SOCIAL SCIENCE

ENHANCED CURRICULUM 2021

Grade Five (5)

EFFECTIVE
SCHOOLS SKN
REACH. GROW. DEVELOP

Ministry Of Education
Education Planning Department
Curriculum Development Unit- Teacher Resource Center

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INTRODUCTION

The Ministry of Education of St. Kitts and Nevis has developed this curriculum to assist teachers as they continually strive for greater success for our students. The curriculum is the result of extensive consultation within the Federation where our citizens expressed their aspirations for education. It has culminated in the preparation of a Curriculum and Assessment Framework that has guided curriculum development. For the first time in the Federation's history, we have a statement of the attributes of educated persons:

Educated persons from St. Kitts and Nevis will reach their full potential academically, physically, socially, culturally, emotionally, and morally, applying these skills to think critically and creatively, live respectfully, communicate effectively, and contribute responsibly to sustainable national development.

This vision is followed with seven essential education competencies that highlight the priorities for education. Stakeholders from throughout the Federation agreed that an educated person in St. Kitts and Nevis:

1. Is an engaged, responsible, caring, tolerant participant in civil society
2. Is creative, enterprising, and resilient
3. Thinks critically, communicates effectively, and solves problems
4. Leads a healthy and active life
5. Demonstrates technological empowerment
6. Uses literacy and numeracy to understand, appreciate and act in the world
7. Demonstrates an appreciation for the culture of St. Kitts and Nevis

The essential education competencies have served as a foundation for the development of the curriculum with the goal of ensuring that every student can reach his/her full potential. Eight principles of learning, nine principles of assessment and extensive goals for inclusivity and integration form the basis for a curriculum that reflects the priorities, culture and context of St. Kitts and Nevis. These appear in the complete Curriculum and Assessment Framework that has been appended to this curriculum.

The curriculum is also informed by International Standards and the OECS Learning Standards which have been tailored to reflect the unique context and diversity of our Federation. Key International Standards that have informed curriculum enhancement include:

Language Arts – International Literacy Association
Health and Wellness - UNESCO, WHO and Canadian Health Education Curricula
Mathematics – National Council of Teachers of Mathematics (approx. 100,000 members)

Science – Next Generation of Science Standards (developed with input from the National Science Teachers Association and the US National Research Council)

Social Studies – National Council of Social Studies College Career and Civic Life Framework for Social Studies Standards

The curriculum places an emphasis on knowing individual students so that teachers might chart individual progress and target teaching. Using Universal Design for Learning, the curriculum endeavours to include all learners and provide approaches to learning that represent the diversity of students in St. Kitts and Nevis. The curriculum emphasizes an assets-based approach to education where learning builds on students' prior knowledge and encourages more student discussion as this is one of the most powerful tools to literacy development. The incorporation of technology has been embedded in the curriculum. Technology will also be used to access the wealth of learning resources that are available through the internet. The effective use of technology coupled with extensive curriculum materials obtained from a variety of sources reduces the dependence on traditional textbooks.

The curriculum has been developed using the backward design approach (Wiggins & McTighe, 1999; 2008) where essential learning outcomes have been carefully determined and articulated. This is followed by a means of determining whether students have achieved the outcomes. Each essential learning outcome is divided into specific curriculum outcomes (SCOs) which outline the knowledge, skills and values envisioned to be obtained. Assessment strategies are provided so that teachers might determine where students are in the process toward the specific curriculum outcomes. Instructional strategies guide teachers in helping students achieve the outcomes described. The strategies include activities, discussions, debates, demonstrations, etc. and are accompanied by numerous resources that teachers might use. The guide also provides hints of knowledge that would be useful to teachers when exploring the essential learning outcome, inclusive resources that might be used, how technology might be incorporated and how integration might occur with other subjects. It describes how the curriculum specifically relates to the Curriculum and Assessment Framework so that teachers continually refer to the foundation and the vision for educated persons in St. Kitts and Nevis.

01 Our Culture – Interaction and Interdependence Across Time

ELO To analyze concepts of identity, culture, community and the past in relation to individuals, societies, and nations.

GLE
1. Analyze the culture of the first communities of St. Kitts and Nevis, inclusive of Kalinago (Carib) and Tainos (Arawaks).
2. Investigate the interactions between African people (Western Coast) and European people (England and France) during the initial contact and the subsequent relationship (e.g., Gold Coast, slave, passage, and plantation).
3. Assess the coming together of African people with European colonial powers culminating with emancipation.
4. Appraise the role of national historic site in honouring and remembering our nation's heritage (e.g., Maroon Hill, Romney, Betto Douglas and commitment to family)
5. Assess the role that historic tragedies and national figures (hero's) played and continue to play in our national heritage.
6. Discuss the activities and heritage of Carnival/ Culturama as part of our shared culture.

02 Our Dynamic Relationship with the Environment

ELO To investigate the dynamic relationships of people with land, environments and ideas as they affected the past, shape the present and influence the future.

GLE
1. Describe physical features of the land in St. Kitts and Nevis (e.g.: hill, peninsula, valley, river, estuary, swamps, beaches, and bays)
2. Explain and display why land use patterns appear in St. Kitts and Nevis as they do; location of economic activities, residential areas, transportation systems and communication systems.
3. Investigate the marine ecosystems of St. Kitts and Nevis' territorial waters (e.g., mangroves, coral reefs, coastal shelf) and list and describe the significant examples of coastal flora and fauna in our federation. Debate strategies/activities for conserving and protecting tropical rainforests
4. Design a plan to mitigate harmful interaction with marine ecosystems

03 Power & Authority – Decision Making

ELO To analyze the processes, structures of power and authority, and their implications for individuals, relationships, communities, and nations as decisions are made.

GLE
1. Identify and trace the evolution of government from the Old Representative System to Independence
2. Explain how the electoral process works to determine how the Government is chosen and demonstrate the voting process by conducting a mock election
3. Explain how demographic data is collected and is used to support government policy (e.g., immigration).
4. Describe the roles and rights of the family as a basic institution in society and demonstrate an understanding of rights and responsibilities of the child within family structures and the larger community.

04 Economic Resources

GLE To analyze the distribution of resources and wealth in relation to individuals, communities, and nations.

ELO
1. Differentiate between needs and wants; goods and services; producer and marketplace and consumer
2. Explain the rights and responsibilities we hold as consumers within the marketplace and devise and describe ways in which, we as consumers can prevent exploitation within the marketplace.
3. Utilize costs and benefits analysis to screen our economic choices in a responsible manner by drafting a budget.
4. Explain the role of resources in wealth generation (e.g., natural resources (renewable and non-renewable resources), and human resources)
5. Explain key industrial sectors within the economy of St. Kitts and Nevis and discuss the implications these sectors have on the evolving economy

05 Global Citizenship

GLE To examine the global interdependence of ideas, people, societies, nations, and environments as they shape the present and influence the future.

ELO
1. Locate countries in the Caribbean (e.g., map, lines of latitudes and longitudes, cardinal points) and relative position to the global community.
2. Identify and describe the common geographical features of the Caribbean region.
3. Research CARICOM; its membership and mandate.
4. Express how culture is influenced by citizens of different ethnic origins in Caribbean society.
5. Investigate the evolution of the Caribbean Archipelago efforts to meet common needs and interests

How to use the Social Studies Enhanced Curriculum

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a local, regional, national, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographic thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.

Strand (Topic): Our Culture – Interaction and Interdependence Across Time

STEP ONE (1)

Essential Learning Outcomes: To analyze concepts of identity, culture, community, and the past in relation to individuals, societies, and nations

STEP TWO (2)

Grade Level Guidelines: Analyze the culture of the first communities of St. Kitts and Nevis, inclusive of Kalinago (Carib) and Tainos (Arawaks)

STEP THREE (3)

STEP FOUR (4)	STEP SIX (6)	STEP FIVE (5)
Specific Curriculum Outcomes	**Inclusive Assessment Strategies:** *(Connected back to the Principles of Assessment)*	**Inclusive Learning Strategies** *(Connected back to Principles of Learning)*
Knowledge	Knowledge	Knowledge
5.1.1 Review the Indigenous people and where they came from	5.1.1 and 5.1.2 Have students work in groups to set up a Kalinago and a Taino village showing the similarities and differences between the two groups. Invite students from other classes to observe the displays.	5.1.1 Use videos depicting the lifestyle of the indigenous people and discuss the similarities and differences between the two groups (Caribs and Arawaks)
5.1.2 Compare and contrast indigenous people lifestyles under the following headings: Leaders, Economic Activities (Roles of Males and Females), Initiation, Religion and Language	Have students complete a teacher made crossword puzzle. See puzzle maker link in resources.	

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

History of Indigenous People

The Caribs (Kalinagos)
- The Caribs, indigenous people, originated from the continent of South America. They were the last indigenous group to settle the Caribbean before the arrival of Christopher Columbus and his crew.
- They were described as a warlike group of people.
- Their diet consisted of vegetables such as cassava, sweet potato, yams, beans, peppers, guavas, and papaya as well as iguanas, lizards, crabs, snakes, birds, and agoutis which provided meat.
- Caribs had straight, long, black hair which was worn loose. They were usually naked people except for a loin cloth that was worn around their middle.
- Their brown skin was always painted with a vegetable dye called roucou.
- Carib boys were transitioned to warriors after an initiation ceremony. In this ceremony, the boy was seated on a stool in front of all the warriors and was explained his duties and responsibilities by his father. A bird was then beaten on the boy's body until it was dead. The boy was then deeply scratched with an agouti tooth and then rubbed down with the bird that was dipped into pepper (so that it stung the cut). The boy was then given the heart of the bird to eat and throughout the entire ceremony, the boy was not allowed to show any signs of pain. After that, he was sent to the hammock to fast for several days, then he was given a warrior name and allowed to go on raids.

The Arawaks (Tainos)
- The Arawaks, like the Caribs originated from the continent of South America.
- They were a peaceful group of people
- Their diet consisted of vegetables such as cassava, sweet potatoes, yams. Also included in their diet were snakes, worms, bats, and birds.
- Arawak men were generally naked, but the women sometimes wore short skirts. The Arawaks adorned their bodies with paint, shells, and other decorations.
- Arawaks flattened the foreheads of their newborns. This custom was seen as a sign of beauty.

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Map of the Caribbean
- Teacher made puzzle – www.puzzlemaker.com
- Drawing paper
- Paint and paint brushes
- Pencils and crayons
- Taino and Kalinago artifacts for setting up the display villages
- Pictures of indigenous people

Strategies that Support the Curriculum and Assessment Framework

Elements of the Essential Education Competencies that are addressed:

- (1) Is an engaged, responsible, caring, tolerant participant in civil society
- (7) Demonstrates an appreciation for the culture of St. Kitts and Nevis

STEP NINE (9)

Elements that are integrated across subjects:

- Literacy plays a vital role in the learning experiences of social studies; it promotes the students' ability to comprehend and compose spoken, written, and visual text: incorporate literature from Carib and Tainos culture in ELA read aloud, and a literature study of myths and oral stories
- facilitate communication skills through discussion, comparison, and data collection
- embody art skills from a cross curricular study to create petroglyphs
- connect to the art curriculum with construction of the Carib and Tainos villages and representations of their art

Elements from Local Culture, Technology, TVET, Environment that are integrated:

- use the puzzle maker app to design individualized curriculum and application of knowledge
- embody local cultural landmarks (Bloody River, and Wingfield Road), as past and present components of society (massacre and petroglyphs)
- utilize Nevisian Heritage Village at Fothergills Estate as a reconstruction of material culture for citizenship and a commercial venture for tourism

Items of Inspiration (teaching tips, inspirational passages, connections to educational research:

- use an inquiry approach whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. Inquiry, espouses investigation, exploration, research, analysis, and study.
- use the inquiry approach to involve students in shaping questions to guide their study; agency over the directions of their investigations and scaffolding so that students critically analyse subject matter and not merely retrieve information
- empower students to determine historical significance - look at why an event, person, or development from the past is important (e.g., What is the significance of a particular event in history (massacre at Bloody River)? Why must our society remember events as hallmarks to guide our journey forward.

Strand One (1)

Our Culture: Interaction and Interdependence Across Time

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a national, regional, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographical thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.

Strand (Topic): Our Culture – Interaction and Interdependence Across Time

Essential Learning Outcomes: To analyze concepts of identity, culture, community, and the past in relation to individuals, societies, and nations

Grade Level Guidelines: Analyze the culture of the first communities of St. Kitts and Nevis, inclusive of Kalinago (Carib) and Tainos (Arawaks)

Specific Curriculum Outcomes	**Inclusive Assessment Strategies** *(Connected back to the Principles of Assessment)*	**Inclusive Learning Strategies** *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.1.1 Review the Indigenous people and where they came from	**5.1.1 and 5.1.2** Have students work in groups to set up a Kalinago and a Taino village showing the similarities and differences between the two groups. Invite students from other classes to observe the displays. *(See Appendix 4)*	**5.1.1 and 5.1.2.** Use videos depicting the lifestyle of the indigenous people and discuss the similarities and differences between the two groups Kalinagos (Caribs) and Tainos (Arawaks)
5.1.2 Compare and contrast the indigenous people lifestyles under the following headings: Leaders, Economic Activities (Roles of Males and Females), Initiation, Religion and Language	Have students complete a teacher made crossword puzzle. See puzzle maker link in resources.	Display pictures of the customs and traditions of the indigenous people
Skills	Allow students to role play various aspects of the lifestyles of the indigenous people. *(See Appendix 19)*	Invite a resource person (someone from Carib ancestry if possible) to talk about their past customs/traditions.
5.1.3 Locate on the World Map and on the Caribbean Map, the place of origin of the and where they settled.	Have students make sketches/paintings of aspects of the history of our indigenous people in their books or on paper. Display these images in different areas around the classroom.	Take students on a field trip to Bloody River, Wingfield Road (St. Kitts), to view the Petroglyphs (Carib Rock Drawings) and other areas that reflect the history of the indigenous people. *(See Appendix 14, 15)*
	Have students record fun facts about the indigenous people.	

Values	Skills	Skills
5.1.4 Develop an appreciation of the contribution made by our indigenous ancestors.	5.1.3 Have student identify the origin of the indigenous on a blank map of the World. They will also use the map to locate where they settled in the Caribbean. (*See Appendix 2, 20*)	5.1.3 Have students locate the countries/islands on a map of the World and on a map of the Caribbean where the indigenous people came from and where they settled. *(See Appendix 1, 3 for maps of the Caribbean)*

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

History of Indigenous People

The Kalinagos (Caribs)
- The Kalinagos, indigenous people, originated from the Continent of South America. They were the last indigenous group to settle the Caribbean before the arrival of Christopher Columbus and his crew.
- They were described as a warlike group of people.
- Their diet consisted of vegetables such as cassava, sweet potato, yams, beans, peppers, guavas, and papaya as well as iguanas, lizards, crabs, snakes, birds, and agoutis which provided meat.
- Kalinagos had straight, long, black hair which was worn loose. They were usually naked people except for a loin cloth that was worn around their middle.
- Their brown skin was always painted with a vegetable dye called roucou.
- Kalinago boys were transitioned to warriors after an initiation ceremony. In this ceremony, the boy was seated on a stool in front of all the warriors and was explained his duties and responsibilities by his father. A bird was then beaten on the boy's body until it was dead. The boy was then deeply scratched with an agouti tooth and then rubbed down with the bird that was dipped into pepper (so that it stung the cut). The boy was then given the heart of the bird to eat and throughout the entire ceremony, the boy was not allowed to show any signs of pain. After that, he was sent to the hammock to fast for several days, then he was given a warrior name and allowed to go on raids.

The Tainos (Arawaks)
- The Tainos, like the Kalinagos originated from the Continent of South America.
- They were a peaceful group of people.
- Their diet consisted of vegetables such as cassava, sweet potatoes, yams. Also included in their diet were snakes, worms, bats, and birds.
- Taino men were generally naked, but the women sometimes wore short skirts. The Tainos adorned their bodies with paint, shells, and other decorations.

- Tainos flattened the foreheads of their newborns. This custom was considered a sign of beauty.

Indigenous People	Leaders	Economic Activities	Religion	Language
Kalinagos (Caribs)	The Kalinago (Carib) leader was called a chief or the Ouboutou (Ubutu)	Fishing, hunting, agriculture, and basket weaving were important activities in the Kalinago community. They also traded goods such as animal skin, food meat and beads on a small scale. The canoes they built facilitated trading, raids as well as catching fish. Women: The Kalinago women took care of the family when the men were away fishing, raiding, and hunting. They planted the crops, thus producing food and clothing. They also harvested the land. Men: The men were skilled fishermen, and they were also skilled in making dugout canoes and basket weaving. The men were the hunters, and they were also the protectors of their family and villages.	They were polytheists (they believed in many gods). The priest or boyez was the only one who could communicate with the gods. They had ceremonies and celebrations to honour the gods.	The Kalinago (Caribs) spoke
Tainos (Arawaks)	Cacique was the name given to the (Tainos) Arawak's leader.	The Tainos (Arawaks) did some hunting for small animals such as snakes and birds. They did some fishing as well, but they relied heavily on farming. One of their primary crops was cassava or yuca. They also grew corn, squash, beans, peppers, sweet potatoes, yams, peanuts as well as tobacco. Women: The Taino women planted and harvested the crops. They wove, made hammocks, cooked, and prepared cassava. They attended to their husbands' hair and painted their bodies according to their ceremonial rules. The women took care of the family while the men were away hunting. Men: The men usually cleared the land for planting. They were responsible for hunting, fishing, building canoes, using fire, and making tools from stone. The males also taught the young boys the ways of fishing and hunting.	They believed in many gods (polytheists). Their gods were represented by **zemis,** which were made from wood, bone, stone, or cotton. Each household kept a zemi or the bones of their dead ancestors in a basket (for use as a zemi) to protect the family. They believed in the forces of good and evil, life after death and heaven and hell. The priest was the only one who could communicate with the gods (zemis).	The Tainos (Arawaks) spoke

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- **Map of the Caribbean**
- **World map**
- **Teacher made puzzle – www.puzzlemaker.com**
- **Drawing paper**
- **Paint and paint brushes**
- **Pencils and crayons**
- **Taino and Kalinago artifacts for setting up the display villages.**
- **Pictures of indigenous people**
- **Resource Person**
- **Videos depicting lifestyles of the indigenous people - (Kalinagos in Dominica)** https://www.youtube.com/watch?v=brvd1AmGAU8 **(Tainos/Arawaks)**https://www.youtube.com/watch?v=6haE9FFk-lY
- **Indigenous people of the Caribbean** https://www.belizehistorysjc.com/uploads/3/4/7/0/3470758/indigenous_people_of_the_caribbean.pdf

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Strand (Topic): Our Culture – Interaction and Interdependence Across Time

■ Essential Learning Outcomes: To analyze concepts of identity, culture, community, and the past in relation to individuals, societies, and nations

Grade Level Guidelines: Investigate the interactions between African people (Western Coast) and European people (England and France) during the initial contact and the subsequent relationship (e.g., Gold Coast, slave, passage, and plantation)

◆ Specific Curriculum Outcomes	☾ Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge:	**Knowledge:**	**Knowledge:**
5.1.2.1 – Define the term slave and identify the various races of enslaved persons.	5.1.2.1 - Write a sentence explaining who a slave is.	5.1.2.1 and 5.1.2.2 Brainstorm to elicit from students the definition of the term slaves. -Have students view a video on modern day slavery. Discuss with students and help them to realize that being a slave is not limited to our African ancestors. They should realize that other races have been and even presently are being enslaved.
5.1.2.2- Discuss the term African ancestors, identify any two countries within the West African region where the slaves came from	5.1.2.2 - Create a crossword puzzle using puzzle maker. See link in the resources. For the puzzle, students will be given questions. They will find the word to answer the questions and complete the puzzle. E.g.: Where did our black ancestors come from? Give one word to describe our family members who lived a very long time ago.	5.1.2.2 Have students identify the continent of Africa as well as the area of West Africa on a map of the world. Discuss with them that our African ancestors came the continent of Africa. *(See Appendix 7)*
5.1.2.3 Explain how and why our African ancestors were captured and brought to the West Indies including St. Kitts and Nevis	5.1.2.3 - Have students work in groups to create a historical accurate narrative of how slaves were brought to the West Indies including St. Kitts and	5.1.2.3 Present a clip from the movie 'Capture'. (Identify which parts of the movie) After viewing the video, discuss

5.1.2.4 Describe the life of slaves on the plantation.
 	
Skills:
 	
5.1.2.5 Locate on a map of the world the continent and two countries in West African region where the slaves came from.
 	
Values:
 	
5.1.2.6 Develop empathy for the experiences of our African ancestors and show appreciation for their resilience.
 	
5.1.2.7 Show an appreciation for being free.
 	
5.1.2.8 Be tolerant and appreciate other races.
 	
5.1.2.9 Forgive those who persons who illtreated you.
	Nevis.
	- Have students role play how slaves were brought to the West Indies.
	 - Have students write a letter to a friend explaining why slaves were brought to the West Indies including St. Kitts and Nevis.
	
	- Make a dictionary of new vocabulary relating to how and why slaves were brought to the West Indies.
	
	5.1.2.4 - Have students participate in a role play depicting aspect of life on the plantation. Use rubric for assessing students.
	
	Skills:
	
	5.1.2.5 - On a blank map of Africa, have students shade the areas of origin of the African slaves.
	- Create a key/legend and boundary lines to show West African region on a blank map of Africa.
		with students what they saw and how they felt.
		(See Appendix 6)
		 Find out from students the following:
		  a) Why were Africans captured and brought to the West Indies?
		  b) Describe two ways in which they were captured.
		  c) What goods were Africans traded for?
		
		  d) What is the Middle Passage and describe what happened during this event?
		
		  e) When the slaves arrived in St. Kitts and Nevis, how were distributed?
		
		5.1.2.4 Take students on a field trip to see an example of a plantation. Have them look at the mills or the various houses/structures on the plantation.
		
		Describe some of the activities the slaves did on the plantation daily – they built houses, planted crops such as cotton and sugar cane, etc.
		- Invite a historian /resource person to present on the life of slaves on a plantation.
		
		Skills 5.1.2.5
		
		- Have students identify on a map of Africa, the area of West Africa where our ancestors came from. Have students shade the area of West Africa where our ancestors originated.
		
		-Have students create a key/legend to identify the West African region on a blank map of Africa. *(See Appendix 8)*
		
		- On their maps, have students identify by writing the names of two West African countries where the slaves came from.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- Definition of the terms slave, ancestors, middle passage, and emancipation – See glossary

- Capture of Africans –
  - Africans captured by other Africans and Europeans, taken to the coast in shackles then put on board a slave ship (slaver)

- Ways in which Africans were captured
  - Africans were captured by kidnapping
  - Africans were captured in battles

- Example of goods Africans were traded for – textiles, firearms, alcohol, beads, and cowrie shells, etc.

- Reasons why Africans were taken to the Americas

  - To work on sugar plantations because of their strength and resilience
  - They were accustomed to the climate

- Conditions during the Middle Passage
  - cramped spaces
  - shackled together
  - heat
  - terrible smells, urine and faeces released in an unsanitary manner

- Life on the Plantation from 1640s prior to emancipation:
  - preparing fields for planting
  - cutting sugar cane
  - working in the factories to make sugar
  - working in their planters' homes
  - working on food plots to provide own food

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

Factsheets (*see Appendix 5*)
Textbook – Places of Memory by Leonard Stapleton
www.puzzlemaker.com
https://www.youtube.com/watch?v=OqV4rh0xMRM– Modern Day Slavery

https://www.youtube.com/watch?v=3NXC4Q_4JVg -   The Atlantic Slave Trade
https://www.youtube.com/watch?v=0XNzm6Uf6wo –   Middle Passage - Capture
https://www.youtube.com/watch?v=hP3j5qIPETk –   Middle Passage

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Strand (Topic): Our Culture- Interaction and Interdependence Across Time

🟦   **Essential Learning Outcomes:** To analyze concepts of identity, culture, community, and the past in relation to individuals, societies, and nations

Grade Level Guidelines: Assess the coming together of African people with European colonial powers culminating with emancipation.

🔷 **Specific Curriculum Outcomes**	🌙 **Inclusive Assessment Strategies** *(Connected back to the Principles of Assessment)*	⭐ **Inclusive Learning Strategies** *(Connected back to Principles of Learning)*
Knowledge 5.1.3.1- Identify two ways in which the African and Europeans cooperated with each other prior to emancipation. 5.1.3.2- Define the term emancipation, give reasons for this event, and explain the significance of it in our history. **Skills** 5.1.3.3- Compose a poem\song to highlight the term emancipation. **Values**	**Knowledge: 5.1.3.1 – 5.1.3.2** - Have students' role play to demonstrate how the slaves felt when they were emancipated. (Images shown to students previously will help them to structure their role in the dramatic presentation). - Have students express through art what emancipation means to them. Use rubric for assessing students. **Skills: 5.1.3.3** Have students compose a pose, song/jingle to express what emancipation means to them. Use a scoring rubric to grade students' work. *(See Appendix 21 for pose/poetry rubric)*	**Knowledge: 5.1.3.1 – 5.1.3.2** - Discuss the reason why we celebrate Emancipation Day in St. Kitts and Nevis. Have students suggest the meaning of emancipation and make clarification. - Present chart outlining the reasons for emancipation and when it took place in St. Kitts and Nevis. Explain each reason. - Use images to show how slaves reacted to the emancipation. Discuss with students the various emotions that slaves may have had after hearing about emancipation. Demonstrate through role play how slaves would have felt after they were emancipated. - Elicit from students the significance of emancipation.

5.1.3.4 Develop respect for our ancestors and appreciate our African heritage		**Skills: 5.1.3.3** Have students compose a poem, song/jingle expressing what emancipation represents for them.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- Definition of emancipation (See glossary)

- Slaves were emancipated in 1834.

- Ways in which the Africans and Europeans cooperated with each other.
  - They worshipped together (Thomas John Cottle) – Cottle Church
  - Compassion- some Europeans fought alongside the Africans for their freedom (Lawyer Stephens and Betto Douglas Story)

  Reasons for Emancipation:
- sugar was not bringing in as much money as before
- persons in England wanted it to end
- the slaves were fighting for their freedom

- **Discuss the importance of Emancipation (being free)**

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Chart on emancipation
- Teacher made rubrics.

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a national, regional, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographic thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.

Strand (Topic): Our Culture- Interaction and Interdependence Across Time

Essential Learning Outcomes: To analyze concepts of identity, culture, community, and the past in relation to individuals, societies, and nations

Grade Level Guidelines: Appraise the role of national historic site in honouring and remembering our nation's heritage (e.g., Maroon Hill, Romney, Betto Douglas and commitment to family)

◆ Specific Curriculum Outcomes	☾ Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge: 5.1.4.1- 5.1.4.2-**	**Knowledge Activities: 5.1.4.1- 5.1.4.3**
5.1.4.1- Discuss the importance of Maroon Hill and the events that took place at Romney Manor during 1706 and describe the role that Betto Douglas played.	Have students make oral presentations on (a) the events at Maroon Hill in 1706 (b) the Betto Douglas story using digital media and digital platforms and use the following rubrics for marking:	Project Approach: (see pdf for project approach on MOESKN website) Guided research\discovery\investigation using 'Places of Memory' and other texts to find information relating to Maroon Hill and Romney Manor.
5.1.4.2- Investigate the significance of the event at Maroon Hill and Betto Douglas for our African ancestors and the historical development of St. Kitts and Nevis.	Rubric for Participation, Rubric for Presentations and Rubric for Listening (Project Approach) (See pdf for Approach on MOESKN website)	Visit to museum archives to research\discover\investigate (a) the event at Maroon Hill in 1706 (b) The Betto Douglas Story.
5.1.4.3- Create an appreciation of the events at Maroon Hill 1706 and Betto Douglas story as symbolic of the value of commitment to family**.**	Crossword puzzles to be solves\completed using facts about (a) the event at Maroon Hill and (b) Romney Manor Story. **Skills:5.1.4.4- 5.1.4.5-**	Make presentations on (a) the event at Maroon Hill in 1706 (b) the Betto Douglas using digital media e.g. (PowerPoint presentations)
Skills	Draw a map of St. Kitts and Nevis and use a key to identify (a) Maroon Hill (b) Romney Manor	Take students on a fieldtrip to Maroon Hill and Romney Manor using digital tools to record observations: example, digital cameras, digital voice recorders, smartphone.

