			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.1.1.8 compare various types of country borders</p> <p>1.1.1.9 create a fictitious country with all features and justification for its boundaries</p> <p>1.1.1.10 make presentation of country created</p> <p>1.1.1.11 develop national pride</p>	<p>Country boundaries and Regional Corporation Boundaries of Trinidad and Tobago</p> <p>Borders of the countries of -Trinidad and Tobago -Guyana -Bolivia</p>	<p>boundaries lie?</p> <p>Class discussion related to outcomes</p>	<p>Oral and Graphic presentation of country created providing -the country's name -system of Government -National Emblems -justification for its boundaries -any other features</p> <p>Reflective journal on creation of country project</p>

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic 1.1.1.0 World Geography			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
Subtopic: Locating Places			
1.1.1.12 describe the characteristics of lines of latitude and longitude	Characteristics of lines of latitude and longitude	Class discussion related to outcome	Accurately locate significant lines of latitude and longitude on a Map of the World
1.1.1.13 identify and name the significant lines of latitude and longitude	Significant lines of latitude and longitude	Use the globe or atlas or Google Earth to illustrate lines of latitude and longitude	
	<p>Longitude</p> <ul style="list-style-type: none"> - Greenwich Meridian - International Dateline <p>Latitude</p> <ul style="list-style-type: none"> - Equator - Tropic of Cancer - Tropic of Capricorn - Arctic Circle - Antarctic Circle <p>Hemispheres – eastern, western, northern and southern</p>	Use interactive websites to locate major lines of latitude and longitude	

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic 1.1.1.0 World Geography			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.1.14 explain the purpose of latitude and longitude lines.	Purpose of lines of latitude and longitude	Lecture/Discussion on lines of longitude and latitude	Worksheets on latitude and longitude
1.1.1.15 locate places and give locations of places using lines of latitude and longitude	Location of major cities of the world Location of Trinidad and Tobago	Create a jingle with the names of persons who created latitude and longitude lines Research internet on topic	
1.1.1.16 appreciate work of inventors of latitude and longitude lines	Names of persons who invented the latitude and longitude lines		

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic: 1.1.2.0 Caribbean Region			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.2.1 locate Caribbean Region and Trinidad and Tobago on World Map	Location of Caribbean –latitude and longitude -in relation to the rest of the world	Use atlas, globes and Google maps to locate the Caribbean Region and Trinidad and Tobago	On a blank world map locate the Caribbean region and Trinidad and Tobago
1.1.2.2 name and locate Caribbean territories and their capitals, seas and oceans on Map of the Caribbean	Caribbean Area -Caribbean territories and capitals -Surrounding waters		On a blank map of the Caribbean insert the line of latitude - Tropic of Cancer, Caribbean territories and their capitals, surrounding bodies of water
1.1.2.3 identify the location of Trinidad and Tobago using lines of latitude and longitude	Location of Trinidad and Tobago		
1.1.2.4 compare sizes of Caribbean territories	Concept of larger and smaller territories	Class discussion related to outcome	Creation of a Game on matching territories and their capitals
1.1.2.5 examine the reasons for the existence of the Caribbean as a region	Reasons for Caribbean Region <ul style="list-style-type: none"> - Geography of the region - Common history - Integration movements (Regional cricket) 	Create a graphic organizer to show the reasons for the existence of the Caribbean as a region	Produce a Reflective piece “I love living in the Caribbean” highlighting at least three aspects of the Caribbean Region that you love Create a Scrap Book to show at

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic: 1.1.2.0 Caribbean Region			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.2.6 suggest other ways of strengthening Caribbean integration	team, Federation, CARIFTA, CARICOM, CSME)	Use the cooperative strategy Think Pair Share to suggest ways of strengthening Caribbean integration	least three reasons for the existence of the Caribbean as a region

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic: 1.1.3.0 Building Map Skills			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
Subtopic: Conventional Signs			
1.1.3.1 define concepts and terms	Definitions <ul style="list-style-type: none"> • map • cartography • cartographer 	Oral review of terms and concepts	Correctly define terms and concepts
1.1.3.2 identify basic map features	Basic Map Features <ul style="list-style-type: none"> - Title - Scale - Key/Legend - Conventional symbols and abbreviations - north arrow - border 	Use templates of maps to place basic map features Create a map of a local area (e.g. school environment, community) to highlight basic map features	Accuracy in presentation of basic map features on map of local area Create a word maze using at least four words representing basic map features
1.1.3.3 explain the uses of maps		Introduce students to sketching and drawing maps	
1.1.3.4 explain the role of a cartographer		Class discussion related to outcome	Two minute oral presentation explaining the job of a cartographer
1.1.3.5 develop skills in	Sketches, photos of the immediate environment		

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic: 1.1.3.0 Building Map Skills			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
observing geographic features (e.g. roads, buildings, landforms) in the environment 1.1.3.6 explore their immediate environment 1.1.3.7 build competence in the use of technology 1.1.3.8 extract relevant information from images recorded		Use atlas to identify basic map features Observation of the school environment Use today's' technology (e.g. digital cameras, camcorders) to record images to explore the environment	Neatness and accuracy in the labelling and organization of wall display of photographs and sketches
Subtopic: Map Scale			
1.1.3.9 identify the types of scales on a map 1.1.3.10 distinguish between large scale and small scale maps 1.1.3.11 measure the distance between two places using the linear scale	Define terms -map scale Types of scale - Linear - Ratio - Statement	Students measure their classroom and use data to draw maps	Map of classroom drawn accurately to scale

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic: 1.1.3.0 Building Map Skills			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.3.12 construct and interpret linear scales on a map	Guidelines for construction of scales	Construct and interpret linear scales	Worksheets on Map Scale
Subtopic: Cardinal Points			
1.1.3.13 use eight cardinal points to give and follow directions	Eight cardinal points Relative direction of places in environment and on map	Have students develop a sense of direction within the classroom and the school Game which uses Cardinal Points	Worksheets on Cardinal Points
Subtopic: Locating places			
1.1.3.14 distinguish between easting and northing grid lines	Definition of Terms <ul style="list-style-type: none"> • Grid line • Grid square • Grid reference • Eastings and Northings 	Game which uses grid squares	Worksheets on locating places using grid reference
1.1.3.15 explain the purpose of grid squares and grid lines on a map	Purpose of grid lines on maps		
1.1.3.16 use grid lines to give	Four Figure grid references		

Geography Content: FORM 1			
Theme: 1.1.0.0 The World Around Us			
Topic: 1.1.3.0 Building Map Skills			
Specific Learning Outcomes (Knowledge, Skills, Attitudes) <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
four figure grid reference on a map			
Subtopic: Maps of Today			
1.1.3.17 describe recent developments in use of maps due to changes in technology 1.1.3.18 compare maps used today with those used twenty years ago 1.1.3.19 develop research skills through the use of ICT	Geographic Information System (GIS) Interactive maps Global Positioning System (GPS)	Practise using online systems	Present oral report on one of the new technologies in the Geography classroom and highlight two benefits

Geography Content and Performance Standards: Form 2

Theme: Geography of Trinidad and Tobago

Content Standard

Students will be able analyse the spatial organization of physical features and landforms and human land-use of Trinidad and Tobago.

