

**MINISTRY OF EDUCATION**

**NATIONAL CENTRE FOR  
EDUCATIONAL RESOURCE  
DEVELOPMENT**

**NATIONAL SCHEME  
FOR  
SECONDARY SCHOOLS**



**GRADE 10**

**SOCIAL STUDIES**

**ACKNOWLEDGEMENTS**

The Ministry of Education wishes to acknowledge the work done by the following persons who were involved in the production of the **Grade 10 Social Studies National Scheme**.

**Albert Inshanally**

**Hazel Simpson**

**Keisha Paul**

**Luscina Prashad-Jasodra**

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## NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Social Studies

Grade 10

					WEEK 1
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>i Functions of the Family</p>	<p>Students should be able to</p> <p>i define the term ‘family’</p> <p>ii recognize the two basic ways in which a family is formed.</p> <p>iii describe the four main functions of the family.</p> <p>iv identify the roles of various family members that help to fulfil the functions of the family.</p>	<p>Most sociologists agree that a family is a group of people who:</p> <p>-are related by blood, marriage or adoption.</p> <p>-Share a common household or residence</p> <p>-are dependent on one another</p> <p>There are many different types of family structures found worldwide. These are mostly formed in two basic ways: by blood (consanguine) and by marriage (conjugal).</p> <p>The major functions of the family:</p> <p>(a) as a unit of procreation;</p>	<p>Engage students in discussions to share their experiences and perspectives about the functions of the family.</p> <p>Guiding questions include:</p> <p>i Who usually teaches the children in a family the acceptable ways to behave?</p> <p>ii Whose responsibility is it to provide financially for the young members of the family?</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Write an essay on the family:</p> <p>i define the term family</p> <p>ii discuss the two basic ways in which a family is formed</p> <p>iii examine at least three functions of the family.</p> <p>Students will read their essay</p> <p>Research Assignment: Students will create an FAQ (Frequently Asked Questions) sheet aimed at informing teenagers about</p>

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		<p>(b) as a social unit for rearing children, namely, the socialization of the individual;</p> <p>(c) as an economic unit</p> <p>-(i) budgeting;</p> <p>(ii) finance and availability of credit;</p> <p>(iii) practising thrift; and, (iv) use of technology for financial transactions</p> <p>(d) as a social unit for satisfying emotional and psychological needs.</p> <p><b>Important Note:</b> The functions of a family may overlap and do not exist exclusively in each other. For example, socialization includes teaching children how to deal with all their emotions, from anger to excitement.</p> <p>The adult members of a family</p>	<p>iii What functions in the family do you help to fulfil?</p> <p>iv How can the government, NGOs, and religious bodies assist the family in carrying out its functions?</p> <p>Create a Venn Diagram and categorize the traditional roles of men and women in the family. Students identify ways these roles may overlap for men and women. Suggested roles for this activity include:</p> <p>Disciplinarian Caregiver Counsellor Homemaker</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i> Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational</p>	<p>their roles, responsibilities and rights as members of a family.</p>
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		<p>(usually the parent/s have a responsibility to provide for the economic needs of its members. These include food, shelter and clothing.</p> <p>Children are expected to assist with chores or errands in and around the home.</p> <p>Traditionally, girls would follow in their mother’s footsteps and learn how to care for the home and family, while boys would be prepared for the world of work and care for the yard, garden, or animals. Boys were allowed a lot more freedom and were encouraged to develop a sense of independence and boldness as they went out into the world.</p>	<p>Breadwinner Protector</p> <p>Students will share their understanding of what the Guyanese Proverb “Tie the heifer but lose the bull” means. The teacher will lead a discussion on how this proverb applies to the ways boys and girls have been traditionally socialized in the Caribbean.</p> <p>Allow students to examine excerpts/arguments from a variety of sources including newspaper clippings on the functions of the family and how these have changed over time</p> <p>They will identify the underlying assumptions about the functions of the family.</p>	<p>Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers.</p>	
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<b>Additional Reading/Viewing Materials</b>	<p><b>WEBSITE:</b>  <b>Guyana Legal Aid Clinic</b> <a href="https://www.legalaid.org.gy/under18sandthelaw">https://www.legalaid.org.gy/under18sandthelaw</a></p> <p><b>VIDEOS:</b>            Introduction to the Family</p> <p><a href="https://youtu.be/74LR1Tg49TQ">https://youtu.be/74LR1Tg49TQ</a></p> <p><b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel’s YouTube page Traditional Family Roles</p> <p><a href="https://youtu.be/B8rR8aHemW0">https://youtu.be/B8rR8aHemW0</a></p> <p><b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel’s YouTube page</p>
<b>Integration</b>	<p><b>Health and Family Life Education:</b> Myself and Interpersonal Relationships, Communication</p> <p><b>Biology:</b> Functions of the Family (Procreation)</p> <p><b>English Language:</b> Analyzing arguments</p> <p><b>Home Economics- Family and Resource Management:</b> The Family (Definition and Functions of the Family)</p>

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					WEEK 2
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>Family Types in the Caribbean.</p>	<p>Students should be able to:</p> <p>i. identify the main family types found in the Caribbean.</p> <p>ii. compare the family types found in the</p>	<p>Differences in family types and unions in the Caribbean:</p> <p>Types – nuclear, extended, sibling households, single-parent families, and reconstituted/blended families.</p>	<p>Students will identify the types of families based on images of different family types are shown. Images of famous families that students may know could be used to facilitate this activity.</p> <p>Students can complete a Google Forms or other similar document (hard copy) that records which family type they belong to. This activity could be done anonymously. The teacher then shares the information with the class to highlight the diversity of family types that exist.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p>	<p>Have students in groups develop digital stories based on themes such as “A Day in the Life of a Single Parent”, “The Challenges of an Extended Family” etc. Students can use Caribbean-centric images found online can choose to record their own dramatized scenes.</p> <p>Free versions of online tools to facilitate this activity include Google Slides/PowerPoint (images and audio could be incorporated), Storyboard that, Canva and Clip champ</p>

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			<p>Students then discuss possible reasons for the most popular type identified referring to religion and morality.</p> <p>Students will discuss the advantages and disadvantages associated with each family type and record this information using a graphic organizer.</p> <p><b>Important Note:</b> It is imperative that the teacher does not inadvertently convey that one family type is better than the other and should be mindful that there are negative stereotypes associated with certain family types and unions. As such, the teacher should</p>	<p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide</i>. Oxford Univ. Press.</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup> Edition</i>. Macmillan</p>	<p>Students without access to online tools can use physical poster boards/cardboards to create comic strips for storytelling. Students can perform live scenes based on any theme identified.</p> <p>Students complete crossword puzzles to test their knowledge of key terms associated with family types. A free online crossword builder such as Crossword Labs and The Teacher’s Corner can be used by the teacher.</p>
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			<p>treat these matters with sensitivity.</p>	<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>.</p>	
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<b>Additional Reading/Viewing Materials</b>	<p><b>VIDEO:</b></p> <p>Types of Family in the Caribbean.</p> <p><a href="https://youtu.be/py9-9BAFG3k">https://youtu.be/py9-9BAFG3k</a></p> <p><b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel’s YouTube page</p>
<b>Integration</b>	<p><b>Health and Family Life Education:</b> Interpersonal relationships</p> <p><b>Home Economics- Family and Resource Management:</b> The Family types in the Caribbean)</p> <p><b>Information Technology:</b> Creating digital stories; Completing Google Form</p> <p><b>English Language:</b> Solving Crossword puzzle</p> <p><b>Visual Art:</b> Create physical poster boards/cardboards of comic strips for storytelling</p>

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					WEEK 3
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>Family Unions in the Caribbean</p>	<p>Students should be able to:</p> <p>i. differentiates between the different family unions in the Caribbean</p> <p>ii. recognize various forms of marriage</p>	<p>Differences in family unions in the Caribbean:</p> <p>Unions – visiting relationships, consensual or common law, legal marriage.</p> <p>There are also different types of unions within families. Within a legal marriage, the man and woman are married according to the law. In a visiting relationship, the man and woman have sexual relations but do not live together. Within a common law or consensual union, the couple lives together but is not married. Most marriages in the Caribbean are monogamous.</p>	<p>Engage students in a panel discussion on the unions of the family.</p> <p>Have students conduct interviews with members of different family unions to make comparisons</p> <p>Students collect newspaper report clippings where terms associated with marriage are used. Terms include “annulment”, “common law”, “bigamy” etc. Students use context clues found in these articles to determine the meanings of these terms.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>.</p> <p>MacMillan Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean</p>	<p>Free versions of online tools to facilitate this activity include Google Slides/PowerPoint (images and audio could be incorporated), Storyboard that, Canva and online tools can use physical poster boards/cardboards to create comic strips for storytelling. Students can perform live scenes based on any theme identified.</p> <p>Students complete crossword puzzles to test their knowledge of the key terms associated with family unions, and forms of</p>



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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>.</p>	<p>Students play a game of “True or False”. Statements students respond to could include:</p> <ol style="list-style-type: none"> <li>i. In the Caribbean, polygamy is legal.</li> <li>ii. A married person who is legally separated from his or her spouse can go ahead and get married to someone else.</li> <li>iii. In Guyana, persons in common law unions for 5 years or more will receive the same privileges as a widow or a widower when their partner has died without making a will.</li> </ol>
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<b>Additional Reading/Viewing Materials</b>	<b>VIDEO:</b>  Types of Family Unions in the Caribbean and the Forms of Marriage  <a href="https://youtu.be/py9-9BAFG3k">https://youtu.be/py9-9BAFG3k</a>  <b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page
<b>Integration</b>	<b>Health and Family Life Education:</b> Interpersonal relationships <b>Home Economics- Family and Resource Management:</b> The Family (Family Forms in the Caribbean) <b>Information Technology:</b> Creating digital stories; Completing Google Form <b>English Language:</b> Solving Crossword puzzle <b>Visual Art:</b> Create physical poster boards/cardboards of comic strips for storytelling

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					WEEK 4
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>Changing Roles of Members of the Family</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i differentiate between the traditional and nontraditional roles of members of the family.</li> <li>ii examine the causes and positive and negative effects of the changing roles of family members in Caribbean society</li> </ul>	<p>Factors which contribute to the changing roles and responsibilities of men and women in the Caribbean family. For example:</p> <ul style="list-style-type: none"> <li>(a) status and increase the rights of women in society;</li> <li>(b) choice of employment;</li> <li>(c) available technology;</li> <li>(d) societal values/pressure</li> <li>(e) leisure activities; and,</li> <li>(f) educational opportunities.</li> </ul> <p>Results of the changing roles and responsibilities of men and women in the Caribbean family, for example:</p> <ul style="list-style-type: none"> <li>(a) Role conflict</li> </ul>	<p>Students will review the traditional roles they identified in a previous lesson. They will then discuss in what ways these roles are increasingly changing for men and women in contemporary society.</p> <p>Students will be placed in groups to explore how a specific factor (see content) has contributed to the changing roles of men and women in society as well as the positive and negative effects of these changes.</p> <p>During this brainstorming session, students will</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p>	<p>Students could present /dramatize the following in groups:</p> <ul style="list-style-type: none"> <li>i The traditional roles of men and women in society</li> <li>ii How these roles are changing</li> <li>iii What has brought about the changes?</li> <li>iv The effect of the changes are having on men and women, and society.</li> </ul> <p>Class debate or written argumentative essay on topics such as:</p>

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		<p>(b) Identity crisis</p> <p>(c) Breakdown in communication</p> <p>(d) Marginalization of males</p> <p>(e) Independence of family members</p> <p>(f) Shared responsibilities</p>	<p>provide specific examples that they observe in their own homes and society. Subsequently, each group will share the result of their group work with the entire class.</p>	<p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup> Edition</i>. Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC</i></p>	<p>“The male should be the sole breadwinner of the family”</p> <p>“Cooking is a woman’s job”</p> <p>“Roles and responsibilities in the home should be strictly divided” Students will create a booklet that includes:</p> <p>A glossary of terms followed by a written scenario that exemplifies the meaning of each. Terms include:</p> <ul style="list-style-type: none"> <li>i Male</li> <li>Marginalization</li> <li>ii Role conflict</li> <li>iii Identity crisis</li> <li>iv ‘Double burden’</li> <li>v ‘Latchkey child’</li> <li>vi Gender stereotypes</li> </ul>
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				<p><i>Study Guide.</i></p> <p>Oxford Univ. Press.</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i></p> <p>Caribbean Educational Publishers.</p> <p>Sandy, M. (2012).  <i>Social Studies essentials for CSEC with SBA, study exercises.</i></p>	
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				Carlong  Publishers.	
<b>Additional Reading/Viewing Materials</b>	<p><b>Video:</b> The Causes of the Changing Roles in Society</p> <p><a href="https://youtu.be/Og1nmjcqOyU">https://youtu.be/Og1nmjcqOyU</a></p> <p><b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel’s YouTube page</p>				
<b>Integration</b>	<p><b>Health and Family Life Education:</b> Interpersonal Relationship; Conflict Resolution</p> <p><b>English Language:</b> Writing arguments; Debating</p> <p><b>Theatre Arts:</b> Roleplay</p> <p><b>Home Economics- Family and Resource Management:</b> The Family (Roles of Various Family Members)</p>				

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					WEEK 5
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>Effective Parenting</p> <p>Teenage Pregnancy</p>	<p>Students should be able to:</p> <p>i examine factors which assists in the preparation for parenthood.</p> <p>ii evaluate the characteristics/qualities of parents to determine effective parenting skills.</p> <p>iii identify probable causes and consequences of teenage pregnancy</p>	<p>Factors to consider for preparation for parenthood include physical, economic, emotional and psychological readiness.</p> <p>Prospective parents should undertake the necessary training to acquire the skills to be effective parents.</p> <p>Prospective parents should:</p> <p>i Pursue education to acquire the skills to secure employment.</p> <p>ii Be knowledgeable about family planning techniques</p>	<p>Students will role-play being guests on a TV talk show.</p> <p>Guests will include:</p> <p>i A pregnant teen who was abandoned by her unborn baby’s father.</p> <p>ii A teenage mother who is struggling to balance studies and looking after a baby.</p> <p>iii A teenage father had to quit his studies to be able to financially provide for his child.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Students write an article for the school’s magazine/ or prepare a speech for the school’s assembly outlining to fellow students why they must prepare for parenthood.</p> <p>Students will read a short descriptions of how different parents handle the same situation involving their children. Students will assess each parenting style as “effective” or “not effective” and justify their responses. Descriptions can be based on problem-solving, communication, discipline etc.</p>