5.1.4.4- Locate Maroon and Romney Manor on a map of St. Kitts and Nevis.	Scrapbook- Have students create a scrapbook highlighting the two (2) historical events (Maroon Hill and Romney Manor)	Teacher can also organize a virtual filed trip *(See Appendix 13)*
5.1.4.5- Identify major events that took place at Maroon Hill or Romney Manor		(Invite a historian on the field trip to discuss the activities that took place at these historical site)
		Skills: 5.1.4.4- 5.1.4.5
Values		
5.1.4.6- Appreciation of our local history and African ancestry.		Present map of St. Kitts and Nevis and have students identify the location (a) Maroon Hill (b) Romney Manor. *(See map in Appendix 9,11)*
5.1.4.7- Love, appreciation, and commitment to family.		Have students use the knowledge gained from the field trip experience and the various presentations to role some activities that took place at Romney Manor and Maroon Hill.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- Discussion on the following:

  -The events that took place at Maroon Hill in 1706.

  - Who was Betto Douglas?

  - Why was (a) the event at Maroon Hill in 1706 (b) the story of Betto Douglas significant to our ancestors: The enslaved Africans

  - Why is (a) the events at Maroon Hill in 1706 9b0 the Betto Douglas story a good example \demonstration of the importance of the value 'commitment' to family.

- Location of Maroon Hill and Romney Manor on a Map

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

➢ Video presentations: Rooted in History.
➢ Text – 'Places of Memory'
  Themes: (a) Adaptation and Survival (b) Resistance and Revolt
➢ Website:

- ➢ Projectors
- ➢ Tablets
- ➢ Computers

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Strand (Topic): Our Culture – Interaction and Interdependence Across Time

Essential Learning Outcomes: To analyze concepts of identity, culture, community, and the past in relation to individuals, societies, and nations.

Grade Level Guidelines: Assess the role that historic tragedies and national figures (hero's) played and continue to play in our national heritage.

Specific Curriculum Outcomes	Inclusive Assessment Strategies (*Connected back to the Principles of Assessment*)	Inclusive Learning Strategies (*Connected back to Principles of Learning*)
Knowledge **5.1.5.1-** Examine some of our local historical tragedies that took place in the past and discuss how these tragedies have impacted the lives of citizens. **5.1.5.2-** Describe the special contribution that National Heroes made to the development of St. Kitts and Nevis. **5.1.5.3-** Investigate the National Honours Act, its' classes of National Awards and citizens who were honoured. **Skill:** **5.1.5.4-** Locate on maps of St. Kitts and Nevis where these local tragedies took	**Knowledge:5.1.5.1** Write a paragraph on one of the historical tragedies. Project Work Place students in groups and have each group make a collage depicting the various disasters. (The concepts to be included in the collage need to be identified – resilience, hope, criteria to receive the award) Have students orally present their collage to the class. Organize display of collages. Write summaries based on the account of survivor. Match the National Heroes with their area of special contribution. Conduct research on the classes of awards given by	**Knowledge Activities: 5.1.5.1** Take students on a fieldtrip to the various sites where these local tragedies took place. (Invite a resource person on the fieldtrip to discuss each local tragedy) Have students view videos\teacher-prepared content paper of the survivor's accounts of Christena Disaster. A brief discussion on the events that have changed the landscape and lives of the people of St. Kitts and Nevis. Invite a survivor of the Christena Disaster to speak about their experience. 5.1.5.2- Review National Heroes through questioning. Take students on a field trip to the National Heroes Park and have them identify the national figures.

place.	the government.	
	Group presentations of biographies of National Heroes and their special contributions with rubric for marking	Have students work in groups to prepare biographies of National Heroes and have them highlight the special contribution of each to nation building.
5.1.5.5 – Develop data collections skills through interviews with recipients determining contributions to nation building.	**Skills: 5.1.5.1 -5.1.5.2** Present blank maps of St. Kitts and Nevis and have students locate where these local tragedies have taken place. (See *blank map in Appendix 10*)	**5.1.5.3 -** Research on the classes of awards given by the government and people of St. Kitts and Nevis. *(See Appendix 12)*
Value:	**5.1.5.3** Prepare interview sheets and have students interview selected awardees to get information on their areas in which they contributed to nation building. (See *Appendix 18*)	Have students give examples of individuals\persons who received these special awards in each category\class.
5.1.5.6- To understand the resilience of a people and encourage empathy. **5.1.5.7**- Appreciate the service and dedication of our national figures in building the nation.		Have students make presentations to the class based on the data they collected from the interviews.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- Local history tragedies\events:
  - **The disappearance of Jamestown- the first capital town of Nevis (1690)**
  - **The Great Flood of Basseterre (1880)**
  - **The Christena Disaster (1970)**
  - **-The Fire- (1867- 1982)**
- Areas of Focus:
  - Date or time of the event
  - What caused the event
  - -lives or documents lost
  - -Activities that occurred in aftermath of the event

National Figure/ Hero	Special Contribution/Role
Robert L Bradshaw	1st Premier of St. Kitts/Nevis and Anguilla
C.A. Paul Southwell	1st Chief Minister and 2nd Premier of St. Kitts/ Nevis and Anguilla
Joseph N. France	Trade Union Leader/Former Health Minister of Social Services-Health and Education
Simeon Daniel	1st Premier of Nevis

Kennedy A Simmonds	4th Premier and 1st Prime Minister of St. Kitts and Nevis

- Give working definition of National Honours Act **(see glossary)**

National Honours Act: law passed in 1996 in the St. Kitts/Nevis Parliament which seeks to honour persons who have given remarkable service for the good of the Federation.

- Discuss National Honours Act - Classes of Awards:

-Order of National Hero
-Companion of Star of Merit
-Medal of Honour
-Order of St. Christopher and Nevis

Discuss at least TWO persons honoured in the last TWO.
years and the field in which they were honoured

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- ➢ Christina Disaster
  https://www.youtube.com/watch?v=IPh3a9OSg6w – CHRISTENA " Lest We Forget" The Sinking of the M.V. Christena (This video depicts the tragic Christena disaster very well, however some of the scenes maybe too graphic for students. Thus, having knowledge of their students, teachers can decide whether they wish to share with them.)
- ➢ Video of the ship under water: https://www.youtube.com/watch?v=TmyzGHreMxY
- ➢ https://www.youtube.com/watch?v=cRalo_EBH3k
- ➢ St. Christopher National Trust: www.historicbasseterre.com
- ➢ Jamestown content: http://www.caribbeanarchaeology.com/Season03.htm
- ➢ Resource personnel
- ➢ Pictures of Awardees
- ➢ Interview Schedule
- ➢ National Heroes Park- monuments
- ➢ National Hero bust (Simeon Daniel and Robert L. Bradshaw)
- ➢ National Honours' Act

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Strand (Topic): Our Culture – Interaction and Interdependence Across Time

■ **Essential Learning Outcomes:** To analyze concepts of identity, culture, community, and the past in relation to individuals, societies, and nations.

Grade Level Guidelines: Discuss the activities and heritage of Carnival/Culturama as part of our shared culture

◆ Specific Curriculum Outcomes	☾ Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge **5.1.6.1-** Describe Carnival and Culturama by explaining the events and their significance for St. Kitts & Nevis. **Skills** 5.1.6.2 – Organize and participate in a folklore festival activity. **Values** 5.1.6.3 – Appreciate the contribution that persons, past and present made to the development of Carnival and Culturama in St. Kitts and Nevis 5.1.6.4 – Appreciate their cultural heritage and show a willingness to participate in cultural	**Knowledge** **5.1.6.1 -** Have students work in groups and conduct research on various folklore groups and present their findings to the class. Have student complete teacher-made worksheets. **Skills** **5.1.6.2 -** Conduct an interview with an elder in the community and have them express their views on Carnival and Culturama then versus now	**Knowledge** **5.1.6.1 -** Invite a resource person from the Carnival and Culturama committees to make presentations to the students on the history and development of these festivals in the federation of St. Kitts and Nevis Have students view videos and pictures of Carnival and Culturama from the past and present then compare the activities. E.g.: type of clothing worn, instruments, time of day of event. *(See Appendix 16, 17 for Fact sheets on Carnival and Culturama)* **Skill** **5.1.6.2-**Interview an older person from the community to find what they think about Carnival and Culturama long ago and compare with how it has changed presently.

activities in their communities.		Have students organize a class activity in which they demonstrate by role playing an aspect of Carnival and Culturama activity. E.g.: one of our folklore dances or a performance that usually takes place during one of the shows

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

History of Carnival/Sugar Mas
- The persons responsible for introducing Carnival.
- The persons that formed the Carnival
- The folklore that now forms part of Carnival such as masquerades, Moko Jumbies, mummies, actors, the bull, the musical instruments used, etc.
- The incorporation of the folklore usually performed during Christmas time into the Carnival extravaganza.
- The activities that form the Carnival experience e.g., Queen shows, calypso shows, Mr. GQ, troupes, and parades, etc.
- The person(s) who played an important role in introducing legislation to nationalize carnival as we know it.

Significance of Carnival
- It allows us as a people to express ourselves creatively and artistically to break free and rid ourselves momentarily of the every-day frustrations and pressures.
- Carnival is used as a means of attracting tourists to our shores.
- It is a means of providing revenue for the country as well as short term employment for the people

History of Culturama
- The persons responsible for introducing Culturama.
- The persons that formed Culturama
- The folklore that now forms part of Culturama such as masquerades, moko Jumbies, mummies, actors, giant despair, the musical instrument used, etc.

- The activities that form the Culturama experience, e.g., Queen shows, calypso shows, troupes and parades, Mr. Kool, etc.
- The person(s) who played an important role in introducing legislation to nationalize Culturama as we know it.

Significance of Culturama
- It gives a vital thrust to the dying traditional customs of Nevis.
- It stimulates an interest in the wealth of Nevis' cultural heritage and it maintains some aspects of our African heritage such as music and folklore.
- Culturama is used as means of attracting tourists to our shores.
- It creates a climate in which Nevisian indigenous folk art can reassert itself and flourish.
- It is a means of providing revenue for the country as well as short term employment for the people

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

https://www.sknvibes.com/islandfacts/sitepage.cfm?p=163 – The History and significance of Carnival
https://www.nevispages.com/culturama/about-culturama/ - The History and Significance of Culturama
http://caribbean-beat.com/issue-112/carnival-christmas#axzz4ZUuVsqZ – Video on Carnival
https://www.youtube.com/watch?v=Frw3-wUlJf0 – Video on Culturama
https://www.historicstkitts.kn/items-of-interest/a-carnival-journey - A Carnival Journey
Fact Sheets on Carnival and Culturama and Carnival   Interview Sheets

Strategies that Support the Curriculum and Assessment Framework

Elements of the Essential Education Competencies that are addressed:

- (1) Is an engaged, responsible, caring, tolerant participant in civil society
- (7) Demonstrates an appreciation for the culture of St. Kitts and Nevis

Elements that are integrated across subjects:
- Literacy plays a vital role in the learning experiences of social studies; it promotes the students' ability to comprehend and compose spoken, written, and visual text: incorporate literature from Kalinago and Taino culture in ELA read aloud, and a literature study of myths and oral stories.
- facilitate communication skills through discussion, comparison, and data collection.
- embody art skills from a cross curricular study to create petroglyphs.
- connect to the art curriculum with construction of the Kalinago and Taino villages and representations of their art.

Elements from Local Culture, Technology, TVET, Environment that are integrated:
- use the puzzle maker app to design individualized curriculum and application of knowledge.
- embody local cultural landmarks (Bloody River, and Wingfield Road), as past and present components of society (massacre and petroglyphs)
- utilize Nevisian Heritage Village at Fothergills Estate as a reconstruction of material culture for citizenship and a commercial venture for tourism.

Items of Inspiration (teaching tips, inspirational passages, connections to educational research:
- use an inquiry approach whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. Inquiry, espouses investigation, exploration, research, analysis, and study.
- use the inquiry approach to involve students in shaping questions to guide their study; agency over the directions of their investigations and scaffolding so that students critically analyze subject matter and not merely retrieve information.
- empower students to determine historical significance - look at why an event, person, or development from the past is important (e.g., What is the significance of a particular event in history (massacre at Bloody River)? Why must our society remember events as hallmarks to guide our journey forward.

Strand Two (2)

Our Dynamic Relationship with the Environment

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Strand (Topic): Our Dynamic Relationship with the Environment

Essential Learning Outcomes: To investigate the dynamic relationships of people with land, environment, and ideas as they affected the past, shape the present and influence the future.

Grade Level Guidelines: Describe physical features of the land in St. Kitts and Nevis (e.g.: hill, peninsula, valley, river, estuary, swamps, beaches, and bays)

Specific Curriculum Outcomes	Inclusive Assessment Strategies (*Connected back to the Principles of Assessment*)	Inclusive Learning Strategies (*Connected back to Principles of Learning*)
Knowledge 5.2.1.1 Describe and discuss the natural/physical features of the land in St. Kitts and Nevis (peninsula, estuary, swamps, bays, rivers, beaches) **Skills** 5.2.1.2 Locate on a map of St. Kitts and Nevis examples of various physical features of the landscape. 5.2.1.3 Create and construct a 3D model of the physical/natural features of St. Kitts and Nevis. **Values** 5.2.1.4 Demonstrate an appreciation for the natural landscape of St. Kitts and Nevis 5.2.1.5 Demonstrate a willingness to cooperate with each other.	**Knowledge** 5.2.1.1 Have students complete a teacher-made puzzle on physical features of the landscape of St. Kitts and Nevis by using the primary characteristics of the physical features to serve as clues. (See the link for puzzle maker in the resource section). Teacher-made tests on the various physical /natural features of the landscape of St. Kitts and Nevis (assessing characteristics of physical feature/landform, location.) **Skills** 5.2.1.2 and 5.2.1.3 Have students locate physical features of the landscape of St. Kitts and Nevis on a map. Have students identify physical features on a blank map of St. Kitts and Nevis and instruct them to design their own key on the map. *(See Appendix 22)* Have students work in groups to create a 3D model of physical features found in St. Kitts and Nevis.	**Knowledge** 5.2.1.1 Have students view a video presentation of the different physical features of St. Kitts and Nevis. After the presentation, guide students in discussing and describing the physical/natural features of the landscape in St. Kitts and Nevis. **Skills** 5.2.1.2 and 5.2.1.3 Guide students into identifying places in St. Kitts and Nevis where these physical/natures features can be found using maps or atlases. Solicit from students, examples of physical features they wish to see. Take students on a field trip to visit these examples (at least three). While on the field trip, have students use a blank map of St. Kitts and Nevis and insert the physical features visited. They will also be instructed to create a key for their maps.

	(See _Appendix 23_) Students will present their models to the class and give a description of the model. Display students' models in the class as an exhibition.	Have students work in groups to create a 3D model of physical /natural features of the landscape of St. Kitts and Nevis. Students will be given the option to choose which feature they wish to create. _(See Appendix 23)_

Useful Content Knowledge for the Teacher about the Outcome: (_Connected back to the Principles of Assessment_)

Landforms/Physical/Natural Features (See Glossary for definition/description of the features)
- Swamps
- Peninsula
- Rivers
- Beaches
- Estuary
- Bays
- Rainforest
- Mountain,
- Volcano
- Hill
-Valley

Inclusive Resources and Materials (_texts, family & community knowledge and resources, web resources_)

- Blank maps of St. Kitts and Nevis
- Relief map of St. Kitts and Nevis
- Materials for the 3D models – glue, paper, plasticine, paint, water, containers, etc.
- Video showing peninsula and beacheshttps://www.youtube.com/watch?v=GSymG1ymdLY- Video showing natural features of St. Kitts
- puzzlemaker.com

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Strand (Topic): Our Dynamic Relationship with the Environment

Essential Learning Outcomes: To investigate the dynamic relationships of people with land, environments, and ideas as they affected the past, shape the present and influence the future.

Grade Level Guidelines: Explain and display why land use patterns appear in St. Kitts and Nevis as they do; location of economic activities, residential areas, transportation systems and communication systems.

Specific Curriculum Outcomes	Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.2.2.1 Investigate land use patterns in St. Kitts and Nevis characteristics and associated economic activity.	5.2.2.1 Using parish maps, have students insert the areas (farming, fishing, tourists, sand mining, stone mining, agriculture) associated with economic activities in St. Kitts and Nevis. *(See Appendix 9)*	5.2.2.1 - Review physical features of the land by way of brainstorming. Have students view videos showing how we use the land in St. Kitts and Nevis.
5.2.2.2 Evaluate changes in the landscape (natural and man-made) by examining the factors that contribute to changes in land use.	Take students on the Scenic Railway. While on the trip have students record ways in which our land is used for economic activity.	- Present a teacher-made chart to the students and have them identify how land is used in St. Kitts and Nevis and have students record information in their notebooks.
Skills	Have students complete a matching exercise. Students will be instructed to match the place with the economic activities that happen there. Circle the correct economic activity that matches the place.	
5.2.2.3 Construct and interpret a variety of graphic illustrations to display information on land use in St. Kitts and Nevis.	E.g.:	- Present students with a map of St. Kitts and Nevis and have them identify the areas that are associated with economic activity. Discuss the
5.2.2.4 Create a presentation to show how land is used in St. Kitts and Nevis for economic activities.	• Frigate Bay …. Farming Fishing Tourism • New River …. Fishing Stone mining Tourism	characteristics of these areas with students. Examples: Fishing areas are located close to the sea, farming areas are located close to the hills and mountains, tourist areas are close to the beaches as well as the city. *(See Appendix 24, 25)*

Values 5.2.2.5 Demonstrate a willingness to be resourceful and cooperative and tolerate the changes to the landscape for the development of the country.	5.2.2.2 Have students write an email to their friend giving a description of the changes in the landscape of their island. Have students make a scrapbook showing the changes in the landscape in St. Kitts and Nevis; then and now. **Skills** 5.2.2.3 Place students in groups and present them with information associated with land usage in St. Kitts and Nevis. Have them represent the information using a pie chart or bar graph. 5.2.2.4 Have students create a power point presentation to show how land is used for economic activities in St. Kitts and Nevis. This activity can be done individually or in groups. *(See Appendix 26)*	- Also discuss the value of the transportation (roads) and communication systems as they relate to economic activities (the primary and secondary roads are available for the transportation of resources. Communication providers facilitate local, regional, and international communication using antennas, cable systems, etc. These are located at various points around the islands. 5.2.2.2 Have students view pictures that compare the landscape then and now (natural or man-made). E.g.: before Port Zante and Port Zante now, before Four Seasons and Four Seasons now, Old Road Bay then and Old Road Bay now, many cane fields in St. Kitts have been changed to residential areas (Ponds Extension), etc. Discuss with students and have them give a description of the changes. Also allow to give further examples of changes of the landscape in St. Kitts and Nevis. 5.2.2.2b Present students with then and now pictures of the landscape in St. Kitts and Nevis. Brainstorm to help students identify some factors that contribute to the changes in land use. Use concept mapping to guide students in finding out some factors that contribute to changes in land use in our federation.

Skills

5.2.2.3 and 5.2.2.4 Present students with information outlining the land usage and have them represent the information graphically (bar graphs, pie charts) This activity will be done in groups.

Have students do an individual or group project in which they create a power point presentation to show land usage for economic activities in St. Kitts and Nevis. *(See Appendix 27)*

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

Characteristics of areas in St. Kitts/Nevis and associated economic activities.
Agriculture: Green Valley - fertile area
Fishing: Newcastle - near the sea
Stone Mining: Canada Industrial Estate - near the hills
Sand Mining: Beltate Bay - near the coastline

Areas on St. Kitts and Nevis with Associated Economic Activity

Areas	Economic Activity
St. Kitts – Green Valley, Phillips' Farms Estate, Fountain Estate, Newton Ground Nevis – New River, Coconut Walk Estate, Pot works Estate, Cades Bay	Agriculture
Nevis – Newcastle, Indian Castle St. Kitts – Old Road, Dieppe Bay, Newtown, Fig Tree	Fishing
Nevis – Oualie, Pinneys, Charlestown St. Kitts – Frigate Bay, Port Zante, Southeast Peninsula, Basseterre	Tourism
St. Kitts – Mansion Bay	Sand Mining
Nevis – New River St. Kitts – Canada Estate	Stone Mining

Factors Contributing to Changes in Land Use in St. Kitts and Nevis
- the need for more housing and buildings
- agricultural expansion
- increase in needs of population
- infrastructural changes

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

https://www.youtube.com/watch?v=aWEjlAFjozA - Scenic Railway Tour (How we use the land)
-Teacher made charts with pictures
-Heritage Society in St. Kitts and the Nevis Historical and Conservation Society
-Blank maps and Parish maps

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Strand (Topic): Our Dynamic Relationship with the Environment

Essential Learning Outcomes: To investigate the dynamic relationships of people with land, environments, and ideas as they affected the past, shape the present and influence the future.

Grade Level Guidelines: Investigate the marine ecosystems of St. Kitts and Nevis' territorial waters (e.g., mangroves, coral reefs, coastal shelf) and list and describe the significant examples of coastal flora and fauna in our federation.

◆ Specific Curriculum Outcomes	☾ Inclusive Assessment Strategies *(Connected to the Principles of Assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge 5.2.3.1 Define the terms flora, fauna, ecosystem, and marine ecosystem. 5.2.3.2 Identify flora, fauna, and non-living resources in marine ecosystem ecosystems. 5.2.3.3 Describe a major coastal mangrove swamp and explain its importance. **Skills** 5.2.3.4 Classify examples of marine resources (living, flora & fauna and non-living) **Values** 5.2.3.5 Develop an appreciation for our marine ecosystems and show a willingness to preserve them.	**Knowledge** 5.2.3.1 and 5.2.3.2 Have students work individually or in groups to create a marine ecosystem on a chart. They will use manila paper and pictures from magazines, internet, etc. to design their marine ecosystem. *(See Appendix 29)* Organize a panel discussion on the importance of mangrove swamps in our federation. *(See Appendix 30)* Have students work in teams to debate on the topic 'There is no need to preserve mangrove swamps.' One team will be for the topic and the other team will debate against it. **Skills** 5.2.3.4 Students will work on a class project in which they create a marine ecosystem in an aquarium.	**Knowledge** 5.2.3.1 – 5.2.3.5 Investigate the term ecosystem by questioning / brainstorming to construct a mind map or KWL to activate prior knowledge Stress the interdependence of the species; predator – prey and a food web of a mangrove swamp. Present a video to students on the marine life of S. Kitts and Nevis. Discuss the term marine ecosystem with students. View through video, how the mangrove function as a natural nursey of marine life and fosters a healthy habitat for many marine species. Invite a resource person from the Department of Environment, Department of Sustainable Development, Fisheries, or a private diver to bring awareness to students about the marine ecosystem and the mangrove swamps, coral reefs, and coastal shelf, location, significance, sustainable development.

| | Have students complete a table classifying coastal flora and fauna.
E.g.: | **Skills**

5.2.3.4
Take students on a field trip to visit marine ecosystems such as the mangrove swamps. E.g.: St. Kitts – Conaree, Southeast Peninsula; Nevis – Newcastle, Cades Bay. While on the field trip, have students classify marine resources in terms of living (flora and fauna) and non-living. Also, discuss the importance of the mangrove swamps in St. Kitts and Nevis.

Have students view a video on marine ecosystems such as mangrove swamps, coral reefs, or coastal shelves in St. Kitts and Nevis. Have students identify and classify living (flora and fauna) and non-living resources found in these ecosystems. Students can work in groups to complete this exercise. |

Marine resources	Flora	Fauna
Seaweed, crabs, sea grapes, manchineel trees, coconut trees, coral reefs, heron, etc.		

Have students make flyers on the importance of mangrove swamps.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

Definition of Marine Ecosystem, coastal flora, and coastal fauna – See glossary.

Examples of living and non-living resources in marine ecosystems in St. Kitts and Nevis
- Living
    - Crustaceans: shellfish, lobsters
    - Sea Mammals: whale
    - Plants: mangrove, manchineel, seaweed, coral reefs, sea grass bugs,
    - Coastal Flora: seaweed, manchineel, coconut trees, sea grapes, coral reefs
    - Coastal Fauna: birds, fish, crabs, turtles, etc.
Non-Living
    - sand
    - shells
    - stones/pebbles
    - seawater

Benefits of Marine Resources

- Provide income for many families
- Protein for our diet
-Create other habitats
-Recreation for tourists

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Aquarium
- shells
- stones
- seaweed
- sand
- manila
- pictures of marine resources
- https://www.youtube.com/watch?v=jvbredityUo – Under the Sea video in St. Kitts

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a national, regional, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographic thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.

Strand (Topic): Our Dynamic Relationship with the Environment

Essential Learning Outcomes: To investigate the dynamic relationships of people with land, environments, and ideas as they affected the past, shape the present and influence the future.

Grade Level Guidelines: Design a plan to mitigate harmful interaction with marine ecosystems

◆ Specific Curriculum Outcomes	☾ Inclusive Assessment Strategies *(Connected back to the principles of assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.2.4.1- State and discuss some actions which harm our marine resources.	**5.2.4.1-5.2.4.2** Write a letter \ newspaper article about the harmful practices that affect the marine resources.	**5.2.4.1-5.2.4.2** Have a classroom discussion to review marine resources and their importance.
5.2.4.2- Suggest and discuss ways in which we can protect marine resources.	Write a classification essay to outline actions which can harm marine resources and suggest ways in which we can our marine resources.	Use videos and pictures captured on the previous fieldtrip to discuss some harmful practices that affect marine resources.
Skills	**Skills**	Present a video to further demonstrate the harmful effects and the actions that harm our marine resources. Guide a discussion on the video presented.
5.2.4.3- Design and construct various materials that will bring awareness to ways in which we can protect marine resources.	**5.2.4.3** Engage students in a poster competition to highlight actions which harm our marine resources and ways in which we can protect our marine resources.	Have students conduct interviews with various fishermen on the actions which can harm marine resources. Discuss how these harmful practices affects the marine life and our livelihood.
Values	Have students create a jingle advertisement to highlight ways we can protect our marine resources. This jingle may be presented to the media to sensitize the public.	Teacher should assist in designing the sample questionnaire for the interviews.
5.2.4.4- Show an appreciation for all forms of life by showing respect for the environment.		

| | | Based on the feedback obtained from the videos, interviews and fieldtrip elicit from students, ways in which we can protect our marine resources.

Group students and have them engage in meaningful discussions. Have groups orally share their suggestions\ideas.

Skills
5.2.4.3

Have students work on designing and constructing materials such as posters, flyers, leaflets, signage that will sensitize persons about the harmful resources and the ways in which we can protect them. Have students distribute them in various communities. Students can also mount signage in marine areas.
(*Invite graphic designers to assist students in designing their materials*)

Engage students in clean up campaigns in marine areas.

Contact radio personalities to host students in a media discussion to heighten awareness on the harmful practices and to suggest ways in which we can protect marine life.

Encourage students to attend the Ross University Turtle Camps or other related activities that will inform\educate students on the importance of the protecting marine life. |
|---|---|---|

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

Actions which harm marine resources:
- Dumping garbage in the sea
- Overfishing
- Bad fishing practices
- Build up of Agro chemicals and sewage which causes algae to grow and prevent sunlight from getting to corals.
- People sail boats near coral reefs and anchor and break reefs.
- Some fishermen use dynamite to blast away reefs to catch fish.
- Oil spills
- Mangroves are drained and removed to make marinas and hotels.

***Use graphic organisers to illustrate relationships.**

Discuss the following ways to protect marine resources:

- Build artificial reefs.
- Pass laws to limit human's activities. Find examples of local laws which protect our marine resources e.g.:
  - no person shall sell\buy any lobster which is undersized (less than 9.5cm)
  - no person shall remove the eggs from a lobster.
  - no person shall sell\buy any turtle between 28th February-1st October in any year.
  - no person shall interfere with any turtle's nest.
- Plant strips of trees between buildings and the sea
- Use different ways to sensitize the community to the importance of preserving our marine resources- poetry, art, song, posters.

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Video Presentations
- Pictures \videos from fieldtrip
- Resource personnel from Fisheries Department
- Articles on protecting marine resources.
- Materials for making posters\fliers\signs etc.
- Media Houses

Strategies that Support the Curriculum and Assessment Framework

Elements of the Essential Education Competencies that are addressed:

The student
(1) Is an engaged, responsible, caring, tolerant participant in civil society
(2) Is creative, enterprising, and resilient
(3) Thinks critically, communicates effectively, and solves problems
(5) Demonstrates technological empowerment
(7) Demonstrates an appreciation for the culture of St. Kitts and Nevis

Elements that are integrated across subjects:
- Integrate with the science curriculum as students are given the opportunity to investigate the ecosystem as a habitat, they identify relationships and interdependence of creatures living within a marine ecosystem: coral reefs, mangrove swamps and coastal shelf.
- Connects with Language Arts as it seeks to enhance students' creative writing skills and expressions through different types of writing (descriptive, expository and letter), panel discussions and debates.
- Facilitates and cultivates statistical skills as students are given the opportunity to interpret and analyze data.
- Using technology to collect information shows a direct link between Social Studies and Technology. Students will be given further opportunities to advance their technological skills as they create flyers, send emails, and create PowerPoint presentations.