Performance Standards

- Describe and locate major physical features and landforms in Trinidad and Tobago
- Make sketches of physical landforms based on field observations
- Identify and locate types of human land-use in Trinidad and Tobago
- Explain the influence of the physical landscape on the type of land -use in an area
- Explain why population distribution and density of countries differ
- Calculate the population density of a place
- Interpret dot and choropleth maps

Geography Content: FORM 2			
THEME: 2.2.0.0.Geography of Trinidad and Tobago			
TOPIC: 2.2.1.0 The Physical Environment			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
Subtopic: Features and Landforms			
2.2.1.1 describe major physical landforms listed	Major landforms in Trinidad and Tobago	Use atlas to identify major landforms	Active participation in discussion
2.2.1.2 name and locate major landforms in Trinidad and Tobago on a map	<ul style="list-style-type: none"> Hills Mountains Plains Rivers Coastline Beach 	Class discussion related to outcome	On a Map of Trinidad and Tobago accurately name and locate the major physical features
2.2.1.3 use internet resources to find examples of natural landforms in other countries		Using an internet resource, find an image that is an example of each landform or feature	Create a multimedia presentation - one slide can be made for each landform or feature. Each slide should have the term, the student's definition and the image
2.2.1.4 cite sources of information using rules that apply	Rules <ul style="list-style-type: none"> Website address Author Date published Date retrieved 		
2.2.1.5 present using ICT skills	Steps:		
2.2.1.6 through field observation, make a well labelled sketch of a landform in the local area	<ul style="list-style-type: none"> Observe the area Sketch outline of the area Identify major features Label features on sketch 	Field trip to highlight and sketch the landform of a local area	Precision and neatness in sketch of landform placed on wall display

Geography Content: FORM 2			
THEME: 2.2.0.0.Geography of Trinidad and Tobago			
TOPIC: 2.2.1.0 The Physical Environment			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
Subtopic: Types of Vegetation			
<p>2.2.1.7 describe the natural vegetation of Trinidad and Tobago</p> <p>2.2.1.8 locate areas where these vegetation types are found</p> <p>2.2.1.9 appreciate the value of the natural vegetation of Trinidad and Tobago as a resource</p>	<p>Types of Vegetation</p> <ul style="list-style-type: none"> tropical forests, savannah, coastal vegetation. <p>Definition of a resource</p> <p>Value of Natural Vegetation as a Resource</p> <ul style="list-style-type: none"> Economic (lumbering, tourism, pastoral farming, fishing) Medicinal properties Recreation (hiking, bird watching) Habitat for wild life. Maintaining Balance (water, atmospheric gases) etc. 	<p>View and classify vegetation types in the local environment</p> <p>Watch documentaries and photos showing the vegetation types of Trinidad and Tobago</p> <p>Produce a list of industries and jobs that depend on forests</p>	<p>Create a photo montage to accurately represent the three vegetation types of Trinidad and Tobago</p> <p>Write a poem (2 stanzas) explaining the need to save our natural vegetation</p>

Geography Content: FORM 2			
THEME: 2.2.0.0 Geography of Trinidad and Tobago			
TOPIC: 2.2.2.0 The Human Environment			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.2.1 identify and locate examples of human land-use on a map of Trinidad and Tobago	<p>The Human Environment of Trinidad and Tobago</p> <p>Settlement – capital, cities, towns, villages, boroughs/counties</p> <p>Agriculture- Sugar cane, rice, cocoa, coffee, coconuts, market gardening, dairying etc.</p> <p>Industry-industrial estates and major factories</p> <p>Services- police station, school, church, hospital, post office, markets etc.</p> <p>Recreation-tourist destinations, cultural and sporting venues, parks etc.</p> <p>Communication- road network, port facilities, airports</p>	Use Google Maps, atlas and/or Ordinance Survey Maps and photographs to identify and locate examples of human land-use	On a Map of Trinidad and Tobago locate the capital city and two cities. Secondly locate at least two examples of each type of human land use. Precision in map skills
2.2.2.2 name and describe different settlement patterns in Trinidad and Tobago	<p>Settlement Patterns</p> <ul style="list-style-type: none"> • Linear • Nucleated • Scattered/dispersed 	Use of maps to identify different settlement patterns	Accuracy in identification and description of settlement patterns

Geography Content: FORM 2			
THEME: 2.2.0.0 Geography of Trinidad and Tobago			
TOPIC: 2.2.3.0 Population Distribution and Density			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.3.1 define terms and concepts	Terms and Concepts <ul style="list-style-type: none"> • Population • Population density(high, moderate and low) 	Use of the internet and library to research terms and concepts	Creation of a glossary of terms accurately defining the relevant terms and concepts
2.2.3.2 distinguish between population distribution and population density	<ul style="list-style-type: none"> • Population distribution (dense and sparse) • Urban and rural • Census • Choropleth map • Dot map 		Choose an area in Trinidad and Tobago and using population data write two paragraphs describing the population density
2.2.3.3 analyse reasons for distribution of population in Trinidad and Tobago	Reasons <ul style="list-style-type: none"> • Physical Features • Agriculture • Fresh Water • Climate • Soils • Communication • Etc. 	Use Case Study for class discussion – Students apply ideas to account for population distribution and density as shown on maps	Accuracy in analysis of distribution of population as shown in maps.
2.2.3.4 calculate the population	Population Density = Population /Area	Calculate population	Accuracy in calculations and

Geography Content: FORM 2			
THEME: 2.2.0.0 Geography of Trinidad and Tobago			
TOPIC: 2.2.4.0 Inter-relationship between Physical Landforms or Features and Human Land-use			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.4.1 differentiate between physical and man-made features		Brainstorming and Group discussion to introduce the concepts of natural and man-made, man's alteration of and impact on the environment, sustainability	Construct a thematic map to distinguish between physical features or landforms and man-made features
2.2.4.2 describe the main factors influencing land-use	Factors influencing land-use <ul style="list-style-type: none"> • Relief • Drainage • Coast • Vegetation 		Simulate a town meeting to discuss a proposal to develop a water park in the forested area near your community
2.2.4.3 analyse connections (benefits and disadvantages) between physical landforms and features and human land-use			
2.2.4.4 examine factors that influence the location of Port of Spain, Trinidad and Tobago	Location of <ul style="list-style-type: none"> • ports, • towns • industries • road networks (highways and main 	Use of cooperative strategy Think Pair and Share to determine the factors influencing the location of Port of Spain	Debate on the following topic: "Is Port of Spain the best location for the capital city?" Four factors should be highlighted to support viewpoint

Geography Content: FORM 2			
THEME: 2.2.0.0 Geography of Trinidad and Tobago			
TOPIC: 2.2.4.0 Inter-relationship between Physical Landforms or Features and Human Land-use			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.2.4.5 differentiate between preservation and conservation of the environment</p> <p>2.2.4.6 justify the need for sustainable use of resources of the physical environment</p> <p>2.2.4.7 practise research skills using primary and secondary sources to gather information</p>	<p>roads)</p> <ul style="list-style-type: none"> • settlement <p>Factors influencing the location of Port of Spain</p> <p>Terms and concepts:</p> <ul style="list-style-type: none"> -preservation -conservation -sustainability <p>Reasons for sustainable use:</p> <ul style="list-style-type: none"> -preservation of natural resources of our environment -sustainable use of the natural resources of our environment <p>Effects of use of natural resources</p> <ul style="list-style-type: none"> -positive -negative <p>Primary sources of information</p> <ul style="list-style-type: none"> -field observations -interviews 	<p>Case Study</p> <p>Choose an area in Trinidad and Tobago and explain the way the natural environment has influenced the way in which the land is used.</p> <p>Examine the positive and negative effects of the way the land is used</p> <p>Field Investigations from primary sources</p>	<p>Create a PowerPoint presentation on case study. Must include</p> <ul style="list-style-type: none"> - Location of Study - The way in which the land is used - Positive and negative effects of land use - Evidence of primary and secondary sources of information - Proper citation of sources

Geography Content: FORM 2			
THEME: 2.2.0.0 Geography of Trinidad and Tobago			
TOPIC: 2.2.4.0 Inter-relationship between Physical Landforms or Features and Human Land-use			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.4.8 cite sources of information using rules that apply	-surveys -personal diaries Secondary sources of information -library and internet sources -newspaper articles -articles from magazines, journals	Practise citing research from Library and internet sources	

Geography Content and Performance Standards: Form 3

Theme: The Physical Earth and Human Interactions

Content Standard

Students will understand the physical processes at work shaping the earth and the atmospheric conditions and will appreciate man's actions to deal with these forces of nature.