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		<p>iii Build emotional strength to have the patience to deal with the difficulties of child-rearing</p> <p>iv Learn how to manage time to ensure that the demands of everyday life leave ample time for children to be given love, affection, attention and socialization.</p> <p>Probable causes of teenage pregnancy include:</p> <p>i Peer pressure</p> <p>ii Lack of education on sexual and reproductive health.</p> <p>iii Poor role models in society</p>	<p>The host of the programme (teacher) will ask guests questions to uncover the factors they did not consider before engaging in risky sexual behaviour.</p> <p>The teenage mother/pregnant teen will relate what factors would have contributed to their current state.</p> <p>The last segment of the show will involve the host engaging the studio audience (students) on what tips they will provide to these new parents and prospective parents on how to be effective parents.</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	<p>Students will create a poster educating teens on the negative consequences of teenage pregnancy.</p>
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			<p>Invite a nurse, a guidance counsellor or another resource person to discuss the topic.</p> <p>Students examine the school’s curriculum and comment on its effectiveness in preparing them for responsible parenthood. Students suggest improvements.</p>	<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<p><b>Video:</b> Lesson Unplanned: Teenage Pregnancy and a lack of Education in the Dominican Republic- <a href="https://youtu.be/ZV4HkGxigZA">https://youtu.be/ZV4HkGxigZA</a></p> <p><b>Source:</b> Pulitzer Center</p> <p><b>Articles:</b></p> <p>Turning the Tide in the Caribbean to Educate Adolescent Mothers- <a href="https://youtu.be/ZV4HkGxigZA">https://youtu.be/ZV4HkGxigZA</a></p> <p>Latin America and the Caribbean have the second-highest adolescent pregnancy rates in the world- <a href="https://www3.paho.org/hq/index.php?option=com_content&amp;view=article&amp;id=14163:latin-america-and-the-caribbean-have-the-second-highest-adolescentpregnancy-rates-in-the-world&amp;Itemid=0&amp;lang=en#gsc.tab=0">https://www3.paho.org/hq/index.php?option=com_content&amp;view=article&amp;id=14163:latin-america-and-the-caribbean-have-the-second-highest-adolescentpregnancy-rates-in-the-world&amp;Itemid=0&amp;lang=en#gsc.tab=0</a></p> <p>Adolescent Pregnancy is Not Just a Health Issue- UNFPA- <a href="https://caricom.org/adolescent-pregnancy-is-not-just-a-health-issue-unfpa/">https://caricom.org/adolescent-pregnancy-is-not-just-a-health-issue-unfpa/</a></p>
<b>Integration</b>	<p><b>Health and Family Life Education:</b> Interpersonal Relationships; Sexuality and Sexual Health; Coping with Teenage Pregnancy</p> <p><b>English Language:</b> Persuasive Writing (Newspaper article/speech)</p> <p><b>Visual Arts:</b> Designing a Poster</p> <p><b>Information Technology:</b> Designing a poster using digital tools</p> <p><b>Home Economics- Family and Resource Management:</b> Social and economic effects of over-population on a family (teenage pregnancy)</p>

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					WEEK 6
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>In-Class Test</p> <p>Contemporary social issues which influence Caribbean family life</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i answer questions based on concepts associated with the family.</li> <li>ii examine the causes and effects of contemporary social issues that influence Caribbean family life.</li> </ul>	<p>In-class test on the content covered on the family:</p> <ul style="list-style-type: none"> <li>i key terms,</li> <li>ii functions of family,</li> <li>iii family types and unions,</li> <li>iv roles and responsibilities of members of the Caribbean family,</li> <li>v causes and effects of the changing roles of men and women of the Caribbean family.</li> <li>vi preparation for parenthood, vii characteristics of a good/ effective parent.</li> </ul> <p>Contemporary social issues which influence Caribbean family life –</p>	<p>Test-taking</p> <p>Reading relevant information from text/ articles/ magazines etc. about various social issues.</p> <p>Watching videos based on named social issues.</p> <p>Researching various social issues.</p> <p>The class is divided into groups, and each group is assigned a different social issue to research/investigate.</p> <p>Students research and brainstorm causes, effects and possible solutions or strategies for dealing with social issues.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i></p>	<p>Written test that includes essay-type questions or semi-structured essay questions.</p> <p>Students use a graphic organizer to record their findings based on causes, effects and possible solutions/strategies.</p> <p>Students prepare a plan to tackle a named social issue – aims; target group, and resources needed.</p> <p>The teacher provides feedback as necessary.</p>

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		<p>child abandonment, alternative lifestyles, sibling rivalry, mental illness, substance abuse.</p>	<p>Students present the findings of their research to the class.</p>	<p><i>Edition.</i> Macmillan. Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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# NATIONAL SCHEME FOR SECONDARY SCHOOLS

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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p>Street children: <a href="https://youtu.be/yKg_JP3z1o4">https://youtu.be/yKg_JP3z1o4</a></p> <p>Alternative life styles; <a href="https://youtu.be/0MqdSI3QN6U">https://youtu.be/0MqdSI3QN6U</a></p> <p><b>Source:</b> persons from the CSEC division</p> <p>Romain Virgo- Duty Man (Official Video)- <a href="https://youtu.be/nMPxwoOwRXA">https://youtu.be/nMPxwoOwRXA</a></p> <p><b>Source:</b> Romain Virgo (Official YouTube Channel)</p>
<b>Integration</b>	<p><b>Health and Family Life Education:</b> Interpersonal Relationship, Sexuality and Sexual Health</p> <p><b>Information Technology:</b> Conducting research online</p> <p><b>Human and Social Biology:</b> The effects of substance abuse on the human body; The effects of STDS</p> <p><b>Mathematics:</b> drawing tables and charts to show the rate of suicides, and juvenile delinquency.</p>

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					WEEK 7
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>Contemporary social issues which influence Caribbean family life</p>	<p>Students should be able to:</p> <p>i. Analyze the causes and effects of contemporary social issues that influence Caribbean family life.</p> <p>ii. justify solutions to contemporary social issues that influence Caribbean family life;</p>	<p>Contemporary social issues which influence Caribbean family life – poverty, desertion, suicide, incest, domestic violence, and trafficking in persons, care, and concern of the aged and those with special needs.</p>	<p>Read the case study on Guyana’s approach to suicide, prevention and discuss in groups whether similar measures should be taken in your region.</p> <p>Watch videos based on named social issues.</p> <p>Researching various social issues.</p> <p>Role play effects of social Issues</p> <p>Students research and brainstorm causes, effects and possible solutions or</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i></p>	<p>Students use a graphic organizer to record their findings based on causes, effects and possible solutions/strategies for various social issues</p> <p>Students prepare a plan to tackle a named social issue – aims; target group, and resources needed.</p> <p>Students compile a scrap book on a key Social Issue.</p> <p>Investigate the feasibility of members of your class</p>

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			<p>strategies for dealing with social issues.</p> <p>Students present the findings of their research to the class.</p> <p>Writing poems and jingles on various social issues</p>	<p><i>Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	<p>or schools providing some voluntary services to elderly people or those with special needs.</p> <p>Drew posters to highlight strategies for combating social issues.</p>
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p>National Drama Company of Guyana on Domestic Violence at CARIFESTA XIV- <a href="https://www.youtube.com/watch?v=GTHkswvk11Y">https://www.youtube.com/watch?v=GTHkswvk11Y</a></p> <p><b>Source:</b> Department of Public Information, Guyana</p> <p>Human Trafficking - Short Documentary in the Caribbean- <a href="https://youtu.be/Hy0uA-srXig">https://youtu.be/Hy0uA-srXig</a></p> <p><b>Source:</b> Foreign, Commonwealth and Development Office</p> <p>Romain Virgo- Duty Man (Official Video)- <a href="https://youtu.be/nMPxwoOwRXA">https://youtu.be/nMPxwoOwRXA</a></p> <p><b>Source:</b> Romain Virgo (Official YouTube Channel)</p>
<b>Integration</b>	<p><b>Health and Family Life Education:</b> Interpersonal Relationship, Sexuality and Sexual Health</p> <p><b>Information Technology:</b> Conducting research online</p> <p><b>Human and Social Biology:</b> The effects of substance abuse on the human body; The effects of STDS</p> <p><b>Home Economics- Family and Resource Management:</b> Factors to be considered when caring for the elderly at home, caring for the elderly by assisting them</p>

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					WEEK 8
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>Contemporary Social Issues Which Influence Caribbean Family Life</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i present their findings on a particular social issue identified in the Caribbean.</li> <li>ii evaluate existing strategies in place to deal with social issues in Guyana.</li> <li>iii compare the social issues researched within their territory to another in the Caribbean.</li> </ul>	<p><b>Poverty-</b> Poverty destroys people’s choices and gives little hope for the future. This can lead to unsociable behaviour, crime, psychological damage and addiction. Children who live in poverty are less likely to do well in school and may feel hopeless about their future, resulting in reckless behaviour. Lack of money may mean that aged dependents or those with special needs are neglected. If poverty is tackled, other social problems will improve. Charities run projects to help people work their way out of poverty.</p>	<p>After the research and brainstorming session conducted in groups during the last class, students will conduct oral presentations on their findings. Students will use visual media and creative modes to present findings (posters, pictures, dramatizations etc.).</p> <p>Subsequently, students will discuss similarities and dissimilarities among all the social issues presented. Students will watch video clips/read articles on the same social issues being</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Via a Question and answer session at the end of each group’s presentation, group members will ask the rest of the class questions based on what was presented.</p> <p>Students develop a scrapbook with statistical data and newspaper articles on two social issues in their country to determine the prevalence of the issue, examine trends, and describe and evaluate the strategies used within the country to deal with the social issue.</p>

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		<p><b>Care of the aged and those with special needs:</b> elderly people who do not have a family to care for them may live in a care home or have caregivers look after them at home. They may need expensive medication. People with special needs also need dedicated care. Caring for a dependent relative requires time, effort and patience.</p>	<p>experienced in another Caribbean territory.</p> <p>Students will compare statistics, causes, effects and solutions.</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p>Child Link Guyana Joins Blue Umbrella Campaign- To Eradicate Child Sexual Abuse Against Young Boys- <a href="https://youtu.be/2uHqDyKU3ys">https://youtu.be/2uHqDyKU3ys</a></p> <p><b>Source:</b> NCN Guyana</p> <p>Guyana fights to defeat its suicide rate- <a href="https://youtu.be/RIu1HMNLn9Q">https://youtu.be/RIu1HMNLn9Q</a></p> <p><b>Source:</b> CGTN America</p>
<b>Integration</b>	<p><b>Information Technology:</b> Use ICT tools to present findings</p> <p><b>Mathematics:</b> Analyze statistical data to examine trends in social issues</p> <p><b>Theatre Arts:</b> Incorporating dramatization in presentations</p> <p><b>English Language:</b> Oral presentations (attention to pitch, tone, pronunciation, non-verbal gestures etc.)</p>

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					WEEK 9
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual Family and Society</b></p> <p>Contemporary Social issues which influence Caribbean family life</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>i design an interview schedule to be used with a victim of a social issue or an authority figure in the issue.</li> <li>ii conduct an interview with a social worker, a victim of a social issue or a relevant resource person who works at an agency/organization that assists victims.</li> </ul>	<p>An interview schedule is a list containing a set of structured questions that have been prepared, to serve as a guide for interviewers, researchers and investigators in collecting information or data about a specific topic or issue.</p> <p>Guidelines for designing interview schedules:</p> <ul style="list-style-type: none"> <li>(a) use open-ended questions (allowing for further questions/ probing</li> <li>(b) sequence questions from general to specific</li> </ul>	<p>Students will work in groups to formulate their interview questions.</p> <p>Students will interview a Social Worker or victim of a social issue who is willing to share to find out about its impact.</p> <p>The teacher on behalf of the students can invite an official/employee from any one of the following agencies/organizations:</p> <ul style="list-style-type: none"> <li>i Ministry of Human Services and Social</li> </ul>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Students will write a report on what new insights they learned from the victim or resource person.</p>

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		<p>(c) use simple, short questions that do not have multiple parts</p> <p><b>Important Note:</b> This activity helps students develop research skills that are a feature of the School Based Assessment.</p>	<ul style="list-style-type: none"> <li>ii Child Care and Protection Agency</li> <li>iii Ministry of Health</li> <li>iv Ministry of Education</li> <li>v UNICEF</li> <li>vi TIP Guyana</li> <li>v Food for the Poor</li> <li>vi Help and Shelter</li> <li>vii Ethnic Relations Commission</li> </ul> <p>Security or a social worker.</p> <ul style="list-style-type: none"> <li>vii Students will interview the official / Social Worker to find out about the impact of a named social issue on victims</li> </ul>	<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i> Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp;</p> <p>Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publisher</p>	
<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b> 4A Formulating Interview Questions. <a href="https://youtu.be/mtxvxNQyikk">https://youtu.be/mtxvxNQyikk</a></p> <p><b>Source:</b> MET 5010 Qualitative research methods. You tube channel.</p>				
<b>Integration</b>	<p><b>English Language:</b> Report Writing, Formulating Interview questions. sheet</p> <p><b>Information Technology:</b> Designing Interview sheet.</p>				

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					WEEK 10
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual, Family and Society</b></p> <p>Laws to Protect the Family</p>	<p>Students will be able to:</p> <p>i. describes the laws to protect the family in social situations</p>	<p>Laws related to:</p> <p>(a) inheritance;</p> <p>(b) childcare;</p> <p>(c) legal separation;</p> <p>(d) divorce;</p> <p>(e) domestic violence</p> <p>When someone dies, their money or property must be shared according to their will. This prevents family members from taking assets not intended for them. Without a will, possessions are shared between the family, prioritizing the deceased person’s partner and children.</p>	<p>Students identify situations in which family members may have been disadvantaged by inheritance, divorce, lack of care and maintenance or domestic violence and describe how these persons may have been helped by the relevant laws.</p> <p>Alternatively, a lawyer could be invited to do a presentation on these four areas.</p> <p>Students will read textbooks and resource materials to research the law as it pertains to:</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Oral presentation on the laws related to child care, inheritance, divorce, legal separation, and domestic violence.</p>

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			<ul style="list-style-type: none"> <li>i children born out of wedlock</li> <li>ii childcare</li> <li>iii inheritance</li> <li>iv divorce</li> <li>v legal separation</li> <li>vi domestic violence.</li> </ul>	<p style="text-align: center;"><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i></p> <p style="text-align: center;">Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>WEBSITES:</b></p> <p><b>Guyana Legal Aid Clinic</b> <a href="https://www.legalaid.org.gy/">https://www.legalaid.org.gy/</a></p> <p><b>International Labour Organization</b>  <a href="https://www.ilo.org/dyn/natlex/natlex4.detail?p_isn=99466&amp;p_lang=en">https://www.ilo.org/dyn/natlex/natlex4.detail?p_isn=99466&amp;p_lang=en</a> (access to Laws of Guyana: Protection of Children Act 2009)</p> <p><a href="https://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&amp;p_isn=107615&amp;p_count=96182&amp;p_classification=01.04&amp;p_classcount=2270">https://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&amp;p_isn=107615&amp;p_count=96182&amp;p_classification=01.04&amp;p_classcount=2270</a> (access to Domestic Violence Act Chapter 11:09)</p>
<p><b>Integration</b></p>	<p><b>English Language:</b> Oral presentations (attention to pitch, tone, pronunciation, non-verbal gestures etc.); Summarizing information for presentation</p> <p><b>Information Technology:</b> Using the internet to conduct research; Incorporating ICT tools to make presentations</p>

