

**MINISTRY OF EDUCATION**

**NATIONAL CENTRE FOR  
EDUCATIONAL RESOURCE  
DEVELOPMENT**

**NATIONAL SCHEME  
FOR  
SECONDARY SCHOOLS**



**GRADE 11**

**SOCIAL STUDIES**



**ACKNOWLEDGEMENTS**

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**Keisha Paul**

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NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum area: Social Studies

Grade 11

					WEEK 1
TOPIC/ SUB- TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY(S)	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> <p>i. explain the need for developing human resources;</p> <p>ii. explain the factors that contribute to the development of human resources</p>	<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:</p> <p>Productive workers, creative and critical thinking and problem-solving skills</p> <p>Development of human resources through:</p> <p>a. nutrition and health;</p> <p>b. the availability of and access to primary and curative health care;</p> <p>c. education (basic, moral,</p>	<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. Students assess the curriculum based on how well it addresses the emotional, physical, social, ethical and academic needs of</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> 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>	<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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		<p>vocational and professional training, rehabilitation, retraining);</p> <p>d. the availability and access to various types of educational institutions;</p> <p>e. the provision of scholarships;</p> <p>f. sports;</p> <p>g. culture</p>	<p>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>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>	
<p><b>Additional Reading and Viewing Materials</b></p>	<p>Videos:</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>Source: 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>Source: Participate</p> <p>Understand Goal 4: Quality Education- <a href="https://youtu.be/4HXyJmY--gM">https://youtu.be/4HXyJmY--gM</a></p> <p>Source: Participate</p>				

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<b>Integration</b>	<p>English Language: Essay Writing; Argumentation</p> <p>Principles of Business: Human Resource Development (including education, health and working conditions) TVET: Human Resource Development</p> <p>Home Economics: The relationship between diet and good health</p> <p>Physical Education: Physical, mental and social benefits of exercise and recreation</p>
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<b>S.B.A Guidelines</b>	<p>Students should be able to:</p> <p>i. analyze data in terms of the questions asked or the variables which must be investigated in Task 6)</p>	<p>Analysis of Data is described as the process of bringing order, structure and meaning to the collected data. The Data Analysis aims to unearth patterns, trends, or irregularities.</p> <p>One.</p> <p>Data Interpretation is the process of assigning meaning to the processed and analyzed data. It enables us to form meaningful conclusions, and implications, infer the</p>	<p>Students will work on their respective groups for Task 7 and note the following guidelines.</p> <p>Before you analyze the data, your results should be tallied. An easy method is to use a tally table to count responses and then record the results.</p> <p>Make references to figures, tables, and quotations as well</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 identify the major points to include in their Analysis and Interpretation of Data report.</p> <p>Students will identify secondary sources to be included as well. The teacher will provide feedback as necessary</p>
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		<p>significance between the relationships, and explain patterns in the data.</p> <p>In this task, special emphasis must be placed on the problem statement to get maximum points.</p>	<p>as the rationale (reason/s for conducting the research).</p>		
		<p><b>Example of Analysis and Interpretation of Data:</b></p> <p>The bar graph in figure one shows the causes of single- parent households in the area. It can be seen that the majority of the respondents (40%) noted that divorce is the primary cause of single- parent families in the area. Due to this circumstance, the results have shown that 60% of the absent parents rarely visit their child/children daily. Such a statistic is representative of a nationwide issue. According to The Guyana Times (2018), “In Guyana, while there are no readily available statistics, it is believed that there is a huge percentage of children growing up in single-parent headed homes; in most cases without the much-needed guidance and support</p>	<p>When analyzing and interpreting the data, use terms such as ‘majority’, ‘minority’, ‘trends’, unanimous’, ‘none’/ ‘no one’ and ‘others’.</p> <p>Use related literature such as books, newspaper clippings and articles to support the data.</p>		

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		<p>of a father figure.” In addition, the researchers found that 8% of the respondents got pregnant during their teenage years, which led them to become single parents. The legal dissolution of a marriage, known as divorce, is the highest because people believe that “lack of commitment, too much arguing, and other</p>			
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					WEEK 2
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY(S)	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Employment, unemployment and underemployment</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i define key terms associated with employment, unemployment and underemployment.</li> <li>ii identify the types of unemployment</li> <li>iii discuss the importance of work</li> <li>iv classify workers according to the kind of industries in which they work.</li> </ul>	<p>If a person is paid for the work they do, we say they are <i>employed</i>.</p> <p>If a person is available for work but does not have any, they are <i>unemployed</i>.</p> <p>If people are working in jobs that do not fully utilize their skills or qualifications, or if they are not working a standard number of hours, they are said to be <i>underemployed</i>.</p> <p><i>employable</i>- having enough skills and abilities for someone to employ you:</p>	<p>Students research and explain key terms associated with employment.</p> <p>Organize a panel discussion in which students examine what skills are in high demand today in the world of work.</p> <p>Conduct an interview with an employer in a given field to determine what job opportunities are available and how those seeking employment can secure these.</p> <p>Students discuss how the private sector and</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 conduct a debate on one of the following topics</p> <ul style="list-style-type: none"> <li>-It is the government’s responsibility to create jobs for all citizens.</li> <li>-The retirement age of workers in Guyana should be increased.</li> <li>-tertiary education at the University of Guyana should be free.</li> </ul> <p>Students answer questions based on a case study that highlights the effects of unemployment.</p>

