



**REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION**

**SECONDARY EDUCATION MODERNIZATION
PROGRAMME**

DRAFT

SECONDARY SCHOOL CURRICULUM

Form Three

Social Studies

Curriculum Development Division

October 2003

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ABOUT THIS DRAFT

Under the umbrella of the Secondary Education Modernization Programme (SEMP), since the latter part of 1999, new secondary school curricula in eight (8) subjects – Language Arts (English), Science, Mathematics, Social Studies, Spanish, Physical Education, Visual and Performing Arts and Technology Education – have been in development. In this publication you will find the first drafts of the Form III curriculum guide produced for each of the above identified subject areas.

These Curriculum Guides represent ‘a work in progress’. They are not the finished product. They intended to serve the following purposes:

- (i) provide clear guidance to teachers for implementing effectively the instructional programme for a particular subject area at a particular class/form level.
- (ii) present a sufficiently detailed learning plan for the respective subject areas and for the entire secondary school curriculum that would enable teachers, school administrators and other major stakeholders to give meaningful, constructive feedback on the draft curricula for the various subjects – that is, for them to be actively involved in the development process.
- (iii) contribute to the further revision and refinement, through the feedback received at (ii) above, of this draft curriculum guide for Form III.

Teachers and other users of these Curriculum Guides should also carefully note the following:

- Teachers’ Guides, Performance Standards, Assessment Manuals, Integration Matrices (linking content and essential learning outcomes in the relevant subject areas) are being developed and are in various stages of completion as companion documents to these Curriculum Guides. Accordingly, teachers and other users of these Draft Curricula can be assured that only certain areas, which may be interpreted as showing a lack of clarity, detail and/or adequate treatment, will be adequately addressed in the forthcoming above-mentioned companion documents.
- A series of orientation meetings and training workshops related to the effective implementation of the curriculum is being planned. At these workshops/meetings the concerns of teachers will be addressed and guidance given with respect to the interpretation/clarification of certain aspects of these draft Guides.
- These first draft publications of the respective Curriculum Guides have been issued in ring binders. This mode of presentation will facilitate correction of existing typographical errors, standardization of font sizes, formatting, layout etc, as well as the revision/refinement of the subsequent drafts – which will inevitably ensue from feedback/comments on these draft documents.

Finally, we hold the view that teachers, in particular, but other stakeholders as well, are key players in the curriculum development process. Teachers are integral to the development of curricula that are relevant and appropriate. The curriculum is the major vehicle for providing quality education which meets the needs of both the individual learner and the national development objectives of the Republic of Trinidad and Tobago. In this regard, we eagerly look forward to and indeed welcome the comments/suggestions of all stakeholders, especially teachers, which should be addressed to:

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A Note to Teachers

The Ministry of Education through the Secondary Education Modernization Programme is seeking to reform the secondary education system. These draft National Curriculum Guides produced for eight subject areas are a key element in the current thrust to address the deficiencies identified in the system.

Draft curriculum guides have already been produced for years one and two of the secondary system. Implementation of the new curriculum began on a phased basis in September 2003. These draft guides for year three represent the conclusion of the first cycle of secondary school and together with those of years one and two prepare students for the National Certificate of Secondary Education, Part One.

The three sets of curriculum guides constitute the draft National Curriculum for the lower secondary school system. The National Curriculum is an important element of the School Curriculum which comprises all the learning and other experiences that each school plans for its pupils. It is expected that each school will undertake to develop the School Curriculum in alignment with the National Curriculum, fine tuning as necessary in response to the needs of their pupils and to the community.

Teachers too have curriculum functions to perform. Using the National Curriculum Guides they are expected to develop instructional programmes, determining the type and extent of curriculum integration and the teaching and assessment strategies to be employed to facilitate student success. They will also identify and develop appropriate learning materials and decide on how the curriculum will be individualized to suit students' capabilities, needs and interests.

The introduction of the new curriculum guides for forms one to three is being accompanied by several supporting initiatives. These include the

- phased technical upgrade of physical facilities
- provision of enhanced teaching and learning resources including textbooks
- increased use of educational technology
- introduction of a curriculum website at *www.curriculum.gov.tt*
- professional development opportunities for teachers, heads of departments, principals and vice-principals
- expanded schools transportation and meals programmes
- restructuring and decentralization of the education system.

As implementation proceeds, there will be careful monitoring to obtain feedback and to provide necessary support. Your comments and suggestions are most welcome and may be made on the website or in writing. Final revision of the draft guides is planned for the academic year 2005-2006.

We are confident that this new curriculum will significantly enhance teaching and learning experiences in our secondary schools and consequently the achievement of the national educational goals.

Sharon Mangroo

Director, Curriculum Development (Ag)

December, 2003

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Special thanks to

- Mr. Maurice Chin Aleong, Programme Coordinator, Dr. Stephen Joseph, Assistant Programme Coordinator, Quality Improvement and Mrs. Patricia Sealy and Mrs. Renée Figuera, Education Specialists
- Mr. Lloyd Pujadas, Director, Curriculum Development and leader of the SEMP Curriculum Development sub-component who led the year three activities
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- The Division of Educational Services which printed early drafts for circulation
- Mrs. Marie Abraham, Editor who contributed her time, energy and knowledge to the editing of these documents

The Curriculum Officers and members of the Curriculum Writing Teams brought their knowledge, skills and practical experience of teaching and learning to the curriculum development process. Members of the writing team for this subject are listed below.

The members of the Curriculum Writing Team for this subject are:

NAME	SCHOOL/INSTITUTION
1. Dr. George Gowrie	Curriculum Officer
2. Mr. Carlisle Branker	Curriculum Officer
3. Ms. Donna Wong Wai	Fyzabad Anglican School
4. Ms. Ambika Jaimungalsingh	Barrackpore Secondary
5. Mr. Yeon Glasgow	Corinth Teachers' College

6. Mrs. Deanmatee Rambally	Carapichaima Junior Secondary School
7. Ms. Joanne Laurence	Valencia High School
8. Cynthia Gowrie	Cunupia High School

PART ONE

INTRODUCTION

In its commitment to a comprehensive reform and expansion of the secondary school system, the Government of the Republic of Trinidad and Tobago in 1996, adopted the report of the National Task Force on Education as educational policy. The specific recommendations for the improvement of secondary education led to discussions with the Inter American Development Bank (IADB) for loan funding arrangements for a programme to modernise secondary education in Trinidad and Tobago. This programme, the Secondary Education Modernization Programme (SEMP) was formalized and has been designed to:

- address deficiencies identified in the education system;
- establish a firm secondary education foundation that would catapult Trinidad and Tobago into the 21st century assured of its ability to participate advantageously in the global economic village, smoothly traverse the information super highway and utilize cutting edge technology for the competitive advantage it provides;
- allow for adaptation to future demands; and
- produce good citizens.

The deficiencies identified include:

- an unacceptably low level of academic achievement;
- unsatisfactory personal and social development outcomes: and
- curricular arrangements whose major outcomes were linked to the attainment of a minimum of five General passes in the Caribbean Examinations Council (CXC) examination.

The Secondary Education Modernization Programme (SEMP) consists of four articulated components:

- (a) improved educational equity and quality
- (b) deshifting, rehabilitation, and upgrading of school infrastructure

- (c) institutional strengthening, and
- (d) studies and measures for improved sector performance.

This document is evidence of the effort to address component (a) under which curriculum development falls.

THE CURRICULUM UNDERPINNINGS

This curriculum has been informed by the wealth of available curriculum theories and processes. In the Final Report of the Curriculum Development Sub-Component submitted by J. Reece and K. Seepersad, the curriculum is defined, as a “plan for action” or a “written document that included strategies for achieving desired goals or ends.” This is the definition that is applied here. The curriculum is herein defined as the written document that is to be used by teachers to plan effective learning opportunities for students in secondary schools.

Macdonald (1976) declares,

‘Curriculum it would seem to me is the study of “what should constitute a world for learning and how to go about making this world”. As such it is a microcosm... the very questions that seem to me of foremost concern to all humanity, questions such as what is the good society, what is the good life and what is a good person are explicit in the curriculum question. Further, the moral question of how to relate to others or how best to live together is clearly a part of curriculum.’