Performance Standards

- Describe the internal structure of the earth and the tectonic processes that help to shape it.
- Account for the location of earthquakes and volcanoes
- Describe the effects of earthquakes, volcanic eruptions and hurricanes on the physical and human environment
- Outline the mitigation strategies to reduce the impact of earthquakes, volcanic eruptions and hurricanes on people and their environment and take appropriate action.
- Interpret photographs, maps and statistical diagrams
- Explain the inter-relationship between climate and man's way of life
- Demonstrate actions which show care and concern for persons affected by natural disasters

Geography Content: FORM 3			
THEME: 3.3.0.0 The Physical Earth and Human Interactions			
TOPIC: 3.3.1.0 Earth's Structure			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.1.1 describe the internal layers of the Earth	The Layers of the Earth <ul style="list-style-type: none"> - Crust - Mantle - Core 	View documentaries Use an apple to explain the layers of the earth's crust Use models to explain the variations in density of the crust and the mantle	Draw a well annotated diagram to show the structure of the earth
3.3.1.2 locate the major crustal plates inclusive of the Caribbean and neighbouring plates on a world map	Major crustal plates Caribbean and neighbouring plates	Use a world map to identify crustal plate boundaries and features	Draw well annotated diagrams to show the location and direction of movement of major crustal plates
3.3.1.3 identify the features found at crustal plate margins or boundaries	Features found at Plate Margins/Boundaries <ul style="list-style-type: none"> - Earthquakes - Volcanoes/volcanic islands - Folding and Faulting - Subduction zones 	Class discussion about <ul style="list-style-type: none"> - the location of earthquakes and volcanoes - relationship between movement of plates and features 	Write two paragraphs explaining the reasons why earthquakes and volcanoes tend to occur at plate
3.3.1.4 explain the relationship between plate boundaries and earthquakes, rock types, volcanoes, fold mountains, tsunamis			

Geography Content: FORM 3			
THEME: 3.3.0.0 The Physical Earth and Human Interactions			
TOPIC: 3.3.1.0 Earth's Structure			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.1.5 explain the formation of the three types of rocks and give examples	Rock types <ul style="list-style-type: none"> - Igneous - Sedimentary - Metamorphic 	Use of rock samples to identify rock types	boundaries. Accurately label a rock cycle

Geography Content: FORM 3			
THEME: 3.3.0.0 The Physical Earth and Human Interactions			
Topic: 3.3.2.0 Earth's Natural Disasters			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.2.1 define terms and concepts	Earthquakes Terms and Concepts <ul style="list-style-type: none"> - Earthquake - Seismic - Focus - Epicenter - Magnitude Recording and Measurement of Earthquakes <ul style="list-style-type: none"> - Seismographs - Richter scale Effects of Earthquakes <ul style="list-style-type: none"> - Damage to buildings/infrastructure - Destruction of vegetation. - Loss of life and property. - Tsunami - Landslides - Etc. 	Simulate an earthquake using a shake table to explain how different structures resist ground movement	Accurately locate major earthquake zones of map of the Caribbean
3.3.2.2 locate on a map major earthquakes zones in the Caribbean		Lecture/Demonstration of topic	Accurately insert words in a cloze passage which describes use of seismographs and Richter scale
3.3.2.3 describe the use of seismographs and the Richter scale in measuring the occurrence and magnitude of earthquakes		Use photographs and newspaper articles to analyse the impact of earthquakes on the environment	Write a reflective piece, three paragraphs long, on how you felt having experienced an earthquake
3.3.2.4 examine the effects of earthquakes on the physical and human environment			

Geography Content: FORM 3			
THEME: 3.3.0.0 The Physical Earth and Human Interactions			
Topic: 3.3.2.0 Earth's Natural Disasters			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.2.5 demonstrate an understanding of the mitigation strategies used against earthquakes	Mitigation Strategies <ul style="list-style-type: none"> - Personal – evacuation strategies for tremors and tsunamis, preparedness kit, stock up on medical, food and water supplies, education, response. - Building design (aseismic designs) - Insurance – minimize loss - Early warning and detection e.g. Japan 	Circular Response Discussion related to strategies	Given a scenario, students will outline at least three mitigation strategies to be adopted by an individual or community. Analysis of school's evacuation plan
3.3.2.6 interpret photographs to analyse the impact of earthquakes on the environment			
3.3.2.7 create action plan to assist persons affected by earthquakes	Steps in an action plan <ul style="list-style-type: none"> -state objective -identify tasks -delegate tasks -success criteria -time frame -resources needed 	Produce a worksheet outlining guidelines for action plan	Steps identified during oral and visual presentation of action plan

Geography Content: FORM 3			
THEME: 3.3.0.0 The Physical Earth and Human Interactions			
Topic: 3.3.2.0 Earth's Natural Disasters			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.2.8 practise responsible behaviour in times of disasters	-evidence of completion		
3.3.2.9 define the term volcano	Volcanoes Structure of the Volcanic Cone	Research the eruption of at least one volcano in the Caribbean Use diagrams and models to show structure of a volcanic cone	Presentations on the eruption of major volcanoes in the Caribbean Diagram showing the structure of a volcanic cone accurately drawn
3.3.2.10 name and locate on a world map three active volcanoes within the Caribbean. other areas of the world			
3.3.2.11 draw an annotated diagram to show the structure of a volcanic cone			
3.3.2.12 describe the materials ejected by volcanoes	Ejected Materials <ul style="list-style-type: none"> - Lava - Ash - Gases - Pyroclastic materials 	Create a model of a volcano and simulate an eruption View Documentaries, Case Studies, DVD's and internet resources on the	Volcano has an appropriate structure

Geography Content: FORM 3			
THEME: 3.3.0.0 The Physical Earth and Human Interactions			
Topic: 3.3.2.0 Earth's Natural Disasters			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		eruption of a volcano	
<p>3.3.2.13 examine the effects of volcanic eruptions on the physical and human environment</p> <p>3.3.2.14 appreciate the socio-economic and environmental advantages of volcanoes</p> <p>3.3.2.15 interpret photographs to analyse the impact of volcanic eruptions on the environment</p>	<p>Effects</p> <p>Negative</p> <ul style="list-style-type: none"> • Damage to buildings • Destruction of vegetation. • Loss of life and property • Etc. <p>Positive</p> <ul style="list-style-type: none"> • Tourism • Spas/mineral springs. • Energy • Fertile soils • New land • Etc. 	<p>Case Study: Research the eruption of the Soufriere Hills Volcano, Montserrat using library and internet resources</p> <p>Use photographs to analyse the impact of volcanic eruptions on the environment</p>	<p>Create a photo montage showing at least three positive and three negative effects of volcanic eruptions in the Caribbean</p> <p>You lived near the Soufriere Hills Volcano and your family was forced to relocate to the north of the island. Write a letter to a friend describing how you feel about the challenges you faced</p>

Geography Content: FORM 3			
THEME: 3.3.0.0 The Physical Earth and Human Interactions			
Topic: 3.3.3.0 Weather And Climate			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.3.3.1 state the elements of weather and climate	Definition of Weather and Climate	Research relevant terms and concepts	Accurately define terms and concepts
3.3.3.2 differentiate between weather and climate	Elements of weather and climate (temperature, rainfall, wind, sunshine, humidity, pressure etc.)	Brainstorm the difference between weather and climate	State two differences between weather and climate
3.3.3.3 describe seasonal types experienced in the five climatic zones	Seasons- spring, summer, autumn, winter Temperature of the seasons Time of year of seasons in north and south hemisphere	Conduct research, using ICT/encyclopaedia to source information about a tropical zone	On a blank world map, label the tropics of Cancer and Capricorn; colour the Tropical Zone
3.3.3.4 examine ways climate influences ways of life	Influence of climate on -clothes worn -sporting activities -crops planted	Use atlas and other sources to gather and interpret information on temperature and rainfall of Trinidad and Tobago	Accurately interpret climate information about Trinidad and Tobago – line graphs showing temperature, bar graphs showing rainfall and isohyet map showing rainfall
3.3.3.5 interpret line and bar graphs with temperature and rainfall statistics	Climate of Trinidad and Tobago – temperature, annual rainfall, rainfall distribution	Field trip - Visit to Meteorological Office Lecture on topic – invited personnel	Accurately interpret isohyet maps showing rainfall
3.3.3.6 interpret isohyet map showing rainfall		Explanation of how graphs are used to represent temperature and rainfall	

Geography Content: FORM 3			
THEME: 3.3.0.0 The Physical Earth and Human Interactions			
Topic: 3.3.3.0 Weather And Climate			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<ul style="list-style-type: none"> • Flooding • Loss of life and property • Damage to vegetation e.g. Grenada 	Case study: Research the effects of a named hurricane on a Caribbean island, using library and Internet resources.	Caribbean island. Include <ul style="list-style-type: none"> - name of hurricane - island affected - at least three effects of the hurricane
3.3.3.13 outline precautions used to minimize the effects of hurricanes 3.3.3.14 practise responsible behaviour in times of disasters	Mitigation Strategies <ul style="list-style-type: none"> • Personal • Building Design • Insurance • Early warning and detection e.g. MET office 	Prepare an emergency kit and emergency contact list explaining why the items in the kit are essential	Design an action plan to assist a neighbouring country that has been affected by a hurricane List at least ten items in an emergency kit and three persons placed on contact list with proper explanation provided for each item and person

History Forms 1 - 3

Philosophy of History

The discipline of History is both content and process involving historical knowledge, historical inquiry and historical skills which are all interrelated. History is essentially about reconstruction of the past using historical evidence (primary, secondary sources) to build a narrative about past events and the actions of persons that would have influenced the events. Hence, the emphasis on “doing History” that is, corroboration, interpretation, analysis, detecting biases not just learning/knowing facts and dates.