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	<p>v explain the factors that influence employment, unemployment and underemployment</p> <p>vi examine the effects of unemployment</p>	<p><i>Unemployable</i>- lacking the skills, abilities, or qualities that are necessary to get or keep a job: not employable.</p> <p>Types of unemployment: seasonal, structural, technical, cyclical</p> <p>Work is important because people must earn income to:</p> <p>Satisfy their basic needs for food, clothing, and shelter, provide for dependent relatives, (recap the dependency ratio), provide means of social mobility for their family, and save for emergencies and retirement.</p> <p>Etc.</p> <p>Careers / Job opportunities in the four Industries:</p> <p>Primary: Agriculture, Fishing, and Mining</p>	<p>government may create more employment opportunities for young people. This activity can be done in groups.</p> <p>Use graphic organizers to examine the Careers / Job opportunities in the four Industries.</p> <p>Students discuss ways the government or various non-governmental organizations can help unemployable persons.</p> <p>Students read news articles or watch video clips of young Guyanese who created their businesses based on their passions or a need they identified in the market.</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>	<p>Students Draw up a life plan for themselves showing the kind of job they would like to do. Prepare to picture book of the job selected.</p>
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		<p>Secondary: construction and manufacturing</p> <p>Tertiary: Tourism and other services.</p> <p>Quaternary: knowledge industry, information technology research and development.</p> <p>Factors that influence employment, unemployment and under-employment:</p> <ul style="list-style-type: none"> <li>(a) availability and use of capital;</li> <li>(b) availability of trained human resource</li> <li>(c) level and range of skills demanded versus those available;</li> <li>(d) availability and creation of markets, trading patterns and preferences;</li> </ul>	<p>Students discuss possible avenues for self-employment.</p> <p>In an effort to have students identify mentors, organize sessions for them to interact with male and female entrepreneurs and persons employed in different fields</p>	<p>Oxford Univ. Press.</p> <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 Publishers</p>	
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		<p>(e) Level of technology available for resource development and technological advances;</p> <p>(f) Economic recession</p> <p>(g) Gender and employment; and</p> <p>(f) Entrepreneurial interest and opportunities.</p> <p>Unemployment may lead to:</p> <p>(a) Individual and family poverty</p> <p>(b) Poor nutrition and disease</p> <p>(c) Poor housing conditions and overcrowding</p> <p>(d) Lower tax revenue for the government, as there are fewer workers to pay taxes.</p>			
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<p><b>S.B.A Guidelines</b></p> <p>Analysis and Interpretation of Data</p> <p>(Task 6)</p> <p>Continuation</p>	<p>Students should be able to:</p> <p>i. Write the report for the Analysis and Interpretation of Data</p>	<p><b>Example of Analysis and Interpretation of Data:</b></p> <p>The bar graph in figure one shows the causes of single-parent households in the area. It can be seen that the majority of the respondents (40%) noted that divorce is the primary cause of single-parent families in the area. Due to this circumstance, the results have shown that 60% of the</p>	<p>Students use the main points from the data they analyzed and any relevant secondary source to write their report.</p> <p>When analyzing and interpreting the data, use terms such as ‘majority’, ‘minority’, ‘trends’, ‘unanimous’, ‘none’/ ‘no one’ and ‘others’.</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 checks students’ first draft of their written report and provide feedback as necessary</p>
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		<p>absent parents rarely visit their child/children daily. Such a statistic is representative of a nationwide issue. According to The Guyana Times (2018), “In Guyana, while there are no readily available statistics, it is believed that there is a huge percentage of children growing up in single-parent headed homes; in most cases without the much-needed guidance and support of a father figure.” In addition, the researchers found that 8% of the respondents got pregnant during their teenage years, which led them to become single parents. The legal dissolution of a marriage, known as divorce, is the highest because people believe that “lack of commitment, too much arguing, and other reasons” are why they are divorced.</p>	<p>Use related literature such as books, newspaper clippings and articles to support the data.</p>		
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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> Types of Unemployment- <a href="https://youtu.be/-1cfJPEYkkk">https://youtu.be/-1cfJPEYkkk</a>  <b>Articles:</b> Ten Soft Skills in Demand- <a href="https://youtu.be/3agP4x8LYFM">https://youtu.be/3agP4x8LYFM</a>
<b>Integration</b>	<b>Economics:</b> Types of Unemployment <b>Principles of Business:</b> Entrepreneurship <b>English Language:</b> Debating; Reading comprehension- answering questions based on case study (literal level, inferential level, evaluative level) <b>Theatre Arts:</b> Roleplay

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					WEEK 3
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Employment and career opportunities in different industries</p>	<p>Students should be able to:</p> <p>i. examine employment and career opportunities in different industries</p>	<p>a) Types of Industry</p> <ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Quaternary</li> </ul> <p>Primary jobs involve getting raw materials from the natural environment e.g. Mining, farming and fishing.</p> <p>Secondary jobs involve making things (manufacturing) e.g. making cars and steel.</p> <p>Tertiary jobs involve providing a service e.g. teaching and nursing.</p> <p>Quaternary jobs involve research and development e.g. IT.</p>	<p>Students analyze job advertisements in newspapers to identify employment and careers in specific industries.</p> <p>Design an application form to be filled out by persons seeking employment in one of the industries</p> <p>Students outline a plan for themselves or someone in securing one of the advertised jobs in the future.</p> <p>Arrange a Work Experience Day at businesses in the community where students get ‘firsthand experience’ in the world of work.</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 Fisher, J., Waterman, I., Eastland, C. Oxford Univ. Press.</p> <p>Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i>. MacMillan Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i></p>	<p>Students write a speech for a group of school leavers based on preparation for the world of work. In their speech, they should:</p> <ul style="list-style-type: none"> <li>-list at least 2 types of jobs that are in demand today from the four types of industries in Guyana</li> <li>- discuss at least 3 reasons why young people find it difficult to find employment.</li> <li>-suggest three ways young people can better prepare themselves for the world of employment .</li> </ul>

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			<p>Students create a profile of a person with desirable skills, attitudes and attributes for a particular job in a selected industry. Students would then:</p> <p>(a) create a resume/ curriculum vitae relevant to the job being sought.</p> <p>(b) compose a cover letter to accompany a resume/CV as part of the job application requirements.</p> <p>(c) conduct mock job interviews</p> <p>Invite the Principles of Business teacher to make an interactive presentation to the class on setting up a sole proprietorship, partnership or other type of business. The teacher facilitates a Q&amp;A session at the end of the</p>	<p><i>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</p>	
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			<p>presentation. Encourage students to ask questions regarding financing, labour needed etc.</p>	<p>Educational Publishers. 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 Findings (Task 7)</p>	<p>Students should be able to:</p> <p>i. draws specific conclusions based on data analyzed and interpreted.</p>	<p>i. The “Statement of Findings” should represent only THREE findings gathered from the data collected from the research questions.</p> <p>ii. Findings should be represented with the use of percentages</p> <p>iii. Ensure that the Statement of Findings answers the Statement of Problem identified.</p>	<p>Write findings using given examples such as:</p> <p>i. The main reason for the increasing level of single-parent families in the community is divorce or separation, which accounts for 75%. ii. The main problem faced by single-parent families in the community is their inability to care for themselves and their family, which accounts for ninety per cent (90%) iii. In order to reduce the problems faced, 80% of the respondents stated that the government and private sector should provide better employment opportunities for the residents as well as provide ongoing counselling sessions at the community center (75%).</p>	<p>Syllabus</p> <p>Group research work</p>	<p>Learners will write THREE findings gathered from the data collected from the research questions under investigation.</p>
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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> How to Write a Cover Letter - <a href="https://youtu.be/tRUID5bMRgA">https://youtu.be/tRUID5bMRgA</a> <b>Source:</b> Daniel Mutuku - Career Coach How to Write a Résumé- <a href="https://youtu.be/3agP4x8LYFM">https://youtu.be/3agP4x8LYFM</a> <b>Source:</b> CareerVidz
<b>Integration</b>	<b>Mathematics:</b> Use of charts and graphs to represent data for S.B. A <b>Office Administration:</b> Sources of job information (newspapers, internet, employment agency etc.); Procedures for making job applications (application form, curriculum vitae, résumé etc.) <b>Principles of Business:</b> Forms of business organizations and arrangements (sole trader, partnerships etc.) <b>English Language:</b> Speech writing (organization, persuasive techniques, delivery etc.) <b>Electronic Document Programme &amp; Management:</b> Typing CV and cover letters for Job applications