In essence Macdonald’s statement establishes the basic forces that influence and shape the organization and content of the curriculum: the curriculum foundations. These are

- (a) The Philosophy and the Nature of Knowledge
- (b) Society and Culture
- (c) The Learner
- (d) Learning Theories

These foundations are at the heart or the centre of the dialogue essential to the development of a coherent, culturally focussed and dynamically evolving curriculum. Of course the prevailing philosophical concerns and educational goals provide the base.

PHILOSOPHY OF EDUCATION

The following philosophical statements are at the foundation of the curriculum and are stated in the Education Policy Paper 1993-2003 as follows:

WE BELIEVE

That every child has an inherent right to an education which will enhance the development of maximum capability regardless of gender, ethnic, economic, social, or religious background.

That every child has the ability to learn, and that we must build on this positive assumption.

That every child has an inalienable right to an education which facilitates the achievement of personal goals and the fulfilment of obligations to society.

That education is fundamental to the overall development of Trinidad and Tobago.

That a system of 'heavily subsidised' and universal education up to age 16 is the greatest safeguard of the freedom of our people and is the best guarantee of their social, political, and economic well-being at this stage in our development.

That the educational system of Trinidad and Tobago must endeavour to develop a spiritually, morally, physically, intellectually and emotionally sound individual.

That ethical and moral concerns are central to human development and survival. Fundamental constructs such as "decency," "justice," "respect," "kindness," "equality," "love," "honesty," and "sensitivity," are major determinants of the survival of our multi-cultural society.

That the parent and the home have a major responsibility for the welfare of the child and that the well-being of the child can best be served by a strong partnership between the community and the school.

That the educational system must provide curricular arrangements and choices that ensure that cultural, ethnic, class and gender needs are appropriately addressed.

That students vary in natural ability, and that schools therefore should provide, for all students, programmes which are adapted to varying abilities, and which provide opportunities to develop differing personal and socially useful talents.

That we must be alert to new research and development in all fields of human learning and to the implications of these developments for more effective teaching and school improvement.

That the educational system must be served by professionals who share and are guided in their operations by a set of systematic and incisive understandings, beliefs and values about education in general and its relationship to the development of the national community of Trinidad and Tobago.

That there is a need to create and sustain a humanised and democratised system of education for the survival of our democracy.

That the democratisation and humanisation of the educational system are largely contingent on the degree to which the system is professionalised. The nature of educational problems are [sic] such that the professional core must be engaged in decision-making with respect to the problems that affect their expert delivery of the services to the clientele and ultimately to Trinidad and Tobago. Professionals must come to experience a real sense of 'control and ownership' of matters educational.

That from a psychological perspective, education is a means of looking out beyond the boundaries of the immediate. It can be the viable means which creates individuals with

the intellect and capacity to develop and lead societies, communities, villages, and/or neighbourhoods and families of the future. It should be responsive to and stimulate the searing human spirit and the emphatic quest for human communication, interaction, love and trust.

That learning is cumulative and that every stage in the educational process is as important and critical for the learner's development as what has gone before it and what is to come. As such we must view educational programming and development in the round, recognising the importance of every rung on the ladder of delivery by intensifying our efforts throughout the system.

THE GOALS OF EDUCATION

Coming out of the articulated philosophy, formal education in Trinidad and Tobago must aim to:

- provide opportunities for all students to develop spiritually, morally, emotionally, intellectually and physically;
- develop in all students attitudes of honesty, tolerance, integrity and efficiency;
- provide opportunities for self-directed and life-long learning;
- provide opportunities for all students to develop numeracy, literacy, scientific and technological skills;
- promote national development and economic sustainability;
- promote an understanding of the principles and practices of a democratic society;
- equip all students with basic life skills;
- promote the preservation and protection of the environment;

- develop in all students an understanding of the importance of a healthy lifestyle;
- help all students acquire the knowledge, skills and attitudes necessary to be intelligent consumers;
- provide opportunities for all students to develop an understanding and appreciation of the diversity of our culture; and
- provide opportunities for all students to develop an appreciation for beauty and human achievement in the visual and performing arts.

An analysis of the educational philosophy of the Ministry of Education's Policy Paper (1993 – 2003) and of the goals for education derived from it by the Curriculum Development Division (as outlined above), taken with the research conducted in developed nations, has led to the identification of six areas in which all secondary students must achieve. These are universally accepted goals that have been developed and underscored by other educational jurisdictions and have been described as essential learning outcomes. These outcomes help to define standards of attainment for all secondary school students.

THE ESSENTIAL LEARNING OUTCOMES

The six outcomes are in the areas of:

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

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

It is expected that by the end of the third year of secondary school students' achievement in all six areas will result in a solid foundation of knowledge, skills and attitudes which will constitute

the base for a platform for living in the Trinidad and Tobago society, and for making informed choices for further secondary education.

The essential learning outcomes are described more fully below.

Aesthetic Expression

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

Students should be able, for example, to:

- use various art forms as a means of formulating and expressing ideas, perceptions and feelings;
- demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity;
- demonstrate an understanding of the economic role of the arts in the global village society;
- demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various art forms;
- demonstrate understanding of the significance of cultural resources, such as museums, theatres, galleries, and other expressions of the multi-cultural reality of society.

Citizenship

Students should be able to situate themselves in a multicultural, multiethnic environment with a clear understanding of the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students should be able, for example, to:

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

- demonstrate an understanding of Trinidad and Tobago's political, social and economic systems in the global context;
- demonstrate understanding of the social, political and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;
- examine issues of human rights and recognize and react against forms of discrimination, violence and anti-social behaviours;
- determine the principles and actions of a just, peaceful, pluralistic and democratic society, and act accordingly;
- demonstrate an understanding of their own cultural heritage, cultural identity and that of others and the contribution of multiculturalism to society.

Communication

Students should be able to, through the use of their bodies, language, tools, symbols and media, demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information and thus communicate more effectively.

Students should be able, for example, to:

- explore, reflect on, and express their own ideas, learning, perceptions and feelings;
- demonstrate understanding of facts and relationships presented through words, numbers symbols, graphs and charts;
- demonstrate sensitivity and empathy where necessary in communicating various kinds of emotions and information;
- present information and instructions clearly, logically, concisely and accurately for a variety of audiences;
- interpret and evaluate data, and express ideas in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

Personal Development

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

Students should be able, for example, to:

- demonstrate preparedness for the transition to work and further learning;
- make appropriate decisions and take responsibility for those decisions;
- work and study purposefully both independently and in cooperative groups;
- demonstrate an understanding of the relationship between health and lifestyle;
- discriminate amongst a wide variety of career opportunities;
- demonstrate coping, management and interpersonal skills;
- display intellectual curiosity, an entrepreneurial spirit and initiative;
- reflect critically on ethical and other issues;
- deal effectively with change and become agents for positive, effective change.

Problem Solving

Students should know problem-solving strategies and be able to apply them to situations they encounter. They should develop critical thinking and inquiry skills with which they can process information to solve a wide variety of problems.

Students should be able, for example, to:

- acquire, process and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives with flexibility and creativity for solving problems;
- formulate tentative ideas, and question their own assumptions and those of others;
- solve problems individually and collaboratively;

- identify, describe, formulate and reformulate problems;
- frame and test hypotheses;
- ask questions, observe relationships, make inferences, and draw conclusions;
- identify, describe and interpret different points of view and distinguish fact from opinion.

Technological Competence

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

Students should be able, for example, to:

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies;
- demonstrate understanding of and use existing and developing technologies appropriately;
- demonstrate an understanding of the impact of technology on society;
- demonstrate an understanding of ethical issues related to the use of technology in a local and global context.

THE CURRICULUM DESIGN AND DEVELOPMENT PROCESS

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

CURRICULUM DESIGN

George A. Beauchamp (1983) says, “curriculum planning is a process of selecting and organizing culture content for transmission to students by the school. The process is very complex, involving input from many sources, but the organized end result of the process is the design of the curriculum.”

The varied perspectives as to the nature of knowledge, the nature of the learner, what should be learnt and how, and to what end, have resulted in three (3) major classifications of curriculum designs. Zais (1976, p.376) lists them as: subject-centered, learner-centered, and problem-centered designs. Also bringing influences to bear on the design is what Eisner and Vallance (1974) call the “orientations to curriculum.” These orientations aid in the comprehension of what the curriculum is geared towards in terms of the development of the individual.