Rationale for Teaching and Learning History

The History curriculum at the Lower Secondary school has been guided by the nature of History as a discipline that involves both content and skills and the need for students to acquire an understanding and appreciation of the History of Trinidad and Tobago.

The discipline of History is not one of the eight core subjects currently offered at secondary schools throughout Trinidad and Tobago. Prior to the introduction of the NCSE programme, History was taught at many secondary schools using a syllabus designed by teachers within the school in accordance with the content and skills required for the CSEC examinations.

This curriculum seeks to engender a lifelong appreciation of History as a discipline and to encourage the pursuit of History at both the CSEC and CAPE examinations.

The implementation of a programme of History at the lower secondary level is fundamental to students having an understanding of self; allow students to value the contribution and actions of the different groups to the society; appreciate the varying views of past events through the lens of the skills of historical enquiry and develop an historical perspective of Trinidad and Tobago.

Therefore the teaching and learning approaches reflects the development of skills such as comprehension, interpretation, communication, research, analysis through engagement in activities such as debates, visits to historical sites, interaction with artifacts, examination of data and research.

Goals of the History Curriculum

- To engage in historical enquiry using a variety of sources
- To understand and apply historical concepts such as cause and effect, change, conflict
- To demonstrate appreciation of the past in terms of events and persons which have shaped the development of Trinidad and Tobago.
- To facilitate the development of a patriotic spirit and a sense of identity amongst the young persons of Trinidad and Tobago
- To value the contribution of different groups to the society
- To value attitudes and behaviors such as courage and loyalty
- To uncover the heritage of Trinidad and Tobago
- To promote a love of History

General Learning Outcomes

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

- define terms and concepts associated with the theme
- distinguish between sources of data
- make citations when reporting their findings
- provide other references and examples to support their findings
- question and probe when conducting research
- research and write a brief personal and family history
- develop a family tree of at least three (3) generations
- report and discuss their findings in both written and oral presentations
- work cooperatively with others to complete tasks in a timely and productive manner
- relate and be open to each other's personal history
- demonstrate appreciation for the discipline of History

At the end of Form 2, students will be able to:

- define terms and concepts associated with the theme
- understand the social and economic factors that have shaped their community
- use and select and compare sources of data to investigate their community
- work cooperatively in groups on various tasks
- appreciate the contribution of their community to the historical development of Trinidad and Tobago

At the end of Form 3, students will be able to:

- demonstrate awareness of their historical background and how this contributed in shaping their society
- understand themselves and their relationship with other individuals because of their history
- understand events that contributed to the development of their country.
- develop a greater sense of identity and national pride
- recognize, understand and appreciate the contributions of individuals and groups who contributed to the shaping of their society
- research and analyze information from a variety of sources
- articulate simple ideas and form opinions about events and people they have studied
- work with others cooperatively to complete tasks in a timely and productive manner
- appreciate viewpoints as expressed by other individuals

History Content Framework

Form 1	Theme: MY HISTORY Topics: <ol style="list-style-type: none"> 1. The value and relevance of History 2. My Personal History 3. History of my school 4. The Life of Lord Harris
Form 2	Theme: MY COMMUNITY Topics: <ol style="list-style-type: none"> 1. Sources of historical data (primary, secondary) 2. Historical sites and landmarks 3. Social development of the community 4. Economic development of the community
Form 3	Theme: HISTORY OF MY COUNTRY Topics: <ol style="list-style-type: none"> 1. Early History of Trinidad and Tobago-The Indigenous Peoples and The Europeans 2. Tobago-mid 19th century to 1980 3. Early Challenges to the social order: trade unionism and social activism 4. Political development: Federation to Independence 5. Challenges to the social order: Post-Independence- 1970 revolution

History Content and Performance Standards: Form 1

Theme: My History

Content Standard

Students will engage themselves in the process of ‘doing History’.

This unit is intended to assist students in understanding themselves and their immediate environment.

Topics

1. The value and relevance of History
2. My Personal History
3. History of my school
4. The Life of Lord Harris

Performance Standards

Students will be able to:

- Define terms and concepts associated with the field of History
- Explain how major events are related to one another in time
- Construct various time lines of key events, people, and periods of the historical era they are studying
- Use a variety of primary and secondary sources, evidence, artefacts such as maps and documents to identify physical and cultural features of their lives and school and to explain their historical importance
- Appreciate the migration of people, expansion and disintegration of societies and the growth of economic systems

History Content: FORM 1			
Theme: 1.1.0.0 My History			
Topic: 1.1.1.0 The Value and Relevance of History			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching /Learning Strategies	Suggested Assessment Strategies
<p>1.1.1.1 define and apply various terms and concepts</p> <p>1.1.1.2 describe the value and relevance of history to their immediate life and that of their country.</p> <p>1.1.1.3 differentiate between primary and secondary sources</p>	<ul style="list-style-type: none"> Define and apply the terms: <i>Past</i> <i>Present</i> <i>Future</i> <i>Decade</i> <i>Century</i> <i>Generation</i> How is History Important to me? How to identify primary and secondary sources Use the conventions for referencing 	<ul style="list-style-type: none"> Generate class discussion on the value and relevance Display photos, charts, maps Research Examine a bibliography and discuss the formatting 	<ul style="list-style-type: none"> Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context Construct a time line Differentiate between primary and secondary sources Compile a glossary of terms and concepts associated with the topic Make a journal entry Examine a bibliography and discuss the formatting

History Content: FORM 1			
Theme: 1.1.0.0 My History			
Topic: 1.1.2.0 My Personal History			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching /Learning Strategies	Suggested Assessment Strategies
My Personal History 1.1.2.1 trace the history of their family through the use of primary and secondary sources 1.1.2.2 conduct interviews and make observations to gather information on their early life 1.1.2.3 compare and contrast their lives with those of their parents, grandparents, and/or guardians 1.1.2.4 appreciate the ways in which they are all part of the same community, sharing principles, goals and traditions despite their varied ancestry	<ul style="list-style-type: none"> Personal History: <i>Place of birth</i> <i>Ancestral lineage</i> <i>Kinship</i> <i>Religion</i> <i>customs</i> <i>Documents</i> <i>Family tree</i> 	<ul style="list-style-type: none"> Brain storming to generate class discussion on personal history Conduct interviews with persons to get information. Make observations Class discussion on the key events of the period they are examining 	<ul style="list-style-type: none"> Create a timeline of important events in their lives Individual and group presentations on their findings Create a brochure comparing the beliefs, customs, ceremonies, traditions, and social practices of the various families. Complete bibliography for personal history using the conventions for referencing Create a family tree with at least three (3) generations Make a journal entry