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					WEEK 11
TOPIC/SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Individual family and Society.</b></p> <p>Cultural Diversity of the Caribbean Region</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i define the terms ‘culture, cultural heritage, cultural diversity</li> <li>ii describe the cultural diversity of the Caribbean region</li> <li>iii identify the reasons for the cultural diversity of the Caribbean</li> <li>iv. Impact/contribution of the diverse cultural background of the region and diaspora on different cultural forms:</li> </ul>	<p>Culture is all the customs, ideas, behaviours, and beliefs of a society that have been passed on from generation to generation.</p> <p>Cultural diversity refers to the variation in cultural practices found within a specific place (the world, a region, or a country). This extends to all aspects of life, including social structures.</p> <p>Reasons for the existence of cultural diversity:</p> <ul style="list-style-type: none"> <li>i Indigenous People</li> <li>ii European Colonization</li> <li>iii African Enslavement</li> <li>iv Indentureship</li> <li>v Migration after Indentureship</li> </ul>	<p>Students watch videos, view images and read descriptions of various cultural practices in the Caribbean. Students use a graphic organizer to highlight how these practices are similar/dissimilar. Practices include:</p> <ul style="list-style-type: none"> <li>i. Celebrations (Crop Over in Barbados, Carnival in Trinidad, Mashramani in Guyana)</li> <li>ii. Dialects spoken</li> </ul>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Write an essay/poem/calypso on the cultural diversity of the Caribbean region.</p> <p>Students host a mini “Guyana Culture Day” exhibition by displaying artefacts, foods etc. associated with the different ethnic groups in Guyana. Students describe the artefacts/foods displayed</p> <p>OR</p> <p>Students host a “Caribbean Culture Day” exhibition by displaying artefacts, foods</p>

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		<p>(a) Impact/contribution of diverse cultural backgrounds as a region on/to different cultural/contemporary forms:</p> <ul style="list-style-type: none"> <li>i customs;</li> <li>ii ceremonies;</li> <li>iii art;</li> <li>iv craft;</li> <li>v language;</li> <li>vi music;</li> <li>vii dance;</li> <li>viii folklore;</li> <li>ix religions and festivals.</li> </ul> <p>NB Teacher should make an effort to illustrate how</p> <p>(c) Global influences/Cultural Imperialism (media, travel) impacts our religions, festivals, customs, and music</p>	<p>(with West African, Indian, Spanish, French and Taíno influences)</p> <p>iii. Religious Practices (Obeah, Voodoo, Rastafarianism, Orisha)</p> <p>iv. Staple foods and national dishes eaten</p> <p>Students watch documentaries on how the Caribbean became populated as a result of colonization.</p> <p>Students research the indigenous peoples of the Caribbean and their legacy.</p> <p>Students discuss how Guyana is becoming</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	<p>etc. associated with different Caribbean countries/cultures.</p> <p>Students in groups present on respective countries/cultures.</p>
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			<p>increasingly more diverse as a result of new migrants inclusive of Venezuelan migrants/refugees.</p> <p>Discussion questions include:</p> <ul style="list-style-type: none"> <li>i What observations can you make about the diversity in your communities?</li> <li>ii How do new migrants integrate their culture into Guyanese society?</li> </ul> <p><b>Important Note:</b> Students should be taught an appreciation and tolerance for diversity in Guyana and the Caribbean region.</p>	<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<p><b>VIDEOS:</b></p> <p>The First People of the Caribbean- The Taino- <a href="https://youtu.be/bp0bbqsJULU">https://youtu.be/bp0bbqsJULU</a></p> <p><b>Source:</b> PREEFLIX</p> <p>The Coming of the Europeans to the Caribbean- <a href="https://youtu.be/9Qg9GFIHVss">https://youtu.be/9Qg9GFIHVss</a></p> <p><b>Source:</b> Diary of a Classroom Teacher</p> <p>People of the Caribbean- Ethnic Diversity of Independent Caribbean Countries- <a href="https://youtu.be/kCdbzc9E3WQ">https://youtu.be/kCdbzc9E3WQ</a></p> <p><b>Source:</b> Caribbean Lifestyle by J-irie</p>
<b>Integration</b>	<p><b>History:</b> Ethnic groups- where they came from, their traditions and contributions to the cultural diversity of the Caribbean</p> <p><b>Geography:</b> Location of settlements of the various ethnic groups within the Caribbean</p> <p><b>Home Economics- Food and Nutrition:</b> Preparation of cultural dishes</p> <p><b>Home Economics- Clothing and Textiles:</b> Sewing traditional garments associated with the ethnic groups of the region</p> <p><b>Music:</b> Composing calypsos etc. about the cultural diversity of the Caribbean</p> <p><b>Visual Arts:</b> Creating pieces associated with the various cultural/ethnic groups in the Caribbean (sculpture and ceramics, leathercraft, fibre and decorative arts)</p>

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					WEEK 12
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p>Society and Governance</p> <p>Social Groups</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i define and use correctly terms and concepts associated with social groups;</li> <li>ii describe the types of social groups and list examples of each;</li> </ul>	<p>Explanation of the following terms and concepts associated with social groups:</p> <ul style="list-style-type: none"> <li>i primary; secondary; formal; informal; peer; interest; voluntary and involuntary membership; culture; institution; social control; folkways; norms; mores and laws;</li> <li>ii Examples of primary, secondary, formal, and informal groups are found in the Caribbean.</li> </ul> <p>Groups:</p> <ul style="list-style-type: none"> <li>i Primary: study group, family, class;</li> </ul>	<p>Students use textbooks and internet sources to research the characteristics of groups found in the Caribbean:</p> <p>Primary Secondary Formal Informal</p> <p>Students examine their school as an example of a formal/secondary group based on the characteristics of these groups</p> <p>Students list the various groups to which they belong and classify them as primary</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Students identify the need for a group in the school/community. Students create the group and give it a name. Identify the goal of the group. Establish criteria for membership and invite students to join. Report on the activities /progress of the group.</p> <p>Students compile a glossary of terms and concepts associated with social groups.</p>

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		<p>ii Secondary: Trade union, Parent-Teachers Association, police force, government;</p> <p>iii Formal: school, trade union, Informal: a group of friends flying kites, boys playing cricket on the street after school.</p>	<p>or secondary; informal or formal.</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<p><b>S.B.A Guidelines</b></p> <p>Introduction to the School-Based Assessment</p>	<ul style="list-style-type: none"> <li>i. define the term ‘research’ as it is used in the social sciences.</li> <li>ii. explain the role of research in understanding social issues.</li> <li>iii. make a list of possible topics/social issues that can be researched</li> </ul>	<p>Research is very important in the Social Sciences and by extension in Social Studies. Research is a way of finding information on a particular topic.</p> <p>In Social Studies, research is done following a specific methodology (system or way of working).</p> <p>The S.B.A. tests whether you have mastered the skills required for conducting a simple research project, requiring students to investigate a chosen problem in their community.</p> <p>Outline of Social Studies S.B.A</p> <ul style="list-style-type: none"> <li>i. Statement of the Problem</li> <li>ii. Reason for Selecting the Area of Research</li> <li>iii. Method of Investigation</li> </ul>	<p>Students will discuss the importance/benefits of conducting research.</p> <p>Students will cite examples of research conducted by experts and relevant bodies in society to effect positive change.</p> <p>Students will view an outline of what is expected of them in completing the Social Studies S.B.A. Students will brainstorm possible areas of interest that they would like to research. Students with similar interests will form groups to work together.</p> <p>Guiding questions include:</p>	<p>Social Studies Syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>Discussion:</p> <p>Possible topics chosen by students for S.B.A. research will be vetted by a teacher for suitability.</p>
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		<ul style="list-style-type: none"> <li>iv Data Collection Instrument</li> <li>v Procedures for Data Collection</li> <li>vi Presentation of Data</li> <li>vii Analysis and Interpretation of Data</li> <li>viii Statement of Findings</li> <li>ix Recommendations and Implementation Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>i What topics/social issues haven't been researched enough?</li> <li>ii What aspect of a topic has not been studied in depth?</li> </ul>		
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<b>Additional Reading and Viewing Materials</b>	<p><b>Video:</b> social group -<a href="https://youtu.be/_wFZ5Dbj8DA">https://youtu.be/_wFZ5Dbj8DA</a></p> <p><a href="https://youtu.be/WMcWQyg1kYc">https://youtu.be/WMcWQyg1kYc</a></p> <p><b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page</p>
<b>Integration</b>	<p><b>English Language:</b> Compiled a glossary of terms and concepts associated with social groups.</p> <p><b>Mathematics:</b> Construct tables/charts to compare and contrast different types of groups</p>

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					WEEK 13
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Functions of Social Groups and their Characteristics</p>	<p>Students should be able to:</p> <p>i. List the functions of social groups</p> <p>ii. outline the characteristics of primary, secondary, formal and informal groups;</p> <p>iii. examine the characteristics of social groups.</p>	<p>(a) Functions of groups- to give members a sense of security, to help members feel a sense of companionship and belonging, to provide an opportunity to share experiences and interests and work towards common goals</p> <p>Characteristics of social groups:</p> <p>(a) structure;</p> <p>(b) common goals;</p> <p>(c) voluntary or involuntary membership;</p> <p>(d) marks of identity;</p> <p>(e) common needs, interests</p>	<p>Students read textbooks and resource material and explain the functions of social groups.</p> <p>Students list the various groups to which they belong and classify them as primary or secondary; informal or formal.</p> <p>Invite a resource person to speak to the students on the the function of a specific group from which he /she belongs</p> <p>Have a brainstorming session in which you explore some</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Choose one group to which you belong. This may be a primary or a secondary group, with voluntary or involuntary membership. (Read the questions below before you choose the group, as some groups will be easier to use than others.)</p> <p>a. Describe the characteristics of this group with reference to a concept map or spider web</p> <p>b. Explain how this group fulfils the functions discussed in class.</p>

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		<p>and values;</p> <p>(f) specific ways of interacting determined by rules and regulations;</p> <p>(g) established patterns of behaviour;</p> <p>(h) cooperation to achieve group goals; sanction</p>	<p>ways in which groups can perform these functions. In order to do this, choose one person to be the leader standing out at the front to record every contribution, preferably as a single word. At the end of the session, he or she can sum up the ideas you have all put forward.</p>	<p><i>Examinations 3rd Edition. Macmillan. Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). Social Studies for CSEC: A CXC Study Guide. Oxford Univ. Press.</i></p>	<p>c. Assess how marks of identity and/or common rituals help the group to fulfil its functions.</p> <p>d. What roles and responsibilities are expected of members of this group? How do these foster cohesion within the group?</p> <p>e. Describe a situation in which you competed with members within the group or cooperated with members of the group in order to work towards a common goal. How did this affect the group as a whole?</p> <p>f. Evaluate your experience in this social group. Overall, would you say membership in this group is</p>
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a rewarding experience?

Give reasons for your answer.

<b>Additional Reading and Viewing Materials</b>	<p><b>Video:</b>                  Characteristics of Social Groups <a href="https://youtu.be/lfgPx7E1rhQ">https://youtu.be/lfgPx7E1rhQ</a></p> <p><b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page</p>
<b>Integration</b>	<p><b>Health and Family Life Education:</b> Self and Interpersonal Relationships</p> <p><b>English Language:</b> Compiled a glossary of terms and concepts associated with social groups.</p> <p><b>Mathematics:</b> Construct tables/charts to compare and contrast different types of groups</p>

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					WEEK 14
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Requirement for Cohesion in Groups and Institutions.</p> <p>Interaction within social groups.</p>	<p>Students should be able to:</p> <p>i outline the requirements for cohesion in groups and institutions.</p> <p>ii explain the different aspects of interaction within and among social groups</p>	<p>Requirements for Group Cohesion in groups and institutions:</p> <p>(a) leadership</p> <p>(b) control</p> <p>(c) cooperation</p> <p>(d) authority</p> <p>(e) commitment</p> <p>(f) loyalty</p> <p>Aspects of social interaction within and among groups:</p> <p>(a) competition</p> <p>(b) conflict</p> <p>(c) creativity and problem-solving;</p> <p>(d) cooperation,</p> <p>(e) compromise.</p>	<p>Students read the text and explain the importance of the requirements for group cohesion in groups and society.</p> <p>A member of the governing party criticizes the leader for covering up corruption in government at a constituency branch meeting or in the press.</p> <p>Students discuss the likely effects of the member's action on the party and comment on his/her loyalty/commitment to the party.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). Caribbean Social Studies for CSEC. Oxford Univ. Press.</p> <p>Carman, L. (2016). CSEC® Revision Guide: Social Studies.</p> <p>MacMillan Fisher, J., Waterman, I., Eastland, C. (2013). Social Studies for CSEC Examinations 3<sup>rd</sup> Edition. Macmillan.</p>	<p>Students can identify the need for a group in the school/community. Give it a name. Identify the goal of the group. Establish criteria for membership and invite students to join.</p> <p>Give a report on the activities /progress of the group. Record their observations of a group of friends in class as an example of a peer, primary or formal group.</p> <p>Use concept maps/matching exercises</p>

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			<p>Students research and explain with examples of different kinds of social interactions within and among groups.</p> <p>Students observe and record examples of the different types of interaction in the classroom during the lesson.</p> <p>Students role-play situations that demonstrate each of the following aspects of social interaction within and among groups: competition, conflict, cooperation and compromise.</p>	<p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). Social Studies for CSEC: A CXC Study Guide. Oxford Univ. Press.</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). Modules in Social Studies with SBA Guide. Caribbean Educational Publishers.</p>	<p>involving different types of groups.</p>
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				Sandy, M. (2012). Social Studies essentials for CSEC with SBA, study exercises. Carlong Publishers	
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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b> <a href="https://www.youtube.com/watch?v=F4altZjMgeY&amp;list=PLe7iVPJ4aq9uKje3z7bwVpW35GQYWEQW0&amp;index=10">https://www.youtube.com/watch?v=F4altZjMgeY&amp;list=PLe7iVPJ4aq9uKje3z7bwVpW35GQYWEQW0&amp;index=10</a></p> <p><b>Source:</b> Guyana Learning Channel and available on The Guyana Learning Channel’s YouTube page</p> <p><b>Videos:</b> <a href="https://www.youtube.com/watch?v=-85OtRjkF10&amp;list=PLEXy90K0W6X42ruCuzmqefOoOapzZQ9Ai&amp;index=4">https://www.youtube.com/watch?v=-85OtRjkF10&amp;list=PLEXy90K0W6X42ruCuzmqefOoOapzZQ9Ai&amp;index=4</a></p> <p><b>Source:</b> StudySolutionz</p>
<b>Integration</b>	<p><b>Health and Family Life Education:</b> Conflict Resolution</p> <p><b>Theatre Arts:</b> Roleplay</p>

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					WEEK 15
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p><b>Social Control</b></p>	<p>Students should be able to:</p> <p>i. Define the term social control.</p> <p>ii. Types of social control.</p> <p>iii. Examine the various means by which social control is achieved in groups.</p>	<p>What is social control?</p> <p>Social control is a process where a group regulates itself based on its beliefs, principles, and values, aiming to prevent negative deviance and protect others.</p> <p>Types of Social Control</p> <p>Social control tends to take two forms: informal or formal.</p> <p>Informal social control involves conforming to societal norms and values, learned through socialization, and enforced by family members, caregivers, teachers, peers, and colleagues.</p> <p>Formal Social control is sanctioned by the state, it regulates human</p>	<p>Students research the term social control and share the definition of the term with the class.</p> <p>Students will match examples to the type of social control.</p> <p>Students identify the type of social control that should be used in situations.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Have student conduct research on norms, mores, folkways, and laws which help maintain control in groups in their communities and report to the class.</p>

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		<p>behaviour through written rules, punishment systems, and the establishment of laws, police, jails, and judicial institutions.</p> <p>How social control is achieved in groups?</p> <p>In primary groups, the relationships are close, direct, and intimate. Social control is often maintained by informal mechanisms such as customs, traditions, <b>folkways, mores, norms</b>, and religion.</p> <p>The formal means of social control come from institutions such as the state, <b>law, sanctions</b>, education, and those that have legitimate power. They apply coercive measures in the case of deviance.</p> <p><b>Note to teacher: link social control and socialization.</b></p>		<p><a href="http://www.yourarticlelibrary.com/sociology/social-control-the-meaning-need-types-and-other-details/">http://www.yourarticlelibrary.com/sociology/social-control-the-meaning-need-types-and-other-details/</a></p> <p><a href="https://www.igntu.ac.in/eContent/BA-TribalStudies-02Sem-Dr.%20Kumkum%20Kasturi%20TStudies%20for%20CSEC%20Examinations%203rd%20Edition.%20Macmillan.">https://www.igntu.ac.in/eContent/BA-TribalStudies-02Sem-Dr.%20Kumkum%20Kasturi%20TStudies for CSEC Examinations 3<sup>rd</sup> Edition. Macmillan.</a></p>	
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Lunt, N., Buckle-Scott,  
 L., Davis-  
 Morrison, V.,  
 Louis, A., &  
 Caribbean  
 Examinations  
 Council  
 (2012). *Social  
 Studies for  
 CSEC: A CXC  
 Study Guide.*  
 Oxford Univ.  
 Press. *ribal%20Societ  
 y.pdf*  
 Ramsawak, R., &  
 Umraw, R.