This curriculum displays a learner-centered design. It is based primarily on ‘man-centered’ philosophical assumptions employing constructivist theory. Its major orientation is to curriculum as self-actualization. It is student-centered, seeks to provide personally satisfying experiences for each student, and is growth oriented. As the student moves from one level to another, the activities expand to allow him/her new insights and approaches to dealing with and integrating new knowledge.

The curriculum design is defined by two structures, the substantive and the syntactic.

The substantive structure reflects the “range of subject matters with which it is concerned”; the syntactic structure describes the “procedures of inquiry and practice that it follows”.

The substantive structure begins with a vision statement, a rationale, lists the general and specific outcomes of the programme, and establishes the nature of the connections with the other core subjects on the timetable. The syntactic structure is developed along a tabular format in which the intended outcomes are associated with activities making it easy to read and teacher friendly. The content finds coherence with Tyler's (1950) three criteria for the organization of learning activities: continuity, sequence and integration.

CURRICULUM DEVELOPMENT

The first stage of the curriculum development process consisted of stakeholder consultations held with a cross section of the community.

Consultations were held with primary and secondary school teachers, principals, members of denominational school boards, members of the business community, the executive of the TTUTA, representatives from the UWI, John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College and Caribbean Union College, parents, librarians, guidance counsellors, students, curriculum officers and school supervisors. They were focused on the philosophy, goals and learning outcomes of education.

The results of these consultations were:

- agreement on the concept of a “core”, that is, essential learning outcomes consisting of skills, knowledge attitudes and values that students must acquire BY the end of five years of secondary schooling;
- agreement on the eight subjects to form the core;
- agreement on the desirable outcomes of secondary school education in Trinidad and Tobago.

THE CORE CURRICULUM SUBJECTS

These are subjects that every student is required to take in forms one to three. Students will be allowed to choose from a list of subject offerings thereafter.

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

The subjects and the time allocations are as follows

Subject	No. of Periods	Subject	No. of Periods
English	Six	Mathematics	Five
Science	Four	Physical Education	Two
Spanish	Four	Technology Education	Four
Social Studies	Four	Visual and Performing Arts	Four

In Stage Two of the process, the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and of the Task Force for “Removal of Common Entrance” as well as newspaper articles and letters to the editor on education over the past five years.

The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and statement of a set of desirable outcomes and essential exit competencies to be had by all students on leaving school. All learning opportunities, all teaching and learning strategies, all instructional plans, are to contribute to the realization of these outcomes and competencies.

At Stage Three ten existing schools were identified to pilot the new curriculum. Teachers from eight subject areas were drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools were also included in the teams. These teams met initially for three days, then for one day per week during April to July 2000, to conduct the writing phase of the curriculum development. In this phase learning outcomes specific to each subject, which contribute to the fulfilment of the

national outcomes were identified. Subject content, teaching and learning and assessment strategies to support these outcomes were developed.

The process of curriculum development for years two and three continued in a similar fashion. Curriculum Officers were assisted by teachers who were released from their teaching duties for varying periods of time.

The following curriculum document is the result of their efforts.

The International Consultant, for Curriculum Development, Dr. Robert Sargeant, (Associate Professor - Mount St. Vincent University, Nova Scotia, Canada) guided the curriculum design and development process.

PART TWO

FRAMEWORK OF THE SOCIAL STUDIES PROGRAMME

FORM THREE

TERM ONE	TERM TWO	TERM THREE
THE PHYSICAL ENVIRONMENT The Way the Physical World Works	THE SOCIAL ENVIRONMENT The Way Social Systems Work	THE SOCIAL ENVIRONMENT The Way Social Systems Work (Cont'd)
<ul style="list-style-type: none"> ▪ Natural Systems of the Earth ▪ Natural Hazards and Related Environmental Issues. ▪ Social/Moral Values Issues. 	<ul style="list-style-type: none"> ▪ Structure and Functions of Formal Groups ▪ Political Systems in the English Speaking Caribbean ▪ Major Institutions of Government in Trinidad and Tobago. ▪ Integration and Cooperation ▪ Social/Moral Values Issues 	<ul style="list-style-type: none"> ▪ Globalization – The World as one Village ▪ Social /Moral Values Issues. ▪ Challenges and Opportunities - Drawing it all together. ▪ Research Project.

GENERAL LEARNING OUTCOMES FOR FORM THREE

At the end of Form Three students will be able to:

- demonstrate an understanding of the terms and concepts related to the themes and units.
- identify and describe the major landforms in Trinidad and Tobago, Caribbean and the wider world.
- explain the relationship among movement patterns, locations and regions with reference to the human and physical environment
- describe consequences of man's interference with the natural systems.
- suggest solutions to reduce man's negative impact on the natural systems.
- gather and interpret statistical data on the relationship between the natural systems of the earth and man's lifestyles.
- recognize the importance of protecting the natural systems of the earth for the survival of mankind.
- differentiate between natural and man-made disasters.
- examine the causes and consequences of natural disasters with regard to Trinidad and Tobago and the Caribbean.
- Be cognizant of the major elements of a disaster preparedness plan.
- create disaster preparedness plans to named disasters.
- demonstrate positive attitudes in maintaining a clean and healthy environment.
- recognize the role and function of the different local, regional and international organizations in disaster preparedness.
- be aware of their role in working cooperatively with others in disaster relief initiatives.
- identify the main characteristics of formal and informal groups.
- assist in the development of positive values and attitudes in groups.
- describe the various ways leaders are chosen.
- appreciate the benefits of groups to the community and society.
- distinguish different political systems in the English speaking Caribbean.
- recognize the importance of the different political systems in the overall development of their country.
- identify and explain the structure and functions of the different arms of Government.

- define the relationship among the arms of Government.
- examine the role and function of the President.
- recognize why Government is important to a country.
- trace the development of the integration movement in the English speaking Caribbean
- examine the ways in which Caribbean peoples cooperate at the non-political levels.
- suggest the different ways Caribbean Unity can be promoted to assist in the overall economic and social development of the region.
- identify some of the technological changes that are associated with globalization.
- conduct research to identify the negative and positive impact of globalization.
- suggest solutions to eradicate the negative impact of globalization.
- recognize the need for countries to be prepared for the different social, economic, technological and political changes associated with globalization.
- be aware of the sequential steps in the research process.
- recognize the importance of conducting research on important local, regional and global issues.

SUGGESTED SOCIAL ISSUES/MORAL VALUES OUTCOMES

TERM ONE

- Appreciate the fragility of the physical environment
- Respect the awesome power of nature
- Develop a serious attitude to emergency warnings
- Empathize with the victims of natural disasters and respond positively to their needs
- Make disaster preparedness a way of life.
- Appreciate the contributions of past generations in coping with disasters

TERM TWO

- Appreciate the inter-dependence of human beings
- Value group membership
- Support efforts to promote regional unity
- Empathize with the disenfranchised and disadvantaged
- Become proactive in the development of a better social environment

TERM THREE

- Learn to cooperate with others in the accomplishment of set goals
- Respect the views of others
- Value the right of others to their privacy
- Exercise integrity in their reporting of findings
- Place a premium value on other people's time
- Take responsibility for assigned tasks.

**CONTENT GUIDELINES AND COURSE OUTLINES
FORM THREE – TERM ONE**

**THE PHYSICAL ENVIRONMENT
The Way the Physical World Works**

NATURAL SYSTEMS OF THE EARTH

This unit provides students with an overview of selected natural systems and their impact on society at the national, regional and global levels.