History Content: FORM 1			
Theme: 1.1.0.0 My History			
Topic: 1.1.3.0 History of My School			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching /Learning Strategies	Suggested Assessment Strategies
<p>1.1.3.1 trace the history of the school through the use of primary and secondary sources</p> <p>1.1.3.2 conduct interviews and make observations to gather information on establishment of the school</p> <p>1.1.3.3 compare and contrast school life in different times and places in the country and recognize that some aspects of the vision, curricula, uniform, physical structure, legacy of principals, teachers, students, change over time while others stay the same.</p> <p>1.1.3.4 appreciate the role and legacy of the school</p>	<ul style="list-style-type: none"> History of the school, all of the following but not limited to: <i>Rationale</i> <i>Year of establishment</i> <i>Vision</i> <i>mission</i> <i>curricula</i> <i>uniform,</i> <i>physical structure,</i> <i>legacy of Principals,</i> <i>teachers</i> <i>students</i> <i>sports</i> <i>customs and traditions</i> <i>awards</i> 	<ul style="list-style-type: none"> Use of primary and secondary sources to get information Class discussion on the history of the school Cooperative learning Conduct interviews with persons 	<ul style="list-style-type: none"> Create a timeline to show major events of the school Produce a detailed booklet on the history of the school Create a bibliography using the conventions for referencing Make a journal entries

History Content: FORM 1			
Theme: 1.1.0.0 My History			
Topic: 1.1.4.0 The Life of Lord Harris			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching /Learning Strategies	Suggested Assessment Strategies
1.1.4.1 examine the life and contribution of Lord Harris 1.1.4.2 explain how the present is connected to the past 1.1.4.3 identify similarities and differences between the past and present 1.1.4.4 appreciate how people lived in earlier times and how their lives would be different today	<ul style="list-style-type: none"> Examine the contribution and legacy of Lord Harris: <i>Politics</i> <i>Development of the islands</i> <i>Education</i> <i>Communication</i> 	<ul style="list-style-type: none"> Use of primary and secondary sources of data Class discussion on the life and contribution of Lord Harris Digital story telling 	<ul style="list-style-type: none"> Create a timeline highlighting the major contributions of Lord Harris Group presentation of the reports Completion of a crossword on the topic Create a display on different aspects of the topic examined Make a journal entry

History Content and Performance Standards: Form 2

Theme: My Community

Content Standard

Students will show appreciation for the history of their community by exploring the remains of the past such as historical sites and landmarks and why they should be preserved. They will identify and examine multiple sources of data to build their knowledge of the social and economic factors that have impacted their communities and communicate this understanding in varied presentations.

Topics

1. Sources of historical data (primary, secondary)
2. Historical sites and landmarks
3. Social development of the community
4. Economic development of the community

Performance Standards

Students will be able to:

- Define relevant terms and concepts
- List and categorize primary sources of data
- Justify the reasons for selecting various of data
- Identify and locate historical landmarks and sites across various communities
- Explain the social and economic factors that have influenced the development of communities
- Create a brochure on historical landmarks and sites
- Produce a digital story on their community

History Content: FORM 2			
Theme: 2.2.0.0 My Community			
Topic: 2.2.1.0 Defining Concepts/Sources of Historical Data			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
2.2.1.1 define and apply various concepts	<ul style="list-style-type: none"> - Colonialism - Crown Colony - Trans-Atlantic Slave Trade - Immigration - Indentureship - Emancipation - Peasantry - Migration - Diversification - Unification - Primary source - Secondary source 	<ul style="list-style-type: none"> • Use of graphic organizers e.g., time lines, compare and contrast, T-chart to explain and organize terms and concepts 	<ul style="list-style-type: none"> • Crossword Puzzle on the historical terms and concepts
2.2.1.2 identify examples of primary sources 2.2.1.3 analyze primary sources of data 2.2.1.4 use and appreciate the variety of sources used to collect data 2.2.1.5 work collaboratively	Sources of historical data <ul style="list-style-type: none"> • Photographs, diaries, letters, biographies, cemeteries, birth and death records, speeches, audio recordings, video recordings 	<ul style="list-style-type: none"> • Use of primary sources to gather historical data 	<ul style="list-style-type: none"> • Worksheet on the usefulness of primary sources • Source document with questions

History Content: FORM 2			
Theme: 2.2.0.0 My Community			
Topic: 2.2.2.0 Historical Sites and Landmarks			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
2.2.2.1 Identify and describe historical sites and landmarks in the Community 2.2.2.2 Investigate the origins and significance of historical sites and landmarks 2.2.2.3 Compare and evaluate multiple sources of information 2.2.2.4 Synthesize and draw conclusions from different sources 2.2.2.5 Value and display respect for historical sites and buildings 2.2.2.6 Work collaboratively	<ul style="list-style-type: none"> • Historical sites and landmarks • Monuments, churches, schools, parks, houses, cemeteries • Origins and significance of historical sites and landmarks 	<ul style="list-style-type: none"> • Brainstorming on the location and existence of historical sites and landmarks • Use of primary and secondary sources to gather historical data • Field trips to historical sites and landmarks; museums, archives to observe and experience first-hand information • Use of oral history (interviews with community members) • Collaborative group work 	<ul style="list-style-type: none"> • Teacher observation checklist to monitor group work • Production of a brochure to highlight the origins and significance of selected historical sites and landmarks in various communities • Peer assessment of brochures

History Content: FORM 2			
Theme: 2.2.0.0 My Community			
Topic: 2.2.3.0 Social Composition of the Community			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
2.2.3.1 examine the historical factors that have contributed to the social development of the community 2.2.3.2 compare and contrast the social development of various communities 2.2.3.3 value the diversity of various communities	<ul style="list-style-type: none"> • Impact of historical events such as slavery, indentureship, inter-island migration • Emergent issues of gender, race and class • Religious, cultural and educational expressions; housing 	<ul style="list-style-type: none"> • Historical investigation of a selected community using primary and secondary sources • Use of literary texts such as “A brighter sun”- Samuel Selvon and “Ways of sunlight”- Samuel Selvon • Whole group and pair and share for discussion on the relevant historical content and information researched 	<ul style="list-style-type: none"> • Structured question on the historical factors that impacted on the social development of the community • Students composition of a narrative or poem on the experiences of a community member who has experienced changes in the community

History Content: FORM 2			
Theme: 2.2.0.0 My Community			
Topic: 2.2.4.0 Economic Development of the Community			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
<p>2.2.4.1 examine the historical factors that have contributed to the economic development of the community</p> <p>2.2.4.2 compare and contrast the economic development of various communities</p> <p>2.2.4.3 appreciate the history of their community</p> <p>2.2.4.4 use primary and secondary sources to create a digital story (narrative) about their community</p>	<ul style="list-style-type: none"> • Introduction and development of industries for example: sugar, rice, cocoa, oil • Life in the village vs. Life in the city; 	<ul style="list-style-type: none"> • Field trips to historical sites and landmarks; museums, archives to examine documents and artefacts on the history of the various industries • T-chart to compare and contrast information on the various communities • Use of oral history (interviews with community members) • Use of primary and secondary sources to investigate the history of a selected community • Gallery walk to display and highlight the group work so other members can observe and collect 	<ul style="list-style-type: none"> • Digital Story encompassing the social and economic history of the various communities • Journal writing-reflection on the process of (“doing history”)investigating the community in terms of the process used experiences of group work and the information discovered

History Content: FORM 2			
Theme: 2.2.0.0 My Community			
Topic: 2.2.4.0 Economic Development of the Community			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
		information	

History Content and Performance Standards: Form 3

Theme: History Of My Country

Content Standard

Students will understand the different factors and events that contributed to the evolution of Trinidad and Tobago society.

Topics:

1. Early History of Trinidad and Tobago-The Indigenous Peoples and The Europeans
2. Tobago-mid 19th century to 1980.
3. Early Challenges to the social order: trade unionism and social activism
4. Political development: Federation to Independence
5. Challenges to the social order: Post-Independence- 1970 revolution.