Elements from Local Culture, Technology, TVET, Environment that are integrated:
- Utilizes information from various sources, including questionnaires/interviews to understand the significance of protecting our environment and use the information to bring awareness to the society as a means of minimizing the negative impact of human activities.
- Uses technology to capture pictures from field trip experiences to have discussions and create projects and presentations.

Items of Inspiration (teaching tips, inspirational passages, connections to educational research:
- Use an issues-based approach, to demonstrate ways in which we are all interconnected, and highlighting how fundamental the mangrove swamps are to species survival, particularly our own. Consider opposing points of view, how to conserve and respect the mangroves swamps and yet develop the economy. Develop well supported positions, with sensitivity to points-of-view and a commitment to social responsibility and action.
- Scaffold students to investigate and identify patterns and trends in the mangrove swamps - what changes and what remains constant over a time. For example, given a set of data for various time periods, what trends are we able to identify (number of a species, diversity of species) over time? What changes have taken place in a specific area? What has remained the same?

Strand Three (3)

Decision Making- Freedom, Power & Authority

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a national, regional, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographic thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.

Strand (Topic): Decision Making – Freedom, Power and Authority

Essential Learning Outcomes: To analyze the processes, structures of power and authority and their implications for individuals, relationships, communities, and nations as decisions are made.

Grade Level Guidelines: Identify and trace the evolution of government from the Old Representative System to Independence

◆ Specific Curriculum Outcomes	☾ Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.3.1.1 State and describe the systems of government from Old Representative System to Independence	5.3.1.1 Have student's complete teacher made worksheets on the systems of government.	5.3.1.1 Invite a resource person to help students understand the history of our government systems from the Old Representative to Independence. Discuss the information with students and present video clips or pictures of each system.
Skills	Have students create a scrapbook on the systems of government.	
5.3.1.2 Construct a timeline to show succession of each system of government.	**Skills**	Take students on a field trip to the museum to look at the displays that show the systems of government then and now. During the visit, have students make notes based on their questions developed within the classroom (e.g., What artifacts demonstrate positions of authority? What documents are present? What do the documents state? and so on.) Have students write questions to serve their investigation of the evolution of government? Use opened ended questions to spark curiosity "what if questions" (what would person xxx be like based on the artifacts?) Have a discussion with students to understand the information collected.
Values	5.3.1.2 Have students create a timeline showing the succession of the different systems of government from the Old Representative to Independence. *(See information in <u>Appendix 31</u>)*	
5.3.1.3 Show appreciation for our federation attaining self government.		
5.3.1.4 Develop national pride and patriotism.	5.3.1 In groups, have students create a comparison chart for two systems of government. They need to identify items to compare prior to filling in the attributes of government. As formative assessment, monitor their thinking providing direction, not answers.	

	Values	Skills
	5.3.1.3 On a given day, encourage students to wear their independence colours to school. Also, have students display the appropriate behaviour when the National Anthem is being played. Discuss with students why they must stand at attention when the National Anthem is being played or sung. Also, discuss with students why the anthem is being played at official government functions.	5.3.1.2 Have students create a timeline to show succession of the different systems of government from the Old Representative to Independence. *(See information in Appendix 31)*

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

Systems of Government from Old Representative to Independence

Old Representative (1663 - 1866)
What is it?
A system of government made up of a governor, council and assembly elected from among white planters and merchants.

Crown Colony (1878 – 1936)
What is it?
In this system, the British colonies were ruled by a governor who was appointed by a monarch.

Associated Statehood (1967 – 1980)
What is it?
A system which has a semi-independent political status of former British colonies.

Independence (1983 – present)
What is it?
A system where there is a self- governing status of former British colonies.

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- https://www.historicstkitts.kn/events/statehood-28th-february-1967
- https://www.historicstkitts.kn/events/independence
- https://www.coursehero.com/file/23999154/THE-OLD-REPRESENTATIVE-SYSTEMdoc/
- https://www.pressreader.com/jamaica/jamaica-gleaner/20170214/282862255637023
- pictures
- paper
- 'From Commoner to King' by Whitman Browne

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Strand (Topic): Decision Making- Freedom and Power and Authority

Essential Learning Outcomes: To analyse the processes, structures of power and authority and their implications for individuals, relationships, communities, and nations as decisions are made.

Grade Level Guidelines: Explain how the electoral process works to determine how the Government is chosen and demonstrate the voting process by conducting a mock election

◆ Specific Curriculum Outcomes	☽ Inclusive Assessment Strategies *(Connected back to the principles of assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.3.2.1- Review the concepts of government to explain the functions of a democratic system of government.	**5.3.2.1 – 5.3.2.3** Teacher-made worksheets and objective type questions that explores the electoral process.	**5.3.2.1-5.3.2.3** Brainstorming Activities- Generate a discussion around the term leadership. Present various scenarios from the school, home and country to students that will stimulate the discussion.
5.3.2.2 Explain and discuss how we use the electoral process to choose our government.	Create a puzzle with the terms relating to electoral process.	For example: What would happen if there were no teachers or principal at the school?
5.3.2.3- Describe the portfolio for Government Ministers in St. Kitts and Nevis.	Matching exercises. Example: match government ministers to their portfolios.	What would happen if no adults were in the home or what would the country be like without leaders?
Skills	Make a dictionary of words associated with the electoral process.	Guide students into discussing the importance of having leaders in the home, school, country, and government.
5.3.2.4- Demonstrate the voting process by engaging in campaigning activities leading up to the mock election process.	**Skills** **5.3.2.4 – 5.3.2.6** Simulation of the electoral process with rubric and specific roles. Scaffold students within their mock election, based on a pertinent topic of their	Present students with a chart depicting pictures of the various leaders of government. Guide students into discussing how these leaders were chosen. Discuss the Democratic System of government. Have
5.3.2.5- Conduct and participate in a mock election process.	choice (design an outdoor play area with one of the following:	students state what it is.

5.3.2.6- Create a flow chart showing the hierarchy\structure of the government in St. Kitts and Nevis.
 	
Values
 	
5.3.2.7- Being patriotic by making responsible and honest choices as well as respecting other people's decision towards exercising their democratic rights.
	Four Square Court or Basketball Nets, or Soccer Field, or Volleyball Court or Netball Court:
	
	- Use formative assessment on students' performance as they form political parties to advocate their interest. Connect assessment to Language arts, speaking and listening and writing.
	- Assess the party's platform 'rationale for spending money on their sport (Four Square Court or Basketball…).
	- Assess their campaign to secure votes from the other classes (gr. 4 & 6), presentations, speeches, posters, etc.
	- Assess the organization of election: creation of voters' list based on class list, secure and secret ballot, actual process of voting roles scrutineers, poll clerks, etc.
	- Assess using self-reflection from the students how they think the mock election went, successes, short comings, changes they would make, was it equable?
	
	Project: make a chart, scrapbook or lapbook with the government ministers in their portfolios.
		Present videos of various political parties in St. Kitts and Nevis or other Caribbean countries showcasing how they participate in the electoral process.
		
		Guide a discussion on how political parties launch campaigns in the media. Explore through campaign ads the different strategies political parties use to campaign, inclusive of bandwagon, testimonials (celebrity and common person, emotional draw {fear-love, patriotism).
		
		Invite a resource personnel from the electoral office to reinforce the concept being taught. For Example
		-location of constituency and boundaries
		-voters list
		-supervising election
		-dissolving of parliament
		
		Allow the resource personnel to guide and assist students in creating a timeline leading up to the election date e.g., polling day, nomination day and explain how these events are organized.
		
		Explain what the term "portfolio" means and match portfolios to government ministers.
		
		Display timeline in the classroom.
		
		Skills
		
		5.3.2.4 – 5.3.2.6
		Organise and set up displays of the following:
		   - Nomination day process
		   - Campaigning activities
		   - Polling station

		Engage students in a simulation exercise by conducting an election in the class.
		Have students find out the institutions and services each minister is responsible for. Use students' findings to complete a flow chart.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*

- Review the terms 'government' and 'democracy'.
- We live in a democracy.
- Human rights and fundamental freedoms that are protected in many democracies.
- Governments are necessary to prevent anarchy within a country.
- Citizens and residents have rights and responsibilities in a Democracy.
- Governments has a responsibility towards citizens and residents who live within its country borders.
- Democratic System of Government: a form of government in which the country's people can participate and vote for how the country is to be run.
- The electoral process- the step-by-step process: From country being divided into constituencies to the supervisor of election declaring the winning party. Include terms like constituency, constitution, candidate.
- Organisation of the electoral process (related concepts)
- Constituency- franchise
- Campaign
- Candidates
- Voter's list
- Nomination
- Polling station
- Presiding officer
- Polling clerk
- Ballot box
- Ballot paper
- Agents
- Returning officers
- Supervisor of elections
    - Definition of portfolio (see glossary)
    - Present the Portfolio of government ministers.

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Materials for ballot box and polling station
- Prepared maps of St. Kitts and Nevis showing constituencies.
- Video recordings of the electoral process
- Resource personnel
- Caribbean Social Studies St. Kitts and Nevis and other islands
- Teacher made Timeline.
- Pictures of government ministers
- Labelled index cards
- Flow charts
- Rubrics
- Checklist

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Strand (Topic): Decision Making- Freedom and Power and Authority

Essential Learning Outcomes: To analyse the processes, structures of power and authority and their implications for individuals, relationships, communities, and nations as decisions are made.

Grade Level Guidelines: Explain how demographic data is collected and is used to support government policy (e.g., immigration)

Specific Curriculum Outcomes	Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.3.3.1- Explore how government studies population -types of data collected and uses of the data.	**5.3.3.1 – 5.3.3.3** Have students work in groups to make a class display showing factors that affect population.	**5.3.3.1 and 5.3.3.2** Invite a resource person from the Government Planning Unit or Statistics to help students understand the process used to assess population. Have resource person discuss with students what the process is (census) and how the information/data collected is used.
5.3.3.2- Examine characteristics of population in St. Kitts and Nevis to identify factors which affect population change.	Complete teacher made objective tests. Accurately read charts, and graphs depicting population change for the country, and parish. Identify trends within the data.	
5.3.3.3- Investigate factors that affect population change, why people immigrate and emigrate.	**Skills**	Have students explore an OECS/St. Kitts and Nevis sample questionnaire used to collect information during a census. Encourage students to analyze the information required.
Skills	**5.3.3.4- 5.3.3.5- Group\Individual Assessments** Make a class mural showing factors which affect population change. Determine if the factors are ones that push or pull people to migrate? Could take the form of a graphic organizer – Chart	Have students work in pairs. One person in each pair will be the head of a household and the other person will be the enumerator. They will work together to complete the questionnaire. Have a class discussion on the information gathered, guiding the students to understand why the information is needed to help the government plan for the country's future.
5.3.3.4 Construct a questionnaire and carry out the process of census in the school.		
5.3.3.5 – Analyse and interpret data collected and create a plan for the future of the school's population.		

	Push	Pull
Economic		
Environmental		
Social		
Safety		

Values	Mini Project: Using formative assessment, each stage of the mini project will be assessed, and direct feedback given to the students.	5.3.3.3 and 5.3.3.4
5.3.3.6 Demonstrate a willingness to cooperate, interact, participate and to be committed to decision making in nation building.		Use information gathered from the Statistics Department to discuss the population status and the factors affecting the population, including migration, death rate, birth rate, etc. *(See Appendix 32)*
	• Design and organize a class or school level census based on the official census as the model.	
	• Design the questions –E.g. What indicators of the population are most important to collect (favorite sport, hobby, book, family size, language, favorite food, faith tradition, our school needs a…, major concern for future (climate change, health COVID -19)	Show students a variety of clips highlighting factors that affect population change (poverty, disaster, crime, death, etc.). Have students identify the factors and discuss why these factors affect population change.
	• Design and create the census form. Have the students craft the form with their logo, questions, spaces for multiple responses.	**Skills**
	• Run the census, collect the data, and analyze the results by identifying trending trends. Use charts and graphs (pie, bar pictograph and line) to depict results.	**5.3.3.4- 5.3.3.5** Have students construct a short questionnaire to gather information about the school's population. In groups, students will go to the various classes and use the questionnaire to collect the data needed (teacher will inform the teachers of the various classes ahead of time so that they can prepare their class for the visit). *(See Appendix 33)*
	• Have students write a brief report on the data collected and be sure to include the charts and graphs.	
	• Present students with charts/graphs/diagrams and have them analyze the data shown.	
	• Have students create a plan to address any issue that may arise from the findings of the data collected.	Have students work together to construct a bar graph\ pie chart\pictograph to represent data collected.

⬡ **Useful Content Knowledge for the Teacher about the Outcome:** (*Connected back to the Principles of Assessment*)

- **Definition of Census**
- **Definition of Population**
- **Agency Responsible** – Ministry of Government\Department of Government responsible
- **Discuss some roles of the enumerator:**

- Explain the objectives of surveys and their procedures to people who are to be interviewed.
-Interpret interview questions to assist people in understanding them and providing them with answers.

-assist people in filling out survey forms and explaining items on a survey form.
-double check information on survey forms or information pads to ensure the accuracy of information.

- **Kinds of data collected:**
- Age, sex, number of populations, race, occupation, income levels, religion, ethnic group, type of house in which residents live
- Sex, climate, age group, number of groups, religious (See Nevis Statistical Digest, other websites under Resources)

- **Importance of conducting a census:**
  -Helps government plan and prepare for the future in areas like education, jobs, healthcare, childcare, housing etc.
  e.g.- if the population has a larger number of people, they will have to plan for programmes that target young people.

- **Factors which affect population change:**
  -births
  -deaths
  -migration (immigration and emigration)
  Immigration: More immigration than emigration contributes to population change
  Emigration: Emigration than immigration contributes to population change
  -environmental natural hazards
  -man-made disasters
  -push and pull factors
  Births: More\less births than deaths contribute to population change
  Deaths: More\less deaths than births contribute to population change
  * Factors that may cause the population of the main town to increase.
  See Glossary for definitions

- **Reasons why people migrate.**
  -to find work\job
  - better infrastructure \facilities
  - better standard of living
  -to be closer to family
  -better climate

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- **Resource Personnel from The Statistics Department – Government Department Responsible**
- **Teacher prepared content.**
- **Sample questionnaires used for census.**
- **Teacher prepared content showing population data collected from several imaginary countries.**
- **Nevis Statistical Digest-** https://nia.gov.kn/wp-content/uploads/2018/01/NevisStatisticalDigest_2017.pdf
- **Population of St. Kitts and Nevis –**https://www.worldometers.info/world-population/saint-kitts-and-nevis-population/
- **Use of possible case study, e.g., Teacher made case studies or case studies of different countries.**
- **Relevant video tapes e.g., the effects the volcano in Montserrat (NEMA) or the ANTARTIC experience**
- **Population Statistics from ministry of Statistics and Economic Planning**
- **Population of St. Kitts and Nevis-**http://worldpopulationreview.com/countries/saint-kitts-and-nevis-population/
- **Teacher made graphs and charts**

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Strand (Topic): Decision Making- Freedom and Power and Authority

Essential Learning Outcomes: To analyse the processes of power and authority and their implications for individuals, relationships, communities, and nations as decision are made.

Grade Level Guidelines: Describe the roles and rights of the family as a basic institution in society and demonstrate an understanding of rights and responsibilities of the child within family structures and the larger community.

Specific Curriculum Outcomes	Inclusive Assessment Strategies *(Connected back to the principles of assessment)*	Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge **5.3.4.1** – Define the term family and identify the main types of families. **5.3.4.2**- State and discuss the functions of families. **5.3.4.3**- Describe the roles of family members within the family. **5.3.4.4**- Distinguish between a family tree and a family timeline. **5.3.4.5**- Demonstrate an understanding of rights and responsibilities of the child. **5.3.4.6-** Identify change and continuity in family customs and discuss factors which contribute to these changes.	**Knowledge** **5.3.4.1- 5.3.4.6** Word Search \Crossword Puzzles with terms related to the family such as functions, types, definition, roles etc. Produce a glossary of terms relating to the family. Objective tests Teacher made worksheets. Write a letter to a friend or paragraph describing their family including members of the family, roles of the family in society etc. **Group Activity**: Have students create a jingle to bring awareness to the rights of a child.	**Knowledge** **5.3.4.1- 5.3.4.6** Introduce lesson using a song Example: "We are Family" by Sister Sledge or any other appropriate song. Engage students in brainstorming activities to bring out the definition of a family. Sample Questions 1. What is a family? 2. How people become related within a family? *Family relationship (blood, marriage, adoption, etc.) 3. Who are members of a family? 4. highlight some activities that family members engage in. Have discussion with students on different types of families. Present pictures and videos to reinforce the concept. Have students identify which family type they belong to.

Skills

5.3.4.7- Construct a family tree to show family relationships.

5.3.4.8- Create a family timeline to highlight important events in a family.

Values

5.3.4.9- A sense of belonging to family or other groups in society through love, tolerance, respect, caring, cooperation, and responsibility.

5.3.4.10- The right to love and understanding from parents and other family members.

5.3.4.11- Demonstrate an acceptance and appreciation for change.

Present a timeline and have students answer questions based on the timeline.

Skills

5.3.4.7
Project- Have students construct a family tree highlighting members of the (second) 2nd or (third) 3rd Generation of their family.

Make picture charts to classify changes\continuity in family customs.

Make a scrapbook to show items then and now.

Have students identify types of family relationships and how they are formed.

Engage students in role playing the different types of family structures.

Present a video clip or present a scenario to students and have an active discussion to highlight the key functions of the family in society and the role of each family member within the family.

Have students role play functions of members in the family.

Teacher prepared examples of family trees. Present to the class and have class discussions with children on the diagrams presented. *(See Appendix 34)*

Assist students in constructing a family tree.

Present a model of a timeline to students for discussion. Guide students in constructing\creating their own timeline including items such as birth, crawl, walk, baptism, Pre- School graduation, Surgery etc. (anything that is of significance to the students).

Present a video highlighting the rights and responsibilities of the child. Guide a discussion on the video presented.

Have students role play a situation showing a right of a child being violated and discuss the right that is been violated and how it can be addressed.

Use resource persons from the community (such as

| | | the elderly) to tell stories to students. This may be done under a tree to discuss changes and continuity in family customs or have the students interview elderly family members or older persons in the community to obtain information on family relationships then and now.

Have students report their findings to the class.

Skills Activities:

Have students create flyers of children roles in the family.

Have students make posters and slogans showing at least two rights of the child.

Group Activity: Have students create charts showing children working together. |
|---|---|---|

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- **Identify the different types of family in our society.**

- **Five main types of families e.g.**
  -institutional   - nuclear   - extended -sibling   - single

- **Other types of family relationships**:
  -blended   - foster   - adopted

- **Definition of family tree**
  -construction of timelines
  -construction of family tree

- **Functions of the family:**
  -   procreation   economic- provides the needs of family.
  -   socialization   emotional\psychological – make members feel loved.

- **Roles of family members:**
  -cooperation
  -working to ensure smooth running of the home
  -responsibility
  - foster love\belonging
  -inculcate values
  Children: wash dishes, clean the yard, run errands, clean up after self
  Adults- breadwinner, discipline, cook, clean house etc.

- **Discuss Rights of the child – Youth for Human Rights Resource Pack**

- **Change and Continuity –**Discuss examples of ways in which family traditions have continued\changed overtime in areas such as chores, eating habits, visiting grandma and grandpa family reunions, family day\night, going to a particular church etc.

- **Factors:**
  - Technology (media, internet, Facebook, WhatsApp, Twitter, washing machines, electric iron, latrine, telephone, transportation)
  - Migration

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Pictures
- Family Tree Chart
- Family Timeline
- Resource information from 'Teaching the Family Tree' workshop
- Teacher content page
- Relevant videos
- Teacher prepared scenes.
- Chart materials- manilla, markers, metre rule, scissors etc.
- Youth for Human Rights Education- Package for Educators only - https://www.youthforhumanrights.org/
- Resources persons from the community
- Pictures showing changes \continuity in families.
- Audio for jingle activity
- What is my role in the family? https://www.youtube.com/watch?v=brI3CBiYeK0
- Functions of a family - https://www.youtube.com/watch?v=aF8HWo-KwA0
  https://www.youtube.com/watch?v=S-kxKwBJeLg
- Rights of the child- https://www.youtube.com/watch?v=COjVj9czgrY

Strategies that Support the Curriculum and Assessment Framework

Elements of the Essential Education Competencies that are addressed:

The student:
(1) Is an engaged, responsible, caring, tolerant participant in civil society.
(3) Thinks critically, communicates effectively. and solves problems.
(5) Demonstrates Technological empowerment.
(7) Demonstrates an appreciation for the culture of St. Kitts and Nevis.

Elements that are integrated across subjects:
- Facilitates literacy and communication skills through oral and written activities such as letter writing and questionnaires, reports, discussion, group work, comparison, data collection and interpretation.
- Connects with Mathematical and Research Skills through the creation of graphic organizers and timelines and thus promotes efficiency in the interpretation and analysis of qualitative and quantitative data while fostering problem solving competencies.
- Embodies creative artistic skills to compose and perform role plays, simulation exercises, posters, songs/jingle, picture charts, scrapbooks to highlight content using relevant and vital information from a variety of sources.

Elements from Local Culture, Technology, TVET, Environment that are integrated:
- Incorporates aspects of our local political culture as it engages discussions on the electoral process and its significance as voting is a fundamental right of the citizens of St. Kitts and Nevis.
- Utilizes technology within the unit using emails, videos, apps such as puzzle maker where teachers can create application exercises for students and use various websites as sources of information.

Items of Inspiration (teaching tips, inspirational passages, connections to educational research0
- Use the inquiry approach to involve students in shaping questions to guide their study; agency over the directions of their investigations and scaffolding so that students critically analyze subject matter and not merely retrieve information.
- Engaging students in democratic processes such as elections provide an opportunity for students to acknowledge that voting is not just a right, but it is also a privilege; our forefathers never had this opportunity and fought with sweat, blood, and tears to ensure that future generations are given the chance to exercise their franchise and participate in this democratic process.
- Utilize cooperative learning as a means of promoting positive collaboration among students.
- Use an inquiry approach whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. Inquiry, espouses investigation, exploration, research, analysis, and study.

Strand Four (4)

Our Economic Resource and Wealth

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a national, regional, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographic thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.

Strand (Topic): Our Economic Resource and Wealth

◼ **Essential Learning Outcomes:** To analyse the distribution of resources and wealth in relation to individuals, communities, and nations.

Grade Level Guidelines: Differentiate between needs and wants; goods and services; producer and marketplace and consumer

◆ **Specific Curriculum Outcomes**	☾ **Inclusive Assessment Strategies** *(Connected back to the principles of Assessment)*	★ **Inclusive Learning Strategies** *(Connected back to Principles of Learning)*
Knowledge **5.4.1.1**- Define and differentiate between needs and wants, goods and services and producers and consumers, marketplace and self-made. **5.4.1.2**- Discuss how we use goods and services to satisfy our needs and wants with examples. **Skills** **5.4.1.3-** Classify goods and services and needs and wants. **5.4.1.4-** Create a diagram showing the link between the concept producer and consumer, needs and wants and goods and services.	**Knowledge** **5.4.1.1- 5.4.1.2** Written and oral quizzes, teacher made test and worksheets. Complete cross word puzzles with definitions Complete a concept map to show goods and services. **Skills** Categorise goods and services using a table. For Example: House Cleaning cellular phone Telephone Company car mechanic bed food computer furniture Banks Dentistry	**Knowledge** **5.4.1.1- 5.4.1.2** Take students on a field trip to Basseterre\Charlestown or present students with a video clip highlighting various business activities in a major town\city to bring out the terms (consumer, needs, wants, goods, services, producer, and marketplace) Present students with a checklist to identify activities such as buying and selling and trading, goods and services offered. Guide a discussion on the field trip\video to highlight the definitions and to indicate the difference between needs and wants, goods and services, producers, and consumers. Present charts or concept maps to reinforce concepts. Brainstorm to identify examples of different activities which help to satisfy needs and wants and provides us with goods and services.

Goods	Services
computer	House Cleaning

Values	Mini Project:	Students will role play to bring out various content.
5.4.1.5- Demonstrate an understanding of the difference between needs and wants by showing satisfaction. **5.4.1.6** – Acknowledge our dependency on each other through interdependence and cooperation.	Create a diagram showing the link between needs and wants, producer and consumer and goods and services using a flow chart or web map.	E.g.: Needs versus Wants Services versus goods Have a lucky dip activity to classify needs and wants\goods and services. Engage students in creating a marketplace in the classroom. Allow students to set up corners depicting businesses that provide goods and services. For example: Supermarkets\Markets, Banks, Restaurants, media companies etc. The marketplace must include these steps: 1. research what the business does ex. services a bank provides 2. signage to depict the business 3. who owns and runs the business Generate discussions on each area represented. Guide students in realising how we use goods and services to satisfy our needs and wants. **Skills Activities:** Create a diagram showing the link between needs and wants, producer and consumer and goods and services using a flow chart or web map.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- Definition of concepts: consumer, goods, services, needs, and wants.
  Consumer- a person who uses goods and services.
  Producer- a person or company that makes, grows, or supplies goods\commodities for sale.
  Marketplace- The world of trade or economic activity. An open space\ area was buying and selling of goods take place.

Goods- items that people can see and touch (tangible) and which they can buy and sell.
Services- utilities\ work done by others which satisfy needs and wants.
Needs- goods and services which people cannot do\live without
Wants- goods and services that are NOT essential but which we desire.

- Examples of goods and services
-Goods: clothing, food, furniture, cars, jewellery, toys, cellular phone, computer, electrical appliances
-Services: vehicle repair, teaching, banking, plumbing, dental care, landscaping, mail delivery

- Discuss examples of different ways to help satisfy needs and wants:
- crops for food
-animals for food\clothing
-trees for food\shelter\furniture
-water for drinking \cooking\cleaning
-telecommunication helps us communicate
- Tourism provides money for the economy

Generalisation:
- Everyone is a consumer
- Consumers play an important role in our economy
-Goods and Services satisfy our needs and wants
- Its is important for everyone to prepare a budget
-Practicing thrift is an important life skill
-People should make wise choices

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Pictures of people engaged in various activities related to the topic.
- Goods for the classroom shop\business areas
- Pictures of examples of goods and services
- Resource person from business places
- Teacher made concept map.
- Videos- https://www.youtube.com/watch?v=StYhiYt_CUM
  https://www.youtube.com/watch?v=UYMPO13dCPE
  https://www.youtube.com/watch?v=7wDLZNE2hDM
  https://www.youtube.com/watch?v=9JO_8tWHRNM
  https://www.youtube.com/watch?v=xHdPzuiBhcc

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Strand (Topic): Our Economic Resources and Wealth

Essential Learning Outcomes: To analyse the distribute of resource and wealth in relation to individuals, communities, and nations

Grade Level Guidelines: Explain the rights and responsibilities we hold as consumers within the marketplace and devise and describe ways in which, we as consumers can prevent exploitation within the marketplace.

Specific Curriculum Outcomes	Inclusive Assessment Strategies *(Connected to the principles of Assessment)*	Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.4.2.1- Discuss and assess consumer rights and responsibilities.	**5.4.2.1 – 5.4.2.2** Have student complete teacher made worksheets on the rights and responsibilities of consumers.	**5.4.2.1- 5.4.2.2** Have resource persons from Consumer Affairs Department speak on the rights and responsibilities of the consumer. Allow the students to interact and hold discussions with the persons on the concept being discussed.
5.4.2.2- Describe ways in which consumers can be exploited and methods consumers can be protected by laws and self-protection.	Have students role play various shopping experiences to show the rights and responsibilities of consumers. (Scenarios should depict exploitation of consumers and consumer protections rights.) Use role-play rubric to assess students.	Provide materials from Consumer Affairs Department for students to research on rights of consumers.
Skills **5.4.2.3-** Outline ways to protect consumers.		Have students role play various shopping experiences to show the rights and responsibilities of consumer. (Scenarios should depict exploitation of consumers and consumer protections rights.)
5.4.2.4- Create a flyer\poster to promote consumer protection.	Give students an oral or written quiz based on the rights and responsibilities of consumers.	
Values **5.4.2.5-** Demonstrate an awareness for the importance of consumer rights and responsibilities.	Have students complete a crossword puzzle on the rights and responsibilities of the consumers. Use puzzle maker to create puzzles. See puzzle maker link in resources.	Present videos showing advertisements. Guide students in making notes on different ways consumers are exploited from videos.