CONTENT GUIDELINES

- **Definition of the following terms and concepts:**
 - Cycle
 - Landforms – island, peninsula, cape, point, bay, strait, beach, plain, mountains, hills, valleys, swamp, archipelago, continent, sea, oceans.
 - Regions
 - Systems- natural system

- **Geographical themes**
 - Patterns
 - Movement
 - Location
 - Environment – physical and non-physical

- **Geographical skills**
 - Recognizing patterns on maps
 - Drawing sketch maps in an appropriate manner

- **Natural Systems of Earth**
 - Atmospheric systems – weather and climate
 - Hydrological systems – water cycle
 - Fluvial systems – rivers
 - Coastal systems – seas/oceans
 - Eco- systems – flora and fauna

- **Relationship between the natural system and the following aspects of society (at a national, regional and global level):**
 - Lifestyles e.g. food, clothing, housing, recreation
 - Economics e.g. agriculture, trade, industry
 - Settlement – linear, nucleated, dispersed
 - Transport and communication

- **Change in society's response to natural systems over time.**

**NATURAL SYSTEMS OF THE EARTH
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ explain terms and concepts related to the natural systems of the earth. (see Content guidelines) ■ identify and describe landforms in Trinidad, Caribbean and the wider world ■ identify and explain the major natural systems of the earth ■ explain the relationship amongst these natural systems. 	<ul style="list-style-type: none"> ■ Class discusses changes observed in the natural environment over time re-rainfall patterns, etc. ■ Sketches representing different land forms. ■ Using maps to distinguish land forms ■ Discussion on natural systems e.g. deforestation of our hillsides, flooding. 	<p>See Part III and the Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ Photographs, newspaper clippings, ■ Pictures, Sketches, Atlases, Models. ■ Media center Resource materials identified by the teacher, e.g. texts, internet, magazines, etc. teacher-prepared document studies. - Pictures - Newspaper clippings - Use of film 	<ul style="list-style-type: none"> ■ Language Arts- vocabulary work. ■ Art & Craft making Models. ■ Science ■ Mathematics 	<ul style="list-style-type: none"> ■ Vocabulary tests, e.g., crossword puzzles, fill in the blanks multiple choice, matching exercises. ■ Research Development Portfolio

**NATURAL SYSTEMS OF THE EARTH
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ explain the relationship among movement patterns, locations, regions, with reference to our physical environment. 	<ul style="list-style-type: none"> ■ Compare maps/photographs of different time periods to reinforce concept of change/cycles that result in the observable landforms, regions, systems etc. ■ Brainstorm to evoke actual natural events that have occurred in the community's recent past. Students conduct field studies. 	<p>See Part III and the Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ Pictures ■ Models 	<ul style="list-style-type: none"> ■ Science ■ Mathematics 	<ul style="list-style-type: none"> ■ Report on field Studies (group or individual). ■ Journal Writing/ Portfolio development.
<ul style="list-style-type: none"> ■ explain the relationship among movement patterns, locations, regions, with reference to the human environment. 	<ul style="list-style-type: none"> ■ Class investigates growth and development of particular towns, villages, and cities. E.g. Mayaro (mineral wealth), Chaguana (business), Couva-Point Lisas (manufacturing/processing) Students conduct field studies. 	<ul style="list-style-type: none"> ■ Photographs, newspaper clippings, maps CSO reports, textbooks, company bulletins. ■ Refer to "My Community" done in Form Two. 	<ul style="list-style-type: none"> ■ Mathematics-Statistics. ■ Language Arts-oral and written presentations. 	<ul style="list-style-type: none"> ■ Oral and written group reports. ■ Short response case study questions. ■ Report on field (group or individual).

**NATURAL SYSTEMS OF THE EARTH
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ Examine the relationship between the natural systems of the earth and man's lifestyles, economics and settlement. ■ Describe the consequences of man's interference with any of the natural systems. ■ Suggest solutions to reduce man's negative interference with the natural systems. 	<ul style="list-style-type: none"> ■ Brainstorming ■ Class discussion, role playing ■ Use of bulletin boards. 	<p>See Part III and the Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ Pictures ■ Clipping ■ Pictures, Photographs, Resource personnel. 	<ul style="list-style-type: none"> ■ Science ■ Mathematics ■ Visual Arts 	<ul style="list-style-type: none"> ■ Report on field studies (group or individual). ■ Short answers, objective type items. Drawing charts and diagrams. ■ Games ■ Puzzles

FORM THREE TERM ONE Cont'd**THE PHYSICAL ENVIRONMENT****The Way the Physical World works.****NATURAL HAZARDS AND RELATED ENVIRONMENTAL ISSUES**

In this unit, students are introduced to selected natural hazards that exist within the physical environment. They examine the causes of these hazards and how they impact on humanity. Students are encouraged to evaluate current levels of preparedness.

CONTENT GUIDELINES

- Definition of the following terms and concepts:
 - Disaster natural and man – made/disaster preparedness/disaster relief
 - Emergency
 - Evacuation
 - Hazards

- Natural hazards experienced in the Caribbean area (their causes and effects)
 - Drought
 - Earthquakes
 - Flooding
 - Hurricanes
 - Landslides
 - Tornadoes
 - Volcanic eruptions

- Environmental issues related to hazards e.g. contamination of drinking water sources as a result of flooding; erosion caused by landslides etc.

- Disaster Preparedness (long term and short term) for related hazards e.g. hurricanes, earthquakes etc.

- Role of local and international organizations e.g. NEMA, EMA, REACT, IMA, UN and Red Cross (Crescent)

- Role of citizens in disaster relief.

**NATURAL HAZARDS AND RELATED ENVIRONMENTAL ISSUES
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ explain terms and concepts related to the natural systems of the earth. (See Content Guidelines) ■ differentiate between a natural disaster and a man-made disaster ■ examine the causes and effects of natural hazards in the Caribbean area. ■ identify the components of a disaster preparedness plan. ■ recognize the importance of a disaster preparedness plan ■ create a disaster preparedness plan for a named disaster 	<ul style="list-style-type: none"> ■ Research/interactive group discussion ■ Classification of disasters listed in Content Guidelines e.g. drought/landslide. ■ Generation of discussion on actions of citizens in the destruction of the forest cover e.g. flooding, hurricanes, volcanic eruption in Montserrat. ■ Students document analysis re: disaster preparedness. 	<p>See Part III and the Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ Media Centre ■ Resource personnel from EMA, NEMA etc. ■ Poems Jingles, Calypsoes, Photographs, Newspaper Clippings, Films/Slides/T.V. ■ Documents from EMA, NEMA. 	<p>Language Arts Vocabulary work</p> <p>Science</p> <p>Language Arts</p>	<ul style="list-style-type: none"> ■ Vocabulary tests, e.g., crossword puzzles, fill in the blanks, multiple choice, matching exercises. ■ Imaginative essay e.g. "My experiences during a recent hurricane". ■ Display on notice board ■ Simulate a disaster preparedness exercise,

**NATURAL HAZARDS AND RELATED ENVIRONMENTAL ISSUES
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ follow guidelines in preparation for an imminent disaster ■ identify the local, regional and international organizations that assist in preparedness and relief. 	<ul style="list-style-type: none"> ■ Inter-active group work. ■ NEMA, EMA, Red Cross U.W.I. Seismic Unit, U.N. 	<p>See part III and the Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ Internet Newspapers Poems. 	<ul style="list-style-type: none"> ■ Language Arts ■ Mathematics ■ Creative Arts 	<ul style="list-style-type: none"> ■ Short responses to questions on selected case studies. ■ Writing accounts of preparations for selected disasters. ■ Oral and written reports by individual/groups.
<ul style="list-style-type: none"> ■ assess the needs of victims of an identified natural disaster. ■ identify their role and actively participate in disaster relief initiatives. 	<ul style="list-style-type: none"> ■ Teacher-led discussion to identify the needs of victims ■ Plan a relief initiative. 	<ul style="list-style-type: none"> ■ Resource person from a relief organization. 	<ul style="list-style-type: none"> ■ Science ■ Creative Arts 	<ul style="list-style-type: none"> ■ Participation in relief initiative. ■ Writing reports on their activities.

FORM THREE – TERM TWO Cont'd

THE SOCIAL ENVIRONMENT:

The Way Social Systems Work

STRUCTURE AND FUNCTION OF FORMAL/INFORMAL GROUPS

This unit was designed to provide students with an understanding of the dynamics, structure and beliefs of formal groups.