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				<p>(2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	
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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b> <a href="https://www.youtube.com/watch?v=o65IY4eY5sc">https://www.youtube.com/watch?v=o65IY4eY5sc</a>  <b>Source:</b> Mrs C Sociology</p>
<p><b>Integration</b></p>	<p><b>Health and Family Life Education:</b> Conflict Resolution  <b>Arts:</b> Roleplay  <b>Visual Art:</b></p>

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					WEEK 16
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Characteristics of Institutions</p>	<p>Students should be able to:</p> <p>i. Outline the type of institutions.</p> <p>ii. describe the characteristics of institutions</p>	<p>Types of Institution</p> <p>(i) Family;</p> <p>(ii) Educational (for example, school);</p> <p>(iii) Religious (for example, church/temple/mosque);</p> <p>(iv) Recreational (for example, sports club);</p> <p>(v) Economic (for example, bank); and,</p> <p>(vi) Political (for example, government)</p> <p>Characteristics of institutions.</p> <p>Institutions as:</p> <p>(a) A social norm:</p> <p>(i) made up of norms, mores and values;</p>	<p>Students draw an organizational chart to identify the hierarchy that exists at their school.</p> <p>Students examine the school as an institution and record examples of each characteristic looked at.</p> <p>Students compare their school to one other the institution found in the community by identifying its characteristics. Research, a field trip or a visit from a representative of the institution can facilitate this</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C.</p>	<p>Students write arguments in favour of the statement “The family is an institution.”</p> <p>Students create a booklet/scrapbook about their school to highlight its features as an institution. The booklet could include information about the</p> <p>i History of the school</p> <p>ii School Culture</p> <p>iii Functions of the school (taken from a mission statement, vision statement, motto etc.)</p> <p>iv Rules and</p>

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regulations

		<p>(ii) have a clearly defined value system.</p> <p>(iii) endures over time;</p> <p>(iv) can be modified;</p> <p>(v) influences the working of society;</p> <p>(vi) forms the basis for the development of organizations.</p> <p>(b) An organization:</p> <p>(i) hierarchical structure;</p> <p>(ii) specific function;</p> <p>(iii) written rules;</p> <p>(iv) fixed sanctions;</p>	<p>activity.</p> <p>(2013). <i>Social</i></p>	
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		<p>(v) endure over time;</p> <p>(vi) symbols</p> <p>(vii) rituals</p>		<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	<p>v Symbols (uniforms, crest, school colours etc.)</p> <p>vi Rituals (school prayer, school song etc.)</p>
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<p><b>S.B.A. Guidelines</b></p> <p>Statement of the Problem (Task 1)</p>	<p>Students should be able to:</p> <p>i. choose an area of research and state the research topic in the form of a question</p>	<p>Clearly state and explain the problem/topic/issue that you are researching. This should be done in the form of a question (Statement of the Problem). Your topic can come from any area of the Social Studies syllabus. In choosing your topic, give some thought to the group you will use for your survey.</p> <p>Examples of a Statement of Problem:</p> <p>i. To what extent are farmers affected in (name of community) as a result of the overtopping of the seawalls?</p>	<p>Students in their groups will formulate a focused Statement of the Problem.</p> <p>Each Statement of the Problem will be written on the blackboard/whiteboard to be peer-reviewed for clarity, conciseness etc.</p>	<p>Social Studies syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>Students will submit the final draft of the Statement of the Problem for approval by the teacher.</p>
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		<ul style="list-style-type: none"> <li>ii What are the challenges faced by Venezuelan migrants in (name of community)?</li> <li>iii What are the views held by men residing in (name of community) as they relate to the changing views of women in society?</li> </ul>			
<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b> Social Institutions Pt. 2- <a href="https://youtu.be/PHnIqa1KfaA">https://youtu.be/PHnIqa1KfaA</a></p> <p><b>Source:</b> StudySolutionz</p>				
<b>Integration</b>	<p><b>Information Technology:</b> Using digital tools to draw a chart representing an organizational structure</p> <p><b>Principles of Business:</b> Characteristics of economic institutions</p> <p><b>English Language:</b> Argumentative Essay; Formulating a Statement of the Problem (Interrogative Sentence)</p> <p><b>Physical Education:</b> Characteristics of recreational/educational sports institutions (sports clubs, sports academies etc.)</p>				

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					WEEK 17
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Functions of Institutions in Society</p>	<p>Students should be able to:</p> <p style="padding-left: 20px;">i evaluate the functions of institutions in society</p>	<p>Functions of Institutions:</p> <p>(a) Economic</p> <p>(b) Educational</p> <p>(c) Socialisation</p> <p>(d) Recreational</p> <p>(e) Religious</p> <p>(f) Political</p>	<p>Students read the text and create a chart/graphic organizer showing the five types of institutions and their functions.</p> <p>Divide the class into five groups. Assign one institution to each group. Groups make presentations on how the institutions impact their lives</p> <p>Students engage in a panel discussion whereby they represent the views of various institutional leaders such as that of a Principal, Pandit, Pastor and Iman. Students discuss ways</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Students review the characteristics of institutions to determine whether or not examples of social groups given can also be categorized as institutions.</p> <p>Students are placed in groups to create a model of an institution depending on a particular function. Students use models to present how these institutions impact their lives.</p>

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			<p>religious and educational institutions complement the role of the family.</p>	<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<p><b>SBA Guidelines</b></p> <p>Reason for Selecting the Area of Research</p> <p>(Task 2)</p>	<p>Students should be able to:</p> <p>i state the reason for selecting the area of research</p>	<p>Clearly state the reason for researching the topic. Your reason may be personal or related to a need or concern about your school, community, or country. You may also choose a topic because it interests you for some reason.</p> <p>Example of Task 2 for the Statement of the Problem “How efficient is the system of garbage collection in Hampshire Village?”</p> <p>As someone whose duty it is in my family to take out the trash daily, I am often disheartened to see the accumulation of garbage for days in our personal garbage receptacle. The unpleasant sight of overflow garbage along with the</p>	<p>Students in their respective groups (or individually) list the many reasons why the topic chosen is of interest to them. From this long list, students select the most prominent reason to compose Task 2.</p>	<p>Social Studies Syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>The teacher reads students’ written paragraphs for Task 2 and gives relevant feedback.</p>
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		<p>fetid smell makes me realize that an inefficient garbage collection system can pose serious health hazards for residents in the community. As such, this research intends to discover defects in the garbage collection system in the area identified so that recommendations can be made to resolve them.</p>			
<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b>                  Functions of Social Institutions- <a href="https://youtu.be/Ykv_wRobjVM">https://youtu.be/Ykv_wRobjVM</a></p> <p><b>Source:</b>                  StudySolutionz</p>				
<b>Integration</b>	<p><b>Religious Education:</b> Functions of religious institutions</p> <p><b>Principles of Business:</b> Functions of economic institutions</p> <p><b>Visual Arts:</b> Using natural or man-made materials to create models of institutions</p> <p><b>English Language:</b> Paragraph Writing for Task 2 for S.B.A. (check for coherence, sentence structure, grammar etc.)</p>				

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Social Studies

Grade 10

					WEEK 18
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Introduction to Government</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i define the term ‘government’</li> <li>ii differentiate between two major forms of government</li> <li>iii differentiate among the types of government systems in the Commonwealth Caribbean.</li> </ul>	<p>A government is a system of order for a nation, state, or political unit. A government is responsible for creating and enforcing the rules of society, defence, foreign affairs, the economy, and public service.</p> <p>Forms of government:</p> <p>a) Democracy is the process by which the people, usually through elected representatives make decisions</p> <p>b) Autocracy is a government in which one person possesses unlimited power.</p>	<p>Students will engage in a panel discussion to explore arguments for or against the different forms of government.</p> <p>Students research and identify the characteristics of the various government systems – crown colony, constitutional monarchy, and republic.</p> <p>Barbados is a recent example of a Commonwealth Caribbean country becoming a republic.</p> <p>Students will use Barbados as a case study to explore the</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Organize a debate to explore arguments for or against a change from constitutional monarchy to a republican system of government.</p> <p>Students will compile a list to categorize Commonwealth Caribbean countries based on their government systems.</p> <p>Students research to identify how Guyana’s form of republicanism is different from Trinidad’s republicanism.</p>

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		<p>Types of Government Systems:</p> <ul style="list-style-type: none"> <li>i crown colony</li> <li>ii constitutional monarchy</li> <li>iii republic</li> </ul> <p>When the Caribbean countries gained their independence from the UK, at first all chose to become constitutional monarchies with a parliamentary system of government. They, therefore, retained the queen as their head of state. Governors-general, whose powers are limited by the constitution of their countries, have been appointed to act as the queen's representative in these countries.</p>	<p>change from a constitutional monarchy to a republican system of government.</p> <p>Guiding questions include:</p>	
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# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area: Social Studies**

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		<p>Their role in government is therefore also largely ceremonial.</p>	<ul style="list-style-type: none"> <li>i As a constitutional monarchy, who was the Head of State of Barbados?</li> <li>ii What new political changes came with Barbados' status as a republic?</li> <li>iii What are some reasons why Barbados would have wanted the change?</li> </ul>	<p style="text-align: right;"><i>Examinations 3<sup>rd</sup> Edition.</i></p> <p style="text-align: right;">Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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### Curriculum Area: Social Studies

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<p><b>S.B. A Guidelines</b></p> <p>Types of Research</p> <p>Types of Data Collection</p> <p>Instruments (Task 3)</p>	<p>Students should be able to:</p> <p>i differentiate between qualitative and quantitative research</p> <p>ii define key terms such as ‘population’ and ‘sample’</p> <p>iii differentiate between probability and nonprobability sampling.</p> <p>iv identify types of research methods/instruments</p>	<p>Quantitative research is expressed in numbers and graphs. It is used to test or confirm theories and assumptions. Common quantitative methods include questionnaires, structured interviews, telephone surveys, and checklists/grid sheets.</p> <p>Qualitative research is expressed in words. It is used to understand concepts, thoughts or experiences. This type of research enables you to gather in-depth insights on topics that are not well understood. Common qualitative methods include interviews with open-ended questions,</p>	<p>The teacher demonstrates different sampling techniques using the entire class as the population. Examples of techniques that could be used are simple random sampling (picking strips of paper with names on them from a bag), and convenience sampling (e.g., choosing the first 20 names from the register).</p> <p>Students view samples of data collection instruments and discuss their features.</p>	<p>Social Studies Syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>Students use a graphic organizer to record the advantages and disadvantages of each data collection instrument looked at.</p>
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		<p>observations described in words, and literature reviews that explore concepts and theories.</p> <p>The group you are researching is called the population. Make sure the population you choose is practical. The sample is the actual number of people or things in the population that you are going to investigate, interview or survey.</p>			
<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b>                  Barbados becomes Republic removing Queen Elizabeth II as Head of State- <a href="https://youtu.be/oWdrdnyLmV8">https://youtu.be/oWdrdnyLmV8</a></p> <p><b>Source:</b> BBC News</p> <p><b>Articles:</b>                  Barbados becomes a Republic- <a href="https://caricom.org/barbados-becomes-fourth-caribbean-republic/">https://caricom.org/barbados-becomes-fourth-caribbean-republic/</a></p> <p>On Being a Republic (Trinidad)- <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Republic-Day#:~:text=After%20many%20years%20of%20being,Republic%20on%20August%201st%2C%201976.">https://www.nalis.gov.tt/Resources/Subject-Guide/Republic-Day#:~:text=After%20many%20years%20of%20being,Republic%20on%20August%201st%2C%201976.</a></p>				

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area: Social Studies**

**Grade 10**

<b>Integration</b>	<b>Information Technology:</b> Conduct online research <b>History:</b> The adoption of the Crown Colony Government in the English Caribbean <b>English Language:</b> Debating <b>Mathematics:</b> Differences between probability and non-probability sampling
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# NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Social Studies

Grade 10

					WEEK 19
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>The Structure of Government.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i outline the structure of the government</li> <li>ii describe the function of each branch of government</li> <li>iii understand the composition, and functions of Local government in Guyana.</li> </ul>	<p>Structure of government – Principle of separation of powers.</p> <p>(a) Legislature – structure, composition and functions, steps in making laws, the role of the Opposition, the role of the Head of State.</p> <p>(b) Executive – composition and function, the role of the Civil Service.</p> <p>(c) Judiciary – Structure of the court system, functions of Magistrates’ Courts, High Courts, Privy Council, Caribbean Court of Justice</p> <p>Role of the security systems, for example, police service, prison service.</p>	<p>Students create a chart/graphic organizer to illustrate the branches of government and the function of each branch.</p> <p>Students work in groups to compose a song/jingle to describe the functions of each branch of government. Students present a song/jingle to the class.</p> <p>Organize a field trip to observe parliament in session. Alternatively, students watch videos of parliament in session.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Students write arguments for or against Guyana subscribing to the Caribbean Court of Justice as its final appellate court.</p> <p>Students compare Guyana’s unicameral legislative structure with a Commonwealth Caribbean country that has a bicameral legislative structure.</p> <p>Students record key similarities and differences.</p> <p>Students conduct a mock session of parliament to debate a contentious issue in society. Students use the British Parliamentary</p>