Performance Standards

Students will be able to:

- Define and apply relevant terms and concepts associated with the study of the History of Trinidad and Tobago’.
- Explain the impact of the Indigenous peoples and Europeans on Trinidad and Tobago to the 19th century.
- Examine the social, economic and political development of Tobago.
- Explain the contribution of trade unionists and social workers to Trinidad and Tobago in t to the mid 20th century.
- Present in various ways the issues related to the West Indian Federation
- Examine the issues related to Independence
Examine the causes and consequences of the 1970 Black Power Movement

History Content: FORM 3			
Theme: 3.3.0.0 History of My Country Trinidad and Tobago			
Topic: 3.3.1.0 Indigenous Peoples and the Europeans			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
3.3.1.1 define and apply relevant terms, concepts and terminology 3.3.1.2 know and use historical periods where relevant 3.3.1.3 outline the presence of the indigenous people of Tobago 3.3.1.4 identify the evidence of pre-European contact before 1492. 3.3.1.5 identify the location of Indigenous Peoples settlement in Tobago 3.3.1.6 compare the experiences of the indigenous people of Tobago with those of	<ul style="list-style-type: none"> • Terms and Concepts • Social, Political, Economic • First Peoples/Indigenous People • Emancipation, apprenticeship, metayage, peasantry, ward • The Indigenous People 1492-1800 • Migratory patterns • Evidence of pre-European contact-documents, artifacts, figurines • Settlement • Resistance and Conquest of the indigenous peoples- • Arena Massacre (Arima) • Tobago 	<ul style="list-style-type: none"> • Field trip and guided tour of First People's community • Map exercise on Tobago and Trinidad • Use of documents and pictures and videos • Field Trip to the Tobago Museum • Viewing of the film "The 	<ul style="list-style-type: none"> • Glossary of terms and concepts • Creating a list of places of First Peoples origin. • Create a reflective journal and / or photo diary with captions. • Create a map depicting the location of settlements and artifacts in Trinidad and Tobago • Celebration of Amerindian Heritage

History Content: FORM 3			
Theme: 3.3.0.0 History of My Country Trinidad and Tobago			
Topic: 3.3.1.0 Indigenous Peoples and the Europeans			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
Trinidad 3.3.1.7 value the contribution of the indigenous people of Trinidad and Tobago		Amerindians"-Tracey Assing	.
3.3.1.8 analyse the impact of the early European presence on Tobago's development 3.3.1.9 identify present day features which indicate the European presence in Tobago. 3.3.1.10 use primary and secondary sources to research the social, economic and political development of Tobago 3.3.1.11 compare the economic and political experiences of the	<ul style="list-style-type: none"> European presence in Tobago "Changing Hands"-Dutch, Spanish, Courlanders, French, British Historical landmarks- Arnos Vale Water wheel, Fort King George, Tobago 1803-1899	<ul style="list-style-type: none"> Use of pictures of historical landmarks on the island <ul style="list-style-type: none"> Use of primary and secondary sources Map work 	<ul style="list-style-type: none"> Timeline of the "changing of hands" in Tobago List of places in Tobago highlighting the early European presence using pictures

History Content: FORM 3			
Theme: 3.3.0.0 History of My Country Trinidad and Tobago			
Topic: 3.3.1.0 Indigenous Peoples and the Europeans			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
<p>people of Tobago with that of Trinidad in the 1800's</p> <p>3.3.1.12 present using various media their understanding of the social, economic and political development of Tobago</p> <p>3.3.1.13 discuss the relationship between Trinidad and Tobago 1900-1980</p> <p>3.3.1.14 examine the role played by key figures/significant individuals during the period</p>	<ul style="list-style-type: none"> Political development: British Colonial period-early THA to union with Trinidad and Tobago (elected assembly, legislative council, union) Trinidad- Crown Colony government Social development-education, religion.- examples <p>Tobago 1900-1980</p> <ul style="list-style-type: none"> Economic development-slavery, emancipation, apprenticeship, metayage, peasantry 	<ul style="list-style-type: none"> Use of primary and secondary sources Debates on the origins and effects of the various events and the actions of individuals during the period 	<ul style="list-style-type: none"> Diary entries of a Trinidadian travelling to Tobago and noting the differences / similarities of the island during the period OR Two perspectives (Tobago vs. Trinidad) on the union of Tobago with Trinidad Gallery walk illustrating students' understanding of the social, economic and political development of Tobago during the period Document question on either the social, economic or political development of Tobago

History Content: FORM 3			
Theme: 3.3.0.0 History of My Country Trinidad and Tobago			
Topic: 3.3.1.0 Indigenous Peoples and the Europeans			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
3.3.1.15 appreciate the motivations of the key figures during the period	<ul style="list-style-type: none"> The role of key individuals/personalities during the period James Biggart, APT James, ANR Robinson 		<ul style="list-style-type: none"> Biographies of the various personalities Source question on the 1930's Role play the various events associated with events on both islands Group Presentation- Tobago's development since 1900(use of oral history, pictures, documents, etc)
3.3.1.16 discuss the structure and function of the modern THA	Tobago 1980-present day <ul style="list-style-type: none"> The reintroduced THA- structure and function- Chief Secretary, 	<ul style="list-style-type: none"> Use of official documents 	
3.3.1.17 outline issues related to the functioning of the THA			

History Content: FORM 3			
Theme: 3.3.0.0 History of My Country Trinidad and Tobago			
Topic: 3.3.1.0 Indigenous Peoples and the Europeans			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
	Assemblymen <ul style="list-style-type: none"> The quest for self government-finance, transportation 		

History Content: FORM 3			
Theme: 3.3.0.0 History of My country Trinidad and Tobago			
Topic: 3.3.2.0 –Challenges to the social order: Trade Unionism and Social Activism			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
<p>3.3.2.1 define and apply relevant terms and concepts- adult suffrage, democracy</p> <p>3.3.2.2 use primary and secondary sources to research the origins of the early trade unions in the early 20th century</p> <p>3.3.2.3 explain the contribution of key figures and groups in the fields of trade unionism and social activism to Trinidad and Tobago 1900-1970</p> <p>3.3.2.4 value the ideals of social justice, volunteerism</p>	<ul style="list-style-type: none"> Trade Unionists-Tubal Uriah”Buzz” Butler, Adrian “Cola” Rienzi, George Weekes Elma Francois, Christina Reyes TWA (Trinidad Working Men’s Association) NWA(Negro Welfare Association.) OWTU (Oilfield Workers Trade Union) Social Workers-Audrey Jeffers, Clothil Walcott, Coterie of Social Workers Events-Water Riots 1903 1930 labour riots 	<ul style="list-style-type: none"> Field trip to OWTU headquarters in San Fernando View documentaries on the 1930 riots and the commemoration of labour Day 	<ul style="list-style-type: none"> Depict the labour day march using a map highlighting significant areas along the way Create slogans of workers’ issues of the period of the early 20th century Role play a selected individual of the period highlighting their struggles for workers’ rights Pictorial overview with caption so of the water riots and 1930 labour riots

History Content: FORM 3			
Theme: 3.3.0.0 History of My country Trinidad and Tobago			
Topic: 3.3.2.0 Challenges to the social order: 1970 Black Power Movement			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
<p>3.3.2.5 explain the causes and consequences of the Black Power Movement in Trinidad and Tobago</p> <p>3.3.2.6 list the individuals and groups involved in the Black Power Movement</p> <p>3.3.2.7 appreciate the motivation and struggles of the persons and groups involved in the event</p> <p>3.3.2.8 present using various media issues connected to the movement</p>	<ul style="list-style-type: none"> • Causes-unemployment, inequalities in the society, foreign ownership of businesses, discrimination in employment • Consequences-Marches and demonstrations, emergence of black pride and consciousness, new government economic policies 	<ul style="list-style-type: none"> • Field trip to Nelson Island and exhibit • Viewing of documentaries on the events • Guest lectures and presentations by persons/groups involved in the event 	<ul style="list-style-type: none"> • Biographies of key figures and their role in the event • Mock interview of the key figures (activists and government) giving different perspectives of the events

History Content: FORM 3			
Theme: 3.3.0.0 History of My country Trinidad and Tobago			
Topic: 3.3.3.0 The West Indian Federation			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
<p>3.3.3.1 outline the factors which led to the establishment of the Federation, its achievements and what contributed to its failure</p> <p>3.3.3.2 demonstrate an understanding of the values: Loyalty, Cooperation</p>	<p>The West Indian Federation</p> <ul style="list-style-type: none"> The West Indian Federation (1958)-Origins, membership Reasons for the break-up of the Federation of the West Indies 	<ul style="list-style-type: none"> Simulation of a Mock Federation meeting 	<ul style="list-style-type: none"> Newspaper article on the arguments for and against the federation of the west indies. Article must discuss the referendum Debate on the arguments for and against the disbanding of the Federation