CONTENT GUIDELINES

- Definition of the following terms and concepts:
 - Authority/power
 - Group: formal/ informal
 - Hierarchy
 - Symbols

- Characteristics of a formal group
 - Comparison of the structure of formal and informal groups

- Group hierarchy
 - Choosing leaders
 - Leadership and authority

- Benefits of group membership

**STRUCTURE AND FUNCTION OF FORMAL GROUPS
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ explain terms and concepts related to the structure and function of formal groups. ■ identify the characteristics of a formal /informal group ■ differentiate the characteristics of formal /informal groups. ■ show respect to those in authority. ■ describe the various ways leaders are chosen in formal groups ■ appreciate the benefits of group membership to members as well as the general society 	<ul style="list-style-type: none"> ■ Teacher uses the school as an example to elucidate the meaning of the terms and concepts. ■ Comparative study of a selected formal group and informal group. ■ Brainstorm using the school environment as an example. 	<p>See Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ The School as a formal group ■ Literature on the selected groups. ■ The school as a formal group. 		
<ul style="list-style-type: none"> ■ explain terms and concepts related to the structure and function of formal groups. 	<ul style="list-style-type: none"> ■ Teacher uses the school as an example to elucidate the meaning of the terms and concepts. 	<ul style="list-style-type: none"> ■ The School as a formal group 	<ul style="list-style-type: none"> ■ Language Arts- Vocabulary 	<ul style="list-style-type: none"> ■ Word games. ■ Crossword puzzles.
<ul style="list-style-type: none"> ■ identify the characteristics of a formal /informal group 	<ul style="list-style-type: none"> ■ Comparative study of a selected formal group and informal group. 	<ul style="list-style-type: none"> ■ Literature on the selected groups. 	<ul style="list-style-type: none"> ■ Language Arts- comprehension 	<ul style="list-style-type: none"> ■ Semantic mapping.
<ul style="list-style-type: none"> ■ differentiate the characteristics of formal /informal groups. 	<ul style="list-style-type: none"> ■ Brainstorm using the school environment as an example. 	<ul style="list-style-type: none"> ■ The school as a formal group. 	<ul style="list-style-type: none"> ■ Science-Observation, making inferences, forming conclusions. 	<ul style="list-style-type: none"> ■ Simulate the selection of leaders in groups.
<ul style="list-style-type: none"> ■ show respect to those in authority. 				
<ul style="list-style-type: none"> ■ describe the various ways leaders are chosen in formal groups 				
<ul style="list-style-type: none"> ■ appreciate the benefits of group membership to members as well as the general society 	<ul style="list-style-type: none"> ■ Teacher leads discussion. ■ Students research under the guidance of the teacher. 	<ul style="list-style-type: none"> ■ School ■ Political party ■ Trade union etc. ■ Literature on the selected group. 	<ul style="list-style-type: none"> ■ Science-Observation, making inferences, forming conclusions. 	<ul style="list-style-type: none"> ■ Development of an organizational chart. ■ Oral and written reports.

FORM THREE - TERM TWO Cont'd

THE SOCIAL ENVIRONMENT:

The Way Social Systems Work

POLITICAL SYSTEMS IN THE ENGLISH SPEAKING CARIBBEAN

In this unit students begin to examine political systems in the English speaking Caribbean and account for their development.

CONTENT GUIDELINES

- Definition of the following terms and concepts:
 - Politics
 - Colonialism/ crown colony
 - Monarchy
 - Democracy
 - Colony
 - Constitution
 - Government
 - Independence
 - Republicanism

- Political systems in the English speaking Caribbean
 - Crown colony
 - Associated State Crown Colony
 - Independent State
 - Republic
 - Terms associated with each type of political system e.g. Chief Minister, Premier, Prime Minister, President, Governor and Governor General.

**POLITICAL SYSTEMS IN THE ENGLISH SPEAKING CARIBBEAN
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ explain terms and concepts related to political systems in the English speaking Caribbean. ■ distinguish different political systems in the English speaking Caribbean. ■ identify examples of the different types of political systems in the English speaking Caribbean. ■ recognize the importance of political systems in national development. 	<ul style="list-style-type: none"> ■ Students research terms and concepts to be followed by class discussion. ■ Students research different political structures in historical documents identified by the teacher. Class discusses the findings. ■ Students research documents identified by the teacher. ■ role-playing models mock parliament 	<p>See Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ Multi-media Centre ■ Historical documents ■ Newspaper clippings, government archives. Atlases ■ Political map of the Caribbean. ■ Atlas ■ Historical documents. ■ Resource persons 	<ul style="list-style-type: none"> ■ Language Arts- vocabulary reading comprehension, letter writing; writing debate position; writing summaries. ■ Mathematics- time/space relationships. ■ Visual Arts – drawing of flow – charts. ■ Language Arts. 	<ul style="list-style-type: none"> ■ Word games e.g. Crossword puzzles. ■ Teacher-made tests. ■ Design of flow charts depicting different political systems in the English speaking Caribbean. ■ Identify the political system in each of the English speaking Caribbean islands on a map. Group reports. ■ Shade/use maps to identify the different political systems.

FORM THREE - TERM TWO

THE SOCIAL ENVIRONMENT:

The Way Social Systems Work

MAJOR INSTITUTIONS OF GOVERNMENT IN TRINIDAD AND TOBAGO.

This unit provides students with an understanding of the central ideas of national government in Trinidad and Tobago

CONTENT GUIDELINES

- Definition of the following terms and concepts:
 - Government
 - Institution
 - Constituents/constituency
 - Parliament/Legislature
 - Executive/Cabinet
 - Senate/senator
 - Speaker
 - Member of Parliament
 - Bi-cameral

- Different arms/branches of government
- Structure and functions of Parliament
 - Upper and Lower House, Role of the President in relation to Parliament.

- Structure and Function of Cabinet
- Structure and Function of the Judiciary
 - Relationships between Parliamentary Representatives and Constituents.

**MAJOR INSTITUTIONS OF GOVERNMENT IN TRINIDAD AND TOBAGO
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ define terms and concepts related to major institutions of government in Trinidad and Tobago. (See Content Guidelines). 	<ul style="list-style-type: none"> ■ Discuss terms and concepts using appropriate examples. 	<p>See part III and the Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ Media Centre 		
<ul style="list-style-type: none"> ■ identify and explain the structure and functions of the three arms of government. 	<ul style="list-style-type: none"> ■ Class discussion, role-play. 	<ul style="list-style-type: none"> ■ Field trips to the institutions whilst in session ■ Filmstrips. 	<ul style="list-style-type: none"> ■ Language Arts- vocabulary work. ■ Technical Education- organizational skills. 	<ul style="list-style-type: none"> ■ Completion exercises. ■ Puzzles ■ Word games.
<ul style="list-style-type: none"> ■ define the relationship among the three arms of government. 	<ul style="list-style-type: none"> ■ Resource person e.g. Member of Parliament, Member of Cabinet, judge or lawyer/magistrate. 	<ul style="list-style-type: none"> ■ Resource person 	<ul style="list-style-type: none"> ■ Language Arts-reporting, letter writing. 	<ul style="list-style-type: none"> ■ Mock Debate/Symposium on related issue ■ Letter to Editor.
<ul style="list-style-type: none"> ■ explain why government is important to a country. ■ identify the role and function of the President. 	<ul style="list-style-type: none"> ■ Brainstorm using newspaper clippings. 	<ul style="list-style-type: none"> ■ Newspaper, Ministry of Information 		

FORM THREE – TERM TWO Cont'd

THE SOCIAL ENVIRONMENT

The Ways Social Systems Work

INTEGRATION AND CO-OPERATION

The unit provides students with an understanding of efforts to promote ‘Caribbean unity’.

CONTENT GUIDELINES

- Definition of the following terms and concepts:
 - integration
 - co-operation
 - region
 - dependence
 - interdependence

- Attempts at co-operation
 - West Indies Federation
 - CARIFTA
 - CARICOM
 - A.C.S.

- Co-operation at the non- political level e.g. West Indies Cricket, CARIFTA Games, CARIFESTA, C.X.C.