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		<p>Local Government – village council, city council, constituency council, municipal corporation composition, and functions and how they are established.</p>	<p>Students make a critical examination of the powers of Prime Ministers in parliamentary republics such as Trinidad and Tobago or Presidents in presidential republics such as Guyana and prepare a case for or against reducing them.</p> <p>Students write a letter to the Commissioner of Police outlining how their communities will work with the police to reduce crime.</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i> Macmillan. Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	<p>debating style and are assigned different roles such as Prime Minister, Leader of the Opposition, Government whip etc.</p> <p>Students conduct a mock court trial.</p>
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p><b>Structure of Government</b></p> <p><a href="https://youtu.be/9jbu7TwDI00">https://youtu.be/9jbu7TwDI00</a></p> <p><b>Source: Caribbean Social studies syllabus. YouTube</b></p> <p><b>branches of Government</b></p> <p><a href="https://youtu.be/bXcDSYWMRRk">https://youtu.be/bXcDSYWMRRk</a></p> <p><b>source: Griffiths CSEC Class. YouTube</b></p> <p><a href="https://www.clgf.org.uk/default/assets/File/Country_profiles/Guyana.pdf">https://www.clgf.org.uk/default/assets/File/Country_profiles/Guyana.pdf</a></p>
<b>Integration</b>	<p><b>Information Technology:</b> Students conduct online research</p> <p><b>English Language:</b> Letter Writing; Debating; Argumentative Writing; Writing a paragraph for Task 3 of the S.B.A (organization, in-text citation, etc.)</p> <p><b>Theatre Arts:</b> Roleplay</p>

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Social Studies

Grade 10

					WEEK 20
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p><b>Functions of Government</b></p>	<p>Students should be able to:</p> <p>i evaluate the functions of government.</p>	<p>Functions of government:</p> <p><b>Economic:</b></p> <p>(i) Raise revenue through direct and indirect taxation;</p> <p>(ii) Manage the finances of the country (budgeting);</p> <p>(iii) Create employment opportunities;</p> <p>(iv) Facilitate economic development; and,</p> <p>(v) Manage/sustain the country’s resources</p> <p><b>(b) Provide Social Services:</b></p> <p>(i) Welfare; and,</p> <p>(ii) Health care.</p> <p><b>(c) Infrastructural System, for example:</b></p> <p>(i) Public utilities;</p> <p>(ii) Public buildings; and,</p>	<p>Students create graphic organizers to illustrate the functions of government.</p> <p>Have students discuss the functions that they observe their government performing and compare to the function discussed in class.</p> <p>Students work in groups to create a list of the functions of the government carried out in their community.</p> <p>Students identify functions of the government not carried out in their community or carried out ineffectively.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Students conduct research and write an essay on how the government is defending the nation-state from threats to its sovereignty. Students refer to Guyana’s case against Venezuela at the International Court of Justice.</p> <p>Students write a letter to the Editor of a newspaper in which they either praise or criticize the government for the way its policies/functions have affected their community.</p>

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	<p>(iii) Roads.</p> <p><b>(d) Security:</b></p> <p>(i) Maintain law and order; and, (ii) Defend the nation-state.</p> <p><b>(e) Maintain international relations.</b></p> <p><b>(f) Regulatory:</b></p> <p>(i) Media; (ii) Trade; and, (iii) Utilities.</p>	<p>Students listen to an excerpt of a budget presentation in parliament or read a summary of a country’s approved budget to identify areas for which funds are allocated. Students discuss how citizens benefit from social programmes and services funded by the government.</p> <p>Students read newspaper articles or visit the official website of the Parliament of Guyana to identify recent bills that have been passed. Students discuss the bills concerning how they help to maintain law and order or protect the rights of citizens.</p>	<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition. Macmillan.</i></p> <p><i>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). Social Studies for CSEC: A CXC Study Guide. Oxford Univ. Press.</i></p> <p><i>Ramsawak, R., &amp; Umraw, R. (2020). Modules in</i></p>
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**Curriculum Area: Social Studies**

**Grade 10**

*Social Studies*

*with SBA*

*Guide.*

*Caribbean*

*Educational*

*Publishers.*

*Sandy, M. (2012).*

*Social Studies*

*essentials for*

*CSEC with*

*SBA, study*

*exercises.*

*Carlong*

*Publishers*

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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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## NATIONAL SCHEME FOR SECONDARY SCHOOLS

### Curriculum Area: Social Studies

### Grade 10

<p><b>S.B.A Guidelines</b></p> <p>Designing a Data Collection Instrument</p> <p>(Task 4)</p>	<p>Students should be able to:</p> <p>i design a data collection instrument.</p>	<p>Students will design the questionnaire, interview schedule (questions used in an interview), telephone survey instrument, checklist or other instrument used to collect data for your research.</p> <p>The instrument must have a minimum of 15 questions, excluding demographic or introductory questions. Introductory/Demographic questions include age, sex and marital status (The type of demographic questions should be relevant to the research).</p>	<p>Students formulate questions to include in their questionnaires (at least the first 10).</p> <p>Students review questions and make appropriate amendments after peer review.</p> <p>Students write a cover letter to accompany the instrument</p>	<p>Social Studies Syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>The teacher peruses students' work to ensure that they are on task.</p>
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		<p>Guidelines for Creating a Questionnaire:</p> <ul style="list-style-type: none"><li>i Be careful of the use of ‘Yes’ and ‘No’ questions. A maximum of two can be used and if there are more, ensure that they all have follow-up questions.</li><li>ii The questionnaire should provide relevant options for respondents. Since it is difficult to include every option, add “other” as the last option for respondents to write a response that is not given.</li><li>iii Include both closed-ended and open-ended questions.</li><li>iv A good question should be written, easily understood, and free from bias.</li></ul>			
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		<p>In addition, a cover letter should accompany the instrument. The cover letter paragraph should:</p> <ul style="list-style-type: none"><li>i clearly state the purpose of the questionnaire</li><li>ii have a clear explanation of how the respondents should complete the questionnaire</li><li>iii include a note thanking the respondents</li><li>iv state that respondents are not required to state their names and as such will remain anonymous.</li></ul>			
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<b>Additional Reading and Viewing Materials</b>	<p><b>Websites:</b></p> <p>Parliament of Guyana (to access bills and their statuses)</p> <p><a href="https://www.parliament.gov.gy/chamber-business/bill-status">https://www.parliament.gov.gy/chamber-business/bill-status</a></p> <p><b>News Reports (Videos):</b></p> <p>With New No Taxes, Record \$781.9 billion Budget Focuses on Current and Future Needs</p> <p><a href="https://youtu.be/ZbwDcw0_ZbA">https://youtu.be/ZbwDcw0_ZbA</a></p> <p><b>Source:</b> Newsroom Guyana</p> <p>Statement by President Dr Mohamed Irfaan Ali on ICJ ruling on Guyana, Venezuela border case April 6th, 2023</p> <p><a href="https://youtu.be/5ZGhGg_T3do">https://youtu.be/5ZGhGg_T3do</a></p> <p><b>Source:</b> Peoples Progressive Party/Civic</p>
<b>Integration</b>	<p><b>Information Technology:</b> Conduct online research by visiting the website of the Parliament of Guyana.</p> <p><b>Principles of Business:</b> Role of Government in an Economy.</p> <p><b>English Language:</b> Cover Letter Writing; Essay Writing; Writing Questions (succinct, relevant etc.)</p> <p><b>Guyanese History:</b> Border controversy between Guyana and Venezuela</p>

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Curriculum Area: Social Studies

Grade 10

					WEEK 21
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Relationship Between Citizens and Governments</p>	<p>Students should be able to</p> <p>i. Evaluate the relationship between citizens and governments as stated in the constitution.</p>	<p>a) Definition of the following terms and concepts: constitution, democracy, authoritarian.</p> <p>A constitution sets out the rules and principles, as well as the freedoms and rights, of a society. Citizens should adhere to the constitution and all laws that are passed should reflect the spirit of the constitution.</p> <p>(b) Human rights, freedoms and responsibilities.</p> <p>The constitution of every Commonwealth Caribbean country includes a bill of rights that every citizen is entitled to, based on the Universal Declaration of Human Rights.</p>	<p>Students create a glossary of the key terms identified in the content, e.g. democracy.</p> <p>Encourage students to analyze newspaper articles/television/radio news reports on cases of human rights violations</p> <p>Students discuss Guyana’s human rights record by researching the findings published by human rights watchdog organizations such as Amnesty International and the U.S. Department of State.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Group presentation:</p> <p>Students highlight areas in which Guyana has done a commendable job in adhering to human rights. Students identify areas that need the most improvements.</p> <p>Students draw up a list of legitimate steps which may be taken by an individual whose human rights were violated by the government.</p> <p>Students debate whether or not Guyana’s laws about capital punishment,</p>

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		<p>These rights protect all citizens equally, regardless of gender, race, religion or political beliefs. With rights and freedoms, however, come responsibilities.</p> <p>Adult suffrage describes eligibility to vote. All residents over 18 years old have the right to vote in elections.</p> <p>(c) the right to vote</p> <p>(d) Role of the Ombudsman</p> <p>An ombudsman is an official who investigates complaints regarding public services. These might relate to unfair treatment or inadequate service. The ombudsman is independent and will report findings to parliament. This ensures that public authorities provide a good service and are accountable.</p>	<p>Students compare Guyana’s human rights record with that of another Caribbean country.</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	<p>marijuana use, criminalization of consensual same-sex activity etc. need to be amended.</p>
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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## NATIONAL SCHEME FOR SECONDARY SCHOOLS

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<p><b>S.B.A Guidelines</b></p> <p>Designing a Data Collection Instrument</p> <p>Task 4 (Continuation)</p>	<p>Students should be able to:</p> <p>i. construct an effective data collection instrument</p>	<p>Examples of Well-Constructed Questions for a Questionnaire:</p> <p>Has the shape or size of your body ever prevented you from posting something you wanted on social media?</p> <p>Yes ( ) No ( )</p> <p>Have you experienced any negative feelings/ health conditions because of social media?</p> <p>Yes ( ) No ( )</p> <p>If you've answered 'yes' to the previous question, which of the following negative feelings or health conditions have you experienced because of social media?</p>	<p>Students should ask themselves self-directed questions to facilitate this process:</p> <p>i Are these questions relevant to my area of interest?</p> <p>ii Are these questions free from bias?</p> <p>iii Are these questions appropriate to ask or would they be perceived as offensive?</p> <p>iv Do I have both closed-ended and open-ended questions?</p> <p>v Do I have the recommended number of questions?</p>	<p>Social Studies Syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>The teacher reviews students' data collection instruments. After final feedback is given, students disseminate questionnaires/ conduct interviews etc.</p> <p><b>Important Note:</b> Students should be given a realistic time frame in which to gather data for their research by whatever means identified.</p>
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**Curriculum Area: Social Studies**

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		Anxiety ( ) Depression ( ) Envy ( ) Suicidal thoughts ( ) An eating disorder ( ) Other _____			
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<b>Additional Reading and Viewing Materials</b>	<p><b>Document:</b>                  The Constitution of Guyana ( Chapter III- Fundamental Rights and Freedoms of the Individual)  <a href="https://www.parliament.gov.gy/Constitution%20of%20the%20Cooperatiive%20Republic%20of%20Guyana.pdf">https://www.parliament.gov.gy/Constitution%20of%20the%20Cooperatiive%20Republic%20of%20Guyana.pdf</a></p>
<b>Integration</b>	<p><b>Information Technology:</b> Conduct online research  <b>English Language:</b> Writing Questions (succinct, relevant, closed-ended questions, open-ended questions etc.); Oral presentation  <b>Guyanese History:</b> The Constitution of Guyana; Human Rights record</p>

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Curriculum Area: Social Studies

Grade 10

					WEEK 22
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Essentials of Good Governance</p>	<p>Students should be able to:</p> <p>i. Define the term Good Governance</p> <p>ii. identify the characteristics of good governance</p> <p>iii. identify the characteristics of good citizenship.</p>	<p>Good governance involves ensuring public institutions conduct public affairs, manage resources, and uphold human rights without abuse, corruption, or disregard for the rule of law.</p> <p>Good governance implies that the exercise of the vested authority is accountable, transparent, predictable, participative, and dynamic.</p> <p>Characteristics of good governance – participation, independence of the judiciary, transparency, accountability, responsiveness to the needs of citizens, access to information, prudent use of resources, efficient civil service, and consultation, tolerance of freedom of expression.</p>	<p>Students work in groups to research and explain the characteristics of good governance listed in the content.</p> <p>Students work in groups to create a jingle/chutney/calypso about the importance of the characteristics of good governance. Each group could be assigned two characteristics of good governance, e.g. freedom of expression and access to information.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Students analyze calypsos, plays, social media posts, letters to the editor, and contributions to call-in programmes which are critical of the government and summarize the common areas of concern.</p> <p>Encourage students to make out a case for integrity legislation, the independence of the judiciary or a Freedom of Information Act.</p> <p>Students compile a list of measures which would ensure that elections would be free and fair.</p>

## NATIONAL SCHEME FOR SECONDARY SCHOOLS

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		<p>A person can be a good citizen by respecting others, respecting the law, and participating in their community. A good citizen works to better their space and the space of others by supporting others the way they would want to be supported.</p> <p>Civic duties such as: Active participation, respect for human rights, law-abiding, environmentally conscious, well-informed, embracing healthy lifestyle practices, showing concern for others, productive citizens, and patriotic.</p>	<p>Organize a panel discussion on the essentials of good governance.</p> <p>Students discuss which characteristics of good governance Guyana’s Access to Information Act 2011 helps to facilitate.</p> <p>Students discuss how Guyana’s membership of the Extractive Industries Transparency Initiative (EITI) helps to promote accountability within the country’s oil and gas sector.</p>	<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i></p> <p>Oxford Univ. Press.</p>	<p>Discuss with students the benefits of having independent observers present on election day.</p>
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# NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Social Studies

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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p> <p><a href="https://www.issa.int/guidelines/gg/174436">https://www.issa.int/guidelines/gg/174436</a></p>	
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## NATIONAL SCHEME FOR SECONDARY SCHOOLS

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<p><b>S.B.A Guidelines</b></p> <p>Procedure for Data Collection (Task 5)</p>	<p>Students should be able to:</p> <p>i describe the procedures for data collection</p>	<p>A step-by-step outline of the process or method that was used to collect the data from the sample must be given. Begin by mentioning the instrument used and the quantity distributed and collected/returned. When describing the process of data collection, you should ensure that you respond to the following questions:</p> <p>i WHICH instrument was used?</p> <p>ii WHO received the instruments?</p> <p>iii WHO collected the data?</p> <p>iv WHAT data collection method was used?</p> <p>v When was this exercise done?</p> <p>vi WHERE was the data collected?</p>	<p>Students discuss what required information is needed to begin working on Task 5.</p> <p>Students read samples of Task 5.</p> <p>Students compose a paragraph for Task 5 which is subsequently reviewed by peers/ group members</p>	<p>Social Studies Syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>Students submit Task 5 to a teacher who approves the work completed or makes recommendations for amendments.</p>
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Curriculum Area: Social Studies

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		<p>Sample of Task 5 (Procedure for Data Collection):</p> <p>This survey was done to collect data on the varying views on the effects of social media on the self-esteem and body image of fifth-formers. The data was obtained using a questionnaire comprising seventeen (17) questions. As a result of the COVID-19 pandemic, these questionnaires were distributed through the electronic platform of Google Forms. The sampling technique used to collect a sample of thirty (30) respondents was random sampling. The link to the survey was circulated in Fifth Form WhatsApp group chats and the WhatsApp statuses of many Fifth Form students.</p>			
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		<p>The Questionnaires began circulation on February 2nd, 2021, and concluded on February 5<sup>th</sup>, 2021. The survey operated on a 'first come-first served' basis where after the first 30 respondents were recorded, the Google Form was manually terminated. The respondents were not required to state their names, thus remaining anonymous to the student researchers and ensuring confidentiality. The data collected was then analyzed to generate graphs and tables, as well as a discussion.</p>			
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## NATIONAL SCHEME FOR SECONDARY SCHOOLS