	Skills	Encourage students to give their experiences and discuss measures\actions that should have been taken to protect them as consumers.
	5.4.2.3 5.4.2.4 Make posters providing guidelines for consumer protection. Use rubric for assessment. Create a poem or jingle to promote consumer exploitation and protection. Use rubric to assess students.	Have students interview persons in their community to obtain feedback on their experiences as a consumer. Have students create a pamphlet\ leaflet that will educate these consumers on their rights and responsibilities. **Skills** **5.4.2.3- 5.4.2.4** Use a concept map to highlight\outline ways to protect consumers. Group students and have them pool ideas together to create a flyer\poster to promote consumer protection. Create a poem or jingle to promote consumer exploitation and protection. Creation of video clip Group students and have them present scenarios that depict consumer exploitation. Have them highlight in the video the rights and responsibilities of consumers. ***The video compilation can be aired on our local television broadcast\social media for further promotion.***

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

Consumer Rights: Laws that producers of goods and services must follow to protect consumers from harm.

Consumer Responsibilities: customers take charge of the cost and consequences of their purchases.

Consumer Rights
- truthful information about protection or service
- buy goods and services that are safe
- complain to a retailer if dissatisfied about a product or service
- buy used items wisely
- save by comparing prices and quality of the product

Consumer responsibilities
- be aware of the policies and other information regarding the products or services purchased (know what to buy, where to buy and when)
- be clear about what is important to you
- ask questions about the product or service
- think about the advantages and disadvantage of purchasing the product
- decide if purchasing the product or service is well suited for your needs
- safeguard bills and receipts
- compare prices and quality of the product

Definition of consumer protection – see glossary.

Importance of consumer protection (ways of exploiting consumers)
- overcharging
- making false claims about what products can do (misleading advertising)
- Conduct business in unsanitary conditions
- give consumers less than what was paid for

Ways to Protect Consumers
- The Department of Consumer Affairs is responsible for checking supermarkets and stores to ensure expired goods are not on the shelves. They should be able to help control the prices merchants put on their goods and services (The Department of Consumer Affairs should be supported by laws put in place by the government).

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Resource Personnel from the Department of Consumer Affairs
- Poster boards or manila
- speakers
- computer
- interview sheets
- rubrics for assessment (role-play and poster/jingle)
- teacher made charts
- Pamphlets/leaflets with information about consumer rights and responsibilities

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Strand (Topic): Our Economic Resources & Wealth

Essential Learning Outcomes: To analyse the distribution of resources and wealth in relation to individuals, communities, and nations

Grade Level Guidelines: Utilize costs and benefits analysis to screen our economic choices in a responsible manner by drafting a budget

Specific Curriculum Outcomes	Inclusive Assessment Strategies *(Connected back to the principles of assessment*	Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge 5.4.3.1- Define the terms budget and thrift. 5.4.3.2- Discuss ways of practicing thrift and assess the importance of budgeting and practicing thrift.	**Knowledge** **5.4.3.1- 5.4.3.2** Have student complete teacher made worksheets. Use an observational Checklist to monitor students' practical use of the budget plan. Encourage students to write entries in their journals at the end of the week describing and reflecting on the use of their budget plan. Use exit cards to encourage students to share how practicing and budgeting can be used in their daily lives.	**Knowledge** **5.4.3.1- 5.4.3.2** Present a video to the class to stimulate a discussion on the topic (budgeting). Allow students to share their experiences when given money or allowances. Teacher can create and present a budget plan for discussion. *(See Appendix 35)* Have students brainstorm ways of practicing thrift. Allow students to work in groups to design charts to show ways of practicing thrift. Take students on a fieldtrip to compare prices – connect to concepts of needs & wants so they can construct a chart as they collect prices of items.
Skills 5.4.3.3- Create a budget plan for a time. 5.4.3.4- Compose a song, poem, or play that sensitize others about the importance of self-control, budgeting and practicing thrift.	**Skills** **5.4.3.3- 5.4.3.4-** Use a role play rubric to assess students. Have students analyse a budget plan. Create a simple budget plan.	**Group Activity:** Allow students to design a plan that will stimulate others to save and spend money wisely.
Values **5.4.3.5-** Demonstrate the importance of decision making and being responsible and resourceful.		

| | Group Activity-
compose a piece such as a song, jingle, poem etc. that will highlight the importance of budgeting. | **Skills**

5.4.3.3- 5.4.3.4
Give students a sum of money and have them prepare a sensible budget. Give a time frame for the budget plan (one week, two weeks, one-month etc.)

Role play budget debate in the home or school.

Make a presentation to the school to bring awareness to the importance of budgeting and practicing thrift.

Have students set up model shops in the classroom and role play a shopping experience.

Place students in groups and have them work on developing a song, poem, dramatic piece to bring awareness to the importance of budgeting |

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- **Definition of budget:** A plan outlining the sources and amount of income and how this income is to be spend over a period.

- **Definition of thrift:** The wise spending and saving of money.

- **Ways of practicing thrift.**
  - make a budget
  - identify amount to be saved
  - differentiate between needs and wants
  - conserve and recycle
  - shop wisely
  - compare prices
  - do not buy because they are cheap
  - do not buy goods and believe it would enhance your prestige
  - find out policy on sale items
  - look for expiry dates, guarantees, warranties
  - take a list and a calculator

- buy in bulk
- avoid impulsive buying
- buy used items wisely

- **Importance of budgeting and practicing thrift:**
  - helps to save money to buy the things you need\unforeseen expenses
  -keeps you out of debt
  -a savings account led to greater credit standing
  - feeling of security\ peace of mind

Inclusive Resources and Materials (*texts, family & community knowledge and resources, web resources*)
Videos
- Budgeting Video - https://www.youtube.com/watch?v=58EuubFG9-c
- Model shop- materials for model shop
- Flashcards or labels showing different steps in the decision-making process
- Related articles
- Text- Making decisions, A Personal Skills Course for Young People by Shay McConnon and Margaret McConnon
- Teacher made scenarios.

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Strand (Topic): Our Economic Resources and Wealth

Essential Learning Outcomes: To analyze the distribution of resources and wealth in relation to individuals, communities, and nations

Grade Level Guidelines: Explain the role of resources in wealth generation (e.g., natural resources {renewable and non-renewable resources}, and human resources)

◆ Specific Curriculum Outcomes	☾ Inclusive Assessment Strategies (*Connected back to the principles of assessment*	★ Inclusive Learning Strategies (*Connected back to Principles of Learning*)
Knowledge	**Knowledge**	**Knowledge**
5.4.4.1 Define and differentiate between renewable and non-renewable resources and give examples of each.	**5.4.4.1 – 5.4.4.4** Have students participate in a debate about 'How to use renewable and non-renewable resources.'	**5.4.4.1 – 5.4.4.3** Have students view two short videos: One on resources and the other on types of natural resources. Discuss the terms resource, renewable and non-renewable resource. Students will give examples of renewable and non-renewable resources based on the video. They will then be asked to give other examples of these types of resources.
5.4.4.2 Debate the pros and cons of using or protecting renewable and non-renewable resources.	Engage students in completing a written quiz on natural resources. Also use questioning (orally) to get students to show their understanding of the concept.	
5.4.4.3 Discuss human resource as a major part of the economy.	Have students complete a teacher made puzzle on natural resources. See puzzle maker link in the resources.	Discuss with the use of pictures and videos, the benefits, and drawbacks of using both types of resources.
5.4.4.4 Explain how natural resources can be used to generate wealth for today and long term.		Engage students in a mini project in which they would construct a model windmill, a solar panel, or a water wheel to show how renewable resources are beneficial.

5.4.4.4 Invite someone from the Human Resource Department to help students understand what human resources are and how this resource is the most asset to a nation's economy. |

Skills

5.4.4.5 Classify resources in terms of renewable and non-renewable.

5.4.4.6 Create a scrapbook highlighting the level of education or skills needed for the jobs displayed.

Values

5.4.4.7 Demonstrate an appreciation for our natural resources.

5.4.4.8 Appreciate humans as the most valuable resource of a nation

Have students complete exit cards. On these cards they will write two examples of renewable and non-renewable resources and they will state one advantage and one disadvantage of each. Teacher will collect exit cards and check them as a means of guiding future assessment.
Example:

Fit in the Venn Diagram with examples for each, at least one advantage and one disadvantage for each, and two similarities.
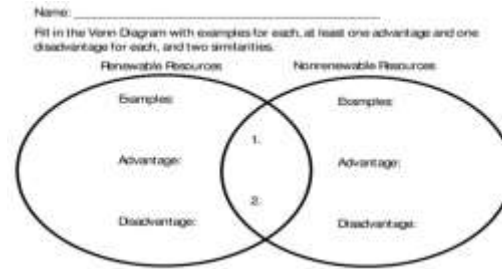
Write an expository (classification) essay explaining either or:
  1. Two Advantages of using Renewable Resources.
  2. Two Disadvantages of using Non-Renewable Resources.

Engage students in a mini project in which they would construct a model windmill to demonstrate wind power or a water wheel to investigate the transformation of energy involved in turning the blades of a water turbine. This can aid in students exploring the characteristics of hydro powered plants. It would also highlight how renewable resources are beneficial.

Invite an elder in from the community who can talk and act as a primary resource about changes in the environment, economy, and subsequent effects on the community. Have students develop inquiry questions so the elder has a sense of what he/she will be discussing. Ask if the speaker can bring in artifacts from past employment (tools, pictures, protective equipment, items of interest, pay stub and so on…)

Use a variety of pictures showing persons at work. Discuss with students the various skills as well as level of education needed by these people to be effective in their jobs.

Invite about three to four community workers to the class, have them explain what their jobs entail and what skills are needed to do their jobs well. Students will prepare interview questions prior to the visit. Have students work in groups. Each group will present based on the information that was shared by the workers.

Skills

5.4.4.5
Have students play a game. In this game two students will be labeled: one renewable and the other non-renewable. The other children will each select a card with a named resource.

After recognizing the name on their card, students will quickly find the other with the label that represents the name on their card. Each child will give a brief explanation as why they chose the renewable or non-renewable label.

Skills

5.4.4.5. -5.4.4.6
Have students make a scrapbook (using pictures from magazines or the internet) of people at work. They will identify the education level and skills needed for the jobs.

Have students write a paragraph explaining the importance of using human resources to acquire wealth in our country.

Have students make a class presentation on ways in which they can protect and conserve natural resources. Students will work in groups for this exercise.

Have students work in groups to create a poster differentiating between renewable and non-renewable resources. They will use pictures of these resources to show distinction.

For e.g.:

5.4.4.7 Have students work in groups. Each group will be given a scenario relating to the abuse or misuse of natural resources. Each scenario will have questions attached.
E.g.: John keeps water running while he brushes his teeth.
Question: Is John helping to conserve water? Why/Why not? What can John do to protect and conserve the water?
Students will discuss and their views to the class.

⬡ **Useful Content Knowledge for the Teacher about the Outcome:** (*Connected back to the Principles of Assessment*)

Definition of the following terms: Natural resources, renewable and non-renewable resources, human resources

Distinguish between renewable and non-renewable resources:
Renewable resources can be replenished in a person's lifespan whereas non-renewable resources cannot be replenished in a person's life span. This type of resource takes thousands of years before it can be renewed.

Examples of renewable and non-renewable resources:
Renewable – sunlight, air, water, soil, plants, geothermal, wind, biomass
Non-renewable – oil, coal, natural gas

Pros and cons of renewable and non-renewable resources:
Pros of Renewable Resources (Alternative or green energy)
- These resources are environmentally friendly (they are cleaner and safer for the environment)
- Improves public health
- Easily replenished
- Provides more jobs and economic benefits

Cons of Renewable Resources
- Higher upfront cost
- Intermittency – Renewable resources may not be available all year round. Some days may be windier than others, the sun doesn't shine all night, and drought may occur for extended periods. Thus, unpredictable weather conditions can affect the use of the technologies associated with these resources.

Pros of Non-renewable resources
- They are inexpensive
- They create jobs
- They provide huge profits for individuals and countries
- There is a high demand for these resources

Cons of Non-renewable resources
- There is a limited supply
- They take millions of years to be replenished
- Cause pollution and global warming (health problems in humans/animals and there is an increase in natural disasters such as hurricanes)
- They produce green house gases
- They are responsible for acid rain

How do natural resources generate wealth?
- They provide jobs
- They provide raw materials for the development of a country
- The use of renewable resources for energy promotes a healthy environment
- The use of renewable resources for energy is cost efficient over time for people as well as the government
- Natural resources promote trading since resources are unequally distributed around the world

Why should we protect and conserve our natural resources?
- For the preservation of human and animal life
- For the preservation of biodiversity
- To ensure that future generations will be able to access these resources
- There is a limited supply of non-renewable natural resources

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- www.puzzlemaker.com
- materials for model solar panel, water wheel or windmill
- videos
- pictures
- sample interview sheets
- exit cards
- resource personnel
- manila, markers, paper, glue
https://www.youtube.com/watch?v=b8uJQPo8yq0 - Resources
https://www.youtube.com/watch?v=PLBK1ux5b7U&list=PLRir4l2W0CA3yN46n8Zwnn-btQOWpn4g4&index=4&t=0s – Natural Resources
(Renewable and Non-Renewable)

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Strand (Topic): Our Economic Resources and Wealth

Essential Learning Outcomes: To analyze the distribution of resources and wealth in relation to individuals, communities, and nations

Grade Level Guidelines: Explain key industrial sectors within the economy of St. Kitts and Nevis and discuss the implications these sectors have on the evolving economy

◆ **Specific Curriculum Outcomes**	☾ **Inclusive Assessment Strategies** *(Connected back to the Principles of Assessment)*	★ **Inclusive Learning Strategies** *(Connected back to Principles of Learning)*
Knowledge: **5.4.5.1** Define the terms industry and economy. **5.4.5.2** Identify and define the three main types of industries and provide examples of each type. **5.4.5.3** Discuss the benefits of these industries to the evolving economy of St. Kitts and Nevis and explain the importance of industries to the economy. **Skills** **5.4.5.4** Categorize examples of the three main types of industries. **5.4.5.5** Compare and contrast similarities and differences among industries.	**Knowledge** **5.4.5.1 – 5.4.5.3** Teacher made tests based on the concepts taught will be administered to students. Assess the students prepared data collection sheet/tool to use on the field trip to local industries. Did they identify how to collect the data (sketch, interview, observe, record/picture) and the level of questions for data collection (factual, inference, opinion). Take students on a field trip to various industries (primary, secondary, or tertiary: examples, financial institutions, a farm, the manufacturing industrial sites, telephone company, etc.). Have students write paragraphs describing: - the type of industry - the function/benefits of the industry - the resources used at the industry - marketing strategies of the industry	**Knowledge** **5.4.5.1- 5.4.5.3** Present students with a video highlighting the terms economy and industries. Initiate a discussion on the video presented. Present a song to highlight the terms our economy and industry (see resources for link). Have students orally discuss what they understand about the terms based on the song presented. Use a concept map or web map to discuss the three main types of industries. Take students on a field trip to various industries (primary, secondary, or tertiary: examples, financial institutions, a farm, the manufacturing industrial sites, telephone company, etc.) Invite a resource personnel to speak to the class about the importance of industries to the economy of St. Kitts and Nevis.

5.4.5.6 Use graphic organizers to show interrelationship among industries.

5.4.5.7 Locate on a map of St. Kitts and Nevis areas where examples of the three types of industries can be found.

Values

5.4.5.8 Demonstrate an appreciation for the contribution industries make to our economy.

5.4.5.9 Appreciate that all types of industries depend on each other for their existence.

5.4.5.10 Adapt an attitude of cooperation.

Place students in three groups, each group focusing on one of the three main types of industries and have them discuss how these types of industries are beneficial to the economy. Have groups present the findings from their discussion to the class. Also, have groups display their findings using posters, hands-on items etc.

Skills

5.4.5.4 - 5.4.5.7
Students will complete a table showing examples of the types of industries. See table activity in learning strategies.

Students will work in three groups to create a 3D model of each type of industry (One groups will do a primary model – farming, fishing; another group will do a secondary model – garment factory, brewery; the last group will do a tertiary model – post office, telephone company, etc.).

Present students with parish maps of St. Kitts and Nevis. Have students locate some major industries on these maps. Students will create a key or legend for their maps.

Engage students in role playing the different types of industries for example selected students can depict various jobs associated with the three main types of industries. (Fisherman, carpenter, dentist, teacher, farmer, baker, etc.)

Place students in three groups, each group focusing on one of the three main types of industries and have them discuss how these types of industries are beneficial to the economy. Have groups present the findings from their discussion to the class.

Skills

5.4.5.4 - 5.4.5.7
Have students complete a table categorizing examples of the types of industries the following list.
E.g.:
Hairdressing, teacher, house maid, nurse, banker, manufacturer, hotel owner, jewelry maker, farmer, mason, technician, fisherman, drain cleaner, custodian, janitor, bus driver, etc.

Types of Industries		
Primary	Secondary	Tertiary
farmer	Mason	hairdressing

Students will work in three groups to create a 3D model of each type of industry (One groups will do a primary model – farming, fishing; another group will do a secondary model – garment factory, brewery; the last group will do a tertiary model – post office, telephone company, etc.).

Have students complete a diagram to show how industries depend on each other. E.g.:
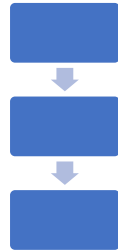
After taking students on a field trip to visit various types of industries, have students create a Venn diagram. With the teacher's guidance have students compare similarities and differences among industries. E.g.:
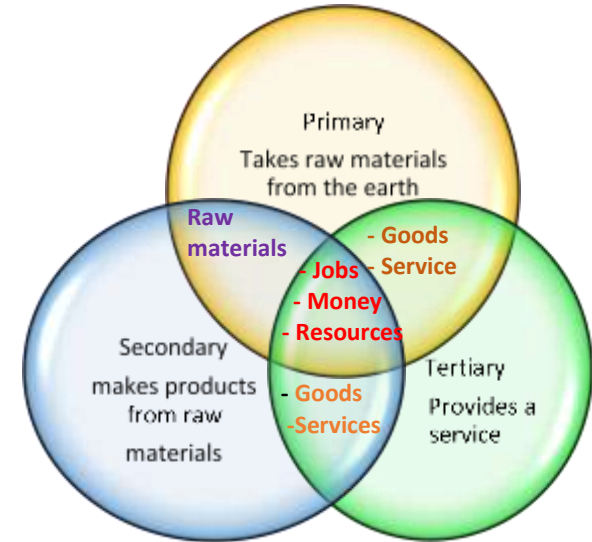
Students will also be given parish maps while on the trip. They will identify the location of the industries visited on the maps.

Use graphic organizers to show how industries are interrelated. E.g.:

Fisheries (clean and package fish for sale to customers - Primary)

Restaurant (ichef buys fish to make meals for customers; secondary - tertiary)

Fishing (Primary)

Consumers purchase fish and use them to prepare meals for their families (Primary-tertiary)

Canning of fish such as tuna, sardines, salmon, mackerel - Secondary
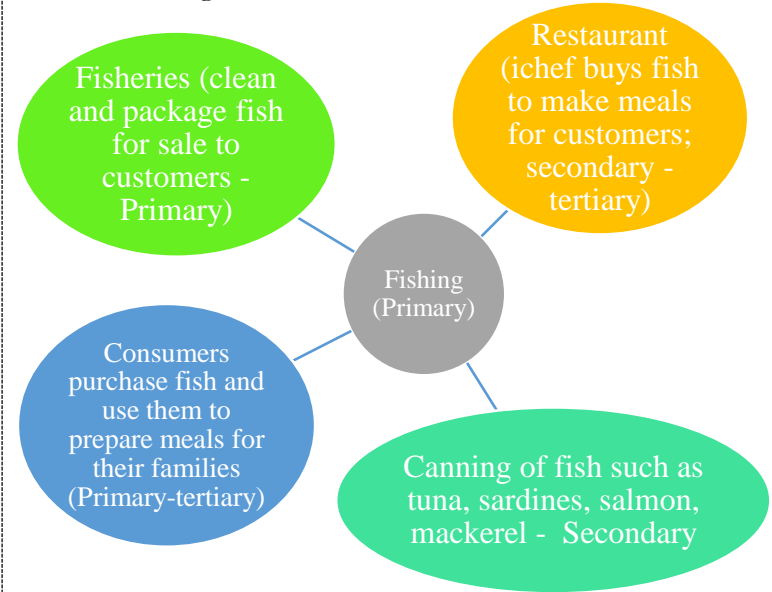
NB: Teacher use other examples.

⬡ **Useful Content Knowledge for the Teacher about the Outcome:** (*Connected back to the Principles of Assessment*)

- Definitions: industry, primary, secondary, and tertiary industry, economy (see glossary)
- Types of Industries - Primary, Secondary, Tertiary

- Examples of industry types:

Types of Industries		
Primary	Secondary	Tertiary
Farmer, minor, fisherman, quarry workers	Mason, carpenter, jewelry maker, manufacturer	Hairdresser, teacher, nurse, custodian, banker, bus driver

Examples of similarities and differences of industries

Similarities
-they all use resources
- they all generate money in the economy
- they all provide jobs.
-
Differences
- **primary industries** extract the raw materials from the earth
- **secondary industries** use raw materials to make goods
- **tertiary industries** provide services

Definition of interdependence – See glossary.
Examples of links among other industries
- clothing and tourism
- fishing and tourism
- farming and restaurants
- craft and tourism

Benefits of Industries (this can be applied to all types of industries)
- provides jobs
-government earns revenue through the collection of taxes e.g.: VAT, consumption tax, etc.
- provides foreign exchange
- builds the relationship among industries

Examples of graphic stimuli to show information and comparison.
- Flow charts
- Venn diagram
- Picture displays
- Concept maps
- Cartoons

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- https://www.youtube.com/watch?v=6XZ_iAt3UTc - Song and video about our economy
- Parish maps of St. Kitts and Nevis
- Resource personnel

Strategies that Support the Curriculum and Assessment Framework

Elements of the Essential Education Competencies that are addressed:

The student:

(1) Is an engaged, responsible, caring, tolerant participant in civil society
(2) Is creative, enterprising, and resilient
(3) Thinks critically, communicates effectively, and solves problems
(5) Demonstrates technological empowerment
(7) Demonstrates an appreciation for the culture of St. Kitts and Nevis

Elements that are integrated across subjects:
- Connects with English Language Arts as it seeks to strengthen students' creative writing skills and expressions through debates and different types of writing (expository, letter writing). In. essence, to do the curriculum one must incorporate ELA within the pedagogy.
- Facilitates and cultivates statistical skills as students are given the opportunity to use qualitative and quantitative means to interpret and analyze data.
- Employing technology to collect data provides a direct connection between Social Studies and Technology. Further opportunities are therefore given to students to advance their technological skills which fosters creativity, innovation, and entrepreneurship.
- Facilitates communication skills through cooperative learning, discussions, and data collection via interviews.

Elements from Local Culture, Technology, TVET, Environment that are integrated:
- Uses technology to capture pictures from field trip experiences for inclusion in presentations and projects. Experiential learning connects to real world questions and provides context as students construct an understanding of their world.
- Inclusion of information relating to local businesses and industries as a means of building the economy and implementing sustainability practices through technological means.
- Utilizes data from interviews and other resource persons to understand aspects of our local culture depicted in the workplace.
- Utilizes information from presenters to understand aspects of interdependence between our local and global industries.

Items of Inspiration (teaching tips, inspirational passages, connections to educational research
- Experiential learning utilizes a holistic approach and emphasizes how experiences, including cognition, environmental factors, and emotions, influence the learning cycle. Empower students to develop competencies of citizenship through their behaviours.
- Use an inquiry approach whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. Inquiry, espouses investigation, exploration, research, analysis, and study.
- Use the inquiry approach to involve students in shaping questions to guide their study; agency over the directions of their investigations and scaffolding so that students can critically analyze subject matter and not merely retrieve information.
- Empower students to become more aware of the significance of industries and how they help to build the economy.

- Equip students with the necessary knowledge, skills, and values necessary to become wise consumers – budgeting, saving, and distinguishing between needs and wants.
- Guide students to become critical thinkers using various problem-solving strategies.
- "You are the light that creates the path to success."
- "Tell me and I forget. Teach me and I remember. Involve me and I learn" (Benjamin Franklin)

Strand Five (5)

Global Citizenship

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a national, regional, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographic thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.

Strand (Topic): Global Citizenship

Essential Learning Outcomes: To examine the global interdependence of ideas, people, societies, nations, and environments as they shape the present and influence the future.

Grade Level Guidelines: Locate countries in the Caribbean (e.g., map, lines of latitudes and longitudes, cardinal points) and relative position to the global community.

Specific Curriculum Outcomes	Inclusive Assessment Strategies *(Connected back to the principles of assessment*	Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.5.1.1- Explain the relative location of the Caribbean region with the global community in terms of bodies of water and continents using the eight cardinal points and lines of latitude and longitude.	**5.5.1.1- 5.5.1.2** Write a sentence explaining the relative location of the Caribbean.	**5.5.1.1- 5.5.1.2** Present the concept 'Region' to the class and initiate a discussion with the use of a concept map. What are physical regions? What are the primary characteristics of the Caribbean Region?
5.5.1.2 - Define the terms climate and three climatic zones, emphasizing the tropical marine climate.	Fill information on a blank map of the Caribbean. Online multiple-choice quiz identifying climatic zones, bodies water, continents etc.: Kahoot.com	Use googles maps to further discuss the characteristics of the Caribbean as an archipelago.
Skills	Project: Develop a social studies journal to make notes to record responses, use writing as thinking and scaffold learning. The journal would be a formative assessment strategy to ascertain what students know, can do and their attitudes. This could be used for just this Strand or integrated into the whole social studies program. (This should be an ongoing assessment activity).	Present a song or video presentation to demonstrate how the Caribbean Region's geographical features are displayed. See resources for links to song and video (Tik Tok videos can be used for this activity).
5.5.1.3- Give the relative location of the Caribbean in terms of bodies of water, continents and tropical marine zone using the eight cardinal points.		Engage students in cutting out shapes of various Caribbean islands and have them mount them on the wall of the classroom or any other flat surface to show the Caribbean archipelago.
5.5.1.4- Identify important lines of latitude and longitude on maps to locate countries in the Caribbean as well as the climatic zone in which the Caribbean is found.	Write paragraph to describe the kind of climate experiences in the Caribbean.	Have students use compass points to locate islands in relation to each other on a map of the Caribbean.

Values

5.5.1.5- Demonstrate an understanding of spatial distribution and appreciate the geographical features in relation to other parts of the world.

To accommodate students, prepare a worksheet requiring them to use a word bank and the compass rose.

Group Project:

Construct a 3D model of the Caribbean Archipelago.

Present cut out shapes of the Caribbean region and have students re-arrange jumbled map in correct order in relation to the Caribbean Sea and Atlantic Ocean.

Present cut outs of different archipelagos and have students place cut outs in the correct positions on the world map\map of North and South America.

Develop a game of **five Caribbean Clues** – Have students write five (5) clues to give absolute and relative descriptions of a geographic location in the Caribbean. The teacher preassigns the location. Have students try to guess the geographic location based on the clues, given one at a time. E.g.:
My school is in Old Road. My teacher is taking our class on a field trip to Brimstone Hill. In what direction must I travel to get to Brimstone Hill. (Use a map to help you).

Skills

5.5.1.3- 5.5.1.4
Have students label the bodies of water that surrounds the Caribbean archipelago on a blank map.

On a large map of the world, have students identify lines of latitude and longitude and then have students identify the major lines of latitude and longitude using the atlas, world map, Caribbean map, or globe.

Engage students in playing a game using their body parts for the lines of latitude.

For example:

Head	Artic Circle
Shoulder	Tropic of Cancer
Waist	Equator
Knees	Tropic of Capricorn
Toes	Antarctic Circle

Sing song to 'head shoulders, knees and toes.'

Engage students in creating models of a globe and put in lines of latitude and longitude.

Have students locate countries in the Caribbean using lines of latitudes and longitudes.

Present definitions of the term climate and tropical marine climate along with pictures depicting this type of climate.

Skills

5.5.1.3- 5.5.1.4
Present students with a blank map of the Caribbean and pose a few questions that will highlight the bodies of the water and continents that surround the Caribbean.