**INTEGRATION AND COOPERATION
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ define terms and concepts related to integration and cooperation. (See Content Guidelines). 	<ul style="list-style-type: none"> ■ Students research related to terms and concepts 	<p>See Part III and the Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ Media Centre 	<ul style="list-style-type: none"> ■ Language Arts- vocabulary Designing questionnaires. Writing reports. 	<ul style="list-style-type: none"> ■ Completion exercises. ■ Matching
<ul style="list-style-type: none"> ■ trace the integration movement in the English speaking Caribbean from the 1950s. 	<ul style="list-style-type: none"> ■ Students study documents provided by the teacher. ■ Students discuss findings in groups and plenary sessions. 	<ul style="list-style-type: none"> ■ Historical documents. ■ Atlas ■ Sparrow's calypso "Federation" 	<ul style="list-style-type: none"> ■ Mathematics-use of scales. Time-space relationship. 	<ul style="list-style-type: none"> ■ Drawing time lines to show integration movement.
<ul style="list-style-type: none"> ■ examine the ways in which Caribbean peoples cooperate at the non-political level. 	<ul style="list-style-type: none"> ■ Class discusses Caribbean cooperation under specific headings e.g. sport, music, education. 	<ul style="list-style-type: none"> ■ Newspaper articles, filmstrips etc. 	<ul style="list-style-type: none"> ■ Visual Arts-artistic representations of integration efforts e.g. scene from CARIFESTA. 	<ul style="list-style-type: none"> ■ Essay entitled "Non-political cooperation in CARICOM."
<ul style="list-style-type: none"> ■ suggest ways to promote Caribbean unity. 	<ul style="list-style-type: none"> ■ debates ■ interactive group discussion 	<ul style="list-style-type: none"> ■ models ■ pictures ■ films 	<ul style="list-style-type: none"> ■ Science ■ Mathematics 	<ul style="list-style-type: none"> ■ role playing

FORM THREE – TERM THREE

THE SOCIAL ENVIRONMENT:

The Way Social Systems Work

GLOBALIZATION – THE WORLD AS ONE VILLAGE

This unit provides an awareness of the interdependence of the countries of the world and how international decisions and events impact on the lives of people.

CONTENT GUIDELINES

- Definition of the following terms and concepts:
 - mass media
 - global village
 - technology – internet, internet café
 - knowledge – based economy
 - e-commerce, e-mail, tele-banking
 - global/ globalization
 - communication
 - trade

- Impact of technology
 - improvements in communication (surface mail to e- mail)
 - trade
 - improvements in transportation

- Impact of globalization on the individual and society.

**GLOBALIZATION – THE WORLD AS ONE VILLAGE
COURSE OUTLINE**

LEARNING OUTCOMES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>At the end of the Unit, students should be able to:</p> <ul style="list-style-type: none"> ■ define terms and concepts related to globalization. (See Content Guidelines). ■ identify some technological changes which are associated with globalization. ■ state the negative and positive effects of globalization on the individual and society. ■ suggest some solutions to eradicate the negative impact of globalization.. 	<ul style="list-style-type: none"> ■ Students Research/Discussion ■ Group Discussion Re; Communication, transportation, trade, education, culture. ■ Brainstorming ■ Brainstorming 	<p>See part III and the Teachers' Guide for a more extensive listing.</p> <ul style="list-style-type: none"> ■ -Media Centre ■ Resource personnel Newspaper, Internet. ■ Newspaper, Magazines. 	<ul style="list-style-type: none"> ■ Language Arts- ■ Drama/Role playing Visual Arts. ■ Language 	<ul style="list-style-type: none"> ■ Quiz ■ Word games. ■ Oral/written Reports. Posters, Flow Charts, Journals, Portfolio. ■ Write a story reflecting any technological change. ■ Debate on issues relating to negative and positive effects of globalization. ■ Oral Presentation. ■ Portfolio.

FORM THREE – TERM THREE

CHALLENGES AND OPPORTUNITIES – DRAWING IT ALL TOGETHER

SUGGESTED TOPICS FOR RESEARCH

- Current Issues (Local, Regional, International)
 - Substance Abuse/ Drug Awareness
 - Deviance
 - Gender Issues
 - The changing roles of women
 - The changing roles of men
- Health and Family Life
- Consumerism
- Government/ Community Services
- Advertising
- Environmental Studies
- Disaster Preparedness
- Care and concern for the aged
- Poverty Eradication
- Relationship between education and careers
- Citizenship
- Equality of Opportunity
- Multi – culturalism

HERITAGE ISSUES OF TRINIDAD AND TOBAGO

- Unity and Diversity
 - religion
 - culture
 - politics
 - festivals
 - the steel pan –The National instrument of Trinidad and Tobago
- Race Relations

CHALLENGES AND OPPORTUNITIES – DRAWING IT ALL TOGETHER

GUIDELINES

This unit provides the student with an opportunity to explore a variety of current social issues.

This independent research project can be structured as a collaborative learning experience with students completing their work in small groups.

It is necessary that suggested topics be approached and studied from varying viewpoints so that the students learn to appreciate opinions different from their own. To emphasize the different strands of Social Studies, each topic can be explored from historic, geographical and/or economic perspectives. To illustrate this suggested approach the issue of HIV/AIDS is analyzed.

It is recommended that one topic be chosen by the teacher and introduced as a model for students' work. **Before embarking on the project, students should be introduced to**

- (i) The sequential steps in conducting research

Viz: Statement of the Problem
 Method of Investigation
 Instrument used to collect data
 Procedures used to collect data
 Presentation of data
 Explanation of data
 Interpretation of data
 Findings
 Recommendations

- (ii) Evaluation Rubric (see Teachers' Guide)

PROJECT REQUIREMENTS

Written Reports

Teacher may choose to assign either individual reports or a single group report. Written reports MUST have the following where appropriate:

Title page

Table of Contents

Record of Research Instrument e.g. questionnaire, interview, survey etc.

Visual Aids e.g. diagrams, maps, graphs, statistical charts.

Footnotes

Bibliography

Classroom presentation

Presentation must be at least 15 minutes long and should not be restricted to the reading of a written report.

All group members MUST participate

A fact sheet MUST be prepared for distribution to classmates

Resource personnel (if available and/or appropriate) may supplement presentations.

PART THREE

TEACHING / LEARNING STRATEGIES

It cannot be over-emphasized that the best curriculum would come to naught unless its implementation is facilitated by the right methods of teaching. Teaching methods or strategies are the vehicles by which predetermined ends are met. They represent the main link in the teaching/ learning process that has on the one hand the goals and intended learning outcomes and, on the other, results and values. Teaching methods provide the link between objectives and their value counterparts. In short, teaching methods determine the level of results of lessons, units and programmes.

In deciding on a suitable method to use to teach any topic, the teacher must consider the objective of teaching that topic. The objectives of a unit as well as the nature of the content of the unit would to a large extent determine the methods to be used in teaching the particular unit. A variety of methods, therefore, is absolutely essential for two reasons. Firstly, it is a fact that there is no established road to successful learning. Secondly, a range of methods helps to avoid monotony.

SOME SUGGESTED TEACHING METHODS

STORY TELLING

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

LECTURE or DIDACTIC METHOD

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

ROLE PLAY or PLAY-WAY METHOD

Play represents the highest phase of child development. It represents the language of the child. It allows students to offset their verbal deficiencies by using their total body to express their feelings. Through play, students enact many roles of the adults of their world as they see them. Proper

guidance is necessary so as to avoid the degeneration of students' activities into aimless play.

FIELD TRIPS

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

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

DISCUSSION

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

DEBATE

A debate is a teaching - learning strategy which allows two or more students holding contradictory opinions on a particular problem or issue to present arguments in a structured atmosphere. Students are also provided with an opportunity to rebut the arguments of their opponents. Afterwards, other students may ask the debaters pertinent questions, or hold brief discussions with them.

SYMPOSIUM

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

PANEL

A panel discussion is a discussion among a selected group of about five persons. The number is controlled to ensure purposeful discussion, yet allows for variety. Persons eminent in their fields (resource persons) present various points of view before an audience (the class) that joins in the subsequent discussion. Panel members may speak in turn or may speak briefly as the thought comes to them. The panel discussion method

provides a natural setting in which students are given the opportunity to ask questions, to evaluate replies and to contribute constructively. Student involvement is crucial.

BRAINSTORMING

This method is used to stimulate the brains of students in order to create a steady flow of ideas and suggestions with respect to a particular topic. There is no need for any deliberation to find out whether expressed ideas or suggestions are meaningful and purposeful. The underlying principle behind the Brainstorming Method is that when the brain is let loose in this manner it would be able to give expression to some of the most useful and practical suggestions.