History Content: FORM 3			
Theme: 3.3.0.0 History of My country Trinidad and Tobago			
Topic: 3.3.4.0 Independence			
Specific Learning Outcomes <i>Students will be able to:</i>	Content	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
<p>3.3.4.1 define the following concepts: Independence, patriotism, pride, national consciousness</p> <p>3.3.4.2 explain the contribution of key figures to the independence movement</p> <p>3.3.4.3 appreciate the values of : Leadership, Perseverance, Duty, Self-discipline</p>	<ul style="list-style-type: none"> • The road to Independence • Significant personalities of the independence period- Dr. Eric Eustace Williams, Rudranath Capildeo, Albert Gomes 	<ul style="list-style-type: none"> • Use of calypsos on the period • Use of historical documents on independence • View documentaries on independence, e.g. the Parliament Channel • Listen to speeches by Eric Williams 	<ul style="list-style-type: none"> • Class debate on the benefits of independence • Class exhibition on Trinidad and Tobago's independence including the contribution of the major personalities to the independence process • Using different genre compose a piece on why independence and their views on what independence means to them

Religious Education Forms 1-3

Philosophy of Religious Education

Every culture possesses some type of belief system that ultimately informs its very existence. From time immemorial religion, faith traditions and belief systems have played an important role as humankind has a deep need to revere the principal object/being they believe is responsible for all that is around them. Religious beliefs, faith traditions, belief systems, though varied, help to shape the human psyche in relation to attitudes and values that guide their ability to make informed decisions.

Although there exists much diversity among religions, faith traditions and belief systems, many commonalities are evident. These include but are not limited to compassion, caring, family life, healthy living, community, truth and justice. Religious Education can provide students with opportunities to expand their knowledge of others' beliefs even as they explore their own. To this end it is intended that Religious Education will serve to nurture and inculcate the right values and beliefs that will promote their spiritual growth, essential values, and encourage their participation in their religious communities as well as in the wider society and ensure that each individual attains his or her full potential as an adult.

Religious Education has the potential for students to gain deeper understanding of many of the values and concepts learned during everyday life and at all levels across the curriculum in subjects such as Social Studies, the Sciences, Health and Family Life Education, Physical Education, Caribbean Studies, Visual and Performing Arts, History, Environmental Studies, and even Geography.

Rationale for Teaching and Learning Religious Education

Religious Education is not content focussed on any specific religion, faith tradition or belief system towards conversion but focuses on the commonalities and/or elements that allow for the development of the skills and attitudes that will enable students to make sound moral choices. It is also a major contributing agent in the development of citizens who are responsible and capable of making autonomous decisions. The development of vision, character, and competence in our young people is necessary for the continual growth of the nation.

There is a school of thought that posits an individual's education is not complete without a study of comparative religion/world religious studies or even the history of religion and its relationship to the advancement and preservation of known civilization. Religion, faith traditions and belief systems have an essential role in history and to society and are intrinsic in promoting interreligious understanding within this diverse nation of Trinidad and Tobago and ultimately the global society of which we are a part.

Religious Education has the potential to assist students in developing character traits such as self-discipline, self-esteem, selflessness, poise, positive interdependence and trustworthiness. Character development is an essential adjunct to academic attainment for every student. It encompasses all explicit and implicit educational activities that help young people develop positive personal strengths.

Religious Education is more than just a subject as it has a place in the culture and functions of families, classrooms and other institutions. It has the potential to accomplish the following:

- Recognition of the need in reconciling a struggling society to a higher purpose
- Engage the learner in developing personal identity
- Enable learners to be servant-leaders as they use their abilities in service to their fellowman
- Promote personal responsibility and accountability for one's own actions
- Deepen individuals' sense of community
- Promote healthy living

Goals of Religious Education

The Religious Education Programme consists of a number of selected topics or units organized within the basic structural framework of the secondary school system. The content will be delivered in three modules—one term per school year beginning in Form One. The following are the goals of the Religious Education Programme.

The Lower Secondary Religious Education Programme is designed to enable students to:

- Develop an understanding of their faith
- Develop a respect for the religious/spiritual beliefs of others
- Gain an understanding of the nature of religion, faith traditions and belief systems in a diverse and changing society
- Develop a sensitivity to others and the ability to engage in a dialogue with others in order to promote mutual understanding
- Gain proficiency in the skills of listening, writing, speaking, reading and critical thinking as skills necessary for an educated person living in a globalized 21st century.

General Learning outcomes of Religious Education

The Lower Secondary Religious Education Programme is designed to enable students to:

- Gain factual information and knowledge about religions, faith traditions and belief systems evident within Trinidad and Tobago
- Develop an appreciation of the concepts, doctrines, icons and rituals that provide the platform for religions, faith traditions and belief systems evident within Trinidad and Tobago
- Recognize the diversity, historically and geographically, of religious traditions
- Demonstrate sensitivity to the varieties of religious expression and the integrity of religious insight
- Utilize their exposure to unfamiliar traditions critically to clarify their own assumptions and the lenses they bring to their studies

- Understand and appreciate the role and structure of the faith community to which they belong and through which they grow in faith to maturity and will know what it means to have membership in their local assembly, etc.
- Develop relevant skills in communication, reflection, research and analysis.

DRAFT

Religious Education Content Framework

Form 1	Topic: World Religions, Faith Traditions, Belief Systems Theme: Beliefs and Concepts <ul style="list-style-type: none">• Introduction to World Religions, Faith Traditions and Belief Systems• Places of Worship• Symbols• Religion and The Arts
Form 2	Topic: Personal Identity Theme: Similarities and Differences <ul style="list-style-type: none">• Human Existence• Exploring Values and Virtues• My 'Place'
Form 3	Topic: Ethics and Relationships Theme: Living in Harmony <ul style="list-style-type: none">• Prejudice and Stereotypes• Conflict Resolution

Religious Education Content and Performance Standards: Form 1

Theme: Beliefs And Concepts

Content Standard

Students will develop an awareness of and appreciation for the diversity of religions, faith traditions and belief systems present in Trinidad and Tobago, the Caribbean and the World.

Topics

1. Introduction to World Religions, Faith Traditions and Belief Systems
2. Places of Worship
3. Symbols
4. Religion and the Arts

Performance Standards

Students will be able to:

- Use factual knowledge to identify the religions, faith traditions and belief systems present in Trinidad and Tobago, the Caribbean and the World
- Use specialist vocabulary in communicating their knowledge and understanding of the history of religions, faith traditions and belief systems present in Trinidad and Tobago, the Caribbean and the World
- Identify the relationship that exists between religion and the Arts using appropriate examples
- Analyse the interaction of religion with cultural institutions, groups, and individuals locally, regionally and internationally

Religious Education Content: FORM 1			
Theme: 1.1.0.0 Beliefs and Concepts			
Topic 1.1.1.0 World Religions, Faith Traditions, Belief Systems			
Content	Specific Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
Introduction to World Religions, Faith Traditions and Belief Systems <ul style="list-style-type: none"> History Practices Impact on the development of civilization 	1.1.1.1 develop an appreciation for the beliefs of others 1.1.1.2 define related terms and concepts 1.1.1.3 use and interpret information about religions, faith traditions and belief systems from a range of sources 1.1.1.4 evaluate the importance of belief systems in the national, regional and global community	<ul style="list-style-type: none"> Brainstorming and discussion about the history of various world religions, faith traditions and belief systems Researching about World Religions, Faith Traditions and Belief Systems through interviews; library 	<ul style="list-style-type: none"> Oral questioning Completion of a World Religions, Faith Traditions and Belief Systems History table Group presentation using ICT following guidelines of a rubric Creation of a portfolio with information relevant to World Religions, Faith Traditions and Belief Systems. Each student should be encouraged to have a special section with information specific to their own religion, etc.