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					WEEK 4
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable Development and Use of Resources</b></p> <p>Major Natural Resources in the Caribbean region</p>	<p>Students should be able to:</p> <p>i identify the location of the major natural resources in the Caribbean region</p> <p>ii describe the uses of the major natural resources in the Caribbean region</p>	<p>Location of major natural resources:</p> <p>(i) Renewable – agricultural land, water, forests, beaches, marine life, solar energy, wind.</p> <p>(ii) Non-renewable – petroleum, bauxite, gold, diamond, other minerals, geothermal energy.</p> <p>(iii) Uses of natural resources e.g. Land, forest, beaches, marine life, solar energy, geothermal energy.</p> <p>Use of Resources</p>	<p>Use a map to locate natural resources in Guyana and the Caribbean region.</p> <p>Use graphic organizers to categorize the major natural/ physical resources in the Caribbean based on location and type (renewable and nonrenewable)</p> <p>With the aid of videos, students will discuss the uses of the various natural resources.</p> <p>Students read news articles and reports on how the exploitation</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>With the appropriate use of models/charts, students in groups will present how the following natural resources are harnessed or extracted and what they are used for:</p> <p>(a) geothermal energy</p> <p>(b) solar energy</p> <p>(c) wind power</p> <p>(d) crude oil, bauxite</p>

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		<p>(a) Forests are an important natural resource used for timber, tourism, medicine, habitats, etc.</p> <p>(b) Agricultural land and marine life: Importance – to the region/ countries.</p> <p>(c) Mineral resources: Bauxite, petroleum, geothermal energy.</p> <p>(d) Sea, Sand and Sun (Tourism)</p> <p>Alternative energy and sustainable development solar, wind, geothermal, hydro-electricity, bioenergy.</p>	<p>of natural resources contributes to the country's G.D.P</p>	<p><i>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</p>	
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				Educational Publishers. Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i> . Carlong Publishers	
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<p><b>S.B.A Guidelines</b></p> <p>Recommendations and Implementation Strategy</p> <p>(Task 8)</p>	<p>Students should be able to:</p> <p>i. propose realistic and practical recommendations based on the findings</p>	<p>equip residents in the community with the skills necessary to meet the demands of the current work environment.</p>	<p>Regarding Task 9 of the SBA component, students will brainstorm several solutions/recommendations and choose the two most feasible ones.</p> <p>The students (group members) will then discuss what strategy they will employ to realize one of the recommendations made. Include who will provide assistance and where it will be done and justify why the solution will work.</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 begin to write their responses for this task.</p> <p>They will continue to edit drafts to ensure proper organization, grammar, spelling and diction.</p> <p>The teacher will provide feedback as necessary.</p>
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<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p>Natural Resources- <a href="https://youtu.be/INOOVzwB_uE">https://youtu.be/INOOVzwB_uE</a> Source: elearningJA</p> <p>Questions on Natural Resources- <a href="https://youtu.be/4KwMqsEdKVM">https://youtu.be/4KwMqsEdKVM</a> Source: Griffiths CSEC Class</p> <p>The Origins and Initial Production Plans of the Offshore Guyana Basin – 2017- <a href="https://youtu.be/wuNhgTX4gyw">https://youtu.be/wuNhgTX4gyw</a></p> <p>Source: Hess Corporation</p>
<b>Integration</b>	<p><b>Geography:</b> Location of the major natural resources in the Caribbean region; Uses of natural or physical resources</p> <p><b>Integrated Science:</b> Types of fossil fuels; Alternative sources of energy; Uses of Solar energy</p> <p><b>Information Technology:</b> Watching videos on the various natural resources</p> <p><b>Mathematics:</b> Use of charts and graphs to represent data for S.B. A</p>

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					WEEK 5
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable development and use of natural resources</b></p> <p>Proper and Improper Practices</p> <p>Related to the Sustainable Development and Use of Natural Resources</p> <p>Effects of Proper and Improper Practices on the Environment and Population</p>	<p>Students should be able to</p> <p>i define key terms such as ‘sustainable’ development and ‘conservation’</p> <p>ii describe proper and improper practices related to the sustainable development and use of natural resources;</p> <p>iii examine the effects of proper and improper practices on the environment and the population</p>	<p>Sustainable Development is development which can be maintained over an extended period for future generations, taking environmental and social impacts into account.</p> <p>Conservation is the protection and wise use of natural resources such as forests, rivers, coastlines, marine creatures, etc.</p> <p>(a) Proper practices, for example, conservation, reforestation, controlled logging,</p>	<p>Organise field trips to places where resources are being abused. Students record observations.</p> <p>Students brainstorm ways in which farmers in the community can adopt practices that minimize negative effects on the environment</p> <p>Invite a resource person from the Guyana Forestry Commission to speak on the work the commission does in promoting sustainable development.</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 create slogans, jingles and posters encouraging citizens to conserve resources.</p> <p>Students write a letter to the editor of a newspaper on an environmental issue in their community or country.</p> <p>Students create a booklet on what conservation practices are being done in Guyana to promote sustainable development. Students refer to the timber industry, fishing industry etc.</p>

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		<p>crop rotation, terracing etc.</p> <p>(b) Improper practices, for example, actions of farmers that lead to soil degradation or erosion (over cropping, monocropping, deforestation etc.)</p> <p>(c) Effects of proper practices, for example, food security in the country and region; reduction of pollution/ clean and safer environment, reducing climate change.</p> <p>(d) Effects of improper practices, for example:</p> <ul style="list-style-type: none"> <li>i pollution,</li> <li>ii global warming,</li> </ul>	<p>Find out about soil erosion and soil conservation methods in the local area. Students can do this by getting information from the public library, asking for information leaflets from the local authorities or conservation NGOs, or carrying out their local survey.</p> <p>Students review Jamaica’s National Tree Planting Initiative as an example of how reforestation can be of benefit to the local environment. Students create an outline for a similar initiative in Guyana.</p>	<p><i>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</p>	<p>Students conduct research and present on the following:</p> <ul style="list-style-type: none"> <li>i Guyana’s role in helping the region achieve food security</li> <li>ii What the Oil and Gas Industry in Guyana is doing (or should implement) to reduce its environmental impact</li> <li>iii How ecotourism promotes sustainable development</li> </ul>
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		<p>iii food shortages,  iv mass wasting,  v Deforestation as a result of gold and bauxite mining.  vi Destruction of beaches/marine environment due to sand mining of beaches  vii Destruction of beaches/ pollution due to resort development in major tourism destinations in the Caribbean.</p> <p>Soil Conservation Practices</p> <p>(a) Crop rotation  (b) Application of</p>		<p>Educational Publishers.  Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i>  Carlong Publishers</p>	
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		<p>manure and other organic fertilizers.</p> <p>Forest conservation:</p> <p>(a) Reforestation</p> <p>(b) the creation of National Parks and Forest Reserve where lumbering is not allowed</p> <p>(c) restrictions on the removal of forest trees and forested areas for agriculture or timber, and education to prevent slash-and-burn agriculture</p>			
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**Additional Reading  
and Viewing  
Materials**