PROJECT METHOD

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

PROBLEM METHOD

This approach to learning in Social Studies helps to train students in the techniques of discovery. Students learn to follow procedures for the solution of problems, to think creatively, to reason predictively, to utilize conceptually adequate modes of thought, and to manipulate language to make it fit new tasks. They learn to solve problems in a manner that will help them to deal with real life situations. The emphasis is on the mental solution reached and not on any practical accomplishment.

SOURCE METHOD

This is another activity method of teaching Social Studies. Through this method students build up historical, political, social and other accounts by using such sources as documents, biographies, travel accounts and religious literature.

The Source Method enables students to develop critical thinking skills by using the sources and weighing the evidence to form their own independent judgement, and to develop skills of data collection, interpretation and analysis. In addition, the method creates the proper atmosphere to recreate bygone times and to stimulate the imagination of students.

HOTSEATING

The Hotseating Method involves one student taking a stand on a given

issue. Other students make comments and ask questions in an effort to make him / her change his / her position. S(he) counterattacks with comments, responses and observations of his / her own in order to win their support.

This method assists students in developing logical thinking as well as skills in oratory and building self confidence. Hotseating can be used to discuss controversial issues.

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

THE SOCIAL STUDIES CLASSROOM

Learning Environment

Students must come to realize that change is the driving force of the day. In this consideration, students must come to believe that what was once, "true", may not continue to be so. Information and discovery are provided to society at unprecedented rates from a variety of sources. What is of more concern, is how to find the needed information, and how to judge its accuracy and perspectives. Skills such as problem solving, verification capability, analysis of viewpoints are integral to understanding, analyzing and evaluating knowledge. The social sciences must support the development of these critical attributes in order for students to become lifelong learners.

An effective Social Studies classroom should have:

- teachers who are trained in the specific skills and concepts of the discipline being taught.
- teachers who have available sources that allow for students to take advantage of the breadth and depth of topics that are offered within the study.
- teachers who have the knowledge of how to best use the skills of the Social Studies encourage students to become lifelong learners.
- teachers who are prepared to allow students to explore controversial topics, difficult issues, human concerns and appropriate actions that need to be taken in the face of adversity.
- a student-centred environment where the appropriate and varied teaching methodologies are used.
- an inviting atmosphere where all reasoned thought is welcome.
- respect for individuals and their diverse views.
- challenges to understand the teachings of the discipline from local, national and international perspectives.

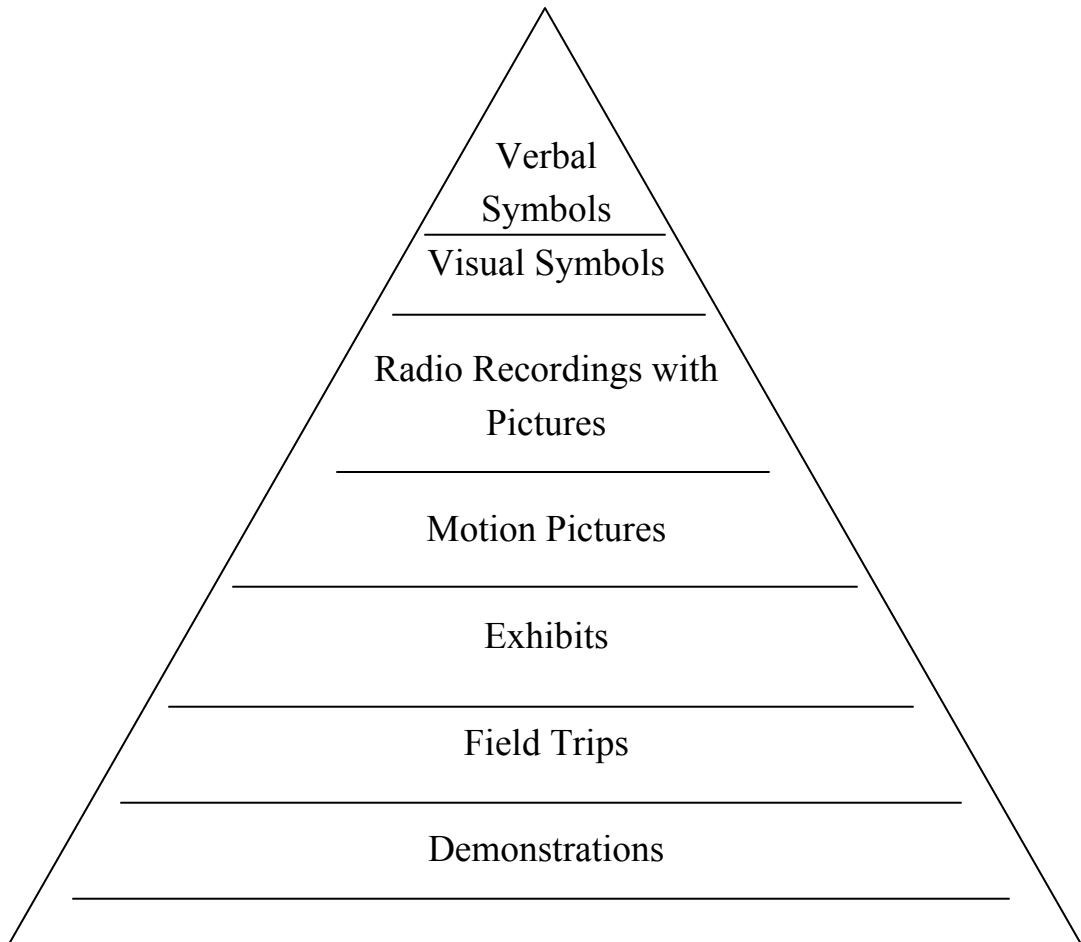
- an inquiry base which allows for both theoretical and practical study.
- diversity in student and teacher evaluation techniques.
- involvement of " experts "(from the community or beyond).

Teaching Aids or Resources

Teaching aids are special devices that assist the learning process by presenting bodies of knowledge through visual or auditory stimuli, or both. They help to concretize the knowledge, thereby making learning experiences appear real and living.

Types of Teaching Aids

Edgar Dale has designed what he refers to as the "Cone of Experience", in which he describes different teaching aids. The cone ranges from direct experience to pure abstraction. It represents a visual metaphor of learning experiences, displaying the various items in the order of increasing abstraction. At the base of the cone lies the direct, purposeful experiences which remain the bedrock of all education.



THE CONE OF EXPERIENCE

Some Useful Aids

Chalkboard

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

Bulletin Board

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

Models

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

Field Trips

Field trips remain one of the oldest visual aids. They provide learning experiences that are real and life-like, thereby providing avenues through which students can be informed about their social and physical environment. Exploratory field trips serve the basic functions of discovery, while confirmatory field trips help to reinforce previously acquired learning experiences.

Objects and Specimens

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

A specimen may be defined as a typical object or part of an object which has been removed from its natural setting or environment.

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

Diagrams

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

Charts

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

Time Lines

Time lines are designed to reduce time sense into space sense for easy

understanding. Time is represented by a horizontal or vertical line on which events are fixed according to their dates of occurrence in a chronological order.