Religious Education Content: FORM 1			
THEME: 1.2.0.0 World Religions			
TOPIC 1.2.1.0 Beliefs and Concepts			
Content	Specific Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
Places of Worship E.g. Mosques, Temples, etc.	1.2.1.1 define the term ‘place of worship’ 1.2.1.2 Identify places of worship in Trinidad and Tobago 1.2.1.3 explain the importance in being respectful of places of worship	<ul style="list-style-type: none"> • Research information about places of worship • Field visits to some places of worship in Trinidad and Tobago • Lecture/presentations by resource persons 	<ul style="list-style-type: none"> • Design a brochure depicting information about various places of worship in Trinidad and Tobago • Journal reflections on visits to places of worship
Symbols	1.2.1.4 identify symbols related to religions, faith traditions and belief systems 1.2.1.5 understand the significance of these symbols to each group	<ul style="list-style-type: none"> • Group research project about symbols relevant to world religions, faith traditions and belief systems • Lectures/presentations by resource persons 	<ul style="list-style-type: none"> • Completion of a chart using information about symbols relevant to world religions, faith traditions and belief systems • Creation of a brochure/booklet containing information about Places of Worship and related symbols in Trinidad and Tobago

Religious Education Content: FORM 1			
THEME: 1.2.0.0 World Religions			
TOPIC 1.2.1.0 Beliefs and Concepts			
Content	Specific Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
Religion and the Arts <ul style="list-style-type: none"> • Art and Architecture • Visual Arts • Literary Expression • Dramatic Expression • Dance/Movement • Music/Voice 	<p>1.2.1.5 develop an appreciation of the contribution of religion to the arts</p> <p>1.2.1.6 describe the relationship that exists between religion and the arts</p> <p>1.2.1.7 express views/opinions using the arts</p>	<ul style="list-style-type: none"> • Use of video clips from movies such as ‘Clash of the Titans’; ‘Percy Jackson and the Lightning Thief’ • Research information about art & architecture, etc. in terms of religious influence • Lecture/presentations by resource persons 	<ul style="list-style-type: none"> • Creation of artwork by students based on information learned through research • Creation and presentation of dramatic pieces by students • Creation of Multimedia presentations by students for use with other form classes

Religious Education Content and Performance Standards: Form 2

Theme: Personal Identity

Content Standard

Students will understand the relationship between their personal faith or belief system and character development.

Topics

1. Human existence
2. Exploring values and virtues
3. 'My Place'

Performance Standards

Students will be able to:

- Explain what is meant by the term human existence
- Explain what are values and virtues and how they are evidenced in daily living
- Explore the various aspects of their identity in terms of shared and unique characteristics
- Explain how personal identity is influenced by religious beliefs, faith traditions and belief systems and how the individual affects change

Religious Education Content FORM 2			
THEME: 2.3.0.0 Personal Identity			
TOPIC 2.3.1.0 Similarities and Differences			
Content	Specific Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
Human Existence <ul style="list-style-type: none"> Why are we here? Similarities and differences among humans, e.g. religion, ethnicity, etc. 	2.3.1.1 define the term ‘human existence’ 2.3.1.2 explain what makes us the same and what makes us different 2.3.1.3 develop an appreciation for the differences that make us unique 2.3.1.4 celebrate the similarities that allow us to grow together	<ul style="list-style-type: none"> Research about the similarities and differences that define human beings such as religion, ethnicity, culture, etc. Use of multimedia presentations about human existence Discussion about the reason(s) for celebrating the similarities that exist among people of differing religions, etc. 	<ul style="list-style-type: none"> Student debate on the relevance/non-relevance of similarities and differences (rubric will assess preparation, organization and presentation, use of arguments, rebuttal) Creation of a video presentation about the role similarities and differences play in daily living
Exploring Values and Virtues <ul style="list-style-type: none"> What are values and virtues? The virtuous life Decision making 	2.3.1.5 define the terms: values and virtues 2.3.1.6 explain the relationship between belief systems and the development of values and virtues 2.3.1.7 explain the importance of values and virtues on decision making	<ul style="list-style-type: none"> Discussion about values and virtues and their relevance to students’ lives Use of case studies (historical and recent) to determine the reason(s) for virtuous living 	<ul style="list-style-type: none"> Group presentations based on research about individuals such as Mahatma Ghandi who lived a virtuous life Students will write reflective essays about their own lives with relevance to values and virtues on their decision making, etc.

Religious Education Content FORM 2			
THEME: 2.3.0.0 Personal Identity			
TOPIC 2.3.1.0 Similarities and Differences			
Content	Specific Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
	2.3.1.8 discuss the qualities of a virtuous individual		
‘My Place’ <ul style="list-style-type: none"> • My role in the family • My life and faith 	2.3.1.9 describe their perception of themselves within their family 2.3.1.10 explain who they perceive themselves to be in terms of belonging to a faith community 2.3.1.11 describe the role of their religion, faith tradition or belief system in personal character development	<ul style="list-style-type: none"> • Student led discussions about <ul style="list-style-type: none"> – their perceptions of family life and their individual roles within the family – their place in the faith community – religious history of their families • group project: research the role of religion, faith tradition or belief system in personal character development 	<ul style="list-style-type: none"> • Each student will write an autobiography of their future self (character development) • Creation of a ‘Me Chart’ showcasing various aspects of their lives within the family in terms of their faith • Creation of family trees to trace their religious identity

Religious Education Content and Performance Standards: Form 3

Theme: Ethics And Relationships

Content Standard

Students will develop an understanding of the importance in developing a strong sense of justice and fair play towards the advancement of society.

Topics

1. Prejudice and stereotypes
2. Conflict Resolution

Performance Standards

Students will be able to:

- Explain what it means to be prejudiced
- Explain how prejudice and stereotyping can be harmful to individuals
- Describe and give examples of the ways in which inappropriate conflict resolution impacts individuals, the family and society
- Using case studies, apply problem solving skills to situations of conflict

Religious Education Content: FORM 3			
THEME: 3.4.0.0 Ethics and Relationships			
TOPIC 3.4.1.0 Living in Harmony			
Content	Specific Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
Prejudice and Stereotypes <ul style="list-style-type: none"> • Influence of individuals • Influence of the news media and social media • Influence of religion, faith tradition and belief systems 	3.4.1.1 define the terms: ethics, prejudice and stereotype 3.4.1.2 discuss the social impact of prejudice and stereotyping on society: national, regional and global 3.4.1.3 describe the positive role that can be played by teachings from religion, faith traditions and belief systems	<ul style="list-style-type: none"> • Discussions focussing on ethics, prejudice and stereotypes in relationships (friendships, parent-child, student-teacher, etc.) • Use of role play to clarify misconceptions about prejudice and stereotypes • Use of case studies (group work) to allow students to identify prejudicial or stereotypical behaviours and give alternative behaviours in terms of teachings from religion, faith traditions and belief systems 	<ul style="list-style-type: none"> • Write and enact skits focusing on situations involving prejudice and stereotypes • Write and publish newspaper articles about the dangers of prejudice and stereotypes • Create a brochure on the importance of using social media and information from the news media responsibly • Create a PowerPoint Presentation on prejudice and stereotyping for use with the lower form classes
Conflict Resolution: <ul style="list-style-type: none"> • Bullying • Peer Pressure • Courage • Mentorship 	3.4.1.4 define the terms bullying, peer pressure, courage and mentorship 3.4.1.5 analyse the impact of bullying and peer pressure on the lives of individuals	<ul style="list-style-type: none"> • Discussion focussing on bullying, peer pressure, courage and mentorship in terms of virtuous living • Use of role play focussing on bullying, peer pressure, 	<ul style="list-style-type: none"> • Create anti-bullying posters and pamphlets for use in school and neighbourhood (showcasing conflict resolution skills) • Group presentations to

Religious Education Content: FORM 3			
THEME: 3.4.0.0 Ethics and Relationships			
TOPIC 3.4.1.0 Living in Harmony			
Content	Specific Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies
<ul style="list-style-type: none"> Conflict resolution skills 	<p>3.4.1.6 recognize the sources of influence in their own lives Develop conflict resolution skills</p> <p>3.4.1.7 understand the importance of mentorship in relation to virtuous living</p>	<p>courage and mentorship (decision making and conflict resolution skills)</p> <ul style="list-style-type: none"> Use of video clips about mentorship and conflict resolution 	<p>younger classes about bullying, peer pressure, courage and mentorship in terms of virtuous living (using skits, PPTs, etc.)</p> <ul style="list-style-type: none"> Write two paragraphs about bullying, peer pressure, courage and mentorship in a reflective journal