**Videos:**

What is Sustainable Development? - <https://youtu.be/7V8oFI4GYMY>

**Source:** FN-sambandet Norge

Effect of organic matter on reclaimed bauxite soil in Jamaica- [https://youtu.be/bo3aAt\\_N\\_cA](https://youtu.be/bo3aAt_N_cA)

**Source:** IICAnoticias

How sustainable logging in well-managed forests can help protect wildlife- <https://youtu.be/XMLEWOuQVbE>

**Source:** WWF International Guyana and Suriname: Oil Wealth or The Environment: <https://youtu.be/M2BvhU-y4qA>

**Source:** FRANCE 24 English

**Articles:**

National Tree Planting Initiative Yielding Positive Outcomes- <https://jis.gov.jm/features/national-tree-planting-initiative-yielding-positive-outcomes/>

**Websites:**

Guyana Forestry Commission: <https://forestry.gov.gy/>

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	Conservation International- <a href="https://www.conservation.org/">https://www.conservation.org/</a>
<b>Integration</b>	<p><b>Information Technology:</b> Using digital tools to create posters; Research information online</p> <p><b>Music:</b> Composing jingles</p> <p><b>Visual Arts:</b> Designing posters</p> <p><b>English Language:</b> Letter to the Editor</p> <p><b>Agricultural Science:</b> Soil and water conservation practices; Tree planting</p> <p><b>Geography:</b> The need for sustainable use of our resources; Deforestation</p> <p><b>Mathematics:</b> Use of statistical data and graphs to represent data for S.B. A</p>

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					WEEK 6
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable development and use of natural resources</b></p> <p>The causes and consequences of climate change</p>	<p>Students should be able to:</p> <p>i. Explains the causes and consequences of climate change</p>	<p>(a) Global warming – causes and consequences.</p> <p>(b) Climate change – causes and consequences:</p> <p>(i) Causes: natural and anthropogenic (man-made); and,</p> <p>(ii) Consequences: sea-level rise, extreme climate variability, droughts and floods, stronger hurricanes, destruction of coral reefs and other marine resources, negative impacts on health</p>	<p>Participate in group brainstorming sessions and class discussions related to the impact of the greenhouse effect and global warming.</p> <p>Analyze global warming diagrams and resources to obtain a clear understanding of this scientific process.</p> <p>Hypothesize about the effects of global warming on the climate and the world's populations.</p> <p>Conduct research using a variety of primary sources to explore perspectives on the global warming debate.</p> <p>Complete a Venn Diagram that compares various points of view on</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> Edition</i> Macmillan.</p> <p>Lunt, N., Buckle- Scott, L., Davis- Morrison, V., Louis,</p>	<p>Have students create slogans, jingles, posters and digital stories to increase citizens’ awareness of the causes and consequences of climate change.</p> <p>Create a food web showing how global climate changes affect the food chain/ecosystems</p> <p>Create a display showing the cost of developing and using alternative energy sources (e.g., solar energy can be used in homes, but there is an initial cost of being able to do this as well as backup plans needed if the source becomes unavailable).</p> <p>Create a game to help other students learn more about global warming.</p>

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global warming  
issues.

Take a position on global warming  
and support this viewpoint with  
reasons, facts, and  
examples gathered during lesson  
activities.

Create a project that supports their  
point of view about global warming  
issues.

A., & Caribbean  
Examinations Council  
(2012). Social Studies  
for CSEC: A CXC  
Study Guide. Oxford  
Univ. Press.  
Ramsawak, R., &  
Umraw,  
R. (2020). Modules in  
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SBA Guide. Caribbean  
Educational Publishers.  
Sandy, M. (2012).  
Social Studies essentials  
for CSEC with SBA,  
study exercises. Carlong  
Publishers

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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b> Topic: what is causing Global warming - <a href="https://youtu.be/sKDWW9WIPSc">https://youtu.be/sKDWW9WIPSc</a></p> <p>Topic: Global warming and its effects: <a href="https://www.youtube.com/watch?v=ySMPP_onUGs&amp;pp=ygUVR2xvYmFsIHdhcm1pbmcgY2F1c2Vz">https://www.youtube.com/watch?v=ySMPP_onUGs&amp;pp=ygUVR2xvYmFsIHdhcm1pbmcgY2F1c2Vz</a></p> <p><b>Articles:</b> The Heat Over Global Warming- <a href="http://www.pbs.org/now/shows/304/">http://www.pbs.org/now/shows/304/</a> Interview with the producer of “An Inconvenient Truth” along with related links God and Global Warming- <a href="http://www.pbs.org/now/shows/343/">http://www.pbs.org/now/shows/343/</a> Explores the effects of global warming on Alaska and our moral responsibility to the planet Robert Redford: Business Warming Up to Environment_ <a href="http://www.pbs.org/now/news/324.html">http://www.pbs.org/now/news/324.html</a> Robert Redford interview discussing the advantages of businesses going “green” Senator Jeff Bingaman on America’s Energy Policy- <a href="http://www.pbs.org/now/news/249.html">http://www.pbs.org/now/news/249.html</a> Discussion of America’s energy policy related to global warming Emission Impossible?- <a href="http://www.pbs.org/now/shows/328/">http://www.pbs.org/now/shows/328/</a></p> <p>United States Environmental Protection Agency: "Global Warming Quiz" <a href="http://www.epa.gov/globalwarming/kids/quiz_global_warming.html">http://www.epa.gov/globalwarming/kids/quiz_global_warming.html</a>. This online EPA resource provides five questions that check a basic understanding of the causes of global warming</p>
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	<p>Examining the Barbados Deposit Refund System-</p> <p><a href="https://trinidadexpress.com/business/local/examining-the-barbados-deposit-refund-system/article_20aacb4a-5db2-11ea-922d-dfcc19e052ba.html">https://trinidadexpress.com/business/local/examining-the-barbados-deposit-refund-system/article_20aacb4a-5db2-11ea-922d-dfcc19e052ba.html</a></p>
<b>Integration</b>	<p><b>Geography: global warming and climate change</b></p> <p><b>Agricultural Science:</b> How Global warming and greenhouse effects affect food security and agricultural activities</p> <p><b>Integrated Science:</b> How weather patterns are affected as a result of greenhouse gases.</p> <p><b>English Language:</b> Hosting information sessions (public speaking; using language techniques to bring about general awareness )</p> <p><b>Information Technology:</b> Using digital tools to create posters; Research information online</p> <p><b>Visual Arts:</b> Designing posters, brochures etc.</p>