	Label important lines of latitude and longitude on blank maps presented by the teacher. Have students make a globe using a ball, clay with lines of latitude and longitude. Find relative location of places on maps\atlases Present a map to students and have them shade the area that represents the tropical marine climate.	For example: 1. Name the bodies of water that is located on the western side and the eastern side of the Caribbean archipelago 2. Which continent is north or south of the archipelago? Have students research information from internet or teacher prepared content paper on climatic zones. Match pictures of homes\dress codes to climatic zones. Have students use (https://online.seterra.com/en/vgp/3129) to name the islands in the Caribbean.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- Caribbean: a chain of islands (archipelago) washed by the Caribbean Sea.

- The Caribbean Archipelago
  - a long chain of islands stretching from Cuba to Trinidad and Tobago
  - Parts of the continents which border the Caribbean Sea

- Locate the Caribbean in relation to:
  - Bodies of water (Caribbean Sea, Atlantic Ocean)
  - Continents- (Africa, Asia, Europe, South America, North America, Antarctica, and Oceania)

- Using cardinal points to locate islands in relation to each other.

- Lines of Latitude:
  - Equator 0°
  - Tropic of Cancer- $23\frac{1}{2}$° North
  - Tropic of Capricorn - $23\frac{1}{2}$° South
  - Artic Circle - $66\frac{1}{2}$° North

Antarctic Circle - $66\frac{1}{2}°$ South

- Lines of Longitude:
  - Prime Meridian or Greenwich Meridian 0°
  - International Date Line (IDL) – 180 °

- Locate countries in the Caribbean using lines of latitude and longitude.

- The three main climatic zones:
  - Tropical (hot)
  - Temperate (cool\warm)
  - Frigid – (polar\cold)

- Definition of terms:
  - climate – see glossary
  - Tropical Marine Climate – (climate found between 5° and 25 ° north and south of the equator) see glossary

- On an atlas identify the climatic zone where the Caribbean is located. (Emphasize the use of key or legend)

- General characteristics of Tropical Marine Climate:
  - wet seasons\dry seasons
  - trade winds blow all year round
  - temperature ranges from 23° Celsius to 35° Celsius
  - annual rainfall of a 1000 to 1500 millimetres

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Blank maps of the Caribbean
- Globes
- Atlases
- Compass rose.
- World map
- Map of North and South America
- Materials for 3D model of the Caribbean archipelago
- Outline maps of Caribbean countries (to be cut out)
- Worksheets
- Factsheets
- Link to song of the Caribbean

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a national, regional, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographic thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.

Strand (Topic): Global Citizenship

Essential Learning Outcomes: To examine the global interdependence of ideas, people, societies, nations, and environments as they shape the present and influence the future.

Grade Level Guidelines: Identify and describe the common geographical features of the Caribbean region.

◆ Specific Curriculum Outcomes	☾ Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge 5.5.2.1 Compare and contrast landforms throughout the Caribbean such as volcanic and limestone islands. **Skills** 5.5.2.2 Classify islands in the archipelago according to their geological makeup, limestone or volcanic. **Values** 5.5.2.3 Demonstrate love and appreciation for the natural beauty of the Caribbean.	**Knowledge** **5.5.2.1** Matching exercises e.g.- Use pictures, and a landform map and have students match the pictures of landforms to the words or definition. Write a paragraph describing specific landform(s). Write a paragraph comparing and contrasting limestone and volcanic islands. Solve crossword puzzles using terminology associated with landforms. See link for puzzle maker in resources. Objective type test\quizzes **Project- Classroom Display** Have students collect or present pictures of rocks and stones that show the difference between limestone or volcanic.	**Knowledge** **5.5.2.1** Use pictures/videos to show different natural/physical landforms. (Connect to the Strand Two and ecosystems such as coral reefs, mangrove swamps or continental shelves.) Take students on a field trip or a nature walk to identify natural landforms found in St. Kitts and Nevis. Encourage open discussion while on the trip and after the field trip. Have students create a glossary of landform feature terms. Use google Earth to compare landforms in the Caribbean. **Skills** **5.5.2.2** Present images and videos of volcanic and limestone islands to students.

	Skills	Allow students to share their observations of the geological features of each island.
	5.5.2.2	
	Project- Scrapbook\Booklet	Use charts or fact sheets to lead students into a discussion on the differences between limestone and volcanic islands.
	Use a scrapbook or booklet to classify islands in the Caribbean archipelago (volcanic and limestone).	
		Have students illustrate a volcanic and limestone island using play dough, clay, and plasticine.
	Have students create a Venn diagram to show similarities and differences between volcanic and limestone islands.	Allow students to give the names of the islands that are volcanic, and limestone based on the factsheets, or the charts presented.
		Create a 3D model of one of the volcanic or limestone islands in the Caribbean archipelago. Use rubric to grade students.
		Present a class project of sands, rocks etc. to show the difference between limestone and volcanic islands.
		Skills
		Group Activities - 5.5.2.2s
		Have students work in groups and classify the islands under the heading's limestone and volcanic.
		Have students create a 3D model of a selected limestone or volcanic island.
		Make a display at the school showcasing these models and give students the opportunity to share the information with peers.

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- Definition of landform - See glossary for definition.
- Compare/ contrast different natural/physical landforms - hill, mountain, valley, volcano, forest, cave, mountain range, isthmus, peninsula, waterfall, hot spring, river, beach, bay, swamp, mangrove.
- Differences Between Limestone and Volcanic Islands

Limestone Islands	Volcanic Islands
• White sandy beaches	• Black/Brown sandy beaches
• Flat	• Mountainous/more rainforests/ more vegetation
• Soil is not as fertile	• Fertile soil
• Little to no Sulphur springs	• Sulphur Springs/hot springs
• Limestone	• Black rocks

- Examples of Limestone Islands in the Caribbean: Antigua and Barbuda, Anguilla, Barbados
- Examples of Volcanic Islands in the Caribbean: St. Kitts and Nevis, Montserrat, Dominica, St. Lucia, St. Vincent, Grenada

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- Video on the birth of a volcanic island-**https://www.youtube.com/watch?v=hoJHvYm2mXY**
- Audio on coral reefs- https://www.youtube.com/watch?v=P8AmkHOvGoE
- Video on how coral reef islands is formed- https://www.youtube.com/watch?v=pRD8ZwdPYsY
- Atlas
- Map of the Caribbean
- Pictures of landforms in the Caribbean
- Pictures of volcanic and limestone islands
- Google Earth (www.googleearth.com)
- Our Caribbean Community Book 3
- Caribbean Social Studies by Heinemann Albertin et al.
- Play dough, clay, plasticine.

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Strand (Topic): Global Citizenship

Essential Learning Outcomes: To examine the global interdependence of ideas, people, societies, nations, and environments as they shape the present and influence the future.

Grade Level Guidelines: Research CARICOM; its membership and mandate

◆ Specific Curriculum Outcomes	◖ Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	★ Inclusive Learning Strategies *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.5.3.1 - Identify CARICOM membership and purpose for the Caribbean Region.	**5.5.3.1** Have students create a portfolio on CARICOM giving information on the meaning of the abbreviation, where it is located, its origin and its significance.	**5.5.3.1** Play CARICOM anthem and have students say what they think the lyrics mean (Regional pride and unity). See link for CARICOM Anthem in resources. *(See lyrics for the anthem in Appendix 36)*
Skills **5.5.3.2**- Locate member countries of CARICOM on a map of the Caribbean and give location of countries in relation to each other using cardinal directions.	Group Project: Parade of Islands Students will be graded (using a rubric) on the project. Have students compose a song, a poem, or an acronym about CARICOM and what this organization means to them. This can be recorded or performed for the class.	Provide materials for students to research (tablets or other classroom resources) on information relating to CARICOM. As they research, have them record information on a graphic organizer. Example of possible questions:
5.5.3.3 – Explain the role of CARICOM as an agency to advance the common interest of member states.	Create a crossword puzzle about CARICOM and have students complete it. See puzzle maker link in resources.	- Identify and briefly explain two aims of CARICOM. - When was CARICOM formed? - Who is the secretary general of CARICOM? - In what country can the CARICOM Headquarters be found? - Under what Treaty was CARICOM formed?
Values **5.5.3.4**- Demonstrate an appreciation for the diversity among our Caribbean neighbours.		- Do you think that CARICOM can do more to improve the relationship among Caribbean countries? Briefly explain what else you think CARICOM can do.

| | Working in groups, have students make a CARICOM corner in the classroom. Given a specific area of CARICOM to focus on, each group will create a display to showcase in the corner. (E.g., one group will focus on institutions in CARICOM, another group can focus on leaders in CARICOM, another group will work on the CARICOM flag and the significance of its colours while another group will concentrate on CARICOM member states). Use a rubric to grade students. | Students will discuss in their groups and present their findings to the class. A whole class discussion will follow.

Invite a resource person to come and make a presentation on CARICOM.

Group Project: Parade of Islands
Have students work in groups and prepare information on a chosen CARICOM member state; this will include size, shape, population, capital, leader, flag, major industry, and special names. Students will carry flags and wear headpieces of the island. They will parade and give information on the island they represent. |
| | **Skills** | **Skills** |
| | **5.5.3.2**
Using a blank map of the Caribbean, have students identify the member countries (Students can identify and colour the countries to show CARICOM membership, students can shade associate states and non-member countries different colours). Students will be instructed to create a key for their map. | **5.5.3.2** Each student will be given a map of the Caribbean. They will be asked to find all the member states of CARICOM by placing a circle around each country.

5.5.3.3 Using a large map of the Caribbean, as well as a compass rose, have students find the location of CARICOM member states in relation to each other. E.g.: In what direction is Barbados from Trinidad and Tobago? Which member state is the most easterly in the Eastern Caribbean? Which member state is west of Jamaica? |

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- CARICOM - Caribbean Community

- Aims/Objectives of CARICOM:
   - to establish a single market for increased trade and economic growth in the region
   - to promote economic integration and cooperation among member states

- CARICOM was formed on July 4th, 1973, under the Treaty of Chaguaramas. This treaty was signed in Trinidad. July 4th is designated as CARICOM Day each year.

- The CARICOM Secretariat (headquarters) is in Georgetown, Guyana.

- The Secretary General of CARICOM

- The Chairman of CARICOM

- CARICOM Institutions
  -CDEMA - Caribbean Disaster Emergency Agency
  -CCJ - Caribbean Court of Justice
  -CXC - Caribbean Examinations Council
  -CSME - Caribbean Single Market and economy
  -CARDI - Caribbean Agriculture Research and Development Institute
  -CEHI - Caribbean Environment Health Institute

- CARICOM Flag

- CARICOM Song - See Appendix 36 for lyrics

- CARICOM has 15 member states. These are:
  -Antigua and Barbuda
  -The Bahamas
  -Barbados
  -Belize
  -Dominica
  -Grenada
  -Guyana
  -Haiti
  -Jamaica
  -Montserrat
  -Saint Lucia

-St. Kitts and Nevis
-St. Vincent and the Grenadines
-Suriname
-Trinidad and Tobago

- There are 5 Associate Members. These are:
-Anguilla
-Bermuda
-British Virgin Islands
-Cayman Islands
-Turks and Caicos Islands

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

- CARICOM Anthem - https://www.youtube.com/watch?v=2ToaPjDNq1M
- Manila
- Markers
- Factsheets/Resource material on CARICOM
- Tablets
- Pictures
- www.puzzlemaker.com
- Flags of member states
- Resource Personnel

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Strand (Topic): Global Citizenship

Essential Learning Outcomes: To examine the global interdependence of ideas, people, societies, nations, and environments as they shape the and influence the future.

Grade Level Guidelines: Express how culture is influenced by citizens of different ethnic origins in Caribbean society.

Specific Curriculum Outcomes	Inclusive Assessment Strategies *(Connected back to the Principles of Assessment)*	Inclusive Learning Strategies *(Connected back to Principles of Assessment)*
Knowledge **5.5.4.1** Define the term ethnic heritage, and identify the races found in the Caribbean. **5.5.4.2** Describe the features of the different races (ethnic groups) of people in the Caribbean. **5.5.4.3** Compare the racial composition of different Caribbean islands. **5.5.4.4**- Identify indigenous names of mixed Caribbean and discuss how the ethnic heritage influence the lives of Caribbean people. **Skills** **5.5.4.5**- Using a map of the world, locate the main continents from where different races originate.	**Knowledge** **5.5.4.1- 5.5.4.4** Create a concept map\web on the different races. Create 3D Caribbean Family Tree using Play Doh/clay, to show the distribution of the different races. Draw\sketch maps showing routes – (routes of migration) emphasizing: -title -key\legend -8 cardinal points -scale Project: Journal running booklet showing facts on the Caribbean Checklist Building place and name vocabulary	**Knowledge** **5.5.4.1** Use guided questions to bring out the term race. (E.g.: Does everybody in the world look the same?) Expected response - No. Why do you say no?) Record students' responses on the chalkboard and initiate a discussion from the responses given. Use pictures to aid the discussion. **5.5.4.2** Use projected pictures to highlight the different races. Discuss the various features of the races shown in the pictures - during discussion, complexion, hair texture, shape of face, etc., should be examined. After discussion, give students the opportunity to identify the race that they belong. The teacher will guide students into accepting the race to which they belong. Present pictures of various racial groups in the Caribbean. Have students identify them by describing some prominent features.

5.5.4.6 Interpret and create graphic representations showing the racial composition of people in St. Kitts and Nevis as well as the Caribbean on a whole. **Values** **5.5.4.7** Show respect and exhibit tolerance for the variations in racial composition	**Classroom Display:** Have students work in groups. Each group will research a specific way in which our ethnic heritage influences the lives of Caribbean people through various aspects (food, religion/beliefs, language, festivals, music, dance). The groups will use their creativity to present their findings to the class. Class discussion will follow. **Skills** **5.5.4.5** Present students with a blank map of the world and have them locate the main continents from where different races originate. Have students create a key\legend for the map. **Presentation of findings:** Students will present their findings from the research done. (*See knowledge learning strategies 5.5.4.3)*	**5.5.4**.3 and 5.5.4.4 Have students research the racial composition of selected Caribbean islands (e.g., Trinidad, Guyana, Jamaica, Dominica, St. Vincent and the Grenadines and St. Kitts and Nevis). In their research, students will also explore the names of indigenous groups of people in the Caribbean. Present information to the class. Teacher will guide students in a discussion to bring out the comparison of the racial groups in the Caribbean as well as the names of indigenous groups (mix, coloured, Dougla, chinadougla, garifuna, browning). **5.5.4.4** Have students work in groups. Each group will research a specific way in which the different races influence the lives of Caribbean people through various aspects (food, religion/beliefs, language, festivals, music, dance). The groups will use their creativity to present their findings to the class. Class discussion will follow. **Skills** **5.5.4.5** Have students use their atlases to locate the continents from which the various racial groups originated. **5.5.4.6** Have students create a bar graph, pie chart or some other graphic representation to show the racial composition of people in the Caribbean (focus on countries Trinidad, Guyana, Dominica, St. Vincent and the Grenadines, Jamaica and St. Kitts and Nevis).

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

- Definition of Race - See glossary

- Different Races
  -Caucasoid
  -Negroid
  -Mongoloid

- Racial Composition of the Caribbean
  Trinidad - African descent, East Indian descent, Mixed.
  Jamaica - African decent, Chinese, Mixed, White
  St. Vincent and the Grenadines - Garifuna, Caribs, African decent
  Dominica - Kalinago, Mixed, African decent, White
  St. Kitts and Nevis - African decent, Whites, Asians - Chinese, Indians, Filipinos

- Examples of indigenous names of mixed Caribbean People:
  'mix', coloured, browning, Dougla, chinadougla, garifuna.

- Locate countries and continents from which the different races originated on a map of the world, an atlas, or a globe (emphasize use of key/legend and use the eight cardinal points).

- Examples showing the influence of various people in the Caribbean:
  -food
  -language
  -religion
  -festivals
  -music
  -beliefs
  -names of places

Inclusive Resources and Materials (*texts, family & community knowledge and resources, web resources*)

- Pictures of people from different races
- Resource material
- Materials to create 3D model.
- Atlases
- Map of the World
- Blank maps of the World

Purpose of the Subject: Social Studies develops the values and attitudes, knowledge and understanding, skills and processes students require to engage in active and responsible citizenship at a national, regional, and global level in an inclusive culturally diverse and interdependent world. Through students' engagement in critical and creative thinking, historical and geographic thinking, decision making and problem solving, communication and collaboration; they will develop an awareness that will enable them to effect positive change in their communities, societies, and the world.
Strand (Topic): Global Citizenship
◼ **Essential Learning Outcomes:** To investigate the evolution of the Caribbean Archipelago efforts to meet common needs and interest.
Grade Level Guidelines: Investigate the evolution of the Caribbean Archipelago efforts to meet common needs and interests

◆ **Specific Curriculum Outcomes**	☽ **Inclusive Assessment Strategies** *(Connected back to the Principles of Assessment)*	★ **Inclusive Learning Strategies** *(Connected back to Principles of Learning)*
Knowledge	**Knowledge**	**Knowledge**
5.5.5.1 Review the role of CARICOM and OECS and provide examples of agencies associated with these organizations and their significance.	**5.5.5.1** Have students work in groups. Each group will be given a fact sheet and some questions. Each group will then make presentations to the class.	**5.5.5.1** - Have students use Google Earth, atlas, or Caribbean map to explore the various island groupings in the Caribbean.
5.5.5.2 Compare and contrast the groupings that are in the regional organizations CARICOM and the OECS; how they work together.	Have students create their own graphic representation to show the island groupings.	-Have students work in groups. Each group will be given a graphic organizer to scaffold their research. Example of questions:
	5.5.5.2 Have students complete a crossword puzzle on OECS and CARICOM in each time frame.	● Name the six (6) island groupings (Greater and Lesser Antilles, Windward and Leeward Islands, Mainland Territories and Bahamian Islands) found in the Caribbean.
Skills **5.5.5.3** Use a map of the Caribbean to locate various island groupings.	**5.5.5.2** Individual students will create graphic organizers such as a Venn diagram to show the island groupings that are a part of CARICOM and the OECS.	● List the islands found in each grouping.
5.5.5.4 Create a chart/scrapbook or power point presentation, showing areas in which, the regional groupings work together.		● In which island groupings can St. Kitts and Nevis be found?
	5.5.5.4 Students will compose an email describing how groupings and organizations in the Caribbean work together to meet their common needs.	● Remind the groups they will have to present and discuss their findings with the class.
		● Use graphic representation to show the island groupings in the Caribbean.

Values		
5.5.5.5 To show interest and appreciation of our Caribbean neighbours by working together to meet our common needs.	Students will send the email to their teacher. (Students use their parents' email address).	**5.5.5.2** Have students complete a crossword puzzle on OECS and CARICOM. This is to review students' previous knowledge of the organizations.
	Skills	-Write names of OECS and CARICOM on the board. Students will work in groups to find out the main purposes of these organizations. Each group will present their findings. A class discussion will follow.
	5.5.5.3 Review location of island groupings by using a blank map of the Caribbean, to locate these groupings. They will use their key to indicate the group.	--Use scenarios to help students understand the significance of the agencies associated with CARICOM and OECS. Ask specific questions which will lead to the role of the agencies. E.g.: Hurricane Maria, a category 5 hurricane caused mass destruction on the Island of Dominica. Roads were impassable, persons were killed, homes were demolished which led to unsanitary conditions and health issues.
	5.5.5.4 Have students complete a chart on areas in which the groupings and organizations work together.	1. Which CARICOM or OECS agency would be likely to respond in this situation? 2. How do you think the agency responded to that situation? Discuss with students. (Teacher may use other scenarios to bring out the significance of these agencies).
		5.5.5.2 - Use a graphic organizer such as a Venn diagram to show the island groupings that are a part of CARICOM and the OECS. E.g.:

5.5.5.2

Students will work in groups to discuss ways in which groupings and organizations in the region work together. Each group will present their findings at the end of their discussions.

Skills
5.5.5.3
Each student will select an island to represent. Students will do a guided research on the island selected. E.g.: they will be asked to find what the alias name of each island is, etc. They will make a creative presentation to depict the island selected (Presenters should not name the island they are representing). From the presentation, other students should be able to identify the island represented. Students will then cut out blank maps of each island presented and together they will create a map of the Caribbean region (activity can be done outside).

Useful Content Knowledge for the Teacher about the Outcome: (*Connected back to the Principles of Assessment*)

Island groupings: Regional Groupings
-Mainland Territories   - OECS
-Greater Antilles
-Lesser Antilles
-The Leeward Islands
-The Windward Islands
-The Bahamas
- CARICOM

Example of areas in which these groupings work together.
-   Security----Regional Security System etc.
-   Sports and culture------CARIFTA
-   Education-----UWI, CXC etc.
-   Trade-----CSME etc.
-   Finance---ECCB
-   Communication----Telecommunication (Digicel, flow)
-   Agriculture----CARDI
-   Health-------CARPHA, CAREC
-   Disaster------CDEMA
-   Justice/Judiciary-------CCJ

Inclusive Resources and Materials (*texts, family &community knowledge and resources, web resources*)

-   **Blank map of the Caribbean archipelago**
-   **Manila paper**
-   **Cut outs of Caribbean islands.**
-   **Map of the Caribbean**
-   **Computer**

Strategies that Support the Curriculum and Assessment Framework

Elements of the Essential Education Competencies that are addressed:

(1) Is an engaged, responsible, caring, tolerant participant in civil society

(2) Is creative, enterprising, and resilient

(3) Thinks critically, communicates effectively, and solves problems

(5) Demonstrates technological empowerment

Elements that are integrated across subjects:

- Develops a social studies journal to make notes to record responses, use writing as thinking and scaffold learning. The journal is a formative assessment strategy to ascertain what students know, can do and their attitudes. The reading and writing outcome are critical in ELA – 1. Identifying the main ideas/supporting details, 2. Synthesizing, 3. Visualizing, 4. Inferring, 5 Comprehension. Many of the tasks in Social Studies requires students to use/develop the reading/viewing & writing & ways of representing skills from ELA. This integration supports learners in authentic tasks.
- Embodies creative artistic skills to compose and perform role plays, dramatic presentations, poetry, songs/jingles and create picture collages and portfolios collecting information about the regional organizations from a cross curricular study, to highlight content using relevant and vital information from a variety of sources.

Elements from Local Culture, Technology, TVET, Environment that are integrated:
- Utilizes technology within the unit using emails, videos, apps such as puzzle maker where teachers can create application exercises for students and the use various websites as sources of information.
- Uses information related to the CARICOM and OECS to show regional connection and integration.
- Embodies relationships and interdependence of Caribbean nations in several ways thus forming a community.
- Analyses how cultural traditions and heritage inform the national character of a country.

Items of Inspiration (teaching tips, inspirational passages, connections to educational research

- Even though we are an independent nation, we are a part of a regional community and are members of international organizations such as CARICOM and OECS, thus making us interdependent through various demands which include trade, technological advancements, sports, agriculture, our cultural connections, among others.
- Uses an inquiry approach whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. Inquiry, espouses investigation, exploration, research, analysis, and study.

- Uses the inquiry approach to involve students in shaping questions to guide their study; agency over the directions of their investigations and scaffolding so that students critically analyze subject matter and not merely retrieve information.
- Utilizes cooperative learning as a means of promoting positive collaboration among students.
- Engages students in discussions pertaining to regional organizations and how they affect us as citizens of St. Kitts and Nevis.

Appendix

Strand One (1)

1 - Map of the Caribbean

2 - **Blank Map of the Caribbean**

75° W   70° W   65° W   60° W

Gulf of Mexico

Atlantic Ocean

25° N

20° N

Caribbean Sea

15° N

0   500 Miles

0   500 KM

10° N
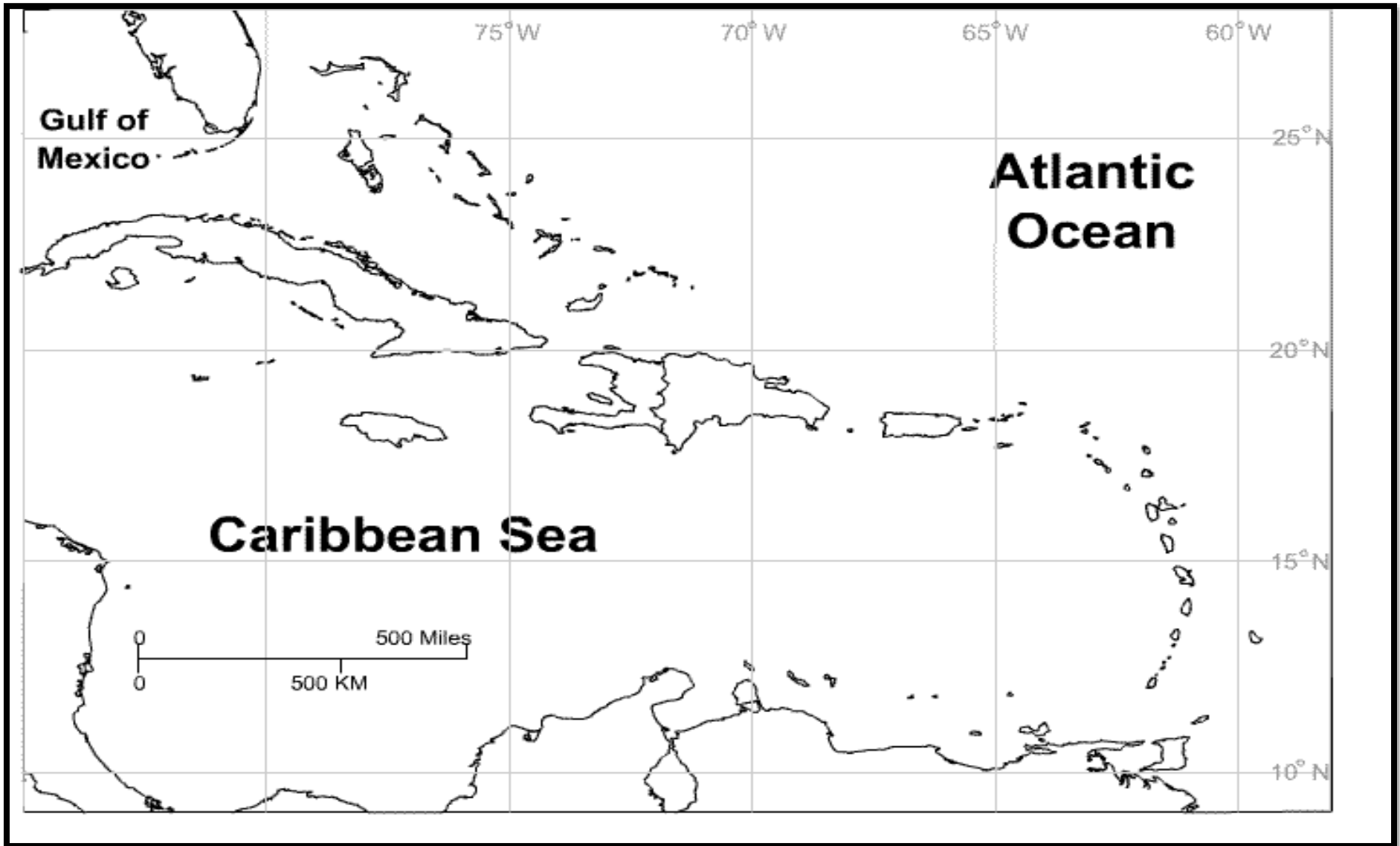
3 – Map Showing Amerindian Locations

The Caribbean: Showing Amerindian locations

4 – Layout of Taino Village
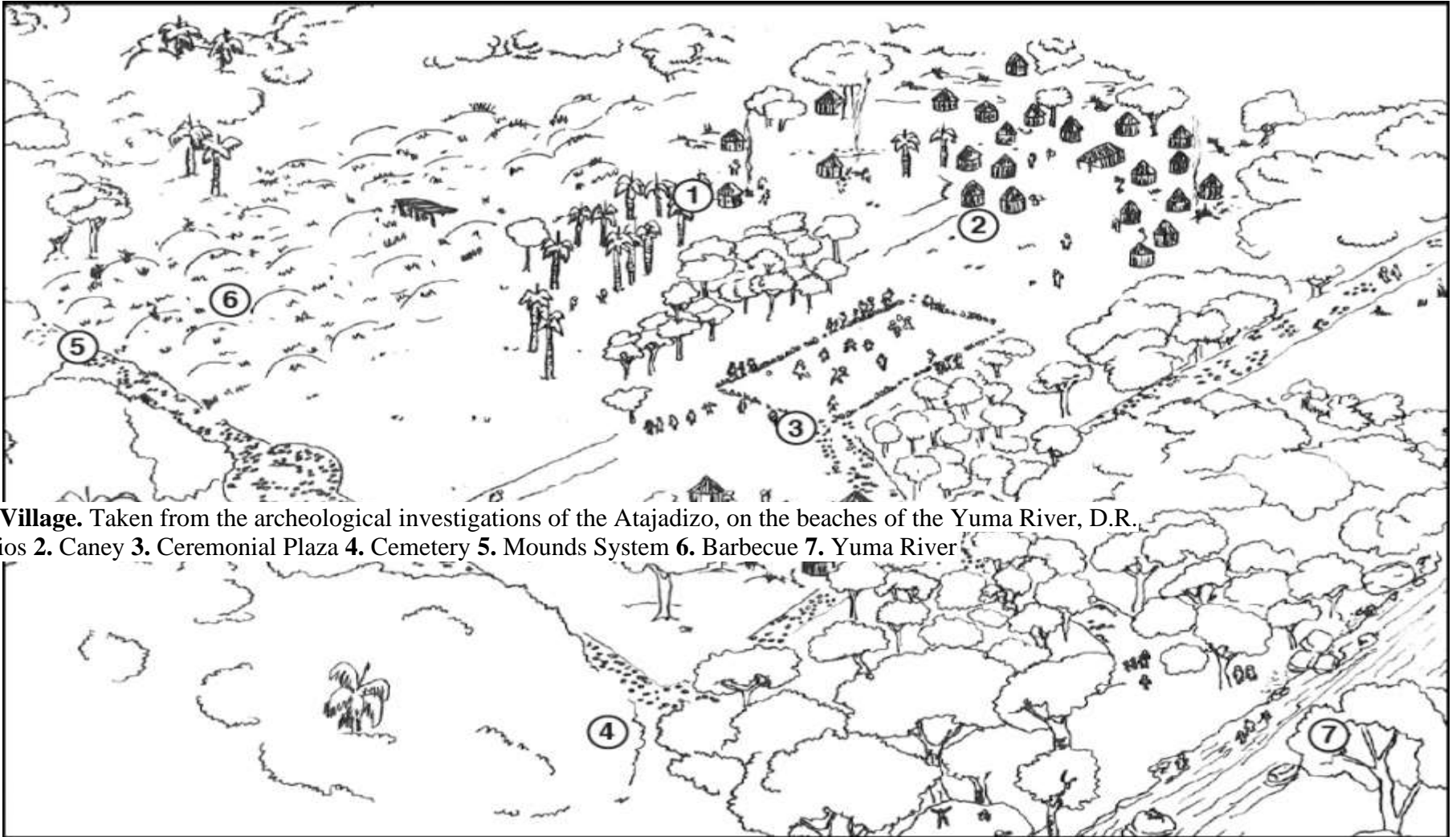
Taino Village. Taken from the archeological investigations of the Atajadizo, on the beaches of the Yuma River, D.R.
1. Bohios **2.** Caney **3.** Ceremonial Plaza **4.** Cemetery **5.** Mounds System **6.** Barbecue **7.** Yuma River

5 - Factsheet on Slavery

- The first enslaved Africans were brought to St. Kitts in 1626.