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<b>Additional Reading and Viewing Materials</b>	<p><b>Website:</b></p> <p>Extractives Industries Transparency Initiative (EITI)</p> <p><a href="https://eiti.org/countries/guyana">https://eiti.org/countries/guyana</a></p> <p><b>Document:</b></p> <p>Access to Information Act 2011</p> <p><a href="https://parliament.gov.gy/documents/acts/3650-act_no. 21.pdf">https://parliament.gov.gy/documents/acts/3650-act_no. 21.pdf</a></p>
<b>Integration</b>	<p><b>Information Technology:</b> Conduct online research. Viewing Elections in Caribbean countries.</p> <p><b>English Literature:</b> Thematic analysis of songs, plays etc. that are critical of the government.</p> <p><b>English Language:</b> Summarize areas of concern identified in songs and other forms of expression; Argumentation; Writing Task 5 of S.B.A (sequencing etc.)</p> <p><b>Music:</b> Analyze calypsos, plays, social media posts, letters to the editor,</p>

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					WEEK 23
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Electoral Processes</p>	<p>Students should be able to:</p> <p>describe the processes and systems used to elect a government in the Commonwealth Caribbean</p>	<p>Electoral processes</p> <p>i. Dissolution of Parliament (announcement date for election):</p> <p>ii. Role of the Elections Commission</p> <p>iii. Independent Observer Mission (regional and international)</p> <p>iv. Role of political parties;</p> <p>v. Responsibility of voters (for example, registration/ valid identification);</p> <p>vi. Activities on election day (polling station/voting process/counting of ballot/returning officer/observers/security);</p> <p>vii. Declaration of winners</p> <p>viii. Selection of Prime</p>	<p>Students compile a glossary of the following terms:</p> <p>government, political party, constituency, candidate, electorate, voters' list, floating voter, representative, adult suffrage, franchise, ballot, hung parliament, government of national unity, coalition government</p> <p>Students watch videos of news reports on what usually transpires on Election Day, Nomination Day and Inauguration Day.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMilla</p>	<p>Students create posters on the sequence of electoral processes or how to avoid a spoilt ballot when voting.</p> <p>Conduct a mock – election in class or school.</p>

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		Minister or President ix Swearing in activities		n Fisher, J., Waterman , I., Eastland, C. (2013). <i>Social</i>	
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			<p>Students design ballot papers.</p> <p>In a small group, look at the ways in which parties prepare for elections and the factors which influence the outcome. Imagine that you are a political party. Draw up a strategy for what you will do in order to fight, and hopefully win the next election.</p>	<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i></p> <p>Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> Government Terms and Meanings - <a href="https://youtu.be/_94IPGR9myo">https://youtu.be/_94IPGR9myo</a> How to Vote- <a href="https://youtu.be/mQACOb8uOeE">https://youtu.be/mQACOb8uOeE</a>
<b>Integration</b>	<b>Information Technology:</b> Use digital tools to design ballot paper and create posters for voter education campaign <b>English Language:</b> Compare and Contrast First Past the Post with Proportional Representation <b>Theatre Arts:</b> Roleplay



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		<p>ii Proportional Representation- Seats in parliament reflect the number of votes a party receives in an election. The electorate vote for a political party to rule their country rather than a candidate to represent their constituency. Each political party prepares two lists of candidates (a national top-up list and a geographical constituency list). The number of candidates that will occupy seats in Parliament depends on how many votes a party wins. If a party wins 28% of the votes, they will gain 28% of seats in parliament, split between their national and geographical lists.</p>		<p><i>3<sup>rd</sup> Edition.</i> Macmillan. Lunt, N., Buckle-Scott, L., Davis- Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	
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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b></p> <p>Electoral Systems in the Caribbean for CSEC Students (Proportional Representation)- <a href="https://youtu.be/tlRcXCTvsPE">https://youtu.be/tlRcXCTvsPE</a></p> <p>Electoral Systems in the Caribbean for CSEC Students (First Past the Post)- <a href="https://youtu.be/XIQLFSWWfSI">https://youtu.be/XIQLFSWWfSI</a></p>
<p><b>Integration</b></p>	<p><b>Information Technology:</b> Conduct Research</p> <p><b>English Language:</b> Compare and Contrast First Past the Post with Proportional Representation</p> <p><b>Mathematics:</b> Analyze statistics from election results to determine election winners under each electoral system</p> <p><b>Theatre Arts:</b> Roleplay</p>

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Curriculum Area: Social Studies

Grade 10

					WEEK 25
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p>Society and Governance</p> <p>Preparations for Elections by Political Parties</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i define the terms ‘political party’, ‘manifesto’ ‘canvassing’ and ‘opinion poll’.</li> <li>ii describe how political parties prepare for elections</li> </ul>	<p>Manifesto- a document setting out the policies of a political party</p> <p>A political party is a group of candidates believing in agreed policies, standing together for election, usually hoping to form a majority government or to govern as part of a coalition.</p> <p>Preparation for elections:</p> <ul style="list-style-type: none"> <li>(a) establish the party structure (for example, chairpersons/secretaries/executives constituency branches);</li> <li>(b) select candidates</li> <li>(c) raise funds</li> <li>(d) conduct campaigns using different forms of communication. For example:</li> </ul>	<p>Students review manifestos of political parties from Caribbean territories.</p> <p>Students identify commonalities regarding social issues addressed and proposed policies.</p> <p>read one or more party manifestos. Then</p> <p>draw up your own manifesto with a list of those measures you will implement if you are elected.</p> <p>Remember that you need to appeal to the voters and not simply do what you would like.</p> <p>Students discuss the effects</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C.</p>	<p>Students share their manifestos at a mock political rally.</p> <p>Students engage in a presidential debate as candidates from different political parties. The teacher acts as a moderator.</p> <p>Organise a debate for students to present arguments for or against the funding of political parties by businesses/corporations.</p> <p>Charts/graphs showing statistical data can be used to enhance a presentation.</p>

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		<p>(i) Face-to-face;                  (ii) Flyers;                  (iii) ICT;                  (iv) Media; and,                  (v) Political rallies</p> <p>(e) monitor the electoral processes:</p> <p>(f) commission public opinion polls: and</p> <p>(g) develop the manifesto.</p>	<p>of a political party in office failing to implement its plans as outlined in its manifesto.</p> <p>Students are assigned to groups. Students work in groups to form their political parties. This involves:</p> <ul style="list-style-type: none"> <li>- brainstorming what issues to discuss at a political rally</li> <li>- creating a manifesto                         <ul style="list-style-type: none"> <li>- deciding on marks of identification (party colours, party symbols, slogans etc.)</li> </ul> </li> </ul>	<p>(2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup> Edition</i>. Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide</i>.</p>	
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				<p>Oxford Univ. Press. Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p>Election 2020: JLP Manifesto Pledges A "Stronger Future"- <a href="https://youtu.be/diqEak-MEQA">https://youtu.be/diqEak-MEQA</a></p> <p><b>Source:</b> CVM Television</p> <p>Jamaica Leadership Debates Andrew Holness vs Dr Peter Phillips   Election 2020: August 29, 2020,  CVMTV- <a href="https://www.youtube.com/live/z4Ju0oidbh4?feature=share">https://www.youtube.com/live/z4Ju0oidbh4?feature=share</a></p> <p><b>Source:</b> CVM Television</p>
<b>Integration</b>	<p><b>English Language:</b> Public Speaking Skills (right tone, non-verbal communication, etc.); Debating (constructing logical arguments); Reading comprehension (Identifying similarities in manifestos); Writing a manifesto (summarization, organization, persuasive techniques etc.)</p> <p><b>Mathematics:</b> Creating charts/graphs to show statistical data</p> <p><b>Visual Arts:</b> Creating marks of identification for a political party (symbols, use of colour etc.)</p> <p><b>Theatre Arts:</b> Dramatization</p>

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WEEK 26

TOPIC/SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Factors that Influence the Outcome of Elections</p>	<p>Students should be able to:</p> <p style="margin-left: 40px;">i. outline the factors that influence the outcomes of elections</p>	<p>Factors that influence the outcome of elections include:</p> <p>a) <b>Media coverage-</b></p> <p style="margin-left: 40px;">i. Traditional media; and</p> <p style="margin-left: 40px;">ii. Social media.</p> <p>Parties compete for media coverage, including newspapers, magazines, TV, radio, and the web, aiming for maximum publicity and persuasive publicity.</p> <p><b>(b) Campaign advertising-</b></p> <p>Advertising takes many forms: billboards and posters, radio jingles, television ads and adverts on the internet. Advertising is</p>	<p>Provide students with the opportunity to discuss ethical and moral issues related to elections, for example, smear campaigns, financing of campaigns, bogus voting, and biased reporting.</p> <p>Students write a letter to the chairman of a political party suggesting how it may get more young adults to participate in national elections.</p> <p>Students discuss strategies which the youth arm of a political party may use to</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C.</p>	<p>Students create political advertisements in the form of posters, jingles, videos etc. that are intended for an online audience of young eligible voters.</p> <p>Examine tables/ graphs on voter turnout for elections in a particular territory (from textbook or online sources), then respond to questions such as:</p> <p style="margin-left: 40px;">i. In which election year was voter turnout the highest?</p> <p style="margin-left: 40px;">ii. In which election</p>

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	<p>mostly used to protect the party's image and main aims, but sometimes it can be used to give negative impressions of the opposition. Political parties must pay for their advertising, so they try to achieve free publicity</p> <p><b>(c) Public opinion polls</b></p> <p><b>(d) voters' ability to analyse information;</b></p> <p><b>(e) voter turnout/ participation:</b></p> <p>(i) age;</p> <p>(ii) education;</p> <p>(iii) party loyalty;</p> <p>(iv) candidates;</p> <p>(v) voter attitude (for example apathy);</p> <p>(vi) economic status; and,</p> <p>(vii) personal motivation (intrinsic or extrinsic).</p> <p><b>(f) campaign strategy;</b></p> <p><b>(g) national issues; and,</b></p>	<p>encourage young persons to vote.</p> <p>Students cite examples of media bias during election cycles.</p>	<p>(2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup> Edition</i>. Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide</i>. Oxford Univ. Press.</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p>	<p>year was voter turnout the lowest?</p> <p>iii Is there a vast difference between the highest voter turnout and the lowest voter turnout for the periods being examined?</p> <p>iv What are some possible reasons to explain any considerable variation in voter turnout from one election period to another?</p>
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**Curriculum Area: Social Studies**

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**(h) campaign spending.**

*Sandy, M. (2012).  
Social Studies  
essentials for  
CSEC with SBA,  
study exercises.  
Carlong  
Publishers*

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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p>Campaign songs:</p> <p>JLP- Vote for Labour (TV Ad)- <a href="https://youtu.be/wNur7zF5og4">https://youtu.be/wNur7zF5og4</a></p> <p><b>Source:</b> Jamaica Labour Party</p> <p>The Right Choice- <a href="https://youtu.be/13k60LHA1Ec">https://youtu.be/13k60LHA1Ec</a></p> <p><b>Source:</b> PNM TV</p>
<b>Integration</b>	<p><b>Information Technology:</b> Create political ads such as videos and posters using digital tools</p> <p><b>Music:</b> Create jingles for political purposes</p> <p><b>English Language:</b> Using persuasive language to create political advertisements</p> <p><b>Mathematics:</b> Analyze statistics from tables/graphs about voter turnout (compare voter turnout from different election periods)</p>

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Grade 10

					WEEK 27
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p><b>Statistical Data and their use in Elections</b></p>	<p>Students should be able to.</p> <p>Identify and use statistical data relating to elections to:</p> <p>i. determining trends and patterns; and,</p> <p>ii. summarizing information.</p> <p>iii. draw conclusion about elections and electoral processes based on data presented</p>	<p>Election results reflect the outcome and level of participation in electoral contests. Election results are tabulated based on vote counts from the polling station level.</p> <p>The results of the elections determine the winners of electoral contests. They are the basis for allocating the number of seats in many electoral systems.</p>	<p>Students will review results and identify trends that have developed that were not there before.</p> <p>Students will share suggestions on possible reasons for the new trends and patterns identified in the results.</p> <p>Students will demonstrate respect for other people’s opinions.</p>	<p>Guyana Election Commission  <a href="https://gecom.org.gy/public/home/results">https://gecom.org.gy/public/home/results</a></p> <p><a href="https://gecom.org.gy/public/assets/docs/results/2020%20-%20General%20and%20Regional%20Elections/Tabulation-General-2020.pdf">https://gecom.org.gy/public/assets/docs/results/2020-%20General%20and%20Regional%20Elections/Tabulation-General-2020.pdf</a></p> <p><a href="https://gecom.org.gy/public/assets/docs/results/2020%20-%20General%20and%20Regional%20Elections/Tabulation-Regional-2020.pdf">https://gecom.org.gy/public/assets/docs/results/2020-%20General%20and%20Regional%20Elections/Tabulation-Regional-2020.pdf</a></p> <p><a href="https://openelectiondata.net/en/guide/key-categories/election-results/">https://openelectiondata.net/en/guide/key-categories/election-results/</a></p>	<p>Have students examine polling station results and see how they link to the region results.</p> <p>Using the data collected students will conclude elections and electoral process.</p>

<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b></p> <p><b>Source:</b> PNM TV</p> <p>Voter Apathy:</p> <p>Academics Concerned About Voter Apathy In Young People- <a href="https://youtu.be/z5O0ekdt5eI">https://youtu.be/z5O0ekdt5eI</a></p> <p><b>Source:</b> PBCJamaica</p>
<p><b>Integration</b></p>	<p><b>Information Technology:</b> Create political ads such as videos and posters using digital tools</p> <p><b>Music:</b> Create jingles for political purposes</p> <p><b>English Language:</b> Using persuasive language to create political advertisements</p> <p><b>Mathematics:</b> Analyze statistics from tables/graphs about voter turnout (compare voter turnout from different election periods)</p>

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					WEEK 28
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Human and Physical Resources</p>	<p>Students should be able to:</p> <p>i explain and use it correctly</p> <p>concepts and terms associated with human and physical resources;</p> <p>ii describe the importance of human resources to a country.</p>	<p>Explanation of terms and concepts:</p> <p>(a) Concepts related to human resources: Population, birth rate, death rate, natural increase, life expectancy, infant mortality rate, fertility rate, migration, immigration, emigration, net migration, brain drain, urbanization, depopulation, population density, population the distribution dependency ratio, employment, unemployment, underemployment, unemployable, labour force, sustainable development,</p>	<p>Students compile a glossary of terms and concepts related to the topic.</p> <p>Students record the skills, energies, talents and knowledge of our people that would deem them as human resources.</p> <p>Students discuss what technical skills are in great demand today in the workforce and how a population can attain these.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C.</p>	<p>Create crossword puzzles with terms and concepts.</p> <p>Answer oral questions on concepts related to human and physical resources.</p>

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**Curriculum Area: Social Studies**