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					<b>WEEK 7</b>
<b>TOPIC/ SUB-TOPIC</b>	<b>GENERAL OBJECTIVE</b>	<b>CONTENT</b>	<b>ACTIVITY</b>	<b>RESOURCE</b>	<b>EVALUATION STRATEGY</b>
<p><b>Sustainable development and use of natural resources</b></p> <p>Responses to Climate Change</p>	<p>Students should be able to:</p> <p>i. Evaluate the responses to climate change</p>	<p>Responses:</p> <p>(a) Actions by individuals for living sustainably. For example, greater use of public transportation (carpooling), reduction in air transport, use of biodegradable materials, and use of alternate energy supplies.</p> <p>(b) The regional and international responses: - Conventions/agreements: United Nations Framework Convention on Climate Change (UNFCCC), Kyoto, Paris,</p>	<p>Students read articles on the work climate change activists do and what pledges developed countries have made in the fight against climate change.</p> <p>Students brainstorm ways in which they can reduce their ‘carbon footprint’</p> <p>Students research what ongoing projects are undertaken by the Caribbean Community Climate Change. Students discuss the positive impact these projects will have.</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 write a letter to the management of their school’s canteen making recommendations on what they can do to be more environmentally friendly</p> <p>Students create slogans, jingles, posters, and digital stories to increase citizens’ awareness of what they could do to join the fight against climate change.</p> <p>Students use discarded materials in their homes/ environment to make art pieces/clothing etc.</p>

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		<p>Caribbean Community Climate Change Centre (CCCCC)</p> <p>c) Government responses/strategies: policy, laws, regulations. For example, planning/zoning, building codes, disaster preparedness, education, law enforcement, reduction in the use of fossil fuel, reduction in CFCs and Greenhouse gases.</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 Study Guide</i>. Oxford Univ. Press.</p>	<p>Students display their work.</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 guide and exercises</i>. Carlong Publishers.</p>	
<b>Additional Reading and Viewing Materials</b>	<b>Website:</b> <a href="https://www.caribbeanclimate.bz/">https://www.caribbeanclimate.bz/</a>				

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<b>Integration</b>	<p><b>Geography:</b> Measures to reduce the impact of global warming (for example, forest conservation, changes to vehicle emissions) in a developed country.</p> <p><b>Integrated Science:</b> Alternative sources of energy</p> <p><b>English Language:</b> Letter Writing; Creating slogans (incorporating literary devices such as alliteration) <b>Information</b></p> <p><b>Technology:</b> Using digital tools to create posters, digital stories etc.; Research information online <b>Visual Arts:</b> Designing posters, brochures etc.</p> <p><b>Music:</b> Creating jingles</p> <p><b>Home Economics- Management:</b> Using indigenous materials and waste materials in designing new artefacts.</p> <p><b>Home Economics- Clothing and Textile:</b> Construct recycled garments and household articles</p>
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					WEEK 8
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable development and use of natural resources</b></p> <p>Data related to physical resources in suitable forms and interpret data related to physical resources.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- represent data related to physical resources in suitable forms;</li> <li>- interpret data related to physical resources;</li> <li>- explain the use of the various ways of measuring development</li> </ul>	<ul style="list-style-type: none"> <li>- Data related to the development and use of physical resources.</li> <li>- Interpretation of tables, line and bar graphs, and pie charts of physical resources</li> </ul>	<p>Have students create graphs and charts relating to resources in their country</p> <p>Have students interpret different data sets related to physical resources</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> 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>Students will answer questions on a given chart representing Guyana’s major Natural resources</p> <p>Use graphs and charts to compare data relating to physical resources</p> <p>Compare the bar chart and tables and answer the following questions:</p> <p>which countries have the area under forest decreased the most?</p> <p>What reasons can you give for these changes?</p>

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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b> Social Studies - Grade 11 <b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel’s YouTube page <b>Topic:</b> Measuring Development - <a href="https://youtu.be/Sh4g3IQC2cU">https://youtu.be/Sh4g3IQC2cU</a> <b>Topic:</b> what is HDI? - <a href="https://youtu.be/1ScfqaCp2Ho">https://youtu.be/1ScfqaCp2Ho</a></p>
<p><b>Integration</b></p>	<p><b>Geography:</b> Using maps to locate the major natural resources in Caribbean countries. <b>Information Technology:</b> Using Google Maps to locate the Caribbean and conduct research <b>English Language:</b> Meaning of words and their usage. <b>Economics:</b> Policies and growth of an economy. Ways of measuring Development and Human Development Index <b>Mathematics:</b> Use of charts and graphs to represent data for S.B. A, trends in global warming, availability of resources , and to make comparisons of natural resources for particular years in Caribbean countries. <b>Biology:</b> Water as a resource.</p>

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					WEEK 9
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable development and use of natural resources</b></p> <p>Care and concern for the natural environment</p>	<p>Students should be able to:</p> <p>i. demonstrate care and concern for the natural environment.</p>	<p>These are as follows:</p> <p>recycle, conserve, alternative energy, advocacy, volunteerism, individual and collective effort.</p>	<ul style="list-style-type: none"> <li>- Present information on the importance of recycling, conserving resources, and using alternative energy sources</li> <li>- Discuss the role of advocacy and volunteerism in promoting environmental conservation</li> <li>- Provide examples of individual and collective efforts that have had a positive impact on the environment.</li> <li>- Engage students in a group discussion about ways they can personally contribute to environmental conservation efforts</li> <li>- Encourage students to brainstorm ideas for advocacy projects or volunteer opportunities in their schools</li> <li>- Facilitate a debate or role-playing activity where students take on different perspectives (e.g. environmental activist, government official, business owner) to discuss environmental policies and initiatives</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 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>create posters that demonstrate care and concern for the environment.</p> <p>Write poems and jingles in groups to demonstrate recycling, volunteerism etc.</p>

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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> Social Studies - Grade 11 <b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page <b>Topic:</b>
<b>Integration</b>	<b>Geography:</b> our physical environment <b>Information Technology:</b> use technology and multimedia to create scrap boo and other projects <b>English Language:</b> Meaning of words and their usage. <b>Biology:</b> Water as a resource.