- Slave traders brought enslaved Africans to the Caribbean via the Trans-Atlantic slave trade/Triangular Trade. Trading ships would set sail from Europe (which was the first leg of the three-part voyage) with a cargo of manufactured goods to the west coast of Africa. There, these goods were traded over weeks and months for captured people provided by African traders. The European trader's ship, once full would depart for the Americas or the Caribbean on the notorious 'Middle Passage' (The middle leg of the three-part voyage). During this voyage, the slaves were kept in the ship's hold packed together like sardines. Conditions were deplorable and many of the enslaved Africans did not survive the voyage.

- Enslaved Africans were brought to the Caribbean to work on sugar plantations because of their strength and resilience. Those persons engaged in the trade made huge financial profits both in Europe and the Caribbean.

- The slave trade was abolished in 1807 in the British colonies. The buying and selling of slaves from Africa from here onwards were illegal.

- Enslaved Africans continuously rebelled against slavery until emancipation on the 1$^{st\ of}$ August 1834. Emancipation – the abolition or termination of enslavement in the British colonies.

6 – Showing Trans-Atlantic Slave Trade/Triangular Trade

An estimated 17 million men, women and children were enslaved and transported from Africa to the West Indies by Europeans between the 17th and 19th Centuries.

Rum

Sugar

Cotton

Tobacco

Raw Materials

Europe

Iron Bars

Manufactured Goods

Glass and Glass Beads

Guns

Cotton Cloth

West Indies

THE MIDDLE PASSAGE

Slaves

Africa

Packed like sardines below deck, in filthy conditions, at least one million Africans lost their lives on the crossing.

https://aspirantforum.com/2014/10/14/colonization-of-africa/

7 - Map of Africa

8 – Blank Map of Africa
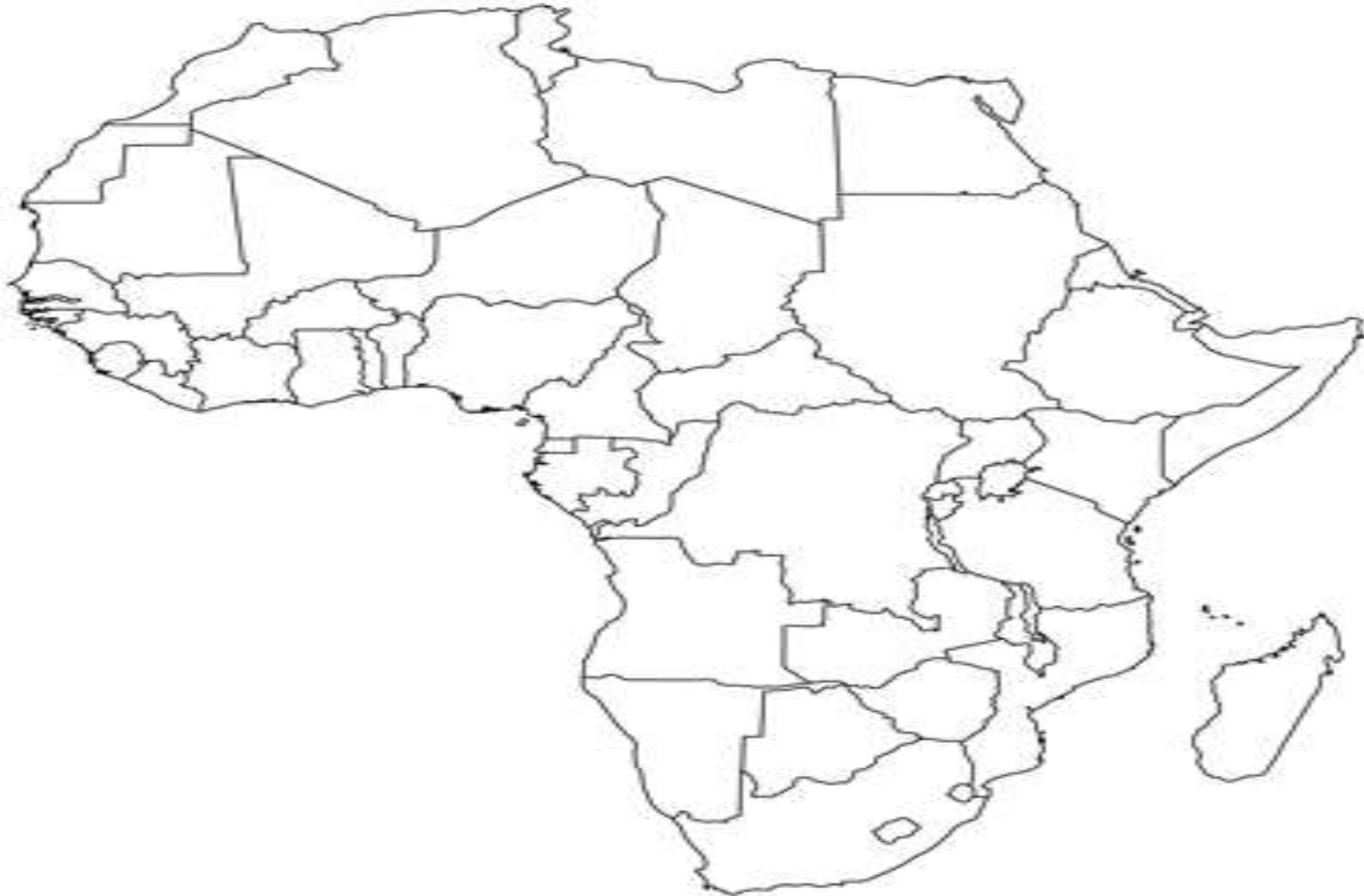
9 - Parish Map of St. Kitts and Nevis

Saint Paul
Capisterre

Saint John
Capisterre

Saint Anne
Sandy Point

Christ
Church
Nichola
Town

Saint Mary
Cayon

Saint Thomas
Middle Island

Saint Peter
Basseterre

Trinity
Palmetto
Point

Saint George
Basseterre

Saint James
Windward

Saint Thomas
Lowland

Saint Paul
Charlestown

Saint George
Gingerland

Saint John
Figtree

© d-maps.com

6 km

4 mi
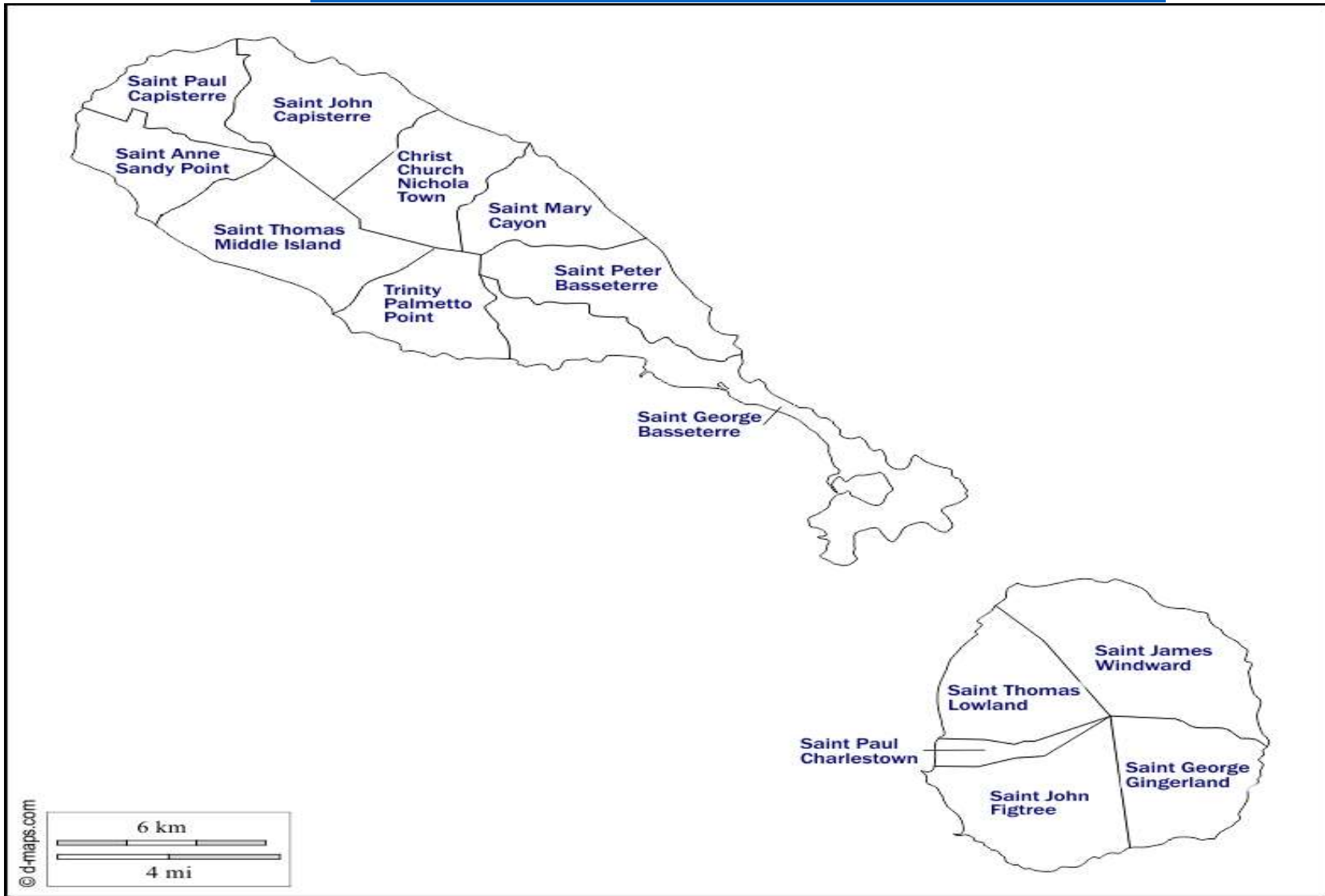
10 - Blank Map of St. Kitts and Nevis
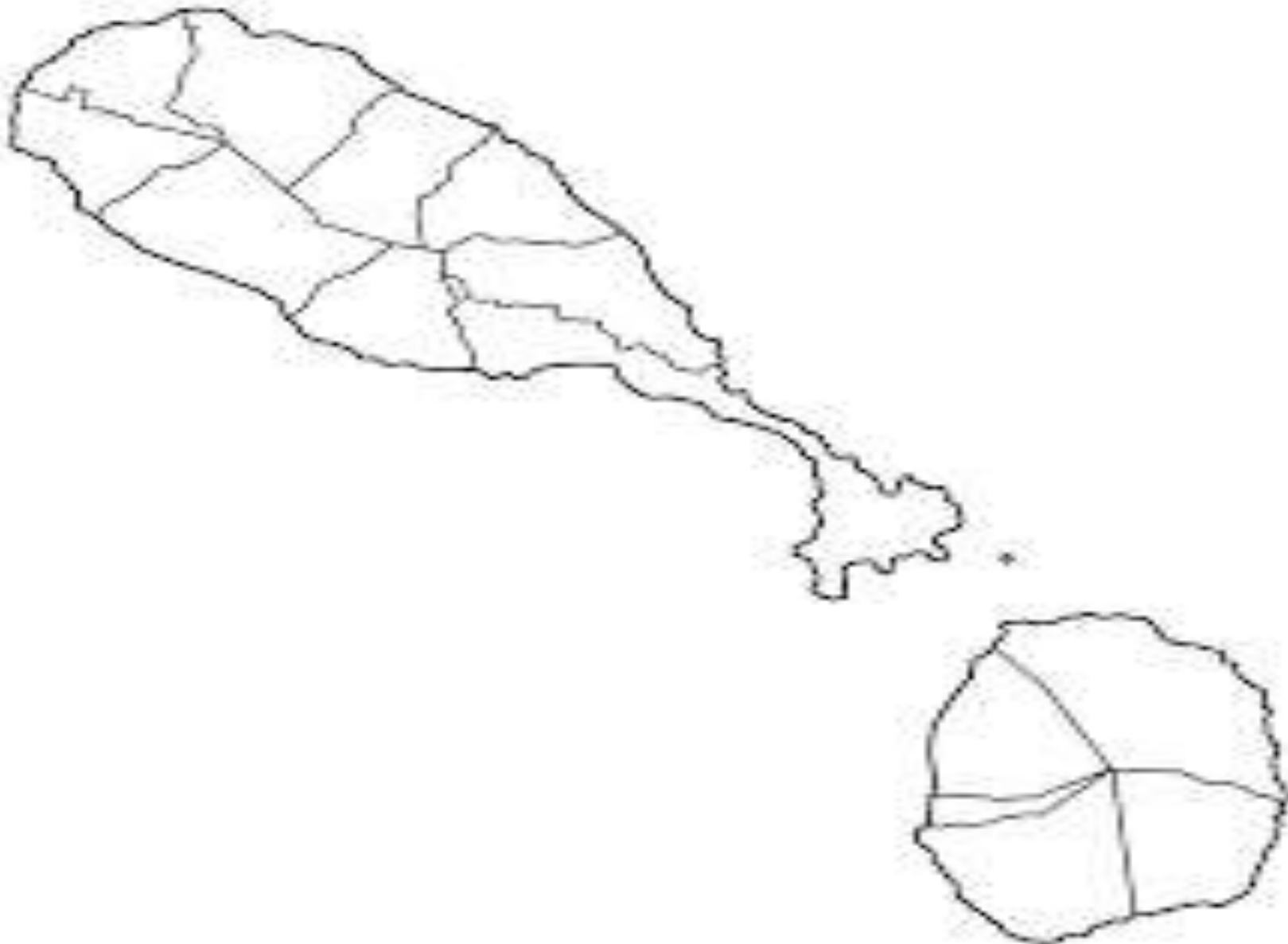
#11 – Map of St. Kitts and Nevis

12 – National Honours Act

ST CHRISTOPHER AND NEVIS

CHAPTER 23.17

NATIONAL HONOURS ACT

and Subsidiary Legislation

Revised Edition
showing the law as at 31 December 2002

This is a revised edition of the law, prepared by the Law Revision Commissioner under the authority of the Law Revision Act, No. 9 of 1986

This edition contains a consolidation of the following laws:

National Honours Act
Act 19 of 1996 in force 16th September, 1996

Amended by Act 23 of 2005

CHAPTER 23.17

NATIONAL HONOURS ACT

ARRANGEMENT OF SECTIONS

CHAPTER 23.17

NATIONAL HONOURS ACT

AN ACT to make provision with respect to titles of Honour, Decorations and Medals; and to make provision for related or incidental matters.

1. **Short title.**

This Act may be cited as the National Honours Act.

2. **Establishment of the Order.**

A society of honour to be known by, and have the name, style and designation of "The Order of Honour, Decorations and Medals" is hereby established and constituted.

3. **President and Members of the Order.**

(1)   The Order of Honour, Decorations and Medals, hereinafter called "The Order", shall consist of the Governor-General as President, together with such members and honorary members as the Governor-General shall, from time to time, appoint.

(2)   The Governor-General may, by proclamation, make provision for the award of titles of Honour, for Decorations and for Medals.

(3)   Every citizen of Saint Christopher and Nevis to whom the Order of National Hero, the Star of Merit or the Medal of Honour is awarded is a member of the Order.

(4)   Every person, other than a citizen of Saint Christopher and Nevis, to whom the Order of Saint Christopher and Nevis, the Star of Merit or the Medal of Honour is awarded on an honorary basis is an Honorary Member of the Order.

[Amended by Act 23/2005]

4. **Secretary of the Order.**

(1)   The Secretary to the Governor-General shall be Secretary of the Order, and shall maintain the records of the Order, arrange for investitures and perform such other functions in respect of the Order as the Governor-General may require.

(2)   The Governor-General may appoint such other officials for the Order as may be necessary.

5. **The National Awards Committee.**

(1)   There shall be a standing National Honours Awards Committee (hereinafter called "the Committee") comprising

    (a)   a Chairperson who shall be appointed by the Prime Minister; after consultation with the Leader of the Opposition;

    (b)   the Chairperson of the Public Service Commission or his or her nominee;

    (c)   a representative of the trade union movement;

(d)   the president of the Chamber of Industry and Commerce or his or her nominee;

(e)   a representative of the public appointed by the Governor-General acting in his or her own deliberate judgment;

(f)   a representative of the National church organisation;

(g)   a representative of women's organisations;

(h)   a representative of the National Youth Council;

(i)   the Cabinet Secretary who shall be the secretary of the Committee.

(2)   Members of the Committee shall be appointed for a period not exceeding three years and shall be eligible for reappointment.

(3)   A person is not a member or honorary member of the Order by reason only of his or her being a member of the Committee or an official of the Order.

6.   **Consideration of nominations.**

The Committee shall

(a)   consider nominations of persons of merit who are citizens of Saint Christopher and Nevis together with recommendations and supporting material received by the Committee for awards of the Order of National Hero, the Star of Merit and the Medal of Honour;

(b)   compile and submit to the Prime Minister with recommendations separate lists in respect of the Order of National Hero and of each medal, of those nominees to whom an award may be made;

(c)   advise the Governor-General in respect of any matter concerning the Order referred to it by the Governor-General for consideration; and

(d)   set and devise its own rules and procedures from time to time.

7.   **Nomination by person or body.**

(1)   Any person or organisation may submit to the Committee for consideration a nomination of a citizen of Saint Christopher and Nevis for an award of the Order of National Hero, the Star of Merit or the Medal of Honour.

(2)   Notwithstanding the provisions of subsection (1), the Order of National Hero shall upon the passing of this Act, be conferred posthumously upon the late Honourable Robert Llewellyn Bradshaw without the need for such submission to, or consideration by, the said Committee, and the Governor-General shall, by Proclamation made in accordance with the provisions of section 8.(1) of this Act, make the said Award, and the name of the late Honourable Robert Llewellyn Bradshaw shall be entered into the records as the first National Hero.

(3) Any person or organization may submit to the Committee for consideration a nomination of a person, including those persons referred to in section 8 subsection (4), for an award of the Order of Saint Christopher and Nevis.

[Inserted by Act 23/ 2005]

8.   **Making of awards.**

(1)   Awards under section 7 shall be made by proclamation signed by the Governor-General and sealed with the Seal of the Order and shall have effect from the date of the affixing of the Seal unless another effective date is specified in the proclamation.

(2)   The power conferred on the Governor-General under subsection (1) shall be exercised by him or her on the advice of the Prime Minister given after consideration of the recommendation of the Committee.

(3)   Only citizens of Saint Christopher and Nevis are eligible for the award of the Order of National Hero.

(4)   Persons eligible for the award of the Order of Saint Christopher and Nevis include visiting heads of state or persons with similar status.

(5)   Only persons other than citizens of Saint Christopher and Nevis are eligible for the award of the Star of Merit and the Medal of Honour on an honorary basis.

(6)   Awards under subsection (5) shall be made on the advice of the Prime Minister.

[Amended by Act 23/ 2005]

9.   **Schedule.**

(1)   Awards shall be made in accordance with the Schedule to this Act.

(2)   The Schedule may be amended by the Cabinet.

(3)   An amendment to the Schedule shall be by Notice approved by the National Assembly and published in the *Gazette*.

SCHEDULE

(Section 9)

1.   The awards may be made posthumously.

2.   The Order of National Hero may be awarded to any citizen of Saint Christopher and Nevis who has rendered distinguished and outstanding service to the Nation.

3.   The Order of Saint Christopher and Nevis may be awarded to any visiting head of State or person with similar status whose Government has made substantial contribution to the development of Saint Christopher and Nevis.

4. The Star of Merit may be awarded for long and meritorious service, or for loyal and devoted service to the Nation.

5.   The Medal of Honour may be awarded for outstanding and meritorious service to the Nation.

Termination of Membership in the Order

6.   A person ceases to be a member or honorary member of the Order upon

    (a)   resignation from the Order which shall have effect on the date on which a resignation in writing is accepted by the Governor-General;

    (b)   revocation by the Governor-General after consultation with the National Honours Awards Committee.

Designations

7.   (1)   A person to whom the Order of National Hero is awarded is entitled to have the letters "N.H." placed after his or her name on all occasions when the use of such letters is customary.

    (2)   A person to whom the Order of Saint Christopher and Nevis is awarded is entitled to have the letters "S.C.N." placed after his or her name on occasions when the use of such letters is customary.

    (3)   A person to whom the Star of Merit is awarded is entitled to have the letters "S.M." placed after his or her name on all occasions when the use of such letters is customary.

    (4)   A person to whom the Medal of Honour is awarded is entitled to have the letters "M.H." placed after his or her name on all occasions when the use of such letters is customary.

13 - TIPS FOR PLANNING A VIRTUAL FIELD TRIP

*(Please note that these tips as well as the post field trip record sheet can be used where necessary for all strands).
A virtual field trip is a unique and exciting way to expose students to authentic experiences that will help them develop a deeper understanding of the concepts.

Tips for Planning a Virtual Field Trip

If you have finally decided it is time to take a virtual field trip, here are some tips to help you out:

1. Have an idea for the field trip.

2. Make sure it fits with what you are teaching. Develop a plan that includes the logistics of the trip, equipment needed and all the activities of the trip.

3. Explore the curriculum to see if you can find interesting cross curriculum applications. Determine what you want the students to learn from the field trip.

4. Take the field trip yourself to be sure your technology will support the trip.

5. Gather the documents and work you would like your students to complete.

6. If you are meeting with a live expert, have the students prepare questions ahead of time.

    - Questions will come up during the presentation and that is okay too.

The most important thing you can do when planning for a virtual field trip is to make sure it is relevant to what you are learning and not to plan a virtual field trip all the time. Like anything, it will lose its luster if you overdo it. Take time to research some virtual field trips and determine if they are right for you and your students!

14 - Planning a Fieldtrip (can be used for other strands)

PURPOSE OF THE FIELD TRIP

***(Please note that information can be used where necessary for all strands).**

Field trips are invaluable learning experiences for students. This strategy presents learning through real life experiences. It provides:

- Firsthand experiences for students

- An avenue for building on existing knowledge and skills

- Practice in using a variety of data collection methods

- Opportunities to apply skills of observing, recording, measuring, estimating, and evaluating to assess the environment

- Opportunities for testing hypotheses

- Opportunities to use wider range of media resources to collect data, for example: tape recorders, digital and video camera

- Practice for cooperative learning

PLANNING THE TRIP

- Identify objectives of the trip

- Obtain approval from the relevant authorities, principal, and Ministry of Education

- Notify parents and get their consent

- Consult with management of the field trip site

- Visit area and plan the students' onsite and follow- up activities

- Arrange transportation

- Outline the behaviour expected on the field- trip

- Discuss attire and arrangement for snacks and/or lunch

- Prepare students for the trip…Prepare question sheets if required, have students walk with stationery and necessary equipment e.g., cameras, smart phones etc.

- Prepare a post field trip record sheet that students can use to record their experiences. Students can fill out parts at the record sheet at the site then fill in the other parts during the next class or students can fill out the entire sheet at the field trip site.

- If the trip requires students to be divided into groups, that should be done ahead and write their names in coordinating colours representing their group. This saves time and prevents the teacher having to work out groups at field trip site.

DURING THE FIELD TRIP

- Constantly check to make sure students are on task
- Have each student assigned a partner. Each student in the partnership will be responsible for the other. This is a good way of checking whether all students are accounted for during and at the end of the trip.

POST FIELD TRIP FOLLOW-UP ACTIVITIES

The key to enhancing any trip for a student is the value of talking about it, expressing one's opinions, listening to other points of view, and participating in a respectful discussion of the experience.

Hands-on activities provide another way for students to share their experiences and learn from others. Examples and tips include:

- Discuss what they did and did not enjoy.
- Have students write a newspaper article or create a blog
- Make a list of what they learned from this experience.
- Make a list of areas that students would like to learn more about.
  Have students fill out appropriate areas of a Post field trip record sheet
- Where appropriate, send a Thank You note to the staff at the venue or have a designated student say a brief Thank You speech to the tour guide(s).
- Assign an art project for students to replicate an object, animal, person, or setting they saw. Explore different types of art methods and genres
- Assign an art project for students to replicate an object, animal, person, or setting they saw. Explore different types of art methods and genres.

#15 (can be used for other strands)

POST FIELD TRIP RECORD SHEET

Name: _____   Date of field trip: _____

Where did we go?

_____

What did you see? 👀

1. _____

2. _____

3. _____

4. _____

What did you hear? 👂

1. _____

2. _____.

3. _____

4. _____

What was your favourite part?

1. _____

_____

What was your least favourite part?

1. _____

_____

What did you learn?

_____

_____

_____

_____

What would you like to learn more about?

_____

_____

_____

_____

Can be tweaked depending on nature of field trip. Courtesy Sheryl Harris Social Studies Coordinator 2016

16 – Culturama Factsheet

- The idea for Culturama was conceived during a meeting of the Nevis Dramatic and Cultural Society (NEDACS).

- From since 1974, Culturama has been held annually in July/August coinciding with Emancipation Day. The first Culturama was held on the Emancipation Day weekend in 1974.

- Culturama was intended to
  - revive traditional customs that were dying.
  - to get citizens and other persons near and far interested in our rich cultural heritage.
  - to create an environment in which our unique folklore can grow.

- Culturama Activities include:
  - Senior/Junior Kaiso Competitions
  - Ms. Culture Queen Pageant
  - Talented Youth Pageant
  - Miss Culture Swimwear Contest
  - Mr. Kool Contest
  - Art, Craft and Cultural Food Fair (No longer held in the street as was originally done).
  - Emancipation Day Jump Up
  - Cultural Street Parade

- Key persons who were significantly responsible for the success of Culturama in the early years include:
  - Calvin Cabo Howell   - Irma Johnson
  - Victor 'Jay' Martin   - Lyra Richards
  - Tyrone 'Bahowlah' O'Flaherty   - Melford 'Mel' Henville
  - Clifford 'Boots' Griffin

17 – Sugar Mas/Carnival Factsheet

- The first Carnival was held on the 18[th of] December 1957. Mr. Basil Henderson, a community member was instrumental in making this happen – He held a meeting at Warner Parker, bringing together private businesses and members of the community to discuss the starting of a carnival.