Tables

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

Graphs

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

Maps

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

Pictures

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

Slides

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

Films

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

Film-strips

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

Radio

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

Television

Television brings the world into the classroom. Through television, children

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

Newspapers

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

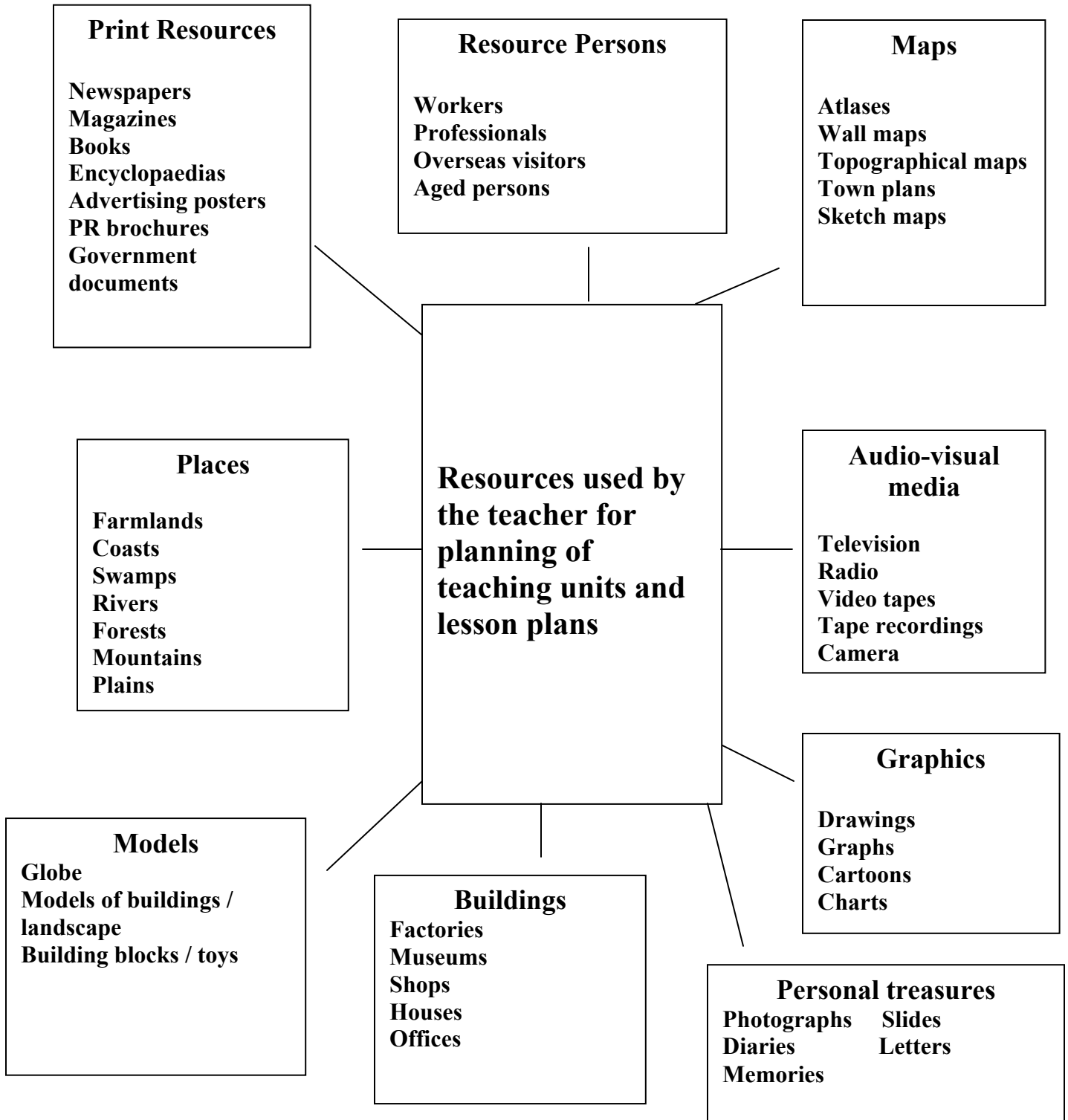
Festivals

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

Resource Persons

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

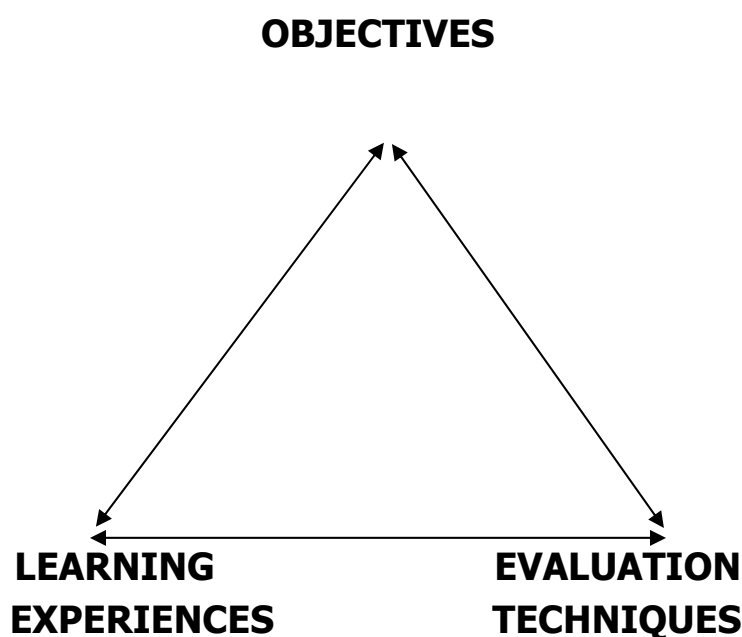
EXAMPLES OF RESOURCES FOR SOCIAL STUDIES LESSONS



PART FOUR

EVALUATION

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



Triangle of Evaluation

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

The key to effective evaluation is the writing of clear objectives. Only clearly stated objectives can be measured. Clearly stated objectives are introduced by verbs that make the desired behaviour observable (See

Teachers' Guide). Stating an objective in behavioural or performance terms means that the objective must tell what students are doing when they demonstrate their achievement of the objective.

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

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

Some of these are explained below:

Teacher-Made Tests

These include oral tests, essay-type tests, short-answer-type tests and objective type tests. Objective type tests include multiple-choice, true-false, matching, completion and sequence tests.

Multiple-choice items are easy to score but extremely difficult to set. Tips on writing multiple-choice items are given in the Teachers' Guide.

Observation

Observation is one of the best devices for finding out about students,

appraising their growth and diagnosing their trends.

There are two types of observation - current and retrospective.

Current observation involves observing a person when he is actually engaged in acting.

Retrospective observation is used when the teacher refers to past experiences and passes a judgement on the student. There are several things about a student that a teacher can observe. These include his attitudes, feelings, interests, his comments on various situations, his changes in behaviour patterns and his relationship with his peers.

Observation, however, is a subjective device and is prone to bias.

Checklists

Checklists can be used as an overall guide in many situations and can be applied to the student's behaviour in specific situations such as discussion and / or research. Checklists should be specific, descriptive of desirable behaviour and easy to use.

The information from checklists is a good basis for the teacher to evaluate the student's progress in Social Studies. The teacher can learn many things such as which students are progressing, which have difficulty in cooperating with others, which have special skills and which know how to use many kinds of equipment and materials.

Group Discussions

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

The information gained helps the teacher to gauge students' needs and potentialities.

Anecdotal Records

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

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

Sociometric Devices

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

The graphic picture of social relations is called a sociogram.

Cumulative Records

A cumulative record is one that preserves the results of several independent and objective studies brought together on one card. It is believed that several

such statements about a student are more informative than one and that an evaluation may be more valuable and valid in the light of such a series of measurements than in terms of the results of one selective examination. The record should tell a story of the student's growth and development in relation to the goals and objectives of the school's educational programme.

Cumulative records do not only assist the teacher in evaluating the student, but may also encourage the student to evaluate himself. They can inspire the student to work harder.

Autobiographical Accounts

This is a very interesting device for assessing students' knowledge. Students are asked to write an account of some event in which they participated. While giving this account, real or imagined, they reveal their grasp of knowledge.

Writing autobiographies also helps students to improve their writing skills. The connection with Language Arts is obvious.

Recommended Devices For Particular Evaluations

Evaluating Thinking Skills

- * Charts
- * Checklists
- * Group discussions
- * Anecdotal records
- * Observations
- * Interviews
- * Samples of student's work
- * Student log book

Evaluating Decision Making and Citizen Action

- * Charts
- * Checklists
- * Student diaries
- * Anecdotal records
- * Interviews with students
- * Case study reports
- * Attitudinal measures
- * Student log book

Evaluating Citizen Action and Participation

- * Student diaries
- * Class log book
- * Student reports
- * Anecdotal reports
- * Attitudinal measures
- * Role-playing
- * Student interviews

Evaluating Map and Globe Skills

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

Evaluating Time and Chronology Concepts and Skills

- * Checklists
- * Anecdotal reports
- * Teacher-made tests
- * Class projects

Evaluating Group Skills

- * Role playing
- * Checklists
- * Anecdotal reports
- * Student interviews

* Teacher observation

* Autobiographical records

* Attitudinal measures

Evaluating Writing Skills

* Essay tests

* Imaginary diaries of famous people

* Committee reports

* Scripts for class plays

* Samples of student's work.

* Checklists