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					WEEK 10
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>The Caribbean Region in relation to the rest of the world.</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>i. locate the Caribbean region in relation to the rest of the world.</li> <li>ii. identify different groupings of territories within the Caribbean</li> <li>iii. make distinctions amongst ‘least developed country, developing country, and ‘developed country’.</li> </ol>	<p>Giving location: Compass directions, latitude and longitude</p> <p>Regional integration is the process by which two or more nation-states agree to cooperate and work closely together to achieve peace, stability and wealth. Usually, integration involves one or more written agreements that describe the areas of cooperation in detail, as well as some coordinating bodies representing the countries involved. This cooperation usually begins with economic integration and as it continues, comes to include political integration.</p>	<p>Students will use a compass to show directions, latitude and longitude to locate the Caribbean on a physical map of the world or an online tool such as Google Maps.</p> <p>Students will use a graphic organizer to categorize the countries that make up the Caribbean region based on the following divisions: Greater Antilles, Lesser Antilles, Eastern Caribbean and mainland territories</p> <p>Students will cite specific examples found in newspapers/ news reports that convey the message.</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> 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>Students will create a map showing various groupings in the Caribbean.</p> <p>Use terms related to regional integration in sentences to show your understanding.</p>

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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> Social Studies - Grade 11: Regional Integration Pt. 1 <a href="https://youtu.be/TK114NIEniY">https://youtu.be/TK114NIEniY</a> <b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page
<b>Integration</b>	<b>Geography:</b> Using lines of latitude and longitude to locate the Caribbean <b>Information Technology:</b> Using Google Maps to locate the Caribbean and conduct research <b>English Language:</b> Meaning of words and their usage. <b>Economics:</b> Policies and growth of an economy. <b>Mathematics:</b> Use of charts and graphs to represent data for S.B. A

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					WEEK 11
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>Different groupings of territories within the Caribbean</p>	<p>Students should be able to:</p> <p>i. identify different groupings of territories within the Caribbean</p>	<p>Caribbean divisions – Groupings:</p> <p>Greater and Lesser Antilles, Leewards and Windwards.</p> <p>Eastern Caribbean, Mainland territories – Guyana, Suriname, Belize.</p>	<p>Participate in the Kahoot quiz to test their knowledge of Caribbean territories</p> <p>- Study the map of the Caribbean region and take notes on the different groupings of territories</p> <p>- participate in class discussions about the characteristics of each grouping.</p> <p>- Watch videos or view images provided to better understand the historical and cultural connections between Caribbean territories</p> <p>- Engage in group discussions about how these connections have shaped the region.</p> <p>- Work with group members to research and prepare a presentation on their assigned grouping of territories</p> <p>- Present their findings to the class and actively participate in discussions with other groups.</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> 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>On a blank map of the Caribbean, have students identify various groupings.</p>

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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> Social Studies - Grade 11: Regional Integration Pt. 1 <a href="https://youtu.be/TK114NIEniY">https://youtu.be/TK114NIEniY</a> <b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page
<b>Integration</b>	<b>Geography:</b> Using lines of latitude and longitude, use of compass, map work <b>Information Technology:</b> Using Google Maps to locate the Caribbean and conduct research <b>English Language:</b> Meaning of words and their usage.

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					WEEK 12
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable development and use of natural resources</b></p> <p>The use of the various ways of measuring development</p>	<p>Students should be able to:</p> <p>i. explain the use of the various ways of measuring development</p>	<p>(a) Definition of development.</p> <p>(b) Ways of Measuring Development:</p> <p>(i) Economic:</p> <ul style="list-style-type: none"> <li>- Gross Domestic Product/Gross National Product;</li> <li>- Per capita income; and,</li> <li>- Cost of living.</li> </ul> <p>(ii) Social:</p> <ul style="list-style-type: none"> <li>- Education;</li> <li>- Literacy rate;</li> <li>- Life expectancy;</li> <li>- Infant mortality rate; and,</li> <li>- Availability of social services.</li> </ul> <p>(iii) Human Development Index (HDI).</p> <p>(c) Uses of the above indicators of development.</p>	<ul style="list-style-type: none"> <li>- Discuss economic indicators such as GDP, GNP, per capita income, and cost of living</li> <li>- Explain how these indicators are used to measure a country's economic development.</li> <li>- Introduce social indicators like education, literacy rate, life expectancy, infant mortality rate, and availability of social services</li> <li>- Discuss how these indicators reflect the overall well-being and quality of life in a society.</li> <li>- Explain the concept of the Human Development Index (HDI) and how it combines both economic and social indicators to measure overall development</li> <li>- Discuss the strengths and limitations of using the HDI as a measure of development.</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 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>Create a concept map on the strengths and limitations of using HDI as a measure of development</p>

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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> <b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page <b>Topic:</b> Regional integration, challenges facing development in the Caribbean - <a href="https://youtu.be/2Ktmfiu1y7I">https://youtu.be/2Ktmfiu1y7I</a> <b>Topic:</b> challenges facing the Caribbean - <a href="https://youtu.be/iF_LvoHGWFQ">https://youtu.be/iF_LvoHGWFQ</a>
<b>Integration</b>	<b>Geography:</b> using a map of the Caribbean to highlight areas in the Caribbean <b>Information Technology:</b> the importance of technology in relation to development <b>English Language:</b> Meaning of words and their usage. <b>Economics:</b> Economic Development and its Indicator

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					WEEK 13
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable development and use of natural resources</b></p> <p>The factors that influence the development of various industries and the contribution of these industries to the economic development in the Caribbean;</p>	<p>Students should be able to:</p> <p>i. assess the factors that influence the development of various industries and the contribution of these industries to the economic development in the Caribbean;</p>	<p>Factors that influence the development of various industries. For example, Agriculture, Forestry, Fishing, Mining, Tourism and other services, Manufacturing, Cultural/Creative:</p> <p>(a) Investment;                      (b) Markets;                      (c) Infrastructural development;                      (d) Policy and regulations;                      (e) Technology; and,                      (f) Education/skills of workers.</p> <p>Contributions of various industries, for example, Agriculture, Forestry and Fishing, Mining, Tourism and other services, Manufacturing, and Cultural/Creative to:</p> <p>(a) foreign exchange earnings and savings/ income;                      (b) direct employment, such as hotel workers, farm managers, engineers, artists and artistes;                      (c) indirect employment through linkages with other sectors of the economy (for example, agriculture, tourism, arts and craft, transportation and other ancillary</p>	<p>Make a list of countries to which minerals are exported from the Caribbean. Next to each country, list the minerals that it imports and the Caribbean country from which they come in and out whether your country or territory has any mineral wealth, either already being exploited or for potential exploitation.</p> <p>What efforts are being made to develop this mineral resource?</p> <p>Participate in class discussions on the factors influencing industrial development in the Caribbean</p> <p>Engage in group activities or discussions to analyze how specific factors influence industrial development in the region</p> <p>Work collaboratively with peers to identify examples of industries in 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, J., 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 Study Guide</i>. Oxford Univ. Press.</p>	<p>Students will answer questions on a given chart representing Guyana’s major Natural resources</p> <p>Write a case study on the development of a new industry in your country connected with the extraction of minerals. ( oil Industry )</p> <p>After participating in a panel discussion involving a guest speaker, have students write a letter to the editor of a daily newspaper on the topic: “Despite its many setbacks, the various industries have contributed significantly to the development of my country”.</p>