- Each year, Carnival festivities run for about six weeks, from November to early January.

- In 1971, Carnival was legislated as a National Festival.

- Carnival was intended to:
  - Provide a national platform where persons can showcase their talents officially and publicly.
  - Provide an opportunity for creativity to be nurtured and competition encouraged.
  - Provide an opportunity for individuals to make money.

- Carnival Activities include:
  - National Carnival Queen Pageant   - Mr. GQ
  - Carnival Talented Teen Pageant   - J'ouvert
  - Street Parade   - Sugar Mas Calypso Show
  - Carnival Swimsuit Pageant   - Sugar Mas Soca Monarch
  - Calypso Tents   - National Carnival Junior Calypso Eliminations

- Key persons who significantly contributed to the success of Carnival before 1971.

Basil Henderson	- Major L.N Alphonso	- Mrs. Pinnard	- Miss Dinzey	- Mrs. Mestier
Tony Lawrence	- Leroy Coury	- Mrs. Skerrit	- Dr. Boyd	- Mr. P. Evelyn
A. Knight	- E. Vanterpool	- Mrs. V. Vysipal	- Mr. Brisbane	
Miss Barker	- Mrs. J.W Herbert	- Ms. M Malone	- Mr. Belcher	

18 Interview Schedule Guidelines

*(Please note that these guidelines can be used where necessary for all strands)
While every interview requires a somewhat different structure, certain principles and techniques are applicable to all. Each interviewing schedule should have the following three major parts: (1) the opening; (2) the body; (3) the closing.
Use the following guidelines to conduct your interviews.

Opening:
A. (Establish Rapport) Introduce yourself; state your name, the name of your school and the class you are in. Make the interviewee comfortable by giving him/her a compliment or sharing a thought that would make him/her feel relaxed.

B. (Purpose) Give brief background information and establish the purpose of the interview.
C. (Motivation) Motivating the respondent might involve offering an incentive for participating or an explanation of how the information will be valuable to society.
D. (Timeline) The interview should take about 10 minutes. Are you available to respond to some questions currently?

Body:
The body addresses the topics you wish to be covered. Questions must be properly phrased to achieve your objectives. Ensure that you listen carefully to what the interviewee says and record all information received.

Closing:

The closing should maintain the tone set throughout the interview and should be brief but not abrupt. The interviewers should summarize the main issues discussed during the interview, discuss the next course of action to be taken and thank the interviewee for his/her time.

19 Rubric for Role Play

*(Please note that this rubric can be used when necessary for all strands)

Criteria	4	3	2	1
Accuracy and believability of role	Points of view, arguments and solutions proposed were always realistic, and communication of characters' feelings was always convincing	Points of view, arguments and solutions proposed were often realistic and, communication of character's feelings was often convincing	Points of view, arguments and solutions proposed were sometimes realistic and, communication of character's feelings was sometimes convincing	Points of view, arguments and solutions proposed were rarely realistic and, communication of character's feelings was rarely convincing
Clarity of Speech	Speech is always loud, clear, and easy to understand	Speech is usually loud, clear, and easy to understand	Speech is sometimes loud, clear, and easy to understand	Speech is rarely loud, clear, and easy to understand
Use of non-verbal cues (Expression and body language)	An impressive variety of non-verbal cues (conveys emotions through facial expressions and gestures) are communicated in an exemplary way	Good variety of non-verbal cues (usually conveys emotions through facial expressions and gestures) are communicated in a competent way	Satisfactory variety of non-verbal cues (sometimes conveys emotions through facial expressions and gestures) are communicated in an acceptable way	Limited variety of non-verbal cues (rarely conveys emotions through facial expressions and gestures) are communicated in a developing way
Organization and preparation	Excellent preparation and organization of role play	Good preparation and organization of role play	Satisfactory preparation and organization of role play	Role play was not prepared or organized
Use of resources	Costumes, props, and other resources were effectively used throughout the role play	Costumes, props, and other resources were somewhat effectively used throughout the role play	Costumes, props, and other resources were satisfactorily used throughout the role play	Costumes, props, and other resources were used but were not effectively utilized throughout the role play

20 Rubric for Grading Map Work

(Can be used for other strands)

CATEGORY	4	3	2	1
Title	Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g., larger letters, underlined, etc.), and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map but is not located at the top of the map.	Purpose/content of the map is not clear from the title.
Neatness of Labels, Feature, Colour and Lines	All straight lines are ruler drawn, all errors have been neatly corrected, all features are coloured completely, and all labels are easy to read.	All straight lines are ruler drawn, most errors have been neatly corrected, most features are coloured completely, and most labels can be easily read.	Most straight lines are ruler drawn, some errors have been neatly corrected, some features are coloured completely, and some labels can be easily read.	Many crooked lines. Corrections of errors have not been neatly corrected; features are not coloured completely, and labels cannot be read easily.
Compass Rose	Compass Rose is neat, easy to find and includes the correct labeling of Cardinal and Intermediate directions.	Compass Rose is neat and includes the correct labeling of Cardinal directions, but not intermediate.	Compass Rose is not neat and/or may include incorrect directions.	Compass Rose is missing from map.
Color Choices (Be consistent with colours)	Student always uses color appropriate for features (e.g., blue for water; black for labels, etc.) on map.	Student usually uses color appropriate for features (e.g., blue for water; black for labels, etc.).	Student sometimes uses color appropriate for features (e.g., blue for water; black for labels, etc.).	Student does not use color appropriately.
Map Key/Legend	Map Key is present, neat, easy to find, and contains a set of symbols or colours labeled.	Map Key is present and contains a set of symbols or colours labeled.	Map Key is present and contains almost a complete set of symbols and colours labeled.	Map Key is absent and/or lacks several symbols or colours.
Island Shape	Island shape is creative, well cut out or drawn; Pride is evident.	Island shape is somewhat creative and shows pride.	Island shape is basic.	Island shape is basic and very little pride was taken construction.

21 Rubric for Poetry

*(Please note that all this rubric be be used where necessary for all strands).

	4 marks	3 marks	2 marks	1 mark
Meaning and Originality	Poem is creative and original. It is evident that much thought was put into the words and uniquely conveyed the ideas and emotions.	Poem is thoughtful and creative. A few phrases or ideas may be revisited, but the overall product is carefully written.	Most of the poem is creative but appears to be rushed. This is evident in the poet's redundancy or use of clichés.	Poems appear to be thoughtless or rushed. Work is very repetitive, and ideas are unoriginal.
Sensory Details	Vivid, detailed images and intensely felt emotion made the poem come alive.	Clear sensory images are used to portray ideas or emotions.	Some use of image, idea, or emotion.	Difficult to visualize image or emotion.
Form	The poem is complete and follows its intended form.	The poem is written in its proper forms with a few mistakes.	The poem is somewhat written in its proper form	The poem is not written in its proper form.
Grammar	Proper use of English spelling and grammar is used consistently throughout each poem. Punctuation is utilized when necessary.	A couple of spelling or grammatical errors are evident but do not diminish the meaning of the poem. Punctuation is utilized when necessary.	The poet's intended meaning is confusing because of several spelling or grammatical errors. Punctuation may be misused.	There are numerous spelling and grammatical errors, making the poem difficult to understand. Punctuation is used incorrectly.

Strand Two (2)

22 - Physical Map of St. Kitts and Nevis

SAINT KITTS AND NEVIS

ATLANTIC OCEAN

Saint Kitts and Nevis

Dieppe Bay Town
Saddlers
St Pauls
Mount Liamuiga
▲ 1,156 m
Saint Kitts
Sandy Point Town
Cayon
Old Road Town
Conaree Village
Boyd's
BASSETERRE
Kittian Village

Caribbean Sea

New Castle
Cotton Ground
Brick Klin
Nevis
Nevis Peak
985 m ▲
Mannings
Charlestown
Gingerland
Fig Tree

Legend:
- Other Road
- River
- ■ Country Capital
- ○ Major City
- ⊕ Airport
- ▲ Mt. Peak
- ⚓ Seaport

0 5 Miles
0 5 Kilometers

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23 Rubric for 3D Model Project

(Can be used for other strands)

Category	4	3	2	1
Content	All the characteristics of the model are included.	Most all the characteristics of the model are included.	Some of characteristics of the model are included.	Very little of the characteristics are included.
Composition	The entire model is 3-dimensional **(not flat)** and made from a **variety of materials**. The model is constructed solely by the student and is not a pre-made kit or other structure.	Most of the model is 3 dimensional. The model is solely constructed by the student and not a pre-made kit or structure.	Some of the model is 3 dimensional. The model is not fully constructed by the student and appears to be a pre-made kit or structure.	Very little of the model is 3 dimensional. The model is solely a pre-made kit or structure.
Labeling	All components of the model are **labeled** either directly on the model or on a diagram of the model. All Labels are relevant to the topic and are written neatly or typed.	Most of the components of the model are labeled either directly on the model or on a diagram of the model. Most labels are relevant to the topic and are written neatly or typed.	Some of the components of the model are labeled either directly on the model or on a diagram of the model. Some Labels are relevant to the topic and are not very neat.	None of the components of the model are labeled either directly on the model or on a diagram of the model. Or Labels are not relevant to the topic and looks untidy.
Realism	All components of the model are **realistic** in their appearance as much as possible about shape, color, etc. The model is aesthetically pleasing.	Most components of the model are **realistic** in their appearance as much as possible about shape, color, etc. The model is aesthetically satisfactory.	Some components of the model are **realistic** in their appearance as much as possible regarding shape, color, etc. The model is not very aesthetically pleasing	Very few components of the model are **realistic** in their appearance as much as possible regarding shape, color, etc. The model is not aesthetically pleasing.
Written Component	The written component is **typed** and contains an explanation of **why** you chose this project, a description of the characteristics, and it highlights many examples.	Most of the written component is **typed** and contains an explanation of **why** you chose this project, a description of the characteristics, and it highlights several examples.	Some of the written component is typed. Some explanation as to why this project was chosen, description of characteristics and some examples are given.	Most of the written component is handwritten and does not contain an explanation of **why** this project was chosen, a description of the characteristics, nor does it

	It describes **where** you got the information for your model and what **specific** things you think you will **remember** from making this model.	A satisfactory description of **where the** information for your model came from and the **specific** things you think you will **remember** from making this model were given.		give examples. There is no description of **where** the information came from for your model nor what **specific** things you think you will **remember** from making this model.

24 - Map of Nevis

(Can be used to show economic activity. It can also be used for other strands).

#25 - Map of St. Kitts
(Can be used to show economic activity. It can also be used for other strands).

26 Rubric for PowerPoint Presentation

(Please note that this rubric can be used where necessary for all the strands).
*This Rubric can be used for group or individual PowerPoint presentations.

Category	4	3	2	1
Content/Accuracy	Information included in the presentation was very well researched and accurate.	Information included in the presentation was well researched with some inaccuracies.	Information included in the presentation was poorly researched with many inaccuracies.	No sign of research and highly inaccurate information presented.
Slideshow/Creativity	Slideshow was extremely creative and very visually appealing to the audience	Slideshow was somewhat creative and visually appealing to the audience	Slideshow was boring and confusing. Little effort was made to appeal to the interest of the audience	Students did not create a slideshow but instead presented information using cue cards or paper
Organization	All information needed was included in presentation, ideas were presented in logical order and the time given was used efficiently and properly.	Most information needed was included in the presentation, ideas were somewhat logically organized, and the time given was not always used efficiently.	A lot of the information needed was missing from the presentation, many of the ideas did not make sense and the time given was wasted.	None of the information needed was included in the presentation, none of the ideas made sense and the time given was wasted.
Oral Presentation	Student spoke confidently, very clearly and concisely, and his/her voice was projected to the entire room	Student spoke assuredly, clearly, and concisely, and his/her voice was projected to the entire room.	Student spoke unclearly. The audience had difficulty hearing what he/she was saying.	Student was very nervous and spoke unclearly, very few students could hear and the information was confusing.
Mechanics	All written information had few to no spelling/grammatical errors	All written information had 1-3 spelling/grammatical errors	All written information had 4-6 spelling/grammatical errors	All written information had more than 6 spelling/grammatical errors
Evidence of Teamwork (if it is a group assignment)	All team members participated for the same length of time and were able answer questions	All team members participated but not equally.	Few team members participated.	Only one member of the team presented

27 Rubric for Project Presentation

(Can be used for other strands)

CRITERIA	1 Mark	2 Marks	3 Marks	Total
Explanation of Ideas & Information	uses inappropriate facts and irrelevant details to support main ideas	• chooses some facts and details that support main ideas, but there may not be enough, or some are irrelevant	• chooses appropriate facts and relevant, descriptive details to support main ideas and themes	
Organization	• does not include everything required in presentation • presents ideas in an order that does not make sense • does not plan timing of presentation well; it is too short or too long	• includes almost everything required in presentation • tries to present ideas in an order, but it doesn't always make sense • presents for the right length of time, but some parts may be too short or too long	• includes everything required in presentation • presents ideas in an order that makes sense • organizes time well; no part of the presentation is rushed, too short or too long	
Eyes & Body	• does not look at audience; reads notes • fidgets or slouches a lot	• makes some eye contact, but reads notes or slides most of the time • fidgets or slouches a little	• keeps eye contact with audience most of the time, only glances at notes or slides • has a confident posture	
Voice	• speaks too quietly or not clearly • does not speak appropriately for the situation (may be too informal or use slang)	• speaks loudly and clearly most of the time • speaks appropriately for the situation most of the time	•speaks loudly and clearly • speaks appropriately for the situation, using formal English when appropriate	
Presentation Aids	• does not use audio/visual aids or media • uses inappropriate or distracting audio/visual aids or media	• uses audio/visual aids or media, but they sometimes distract from the presentation, or do not add to ideas and themes	• uses well-produced audio/visual aids or media to add to main ideas and themes	
Response to Audience Questions	• does not answer audience questions	• answers some audience questions, but not clearly or completely	• answers audience questions clearly and completely	
Participation in Team Presentations	• Not all team members participate; only one or two speak	• All team members participate, but not equally	• All team members participate for about the same length of time, and can answer questions	

TableofContents# 28 Rubric for Discussion

(Please note that this rubric can be used where necessary for all strands.)

CATEGORY	MARKS PER CATEGORY			
	4 Marks	3 Marks	2 Marks	1 Mark
Participation	Student takes an active role (without prompting), in classroom discussions, contributing relevant and insightful comments as well as posing thoughtful questions	Student willingly participates in classroom discussions, offering useful and relevant comments	Student responds to teacher prompts during classroom discussions but seldom volunteers. Comments are sometimes not relevant to the discussion.	Student may or may not willingly respond to teacher prompts during classroom discussions and never volunteers. Comments are seldom relevant to the discussion.
Comprehension	Student's comments reflect a deep understanding of the topic being discussed.	Student's comments indicate less than clear understanding of the topic being discussed.	Student's comments indicate less than clear understanding of the topic being discussed.	Student's comments indicate little understanding of the topic being discussed.
Respect for Others	Student listens carefully to others, waits patiently for a turn to speak and is respectful of others' points of view.	Student listens to others, rarely interrupts and generally accepts the points of view of others.	Student does not consistently listen to others, interrupts frequently and demonstrates little respect for the view of others.	Student typically does not listen to others, interrupts frequently and/or is rude and intolerant of the views of others.

29 Rubric for Poster

*(Please note that all this rubric be be used where necessary for all strands).

Category	4 marks	3 marks	2 marks	1 mark
Coverage of the topic	Details on the poster capture the important information about the topic and increase the audience's understanding.	Details of the poster include important information, but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general and incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with the main topic.
Use of Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.
Layout and Design	All information on the poster can be easily viewed and identified.	Most of the information on the poster can be easily viewed and identified.	Some of the information on the poster is easily viewed and identified.	Much of the information on the poster is unclear or too small.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling and punctuation errors.

30 Rubric for Panel Discussion

(Can be used for other strands)

Categories		Mks		Mks		Mks
Organization	- Introduction grabs the attention of the audience. Topic is introduced, the perspectives are clearly stated, and its relevance is well communicated to the audience. - The body is logically presented and clearly stated. - The main perspectives are reviewed, and the closing is quite impressive and memorable	**3**	- The introduction is somewhat appealing to the audience. The topic is introduced, the perspectives are somewhat clearly stated, and its relevance is reasonably communicated to the audience - The body is somewhat rational and reasonably stated. - The main perspectives are reviewed, and the closing is satisfactory.	**2**	- The introduction is boring, the topic is not introduced, and the perspectives stated are not clear. - The body is illogical and unclear. - The main perspectives are not revised, and the closing is unsatisfactory.	**1**
Content of Ideas	- Necessary words are defined, ideas are clearly expressed, and the use of loaded language is avoided. - Analysis provides deeper understanding of the issue.	**3**	- Few key words are defined, ideas expressed are not fully clear, and loaded language is sometimes used. - Analysis provides an understanding of the issue.	**2**	- Key words are not defined, ideas are unclear, and sentences are filled with loaded language. - Analysis does not provide an understanding of the issue	**1**
Argumentative Evidence	- Arguments are strong and deliberate. - Evidence is used appropriately (statistics, case studies, personal experience, expert testimony, etc.). Important	**3**	- Arguments are satisfactory. - Evidence is not always used appropriately (statistics, case studies, personal experience, expert testimony, etc.).	**2**	- Arguments are weak. -Evidence is used inappropriately (statistics, case studies, personal experience, expert testimony, etc.) Most of the important information is	**1**

	TableofContents informatio n is not omitted.		Some important information is missing.		missing.
Use of Resources	- Information resources seem to be well used. At least three (3) sources should be cited by panelist - Visual aids are well created and used	3	- Information resources are used satisfactorily. Less than three (3) sources are cited by panelist. - Some visual aids were well created and used.	2	- Information resources have not been well used. No sources are cited by the panelist. - Visual aids created were tacky and did not compliment the presentation.	1
Question and Answer	- All group members seem reasonably involved with presentations - All group members seem competent in the Question-and-Answer session.	3	- Some group members seem reasonably involved with presentations. - Some group members appeared competent in the Question-and-Answer session.	2	- None of the group members apart from the panelist seemed interested in the presentations. - None of the group members were competent in the Question-and-Answer session	1
Delivery	- Good eye-contact with audience, only glances at notes or slides. - Speaks loudly, clearly, and appropriately for the situation - Has confident posture	3	- Makes some eye contact but reads notes or slides most of the time. - Speaks loudly, clearly, and appropriately for the situation most of the time. - Fidgets or slouches a little	2	- Does not look at audience, only reads notes. - Speaks too quietly or not clearly. Uses informal speech or slangs. - Fidgets or slouches a lot	1

Strand Three (3)

31 Flow Chart from Pre to Post Independence

OLD REPRESENTATIVE

(1663 -1866)

CROWN COLONY

(1878 - 1936)

ASSOCIATED STATEHOOD

(1967 - 1980)

INDEPENDENCE

(1983 - PRESENT)
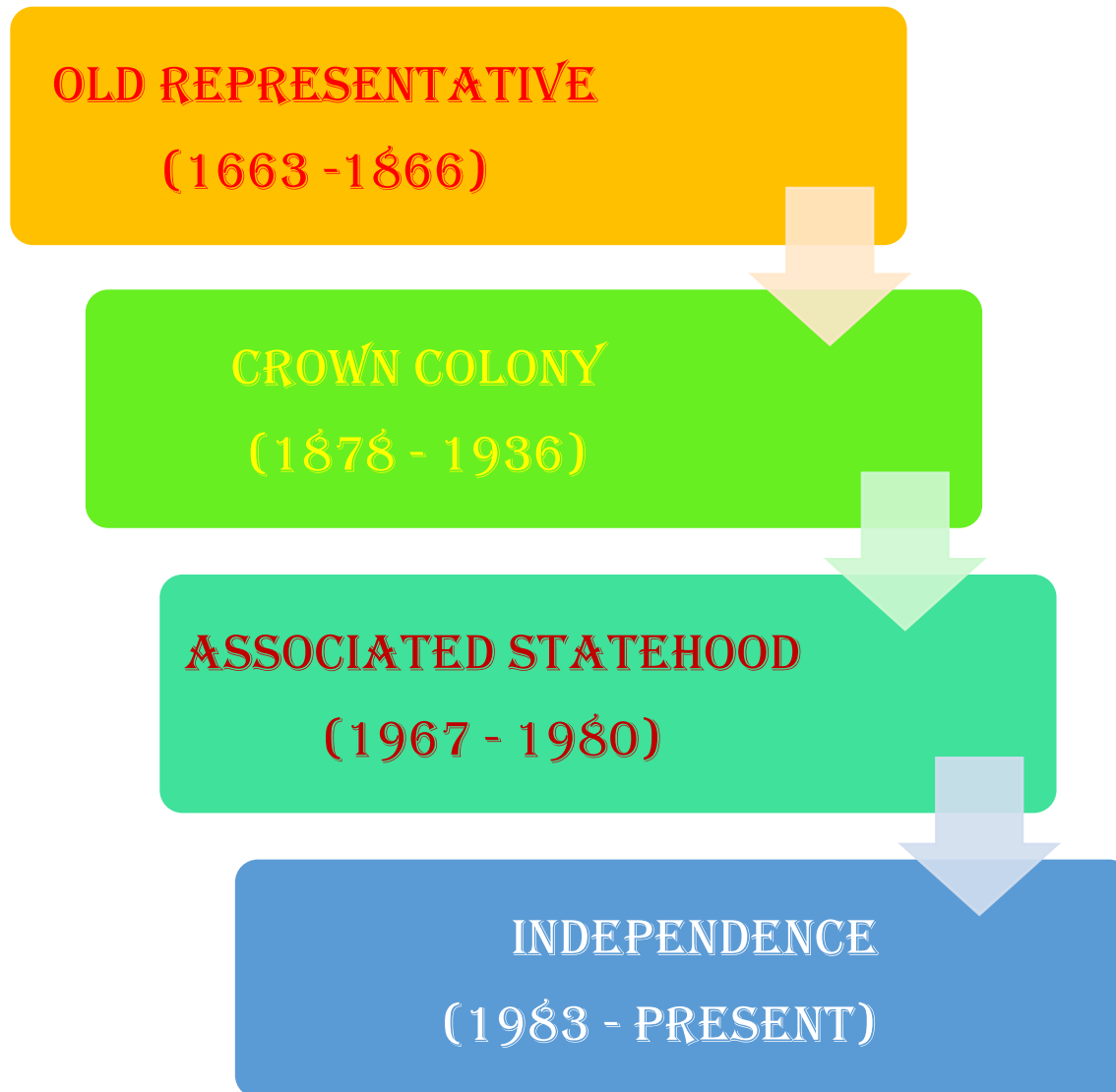
32 An Example of a Graph Showing Population Growth in St. Kitts and Nevis

(This can be used to generate discussion)

St. Kitts and Nevis: Population growth from 2010 to 2020 (compared to previous year)

Year	Growth
2010	0.84%
2011	0.88%
2012	0.88%
2013	0.89%
2014	0.89%
2015	0.84%
2016	0.83%
2017	0.79%
2018	0.77%
2019	0.75%
2020	0.68%

Source
World Bank
© Statista 2021

Additional Information:
North America
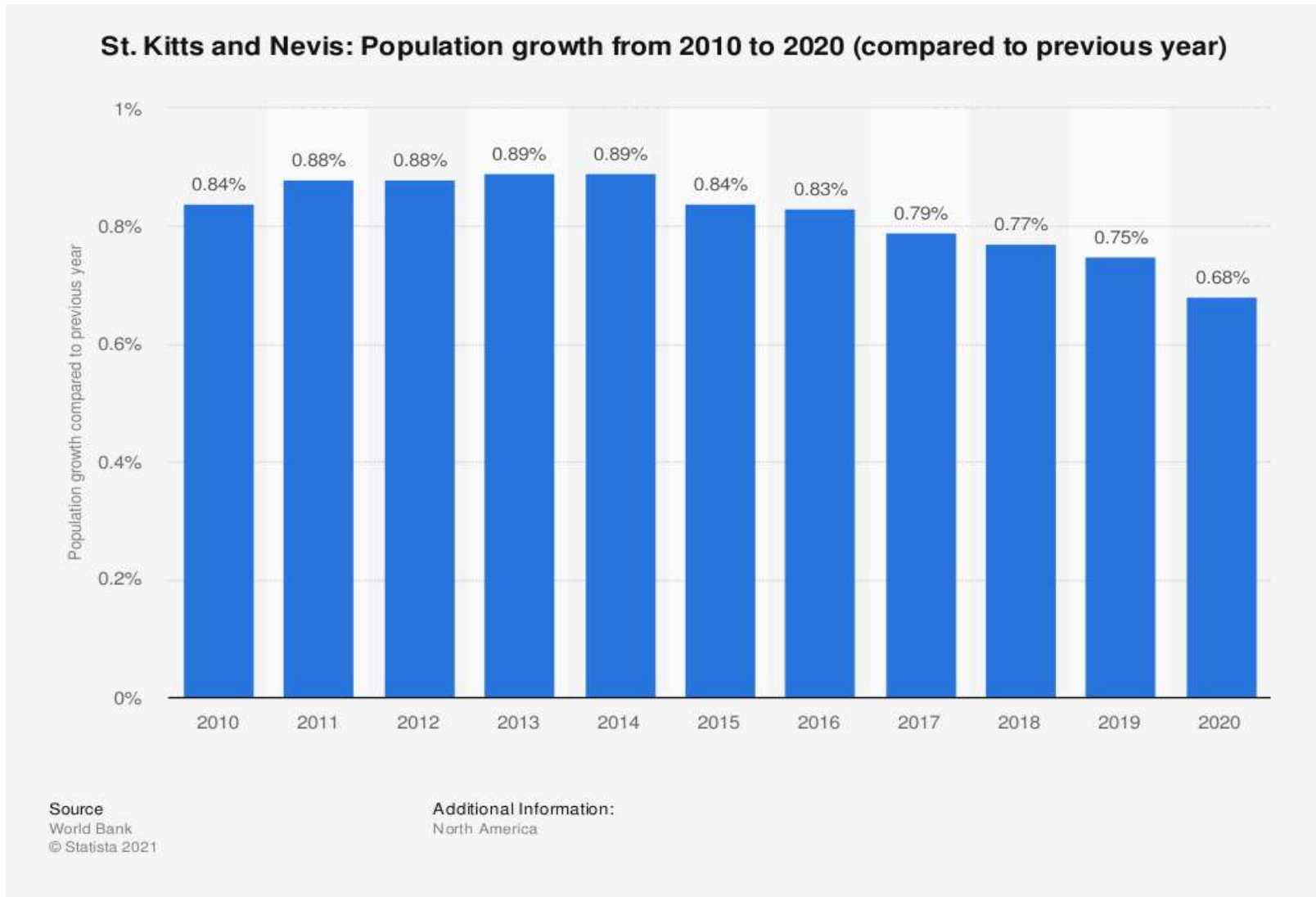
[TableofContents](#)#33 Simple Census Classroom Activity

Name: _____   Date: _____

Classroom Census Activity

Population census is used to get data for the purpose of planning for a country. Other censuses ask special questions to get data for other kinds of planning. Take a census of your class using this form. Mark the information you gather in the proper column. Make a tally mark for columns 3 and 4. Write the total number of names on your form and the totals of columns 3 and 4 at the bottom.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Name	**Age**	**Boy**	**Girl**	**How many books do you read in a month?**	**How do you get to school?**
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
Total					