**Grade 10**

				(2013). <i>Social</i>	
		<p>population census, resource, human resource.</p> <p>Concepts related to physical resources: development, environment, conservation, energy, renewable resource, natural resource, nonrenewable resource, infrastructure, food security, pollution, conservation, global warming, and greenhouse effect.</p> <p>Environmental impact and assessment.</p>		<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council</p> <p>(2012). <i>Social Studies for CSEC: A CXC Study Guide.</i></p> <p>Oxford Univ. Press</p>	

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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers.</p>	
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<p><b>S.B.A Guidelines</b></p> <p>Review of Data Collected</p>	<p>Students should be able to:</p> <p>i record the data collected using a tally chart</p> <p>ii conduct a thematic analysis to analyze qualitative data collected</p>	<p>A tally chart is a simple way of recording data and counting the amount of something (Frequency). To do this we collect the data, sort it into categories and tally the marks, to find the frequencies. We represent the frequency using the five-bar gate notation.</p> <p>Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as an interview or transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly.</p>	<p>Students reflect on their experiences regarding the collection of data for their research topic.</p> <p>Students view an example of a tally chart and describe how it is used to calculate the data collected.</p> <p>Students group survey responses that are similar to open-ended questions.</p> <p>Students use a label to categorize similar responses. Students then analyze responses to determine themes or patterns that exist.</p> <p><b>Important Note:</b> The teacher will determine whether or not a thematic analysis is necessary depending on the types of</p>	<p>Social Studies syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>Students record the data collected using a tally chart.</p>
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			<p>questions included in the data collection instrument, as well as what information will be presented/analyzed. The Tally Chart can be included in the appendix of the SBA document.</p> <p>The Tally Chart can be included in the appendix of the SBA document.</p>	
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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b></p> <p>Human Resources 1- <a href="https://youtu.be/7mCNisPIQZY">https://youtu.be/7mCNisPIQZY</a></p> <p>Human Resources 2- <a href="https://youtu.be/nFPqddHOiB0">https://youtu.be/nFPqddHOiB0</a></p> <p><b>Source:</b> elearningJA</p> <p>Human Resources Will Contribute to Modernization of Guyana- <a href="https://youtu.be/CZmYneU6DnA">https://youtu.be/CZmYneU6DnA</a></p> <p><b>Source:</b> Department of Public Information, Guyana</p> <p><b>Document:</b></p> <p>Prospective occupational skills needed in the Guyanese oil and gas industry, 2022-2026</p> <p><a href="https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port_of_spain/documents/publication/wcms_864328.pdf">https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port_of_spain/documents/publication/wcms_864328.pdf</a></p>
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<b>Integration</b>	<b>Principles of Business:</b> The role of human development in economic growth and development. <b>English Language:</b> Solve crossword puzzles. <b>Mathematics:</b> Constructing a tally chart <b>TVET:</b> Technical skills in demand
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					WEEK 29
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Structure and Characteristics of a Population</p>	<p>Students should be able to:</p> <p>i describe the structure and characteristics of a population</p>	<p>The population is made up of different ages, genders, occupations, ethnicity, religion and dependency ratios. These factors show the structure and characteristics of a population and can be collected and analyzed to inform governmental decisions.</p> <p>Characteristics of the population are often shown in a population pyramid. This shows visually the relative numbers of different age groups and genders in a population. The study of populations is called demography.</p>	<p>Students view copies of the Population and Housing Census- Household Questionnaire and Individual Questionnaire forms used in Guyana.</p> <p>Students identify what kinds of information are required and discuss what characteristics of a population such information can reveal.</p> <p>Students examine different population pyramids to identify characteristics of a population such as the age and sex distribution, birth rate (high or low), death rate</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Students use statistical information from census reports to construct population pyramids.</p> <p>Students answer questions based on population pyramids.</p>

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			<p>(high or low) and life expectancy.</p> <p>Students compare and contrast different population pyramids for countries that are the least developed, developing and developed. Students record noticeable trends. Students discuss possible reasons for such</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<p><b>S.B.A Guidelines</b></p> <p>Presentation of Data (Task 6)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i identify different diagrams (charts, graphs etc.) that could be used to present data</li> </ul>	<p>The graphical representation of your findings is an important part of your research: preparing good diagrams on key questions will make it easier to do your analysis. More than three diagrams may be presented but are not necessary.</p> <p>Data presented using tables, graphs, and charts that are appropriate, well labelled and accurate are worth 6 marks.</p> <p>Types of diagrams that can be used include bar graphs (or histograms), pie charts and tables. It is advisable not to use a particular diagram more than once if only three diagrams will be presented.</p>	<p>Students view images of different graphs and charts that can be used to present data.</p> <p>Students decide on what data would be best to represent graphically (in keeping with the statement of the problem)</p> <p>Students choose at least three types of diagrams (bar graphs, pie charts, line graphs, tables etc.) to represent data.</p>	<p>Social Studies Syllabus</p> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>Students share the decisions they make regarding what data will be presented graphically and what modes will be used. The teacher provides feedback.</p>
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<b>Additional Reading and Viewing Materials</b>	<p><b>Website:</b></p> <p>Bureau of Statistics <a href="https://statisticsguyana.gov.gy/census/">https://statisticsguyana.gov.gy/census/</a></p> <p><b>Documents:</b></p> <p>Population and Housing Census- Household Questionnaire 2012 <a href="https://statisticsguyana.gov.gy/wp-content/uploads/2019/10/2012-Census-Household-Questionnaires-Form-A.pdf">https://statisticsguyana.gov.gy/wp-content/uploads/2019/10/2012-Census-Household-Questionnaires-Form-A.pdf</a> Population and Housing Census- Individual Questionnaire 2012 <a href="https://statisticsguyana.gov.gy/wp-content/uploads/2019/10/2012-Census-Individual-Questionnaire-Form-B.pdf">https://statisticsguyana.gov.gy/wp-content/uploads/2019/10/2012-Census-Individual-Questionnaire-Form-B.pdf</a></p> <p><b>Videos:</b></p> <p>Population pyramids: Powerful predictors of the future - Kim Preshoff- <a href="https://youtu.be/RLmKfXwWQtE">https://youtu.be/RLmKfXwWQtE</a></p> <p><b>Source:</b> TED-Ed</p> <p>How to Read a Population Pyramid- <a href="https://youtu.be/Cx7KFyasW6A">https://youtu.be/Cx7KFyasW6A</a></p> <p><b>Source:</b> Mr. Gedge's Geography Channel</p>
<b>Integration</b>	<p><b>Geography:</b> Population; Population Distribution; Population Pyramids</p> <p><b>English Language:</b> Answer questions based on population pyramids (interpreting data, making inferences etc.)</p> <p><b>Mathematics:</b> Use statistics to construct population pyramids; Identify the features of different charts/graphs to represent quantitative data <b>Information</b></p> <p><b>Technology:</b> Construction of population pyramids.</p>

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Curriculum Area: Social Studies

Grade 10

					WEEK 30
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Factors Influencing Population Distribution</p>	<p>Students should be able to:</p> <p>i. explain the factors influencing population distribution and density</p> <p>ii. explain the impact of under and over-population on a country's development.</p>	<p>Population distribution describes how a population is spread out. Within a country, there are areas where many people live close together and other areas where fewer people live with more space between them</p> <p>Factors influencing population distribution:</p> <p>a) Physical factors: the relief of the land, climate, soil, vegetation, location of natural resources- water, fertile land, minerals</p> <p>b) Human factors: Industry, agriculture, transport accessibility,</p>	<p>Students examine a map of Guyana to identify its topography (main natural regions). Students discuss which regions in Guyana are most densely populated and which are not. Students record reasons for such.</p> <p>Students study Linden and Bartica as a case study for population distribution (Why are they populated?)</p> <p>Students compare the population density of Guyana with other Caribbean countries.</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Write a letter to a friend in a Caribbean island outlining to him/her the factors that influence population distribution in Guyana.</p> <p>Students produce a map showing the physical features of the country and the pattern of settlement.</p> <p>Students write an essay on “The impact of climate change on population distribution”</p>

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		<p>infrastructure – (roads, electricity) and social services.</p> <p>Population density refers to the concentration of people within an area, usually measured as the number of people per square kilometre.</p> <p>Problems of a Rising Population Density</p> <ul style="list-style-type: none"> <li>i Pollution</li> <li>ii Environmental degradation</li> <li>iii Unemployment</li> <li>iv Congestion</li> </ul>	<p>Students explain possible reasons for Guyana’s low population density (citing both physical and human factors)</p>	<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition. Macmillan.</i></p> <p><i>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). Social Studies for CSEC: A CXC Study Guide. Oxford Univ. Press.</i></p> <p><i>Ramsawak, R., &amp; Umraw, R. (2020). Modules in Social</i></p>	
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**Grade 10**

*Studies with SBA  
Guide. Caribbean  
Educational  
Publishers.  
  
Sandy, M. (2012).  
Social Studies  
essentials for CSEC  
with SBA, study  
exercises. Carlong  
Publishers*

## NATIONAL SCHEME FOR SECONDARY SCHOOLS

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<p><b>S.B.A Guidelines</b></p> <p>Presentation of Data- Task 6</p> <p>(Continuation)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i present data graphically to represent findings from the research</li> </ul>	<p>Guidelines for Presentation of Data:</p> <ul style="list-style-type: none"> <li>i Graphs and charts should be identified as figures. For example <i>Figure 2: Bar graph showing the most frequently used social media platforms by fifth-form students.</i></li> <li>ii Tables should be identified as tables. For example:</li> <li>iii <i>Table 1: Table showing the features of social media that have had negative effects on fifth-form students.</i></li> <li>iv All graphs and charts must have a key.</li> <li>v The x-axis and y-axis along with the title of the graph must be clearly labelled.</li> </ul>	<p>Students will construct charts, graphs, tables etc. to represent findings from research. Students will use computers to facilitate this activity or do so manually.</p>	<p>Social Studies Syllabus</p> <p>Modules in Social Studies: With SBA Guide by R. Ramsawak and R. Umraw.</p> <p>Social Studies Essentials for CSEC, M. Sandy</p>	<p>The teacher will review students' charts, graphs etc. to check for accuracy, neatness etc. Revisions will be done by students as necessary.</p>
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<b>Additional Reading and Viewing Material</b>	<p><b>Videos:</b></p> <p>Population Density- <a href="https://youtu.be/WBLogWLS_7E">https://youtu.be/WBLogWLS_7E</a></p> <p><b>Source:</b> Bryan Babbs</p> <p><b>Documentary:</b></p> <p>Coast Land by Reel Guyana (a Guyanese documentary that speaks to the vulnerability of the country's Coastal region which is the home to the majority of the population) <a href="https://youtu.be/Ktbr3B17USs">https://youtu.be/Ktbr3B17USs</a></p> <p><b>Source:</b> Reel Guyana</p>
<b>Integration</b>	<p><b>Geography:</b> Factors influencing Population Distribution; Map reading; Map drawing</p> <p><b>Mathematics:</b> Construct charts/graphs/tables to represent quantitative data</p> <p><b>English Language:</b> Expository Essay Writing (Cause and Effect)</p> <p><b>Information Technology:</b> Construction of graphs/charts.</p>

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Curriculum Area: Social Studies

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					WEEK 31
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p><b>Factors influencing population change.</b></p>	<p>Students should be able to:</p> <p>i. Explain how different factors influencing population change</p> <p>ii. describe factors affecting and death rates.</p> <p>iii. describe factors affecting fertility rate and life expectancy.</p> <p>iv. Calculate demographic rates</p>	<p>Factors influencing population change:</p> <p>birth rate,</p> <p>death rate,</p> <p>migration</p> <p>Factors affecting birth and death rate, fertility rate, infant mortality, life expectancy and death (mortality) rate:</p> <p>(a) healthcare, nutrition, hygiene, access to family planning methods, governmental policies, income and education levels, epidemics, pandemics and natural disasters.</p>	<p>Students host a panel discussion to discuss the factors that affect the birth and death rate in their country. Students refer to life expectancy and fertility rates. Guiding questions include:</p> <p>i What are some factors responsible for why the fertility rate is lower today than it was decades ago?</p> <p>ii What is the life expectancy in Guyana for males and females?</p> <p>iii What can a</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C.</p>	<p>Students in groups complete tables with missing information using the formula for birth rate, natural increase, death rate and population change.</p>

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<p>Calculate demographic rates</p> <p><b>Birth rate</b> The birth rate is the ratio between the number of live-born births in the year and the average total population of that year. The crude birth rate is generally computed as a ratio. It is expressed as births per 1,000 population.</p> <p><b>Death Rate</b> The crude death rate is calculated as the number of deaths in a given period divided by the population exposed to the risk of death in that period.</p> <p><b>Rate of Natural increase</b> To get the Natural increase of a county subtract the death rate (number of deaths per 1,000 people/year) from the birth rate (number of births per 1,000</p>	<p>country's life expectancy tell us about its state of development?</p> <p>Give students exercises involving the calculation of birth and death rates and net migration.</p> <p>Using the given information, students will Calculate the following:</p> <ul style="list-style-type: none"> <li>i. natural increase</li> <li>ii. net migration</li> </ul> <p>Study tables/graphs, then respond to questions such as:</p> <ul style="list-style-type: none"> <li>i. What factors accounted for the population growth in Country X?</li> <li>ii. What factor led to</li> </ul>	<p>(2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i> Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press. Ramsawak, R., &amp;</p>
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		<p>people/year) and convert the answer to a percentage.<sup>2</sup></p>	<p>the highest increase in the country's population?</p> <p>How can the government cater for the change in the country's population?</p>	<p>Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	
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					WEEK 32
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Types of Migration</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>i. define ‘migration’</li> <li>ii. differentiate between ‘immigration’ and ‘emigration’</li> <li>iii. identify types of migration</li> <li>iv. calculate the rate of natural increase and net migration</li> </ol>	<p>Migration is the movement of people from one area to another. It involves a change of residence.</p> <p>People moving into a country is called immigration. People leave a country in emigration.</p> <p>Calculation</p> <ol style="list-style-type: none"> <li>i Net migration (number of immigrants – number of emigrants)</li> <li>ii Natural increase (birth rate-death rate)</li> </ol> <p>Types of Migration</p> <ol style="list-style-type: none"> <li>i. Internal migration (rural-urban, urban-rural)</li> </ol>	<p>Give students exercises involving the calculation of birth and death rates and net migration.</p> <p>Using the given information, students will calculate the following:</p> <ol style="list-style-type: none"> <li>i. natural increase</li> <li>ii. net migration</li> </ol> <p>Study tables/graphs, then respond to questions such as:</p> <ol style="list-style-type: none"> <li>i. What factors accounted for the population growth in Country X?</li> </ol>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C.</p>	<p>Compile a scrapbook on forced migration with migrant stories of nationals from conflict-torn countries such as Venezuela, Ukraine and Syria.</p> <p>Research challenges caused by urbanization and what policies the government has put in place to deal with these. Write a report on the findings.</p>