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		services); and, (d) government revenue (taxes, licenses).	Caribbean that have contributed to economic development Conclusion:  - Share their reflections on the importance of industries in the Caribbean and their role in economic development  - Participate in a class discussion on ways to further support and promote industrial development in the region Resources:		
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<b>Additional Reading and Viewing Materials</b>	Topic: Why does industrialization development matter more than before ?-  <a href="https://r.search.yahoo.com/_ylt=Awrirxp13LZmTQQA1gtXNyoA;_ylu=Y29sbwNiZjEEcG9zAzMEdnRpZAMEc2VjA3Ny/RV=2/RE=1724469621/RO=10/RU=https%3a%2f%2fwww.brookings.edu%2fwp-content%2fuploads%2f2016%2f07%2fL2C_WP8_Chete-et-al-1.pdf/RK=2/RS=6by_I0ls0TdVUjzbKt7NygU7tns-">https://r.search.yahoo.com/_ylt=Awrirxp13LZmTQQA1gtXNyoA;_ylu=Y29sbwNiZjEEcG9zAzMEdnRpZAMEc2VjA3Ny/RV=2/RE=1724469621/RO=10/RU=https%3a%2f%2fwww.brookings.edu%2fwp-content%2fuploads%2f2016%2f07%2fL2C_WP8_Chete-et-al-1.pdf/RK=2/RS=6by_I0ls0TdVUjzbKt7NygU7tns-</a>
<b>Integration</b>	<b>Geography:</b> Using data to compare the development of industries in Caribbean countries. <b>Information Technology:</b> Using Google Maps to locate the Caribbean and conduct research <b>English Language:</b> Meaning of words and their usage. <b>Economics:</b> location of industries Business: factors affecting the location of industries. <b>Biology:</b> Mineral

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					WEEK 14
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable development and use of natural resources</b></p> <p>How information and communication technology impacts industries in the Caribbean;</p>	<p>Students should be able to:</p> <p>i. describe how information and communication technology impacts industries in the Caribbean;</p>	<p>Impact of information and communication technology on industries:</p> <p>(a) greater efficiency;</p> <p>(b) access to the wider market;</p> <p>(c) greater accessibility;</p> <p>(d) easier access to financial services;</p> <p>(e) reduced business costs;</p> <p>(f) improvement in research and development;</p> <p>(g) facilitates entrepreneurship; and,</p> <p>(h) increases access to education for workers</p>	<p>Participate in the discussion on the importance of ICT in today's world.</p> <p>Engage in group discussions on the impact of ICT on industries in the Caribbean</p> <p>Explore the negative impacts of ICT on industries, such as job displacement, data security risks, and digital divide issues</p> <p>Facilitate a discussion on how industries in the Caribbean can overcome these challenges.</p> <p>Research examples of how ICT has been implemented in different industries in the region</p> <p>Discuss potential future developments in ICT for industries in the Caribbean, such as artificial intelligence, blockchain technology, and the Internet of Things (IoT).</p> <p>- Encourage students to think critically about how these developments could further impact industries in the region</p> <p>Reflect on how their own skills and knowledge can contribute to the development of ICT in the region.</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> 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>Collaborate with classmates to envision innovative uses of technology in different industries.</p> <p>Produce a powerpoint presentation in groups on these innovative uses.</p>

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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> <b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page <b>Topic: The future of information technology - <a href="https://youtu.be/71zeltdpBow">https://youtu.be/71zeltdpBow</a></b> <b>Topic:</b> The past, present and future of technology - <a href="https://youtu.be/t7XxjWlrTPs">https://youtu.be/t7XxjWlrTPs</a>
<b>Integration</b>	<b>Information Technology:</b> The use of technology to conduct research <b>English Language:</b> Meaning of words and their usage. <b>Economics:</b> Technology and its impact on development and economics indicators.

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					WEEK 15
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Sustainable development and use of natural resources</b></p> <p>The major challenges facing development in the Caribbean region</p>	<p>Students should be able to:</p> <p>i. discuss the major challenges facing development in the Caribbean region</p>	<p>Major challenges:</p> <p><b>Physical:</b></p> <p>(a) the distinction between hazard and disaster;</p> <p>(b) vulnerability to natural hazards/disasters:</p> <p>(i) hurricanes, floods, drought, earthquakes, volcanoes and tsunamis; and,</p> <p>(ii) causes (natural and anthropogenic) and effects.</p> <p>(c) disaster management/resilience.</p> <p><b>Economic:</b></p> <p>(a) small size, small national markets; low levels of production and productivity.</p> <p>(b) lack of diversification.</p> <p>(c) unemployment and underemployment.</p> <p>(d) differences in resource distribution.</p> <p>(e) high levels of indebtedness (debt burden);</p> <p>(f) high level and cost of imports.</p> <p>(g) shortage of skilled workers.</p> <p>(h) inadequate technology.</p> <p>(i) low value of exports.</p> <p>(j) difficulties in accessing markets of developed countries; and,</p> <p>(k) shortage of capital.</p> <p><b>Social:</b></p> <p>(a) Crime and violence.</p> <p>(b) Health crisis; and,</p> <p>(c) Influx of migrants (for example, Trinidad and Tobago).</p>	<p>-Listen actively during the teacher's introduction to the major challenges facing development in the Caribbean region.</p> <p>-Invite resource persons to engage students in discussion on Caribbean challenges roundtable discussion)</p> <p>- Participate in group discussions on the impact of these challenges on development progress.</p> <p>Brainstorm potential solutions to address these challenges.</p> <p>- Share thoughts on potential solutions to address the challenges facing development in the Caribbean region.</p> <p>-Developing concept maps on the challenges facing the region.</p> <p>- Have students review case studies on challenges facing the Caribbean region.</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> 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>Students will create 'news flashes' on Caribbean problems, using audio and clipping from newspapers.</p> <p>Creating posters and clippings promoting solutions to address the challenges.</p> <p>Panel discussions on strategies to mitigate challenges faced by the Caribbean region and justify these strategies.</p>

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<b>Additional Reading and Viewing Materials</b>	<b>Videos:</b> <b>Source:</b> The Guyana Learning Channel and available on The Guyana Learning Channel's YouTube page <b>Topic:</b> Regional integration, challenges facing development in the Caribbean - <a href="https://youtu.be/2Ktmfiu1y7I">https://youtu.be/2Ktmfiu1y7I</a> <b>Topic:</b> challenges facing the Caribbean - <a href="https://youtu.be/iF_LvoHGWFQ">https://youtu.be/iF_LvoHGWFQ</a>
<b>Integration</b>	<b>Geography:</b> using a map of the Caribbean to highlight areas in the Caribbean <b>Information Technology:</b> the importance of technology in relation to development <b>English Language:</b> Meaning of words and their usage. <b>Economics:</b> economic development and its challenges