Idea from: ©2010abcteach.com

34 Family Tree Template

MY FAMILY TREE

| GREAT–GRANDFATHER | GREAT–GRANDMOTHER | GREAT–GRANDFATHER | GREAT–GRANDMOTHER | GREAT–GRANDFATHER | GREAT–GRANDMOTHER | GREAT–GRANDFATHER | GREAT–GRANDMOTHER |

| GRANDFATHER | GRANDMOTHER | GRANDFATHER | GRANDMOTHER |

| FATHER | MOTHER |

| ME |

FamilySearch.org
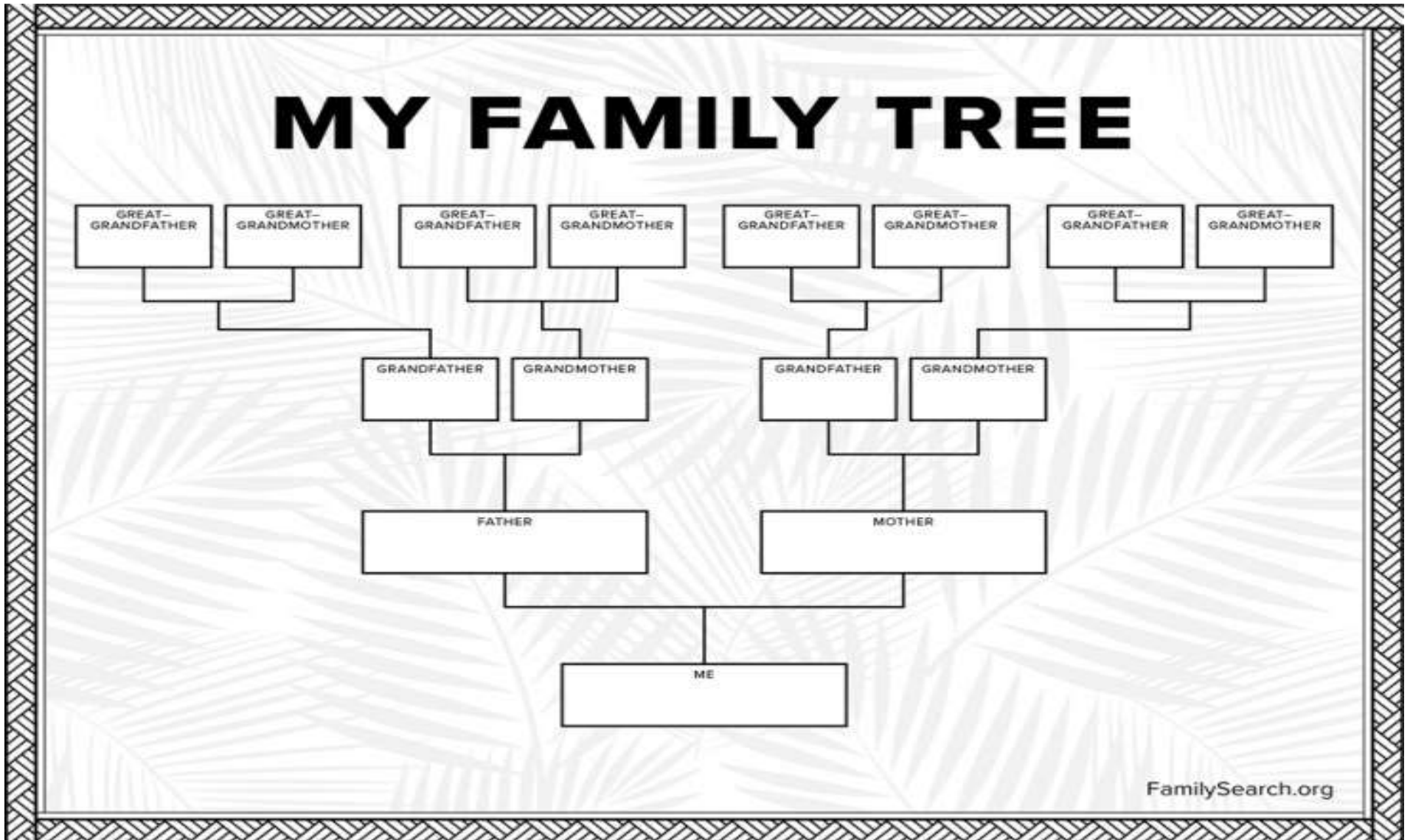
Strand Four (4)

35 Budget Template

MONTH:	Monthly Budget	
INCOME		**AMOUNT**
	TOTAL INCOME:	

EXPENSES		**AMOUNT**
	TOTAL EXPENSES:	

GOAL:	AMOUNT IN SAVINGS:

https://www.moneyprodigy.com/kids-budget-worksheets/

36 CARICOM Anthem

CELEBRATING CARICOM
Verse 1
From many distant lands, our forefathers came
Some seeking adventure, some bound in chains
Through battles waged and fought
Through victory and pain
By test of their courage
Our freedom was gained
In homage to those gone before us
The heroes of lands in the sun
We vow to join hands and to focus
On building one Caribbean

Chorus
Raise your voices high
Sing of your Caribbean pride
Sing it loud and strong
Feel our hearts beat as one
Celebrate in song
As we rise to heights where we belong
Sound the victory drum
For CARICOM

Verse 2
Though great and diverse be our ethnicities
The bonds that unite us are stronger than these
We dine we pray we love, we dance, and we play

We relate to each other the West Indian way
Today as people united
Determined and steadfast we stand
We look to a brand-new horizon
The future now firmly in our hands

Chorus

Bridge
Hélé hélé bwavo (Shout Bravo)
Opo yu stem CARICOM (Raise your voices CARICOM)
Lévé lévé vwa'w (Raise your Voices)
Naki yu dron CARICOM (Beat your drum CARICOM)
Tanbouyé tanbou a wo (Drummer drum woh)
Opo, you stem CARICOM (Raise your voices CARICOM)
Lévé lévé vwa'w (Raise your voices)

Chorus

By Michele Henderson

Glossary of Terms

Agriculture: The practice of producing crops and raising livestock.

Absolute location: The exact position of a place on the earth's surface.

Ackee: A red fruit that splits open when ripe to show black seeds and a cream-coloured flesh. It is the National Dish of Jamaica when it is cooked with salt fish.

Ackee: A small green oval shaped fruit that grows in clusters. This fruit is named guinep in St. Kitts – Nevis and Jamaica but Akee in Barbados.

Adapt: To change to fit new conditions.

Algae: Very small and simple forms of aquatic organism.

Americas: North America, South America, and the Caribbean together.

Amerindian: The name given to the people living in the Americas before the Europeans arrived.

Anancy(si): Also called Brer Anancy is a clever spider who always outsmarted other animals. This tale or story came out of the West Coast of Africa to the Caribbean through storytelling.

Anarchy: A state of disorder, confusion, lawlessness.

Ancestors: People who belong to our family or country who lived a very long time ago.

Arawak: The original name given to the group of people that Columbus met when he arrived; also refers to a language spoken by these people. They are now called Tainos. They are believed to have settled in the Lesser Antilles before being chased to the Greater Antilles by the Caribs.

Archaeologist: A person who studies human history through the excavation of sites and the analysis of artifacts and other physical remains.

Archaeology: The study of the distant past based on what people left behind.

Archipelago: A group or chain of islands…. found close together in the sea or ocean.

Artifact: An object created and used by human beings at least a century ago.

Associated Statehood: Territories who are no longer colonies of another country but have full control of their constitution (internal affairs) but not their external affairs or defense.

Atlas: A collection or book of maps.

Atmosphere: The layer of air that surrounds the earth.

Authority: The person or group of people who are given the right to control or direct the action of others.

Awards: To give a prize or sum of money.

Awareness Event: An activity organized to promote knowledge and understanding of an issue or a problem.

Bacteria: Very small and simple forms of animal life.

Bar chart: A graph drawn using rectangular bars to represent the value of something. The bars can be horizontal or vertical.

Barter: Exchange of goods for other goods.

Bilateral trade agreements: Trade agreements between two countries.

Bodies of water: All the different sizes and shapes of water naturally found on the earth's surface. Oceans, seas, lakes, bays, rivers, and ponds are examples of bodies of water.

Border: The frame around the map.

Boundary: A line that marks the point that you cannot or should not pass.

Bridge: A structure built over a river or road so that vehicles and people can cross.

Bust: A sculpture of a person's head, shoulders, and upper chest.

Canal: A human-made waterway.

Cardinal directions: North, south, east, and west.

Cardinal points: The points of the Compass: North, Northeast, East, Southeast, South, Southwest, West, Northwest.

CARICOM: Abbreviation for Caribbean Community, a regional organization that encourages economic integration.

CARIFESTA: The Caribbean Festival of Arts, a regional event which highlights and displays the uniqueness of the Caribbean.

Cave: A large hole in the ground or in the side of a hill or mountain.

Census: An official survey of a population to obtain information about the number of persons in a country, their ages, jobs etc.

Century: A period of one hundred years.

Chronological Order: The arrangement of events following one after another in the time in which they occurred.

Citizen: A member of a country by birth, descent, naturalization, marriage, or investment.

Civic responsibility: The actions and attitudes of a citizen in a democracy that promote the common good…may include participating in government, church, and community associations e.g., Boy's Brigade, Path Finders.

Civil Service: Service as a government official, workers in government ministries such as teachers in public/government schools.

Climate: The average weather conditions in certain area over a long period of time... the average state of the atmosphere in a certain area over a long period of time.

Coast: The seashore and the land close to.

Coastal Erosion: The loss of land from the coast by wave, winds, tides and /or the activities of man.

Colonization: The action or process of settling among and establishing control over the indigenous people of an area.

Colony: A country under full or political control a more powerful country.

Commercial: Producing goods on a large scale to make money.

Commercial Bank: A bank that offers services to the public and to companies.

Community festival: An event celebrated by a community and centering on some characteristic aspect of that community and its religion or cultures.

Common good: The good of the society.

Community: Groups of people living together.

Community service learning: Where students contribute to their community by participating in community service placements related to a topic or area of concern and then produce assignments based on what they did.

Communism: A political system where the state controls all the means of production (such as mines, factories, and farms) and wealth is divided among citizens equally or according to individual need.

Compass rose: The small drawing that uses one or more arrows to show cardinal and/or intermediate directions on a map or globe agreement.

Compromise: All sides in a conflict giving up some of what they want to make an.

Concept Map: A type of graphic organizer used to help students organize and represent knowledge of a subject. It begins with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics.

Conflict: Distress caused by opposing opinions, values, feelings, and needs.

Conservation: The careful and systematic use of resources.

Constituency: An area of a country represented by a particular member of parliament.

Constitution: A plan which outlines and describes how a country is organized.

Cooperation: Working together to get something done.

Coral: Tiny marine animals and rock-like structures formed by skeletons of coral colonies.

Conserve/Conservation: To use or manage something wisely, to make something last if possible.

Consume: To use goods and services.

Consumer: A person who buys goods and services.

Consumer Protection: A law designed to protect consumers against unfair trade practices.

Consumer Rights: Laws that producers of goods and services must follow to protect customers from harm.

Consumer Responsibilities: Customers take charge of the cost and consequences of their purchases.

Continent: A very large area of land that consists of several countries.

Coordinate: The point on a map or globe where a line of latitude and longitude cross.

Criteria: An established set of rules or guidelines used to categorize or assess something.

Crown Colony Government: The former British Overseas Territories were governed by Great Britain and were not in control of their internal or external affairs.

Culture: The way of life of a people.

Cultural Heritage: Customs, values, and practices that we inherited from our ancestors.

Currency: A system of money in general use in a particular country.

Custom: The usual way of behaving or doing something.

Decade: A period of ten years.

Deforestation: Process of cutting trees and clearing forests on large areas of land.

Democracy: A system of government elected by the people, a form of government in which the country's people can participate and vote for how the country is to be run.

Democratic Government: A system of government in which people choose their rulers by voting for them in elections.

Demography: The study of changes in the size and structure of human populations.

Denomination: A religious organization with a title, for example: Baptists, Catholics, Anglican.

Dialect: A local form of language used in a particular place or by a certain group of people.

Disabled/disability/differently abled: Having a condition that makes doing normal daily tasks sometimes difficult or challenging. E.g., Not being able to walk because you are in a wheelchair.

Divali/ Diwali: A Hindu festival of lights, held in the period October to November.

Diversity: Of several different kinds.

Diversified Economy: An economy that has several different economic activities to bring revenue into a country. This provides the country with the ability to survive if one economic activity fails as there is not a dependence on one source of revenue.

Dredge: To remove material from the bed of a river or sea.

Drought: A long period when there is little or no rain which causes problems such as crop damage and water supply shortages.

Earthquake: A sudden and violent shaking of the ground, sometimes causing great destruction, because of movements within the earth's crust or volcanic activity.

E- Commerce: The buying and selling of goods or services using the internet, and the transfer of money to make these transactions.

Economic: The management of money, industry, or trade of a country.

Economy: The organization and distribution of goods and services.

Ecosystem: The way in which animals and plants relate to each other and to their environment in a particular area.

Eco- tourism: Tourism based on concern for the environment.

Election: The process of selecting someone to serve as a member of a political body by voting.

Electoral process: The process by which citizens select the persons they want to run their government.

Electorate: People who can vote.

Emancipation: Freedom from slavery.

Emigration: Moving out of one's own country to settle in another country.

Employment: Paid work.

Empire: Land with different territories and people under a single ruler.

Endangered: At risk of dying out.

Environment: The geographic and human characteristics that surround and affect the way people live natural environment, social environment.

Enumerator: Census taker who goes door-to-door to gather demographic information.

Equal: Having the same rights or opportunities as another or others.

Equator: The imaginary line around the middle of the earth dividing the northern hemisphere and the southern hemisphere.

Erosion: Gradual wearing away and destruction of something.

Ethnic group: A group within a large culture that shares common traits, for example, ancestry, language, religion.

European: A person from Europe.

Executive: The branch of government that implements the law.

Export: The trading of goods and resources from one another country to another.

Exports: Resources or goods sent from one country to another.

Extended family: A family group that includes father, mother, children, and close relatives.

Extinct: Having died out.

Fact: Something that is true.

Extended Family: Family group that is made up of parent(s), children, and close relatives such as grandmother, aunts, uncles, and cousins.

Family: A group of people living together who are related to each other by blood, marriage, or adoption.

Family Tree: A diagram showing how people in a family are related to each other.

Fauna: The animal life of a region.

Federal Government: A system that divides up power between a strong national government and smaller local government.

Festival: A time of celebration, entertainment, or series of performances of a certain kind, often held at set times.

Flood: A large amount of water covering an area which is usually dry.

Flora: The plant life of a region.

Folk custom: The passing down of elements of a culture from generation to generation, especially by word of mouth ii. Cultural practices that are preserved by tradition.

Foreign exchange: Foreign currency obtained by selling goods and services to another country.

Forest: A growth of trees and other plants covering a large area.

Fort: A strong building or a place with a wall or fence around it where soldiers can stay and be safe from the enemy.

Fortress: A large, strong building or group of buildings that can be defended from attack.

Frigid Zone: The cold regions between the Arctic Circle and the North Pole and between the Antarctic Circle and the South Pole.

General Election: A time when every adult can vote for the country's leaders.

Generation: All the people born and living at about the same time.

Geographic characteristics: Things that distinguish one place from another. These are divided into two groups: -

Physical characteristics describe the natural environment of a place. They include physical features (landforms and bodies of water) weather, climate, soil, vegetation, and animal life.

Human characteristics describe the people of the place past or present, their human- made features (building etc.) languages, religions, economic activities, political systems, and population distribution.

Goods: Things that people make or grow. Examples include shoes, cars, bags, potatoes, houses.

Government: The group of people who oversee the public affairs of a country.

Government Ministers: Leaders of a country's Government.

Global warming: An increase in the temperature throughout the world.

Globe: A ball shaped object with a map of the earth on it.

Graphic illustrations: Pictorial ways of constructing and organizing information. For example, web charts, bar and line graphs, flow charts, pie charts, timelines etc.

Grid: A system of vertical and horizontal lines on a map.

Grid reference: A map showing location in terms of a system of vertical and horizontal grid lines identified by numbers or letters.

Grid square: A pattern of vertical and horizontal lines that cross over each other, forming squares.

Grid system: The pattern of lines that help locate places on a map or globe; for examples, latitude and longitude.

Gulf: A part of the ocean (or sea) that is partly surrounded by land (it is usually larger than a bay).

Habitat: A place where something lives.

Hemisphere: Half of the sphere or globe.

Heritage: The qualities, traditions, or features of life there that have continued over many years and have been passed on from one generation to another.

Hero: A person who is admired for doing something brave and good.

Hill: A raised area or mound of land.

History: Events of the past and especially those relating to a particular place or subject.

Historic site: Place where something important happened.

Human resources: People doing physical and mental work to produce goods and services.

Human Rights: The rights you have simply because you are human.

Hurricane: Fast moving weather system of high winds of over 74 miles per hour and heavy rainfall which can cause a great deal of damage.

Immigrant: Person who has left his or her home country and settled permanently in another country.

Immigration: Moving to settle in a new country.

Immigration Officers: Officials who check on people entering the country.

Import: Resources of goods brought into one country from another.

Independence: Being free from the control of another country, being free to take care of one's internal and external affairs without being controlled by another country.

Independent nation: A nation that can make its own decisions about governing itself without being controlled by another country. For. E.g., Great Britain. It has its own national symbols, pledge of allegiance and holidays.

Index: An alphabetical list of names etc., at the back of a book, referring to the places in the book where they occur.

Industry: The work and processes involved in producing a particular kind of goods or services.

Industrial estate: An area designed for factories.

Inflation: The steady increase in the costs of goods and services.

Interview: A meeting of people face to face to ask questions to gather information from them about a topic or issue.

Island: A piece of land that is surrounded by water.

Isthmus: A narrow strip of land with sea on either side, forming a link between two larger areas of land.

Institution: A group or organization with a special purpose in a society or culture.

Institutional family: A family that lives in an institution like an orphanage (Children's Home) or a remand centre (New Horizons)

Interdependence: When persons or things need each other to survive.

Interaction: The act of doing something with others or having influence with others.

Intermediate directions: Directions between the cardinal directions: northwest, northeast, southeast, southwest.

International: Relating to foreign countries.

International Trade: The exchange of goods and services for money between foreign countries across their international borders.

Jetty: A wide stone wall or wooden platform at the edge of the sea or river where boats can be attached.

Judiciary: The branch of government that makes sure that the laws are obeyed.

Kwanza: A non-religious holiday and festival celebrated by African Americans in December.

Landforms: Different shapes of earth's surface. For example – mountains, hills, plateaus, plains, peninsulas, and islands.

Landscape: Everything you can see when you look across an area of open land.

Landslide: The rapid downward movement of a mass of rock or earth from a mountain or cliff.

Legend / key Gives the meaning of any special lines, drawings, symbols, or colours on the map.

Legislative: The branch of government that makes the law.

Limestone: Rock formed from the remains of tiny sea creatures.

Lines of latitude: Imaginary lines running east and west around the globe used to measure the distance north and south of the equator in degrees, also called **parallels**.

Lines of longitude: Imaginary lines running south and north around the globe used to measure the distance east and west of the Prime Meridian. They are also called **meridians**.

Local Trade: The exchange of goods and services for money within the same country.

Logo: A sign or symbol used by a group or organization as a means of identification.

Mainland Territory: A country located on a continent but is politically a part of the Caribbean.

Majority rule: A way of deciding something. Whoever or whatever gets the most votes win.

Manifesto: A published statement of the aims and policies of a political party.

Man-made: Things made by humans.

Man-made landscape: Everything you can see when you look across an area of land that people made or change e.g., Bridges, roads, buildings.

Manufacture: The making of goods in large amounts using human labour or a machinery in a factory.

Map: A drawing showing how a piece of land would look if seen from above; a graphic representation of the earth or a part of the earth that is drawn on a flat surface.

Marine Resources: Everything that has to do with the ocean that are considered to have value e.g., fish, sand, oil, minerals etc.

Marketing: The action of promoting and selling products or services, including market research and advertising.

Scale: The measurement on a map or globe that shows the distance between places.

Media: The different means of communicating to large audiences.

Meteorologist: Someone who studies the weather.

Middle Passage: The terrifying Atlantic crossing of enslaved Africans from West Africa to the Caribbean.

Migration: The movement of people from one country or region to another with the intent of staying at that place for a very long time.

Millennium: A period of a thousand years, when calculated from the traditional date of the birth of Christ.

Modify: To change.

Money: Something that is used to buy and sell resources, goods, and services. Money is a medium of exchange.

Monocultural Economy: Economy based on the production of one crop over a period.

Monoculture: The agricultural practice of producing or growing a single crop.

Motto: A statement used by a group or organization as a means of identification.

Mountain: A large landform that rises above the surrounding land usually in the form of a peak.

Mountain Range: A line of mountains connected by high ground.

Multilateral trade agreements: Trade agreements among three or more countries.

Myth: A widely held but false belief or idea.

Nation: An independent community where inhabitants share the same culture, language, history and reside within the same geographic borders.

National: Common to or characteristic of a whole nation.

National Anthem: The official song of a country.

Nation builder: A persons who have made outstanding contributions to their country.

National Hero: A person who receives the highest class of award from the government for their outstanding, selfless, service in nation building.

National Heroes' Day: A national holiday celebrated to honour and remember our national heroes. It is often celebrated on the birthday of a national hero.

National Honours Act: Law passed in 1996 in the St. Kitts/Nevis Parliament which seeks to honour persons who have given remarkable service for the good of the Federation.

National monument: A historic site set aside by a national government and kept for public use.

National Pride: The feeling of being very pleased as a citizen of one's country.

National symbols: Things that represent a country and have a special meaning for the people of the country e.g., National flag.

Natural Disaster: A sudden and terrible event in nature (such as a hurricane, earthquake, or tsunami) that usually results in serious damage and many Deaths.

Natural environment: The physical setting of a place including land, air, water, plants, and animals.

Natural resource: Gift of nature that can be used to produce goods and services. E.gs. include trees, sunshine, soil, water, plants, animals, oil, coal, metals.

Non-renewable resource: Resource that cannot be replaced by natural growth or human action once they are used up.

North Pole: The most northerly part of the earth.

Nuclear Family: A family that is made up of mother, father, and children alone.

Ocean: A large body of salt water that surrounds a continent. Oceans cover more the two-thirds of the Earth's surface.

Old saying: Statement that people often say and that gives advice or information about human life and experience usually based on superstition.

Paramilitary: An organization that has a military structure but is not an official army.

Patriotism: Devotion to and supportive of one's country.

Parliament: Assembly of elected representatives, nominated members and the Speaker.

Parliamentary Democracy: A democratic form of government in which the party (or a coalition of parties) with the greatest representation in the parliament (legislature) forms the government, its leader becoming Prime Minister.

Peninsula: A piece of land almost surrounded by water or projecting out into a body of water.

Personality: The special combination of qualities in a person that makes that person different from others, as shown by the way the person behaves, feels, and thinks.

Physical feature: A natural *part or characteristics* of the environment such as mountains, oceans, rivers, and plains.

Physical/ natural landscape: Everything you can see when you look across an area of land that people did not make or change e.g., mountains, rivers, valleys.

Pictogram: A chart that uses pictures to represent (show) other things.

Pie chart: A type of graph in which a circle is divided into sections that each represent a proportion of the whole.

Plain: A large flat area of land with very few trees.

Political: Relating to the government or the public affairs of a country.

Pollute/**Pollution**: When dirty or dangerous substances are added to the environment (air, water, land) making it spoiled or dirty.

Population: The number of people living in a place at a period.

Population density: The number of people in each area.

Population distribution: The way that people are spread within an area.

Portfolio: A government minister's area of responsibility as a member of Cabinet.

Price: The value of a resource, good or service stated in money terms.

Primary industry: Involves the harvesting or extraction of raw materials from nature; they include agriculture, oil and gas extraction, logging and forestry, mining, and fishing.

Product: A good or service made with resources.

Production: The process of combining natural, human, and capital resources to make a product either a good or service.

Pull factor: Anything that encourages a person/ people to enter an area/ place.

Push factor: Anything that forces a person/ people to leave an area/ place.

Rainforest: A dense forest of tall trees in a tropical area where there is a lot of rain.

Raw materials: Natural substances used in industry.

Reclaimed land: new land that was created from sea, rivers or lakes beds that is now used for farming or building on.

Reference Map: Shows the location of natural and human-made phenomena. These maps are detailed and as accurate as possible. Many phenomena may be shown on a reference map, but no one thing is emphasized.

Reforestation: The planting of trees to replace those which have been cut down.

Regional: Relating to a region of considerable extent; not merely local.

Regional Trade: The exchange of goods and services for money within the same geographical region.

Relative distance: The approximate distance of a place in relationship to other places (i.e., near, and far).

Religious: A strong belief in a god (or gods) or the supernatural.

Renewable resource: Resources that can be renewed naturally.

Resource: Things that can be used to produce a good or a service.

Respect: To be thoughtful of and caring of another person.

Revenue: A country's income from taxes used for paying public expenses.

Rights: Rights are freedoms granted to citizens.

Responsibilities: The duties that a citizen has.

River: A large continuous stretch of fresh water flowing in a channel across land.

Rural: To do with belonging to the countryside.

Salary: A regular monthly payment to someone for the work they do.

Sand mining: The extraction of sand, mainly through from beaches, ghauts or riverbeds. The sand is often used in manufacturing, for example, to make concrete.

Sea: The expanse of salt water that covers most of the earth's surface and surrounds its landmasses.

Secession: The process of formally withdrawing from a political organization.

Secondary industry: The secondary sector involves using raw materials to produce finished and partly finished products.

Secular: Attitudes, activities, or other things that have no religious or spiritual basis.

Self-government: The control of a country by its own people rather than by outside authority.

Services: Actions that people do for each other.

Service Industry: An industry that provides a service for people but does not result in the production of goods.

Settlement: A place where people make a new home.

Slave: A person who is owned by another person and is forced to obey them.

Slaver: A slave ship.

Social: To do with life within a society (the people in a particular country or region).

Social Ill: A problem or issue that affects several individuals in the society.

Social Group: Two or more people who interact with one another, share similar characteristics, and have a sense of unity.

Social institution: A significant organization or practice that influences how people live together in a society or culture.

Social characteristics: Traits that are used to describe how people live together in a society or culture.

Society: A group of people bound together by the same culture or way of life.

Soil erosion: Washing away of soil.

Statehood: Where former British Overseas Territories were given semi-independent political status and were in control of their internal affairs.

Suburb: An area with houses outside the central part of the town or city.

Survey: To ask (many people) a question or a series of questions to gather information about what most people do or think about something.

Symbols: The pictures, shapes, or colours on a map that stands for objects, places, or people.

System: A set of rules or ideas that a society or culture follows.

Table of Contents: A list of titles of the parts of a book or document, organized in the order in which the parts appear. It is usually found on a page before the start of the book or document.

Tax: Money paid to the government.

Technology: Skills, method, tools, machines, and other things used to perform activities.

Telecommunication: Communicating with other people in various ways, such as telephone, radio, fax, internet, television.

Telemarketing: The marketing of goods or services by means of telephone calls to potential customers.

Temperature zone: Regions where the mean temperature is not too hot nor too cold but moderate.

Tertiary industry: The tertiary industry provides services to consumers and includes persons who work in tourism and hospitality, bankers, mechanics, doctors, teachers etc.

Time zone: Fifteen (15) degree divisions between lines of longitudes.

Timeline: Display of a list of events in chronological order and can use any time scale, depending on the subject and data.

Title: i. The heading of the map that tells what the map shows. **ii.** A name that describes someone's position or job.

Tolerance: Willingness to respect the behaviours of others without criticizing.

Tourist: People who travel for business and/or pleasure.

Trade: The exchange of resources, goods, and services for money.

Trade agreement: Two or more countries agree on terms that help them trade with each other.

Tradition: A custom or belief that is passed from one generation to the next.

Travel agent: Person or company which makes travel arrangements for people.

Tropical rain forest: The natural ecosystem found in areas with a tropical climate.

Tropical zone: A climate which has a mean temperature of 18ºC throughout the year.

Tsunami: A great sea wave caused by earthquakes or undersea volcanic activity.

Unilateral trade agreement: A trade agreement that is imposed on one country by another limiting them to trade with that country only, all to the benefit of that one country.

Universe: Everything that exists within the solar system and all living things.

Universal Adult Suffrage: The right of all adults to vote in an election.

Unsung hero: One who does great deeds but is not given the attention and praise that is deserved for them.

Urban: Related to the town or city.

Urbanization: The growth of populations in urban area through migration from rural areas.

Valley: The low area between mountains.

Values: The moral (correct and acceptable way to behave) beliefs of a person or group of people that are very important and useful to them.

Vegetation: Plants that are growing.

Vocabulary: Words known to people or used in a particular book or subject.

Volcanic Activity: An opening in the earth's crust from which molten lava, rock fragments, ashes, dust, and gases are ejected from below the earth's surface.

Volcano: A mountain formed by molten rock forcing its way up through the earth's crust.

Wage: Payment made to someone each week for the work that they do, especially to an unskilled worker.

Water body: The part of the earth's surface covered with water (such as a river or lake or ocean).

Wind erosion: The damage to land because of wind removing soil from an area.

GLOSSARY ACTIVITY

Suggested activities for helping students retain content specific vocabulary: Model the use of the terminology in meaningful contexts as often as possible

Encourage student use of vocabulary by:

Praising students who use content vocabulary when giving responses

Challenging students to find appropriate uses of content vocabulary in and written form

Recycle previously used words to keep them in the students' memory bank

Post content vocabulary words with a diagram to denote meaning on a bulletin board or wall so students will have a ready reference for words they might

need to read and

be able to comprehend

Have students make picture dictionaries

Complete word searches and puzzles