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		<ul style="list-style-type: none"> <li>ii. Intra-regional migration (between countries of the region)</li> <li>iii. External migration (international / from the region to other parts of the world)</li> <li>iv. Forced / involuntary migration</li> <li>v. Seasonal migration.</li> </ul>	<ul style="list-style-type: none"> <li>ii. What factor led to the highest increase in the country's population?</li> <li>iii. How can the government cater for the change in the country's population??</li> </ul> <p>Students use a graphic organizer to list examples of the various types of migration.</p>	<p>(2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup> Edition</i>. Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council</p> <p>(2012). <i>Social Studies for CSEC: A CXC Study Guide</i>.</p>	
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				<p>Oxford Univ. Press. Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<b>Additional Reading and Writing Materials</b>	Who is a migrant?- <a href="https://youtu.be/yRPfM5Oj-QA">https://youtu.be/yRPfM5Oj-QA</a> <b>Source:</b> UNHCR Teaching About Refugees
<b>Integration</b>	<b>Geography:</b> Calculating Net Migration <b>Principles of Business:</b> Indicators of a country's quality of life (life expectancy etc.) <b>Mathematics:</b> Calculating natural increase, net migration, population density <b>English Language:</b> Report Writing; Oral presentation (panel discussion)

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					WEEK 33
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Causes and Consequences of Migration</p>	<p>Students should be able to:</p> <p>i explain the causes and consequences of migration.</p> <p>ii. Investigate the reasons for migration from Caribbean Countries.</p> <p>iii examine the global impact of migration from the Caribbean</p>	<p>Migration</p> <p>Migration: (a) Causes: Push and pull factors that influence rural-urban, urban-rural migration among Caribbean countries and migration between the Caribbean and other parts of the world;</p> <p>(b) Consequences of migration to the individual, the host country and to the country of origin.</p> <p>a. Causes: Push and pull factors that influence migration. For example, economic, government policies, social factors, educational opportunities, conflict and natural disasters.</p>	<p>Students work in groups to research and explain the push and pull factors of migration.</p> <p>Students examine maps to show migration routes.</p> <p>Students conduct interviews with migrants in their communities and record the push and pull factors which influenced them to migrate.</p> <p>OR students survey the student population to determine what push and pull factors they would consider for staying in Guyana or migrating to</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC</i></p>	<p>Students create a scrapbook containing newspaper articles on problems encountered by migrants in the Caribbean OR</p> <p>Students create or digital storyboard on the consequences of migration to the individual</p> <p>Organise debate for students to present arguments for and against limiting the number of migrants to their country.</p>

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		<p>b. Consequences of migration to the individual, the host country and the country of origin. For example, brain drain, educational advancement, depopulation, bigotry/xenophobia, urbanization, remittances, cultural diversity, employment, unemployment and underemployment, and over and underpopulation.</p> <p>Impact of migration from the Caribbean on the host countries:</p> <p>(a) Economy;</p> <p>(b) Spread of Caribbean culture;</p> <p>(c) Increased presence and influence in the global sphere (lobbying for Caribbean interest); and,</p> <p>(d) Social services.</p>	<p>another country. Students discuss the findings.</p> <p>Students watch video clips or read articles on the plight of migrants fleeing conflict in their home countries. Students discuss the reasons they fled their home countries and the challenges/opportunities experienced in host countries.</p> <p>Invite a resource person to discuss the government's plans and policies to encourage skilled workers to remain in Guyana to aid in its development.</p> <p>Students host a panel discussion titled 'Reversing</p>	<p><i>Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	<p>Group presentations on the consequences of migration to the individual, the host country and the country of origin.</p> <p>Students can use PowerPoint presentations, and posters or create digital storyboards. Pictures, videos, newspaper articles etc. can be used to aid the effectiveness of the presentations.</p>
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			<p>Guyana’s Brain Drain’.</p> <p>Students discuss what strategies they believe are best for retaining Guyana’s skilled workforce. Students refer to Guyana’s Oil and Gas sector.</p> <p>Students research Guyana’s Re-migrant Scheme which aims to create conditions for Guyanese living in the diaspora to return home to aid in the country’s development.</p>	<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	
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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b></p> <p>Human Resources 2- <a href="https://youtu.be/nFPqddHOiB0">https://youtu.be/nFPqddHOiB0</a></p> <p><b>Source:</b> elearningJA</p> <p>Why Do People Migrate?- <a href="https://youtu.be/4QrUegs-kUs">https://youtu.be/4QrUegs-kUs</a></p> <p><b>Source:</b> Mr Sinn</p> <p>The Growing Venezuelan Migrants Squatting Settlement at Grove Sea Dam- <a href="https://youtu.be/7up-b0RHFMI">https://youtu.be/7up-b0RHFMI</a></p> <p><b>Source:</b> News Room Guyana</p> <p>Response to Venezuelan Refugees and Migrants- <a href="https://youtu.be/oppo-5TLPes">https://youtu.be/oppo-5TLPes</a></p> <p><b>Source:</b> United Nations Guyana</p> <p><b>Articles</b></p> <p>As desperation grows, Venezuelans look to a dangerous Caribbean escape route- <a href="https://www.thenewhumanitarian.org/news-feature/2021/4/28/venezuelans-look-to-a-dangerous-Caribbean-escape-route">https://www.thenewhumanitarian.org/news-feature/2021/4/28/venezuelans-look-to-a-dangerous-Caribbean-escape-route</a></p> <p>Venezuela mother of four sees bright future in Guyana- <a href="https://www.unicef.org/guyanasuriname/stories/venezuelan-mother-four-sees-bright-future-guyana">https://www.unicef.org/guyanasuriname/stories/venezuelan-mother-four-sees-bright-future-guyana</a></p> <p>Venezuelan migrants in Guyana need ‘easier access to work permits,’ says UN migration office <a href="https://newsroom.gy/2020/12/02/venezuelan-migrants-in-Guyana-need-easier-access-to-work-permits-says-un-migration-office/">https://newsroom.gy/2020/12/02/venezuelan-migrants-in-Guyana-need-easier-access-to-work-permits-says-un-migration-office/</a></p>
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<b>Integration</b>	<p><b>Information Technology:</b> Record interviews with migrants; Online research; Create digital storyboards, videos, posters, PowerPoint presentations etc.</p> <p><b>Caribbean History:</b> Migration and settlement patterns</p> <p><b>Geography:</b> Patterns and consequences of international migration</p> <p><b>Principles of Business:</b> Migration and its positive and negative effects on the labour force.</p> <p><b>English Language:</b> Debating; panel discussion (using language to inform, persuade)</p> <p><b>Visual Arts:</b> create a scrapbook on problems encountered by migrants in the Caribbean</p>
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# NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Social Studies

Grade 10

					WEEK 34
	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>The sources and uses of population statistics</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i outline the sources and uses of population statistics;</li> <li>ii examine the relevance of population statistics to developmental plans.</li> </ul>	<p>Sources of population statistics:</p> <ul style="list-style-type: none"> <li>i Government Statistical Offices-National census, Registrar of births, deaths, and marriages, Office of Naturalization, records of religious institutions, immigration and customs.</li> <li>ii uses of population statistics: For planning related to elections, housing, health care, education, employment, social welfare, infrastructural and industrial development.</li> </ul> <p>Relevance of population statistics: Statistics used as the basis to:</p>	<p>Students present arguments to persuade uncooperatively community members to give accurate information to census officers.</p> <p>Invite a resource person from a governmental statistical office or ministry to share insights on how the statistics they collect are relevant to the country's developmental plans.</p> <p>Discuss, in groups, the statistical data planners in one sector of the government such as education, health, security and housing would need to know how to plan</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Students study the reports from the most recent census in one Caribbean territory. Write an article to the editor of a newspaper outlining how the population statistics of that country can be used for infrastructural development and suggest ways the government can prepare for such development when planning the national budget.</p> <p>From the statistical data provided, students analyze a case study of a country that is poised to experience a significant population</p>

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		<ul style="list-style-type: none"> <li>i get a numerical profile;</li> <li>ii plan and make more efficient decisions (for example, elections, housing, health care, education, employment, social welfare, infrastructural and industrial development);</li> <li>iii know which areas/sectors need attention;</li> <li>iv help maximize the use of resources;</li> <li>v improve the delivery of social services; and,</li> <li>vi help with transparency and accountability of government spending.</li> </ul>	<p>for the welfare of Guyanese within the next five years.</p> <p>Recent statistics from the last census have indicated that the country has an ageing population that is expected to grow in the coming years. Students brainstorm ways in which the government and private sector can meet the needs of this demographic</p>	<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i> Oxford Univ. Press.</p>	<p>increase in the next five years. Students write a letter to a minister of government providing recommendations on how their ministry could best prepare for the anticipated population growth as projected in the statistical trends. Letters can be written to:</p> <ul style="list-style-type: none"> <li>i The Ministry of Education</li> <li>ii The Ministry of Health</li> <li>iii The Central Housing and Planning Authority</li> <li>iv The Ministry of Culture, Youth and Sports</li> </ul>
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publisher</p>	<p style="text-align: center;">v The Ministry of Agriculture</p>
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<b>Additional Reading and Viewing Materials</b>	<p><b>Website:</b>  <a href="https://statisticsguyana.gov.gy/">https://statisticsguyana.gov.gy/</a></p> <p><b>Article:</b>            National Census 2022 links development with the people- <a href="https://dpi.gov.gy/national-census-2022-links-development-with-the-people/">https://dpi.gov.gy/national-census-2022-links-development-with-the-people/</a>            How population data can help countries plan and tweak policy-  <a href="https://theconversation.com/how-population-data-can-help-countries-plan-and-tweak-policy-121288">https://theconversation.com/how-population-data-can-help-countries-plan-and-tweak-policy-121288</a></p>
<b>Integration</b>	<p><b>English Language:</b> Letter Writing (Letter to the Editor, Letter to The Ministry of Education etc.); Analyzing statistical reports; Presenting arguments</p> <p><b>Mathematics:</b> Studying population statistics and responding to questions</p> <p><b>Information Technology:</b> Conduct online research on population statistics</p> <p><b>Geography:</b> The effect of population growth on a growing economy</p>

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Social Studies

Grade 10

					WEEK 34
TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Factors that contribute to the development of human resources</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i explain the need for developing human resources;</li> <li>ii explain the factors that contribute to the development of human resources</li> </ul>	<p>Human resources are essential to a country’s development. Without people, a country cannot provide services, manufacture goods, advance science and technology or develop culture. The government needs to protect, nurture and assist individuals so that they can contribute to society and grow the country’s economy.</p> <p>The need for: Productive workers, creative and critical thinking and problem-solving skills</p> <p>Development of human resources through:</p> <ul style="list-style-type: none"> <li>a. nutrition and health;</li> </ul>	<p>Examine the policies of the Ministries of Education, Health, Youth, Sports and Culture about the development of human resources.</p> <p>Discuss ways each of the sectors involved in the development of our human resources can improve their services. E.g., Health (primary/secondary/tertiary health care)</p> <p>Provide students, individually or in groups, with the opportunity to critique the school curriculum.</p> <p>Students assess the curriculum based</p>	<p>Brathwaite, S., Gill, J., &amp; Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i>. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan</p> <p>Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social</i></p>	<p>Write an essay on the topic ‘The Development of Human Resources is Everybody’s Business’.</p> <p>Refer to the responsibilities of the individual and the Government.</p> <p>Students present a case to their Regional Executive Officer for a healthcare facility, multipurpose centre or sports ground in their community. Students will explain how this will benefit the members of the community and thus aid in human resource development.</p>

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		<ul style="list-style-type: none"> <li>b. the availability of and access to primary and curative health care;</li> <li>c. education (basic, moral, vocational and professional training, rehabilitation, retraining);</li> <li>d. the availability and access to various types of educational institutions;</li> <li>e. the provision of scholarships;</li> <li>f. sports;</li> <li>g. culture</li> </ul>	<p>on how well it addresses the emotional, physical, social, ethical and academic needs of students, and prepares them for the world of work.</p> <p>Students make recommendations/suggestions for improving the curriculum such as greater incorporation of ICT in the classroom.</p>	<p><i>Studies for CSEC Examinations 3<sup>rd</sup> Edition.</i></p> <p>Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council (2012). <i>Social Studies for CSEC: A CXC Study Guide.</i></p> <p>Oxford Univ. Press.</p>	
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				<p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p>How Playing Sports Benefits Your Body...and Your Brain - <a href="https://youtu.be/hmFQqjMF_f0">https://youtu.be/hmFQqjMF_f0</a></p> <p><b>Source:</b> TED-Ed</p> <p>Understand Goal 3: Good Health and Well-Being- <a href="https://youtu.be/9qiVBF_7wvY">https://youtu.be/9qiVBF_7wvY</a></p> <p><b>Source:</b> Participate</p> <p>Understand Goal 4: Quality Education- <a href="https://youtu.be/4HXyJmY--gM">https://youtu.be/4HXyJmY--gM</a></p> <p><b>Source:</b> Participate</p>
<b>Integration</b>	<p><b>English Language:</b> Essay Writing; Argumentation</p> <p><b>Principles of Business:</b> Human Resource Development (including education, health and working conditions) <b>TVET:</b> Human Resource Development</p> <p><b>Home Economics:</b> The relationship between diet and good health</p> <p><b>Physical Education:</b> Physical, mental and social benefits of exercise and recreation</p>

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Social Studies

Grade 10

					WEEK 35
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Society and Governance</b></p> <p>Facts, Opinions and Propaganda</p>	<p>Students should be able to.</p> <p>i. distinguish among facts, opinions, and propaganda</p> <p>ii. identify the connection with using propaganda in political campaigns.</p> <p>iii. Make informed decisions based on the arguments presented.</p>	<p>A <b>fact</b> is a statement that can be verified. It can be proven to be true or false through objective evidence.</p> <p>An <b>opinion</b> is a statement that expresses a feeling, an attitude, a value judgment, or a belief. It is a statement that is neither true nor false</p> <p><b>Propaganda</b> is material used by political groups to influence people and serve their interests, often using biased or misleading information. It includes posters, videos, text, and images, and is most used during conflict.</p>	<p>Students review statements and identify which ones are opinions and which ones are facts</p> <p>Students listen to a political leader's press briefing and try to identify which statements made by that politician are opinions, facts or propaganda.</p> <p>Students will research to defend the views they presented.</p> <p>Students are presented with arguments and are required to use the decision-making process to make informed decisions.</p>	<p><a href="https://newslit.org/educators/civics/blog/distinguishing-among-news-opinion-and-propaganda/">https://newslit.org/educators/civics/blog/distinguishing-among-news-opinion-and-propaganda/</a></p> <p><a href="https://www.twinkl.com/teaching-wiki/propaganda">https://www.twinkl.com/teaching-wiki/propaganda</a></p> <p><a href="https://aceproject.org/ace-en/topics/pc/pcb/pcb04/default">https://aceproject.org/ace-en/topics/pc/pcb/pcb04/default</a></p> <p><a href="https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/dealing-with-">https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/dealing-with-</a></p>	<p>Have students examine political material and distinguish between facts opinions and propaganda</p> <p>Have students examine party manifestos, evaluate the proposed plans and decide which is the most feasible.</p>

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		<p>Decision-making Process:</p> <ol style="list-style-type: none"> <li>i. define the problem;</li> <li>ii. identify limiting factors;</li> <li>iii. develop potential alternatives;</li> <li>iv. analyse the alternatives;</li> <li>v. select the best alternative;</li> <li>vi. implement the decision; and,</li> <li>vii. establish a control and evaluation system</li> </ol>		<p><u>propaganda-</u> <u>misinformation-and-</u> <u>fake-news.</u></p>	
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