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					WEEK 16
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>Factors that promote regional integration</p>	<p><b>Students should be able to:</b></p> <p>describes the factors that promote regional integration in the Caribbean</p>	<p>Factors that promote regional integration:</p> <ul style="list-style-type: none"> <li>a) common cultural heritage</li> <li>b) common social and economic issues</li> <li>c) effects of globalization, trade liberalization and trading blocs</li> <li>d) vulnerability to economic shocks and natural disasters</li> <li>e) advancements in communication technologies that facilitate the transfer of cultural heritage, for example, social</li> </ul>	<p>Students research or brainstorm, and record examples of how each factor helps to promote regional integration in the Caribbean.</p> <p>Students read and analyze case studies about the effects of globalization in the Caribbean.</p> <p>Students analyze speeches of Caribbean leaders to examine the arguments in support of regional integration.</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 stage their version of “CARIFESTA” representing the various member states of CARICOM. They discuss how the cultures of these territories are similar.</p> <p>Use the work of the Caribbean artistes and highlight the strategies/ideas put forward to promote regional integration.</p>

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		<p>media factors that hinder regional integration:</p> <ul style="list-style-type: none"> <li>f) geography of region;</li> <li>g) absence of a common model or strategy for development;</li> <li>h) differences in stages of growth and development;</li> <li>i) competition for location of industries;</li> <li>j) conflict between territorial and regional demands and loyalties (insularity);</li> <li>k) absence of common currency;</li> <li>l) unequal distribution of resources;</li> <li>m) lack of diversification in production;</li> <li>n) influence of multinational corporations</li> </ul>		<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> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide</i>. Caribbean</p>	
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		<ul style="list-style-type: none"> <li>o) Benefits of Regional Integration:</li> <li>p) reduction in</li> <li>q) unemployment and underemployment;</li> <li>r) better response to economic implications of globalization and trade liberalization;</li> <li>s) improvement in the quality of life;</li> <li>t) reduction in the inequality of wealth distribution;</li> <li>u) free movement of goods, labour and capital;</li> <li>v) increased market size;</li> <li>w) improved levels of international competitiveness;</li> <li>x) expansion of trade;</li> <li>y) increased co-operation</li> </ul>		<p>Educational Publishers. Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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		among member states			
<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b></p> <p>CARICOM song:</p> <p><a href="https://www.youtube.com/watch?v=1AT1rmaa_Ok">https://www.youtube.com/watch?v=1AT1rmaa_Ok</a></p>				
<b>Integration</b>	<p><b>Theatre Arts:</b> Students stage their version of CARIFESTA; they perform dramatic pieces that promote regional integration</p> <p><b>English:</b> develop comprehension Skills by reading Newspaper Articles</p>				

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					WEEK 17
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>The major attempts at regional integration;</p>	<p>Students should be able to:</p> <p>outline the major attempts at regional integration.</p>	<p>(a) Types of agreements between countries and states:</p> <p>(i) Bi-lateral agreements; and,</p> <p>(ii) Multilateral agreements.</p> <p>(b) Attempts:</p> <p>(i) West Indies Federation;</p> <p>(ii) Caribbean Free Trade Association (CARIFTA);</p> <p>(iii) Caribbean Community (CARICOM);</p> <p>(iv) Organisation of Eastern Caribbean States (OECS);</p> <p>(v) Association of Caribbean States (ACS); and,</p> <p>(vi) The CARICOM Single Market and Economy (CSME): common market, single market, single economy, economic integration</p>	<p>Students will brainstorm to find out if the Lomé Convention and Cotonou Agreements were bilateral or multilateral agreement?</p> <p>Which Caribbean countries belong to the ACP group?</p> <p>Are they all? Commonwealth Caribbean countries?</p> <p>Students will use their dictionaries, textbooks or online sources 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 Examinations 3<sup>rd</sup> Edition</i>. Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp;</p>	<p>Use national newspapers and magazines, TV reports, and the internet to research the current operation of the CSME.</p> <p>Have students analyze the messages in songs related to regional unity and integration.</p>

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			<p>differentiate amongst the terms ‘developed country’, ‘developing country’ and ‘least developed country’.</p> <p>Have students use timelines to show the sequence of the integration movement.</p> <p>Have students research the various attempts at integration</p>	<p>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>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publisher</p>	
<p><b>Viewing Materials</b></p>	<p>Regional integration overview</p> <p>source:<a href="https://r.search.yahoo.com/_ylt=Awrhezblz7pmQfYY5V1XNyoA;_ylu=Y29sbwNiZjEGzAzIEdnRpZAMec2VjA3Ny/RV=2/RE=1724728566/RO=10/RU=https%3a%2f%2fwww.worldbank.org%2fen%2ftopic%2fre gionalintegration%2foverview/RK=2/RS=aeQfrnhkyEz67ZZqDayRkQVUrs-topic: regional Integration">https://r.search.yahoo.com/_ylt=Awrhezblz7pmQfYY5V1XNyoA;_ylu=Y29sbwNiZjEGzAzIEdnRpZAMec2VjA3Ny/RV=2/RE=1724728566/RO=10/RU=https%3a%2f%2fwww.worldbank.org%2fen%2ftopic%2fre gionalintegration%2foverview/RK=2/RS=aeQfrnhkyEz67ZZqDayRkQVUrs-topic: regional Integration</a></p> <p><a href="https://video.search.yahoo.com/search/video;_ylt=Awrhezblz7pmQfYY6F1XNyoA;_ylu=Y29sbwNiZjEEcG9zAzIEdnRpZAMEc2VjA3Nj?type=E210US739G0&amp;p=major+attempts+at+regional+integration&amp;fr=mcafee&amp;turl=https%3a%2f%2ftse4.mm.bing.net%2Fth%3Fid%3DOVP.ejCAjiSxuE53tVGrDXVV3AHgFo%26pid%3DAp i%26w%3D296%26h%3D156%26c%3D7%26p%3D0&amp;rurl=https%3a%2f%2fwww.youtube.com%2Fwatch% 3Fv%3DRzS1UmANGt0&amp;tit=Regional+Integration%28CSEC+LECTURE+SERIES%29&amp;pos=11&amp;vid=343468 74955106250d6d40853cedd06c&amp;sigr=GOfsfCc5sLxV&amp;sig=UOBGyh2yIHWi&amp;sigi=0P27byyfGhR6">https://video.search.yahoo.com/search/video;_ylt=Awrhezblz7pmQfYY6F1XNyoA;_ylu=Y29sbwNiZjEEcG9zAzIEdnRpZAMEc2VjA3Nj?type=E210US739G0&amp;p=major+attempts+at+regional+integration&amp;fr=mcafee&amp;turl=https%3a%2f%2ftse4.mm.bing.net%2Fth%3Fid%3DOVP.ejCAjiSxuE53tVGrDXVV3AHgFo%26pid%3DAp i%26w%3D296%26h%3D156%26c%3D7%26p%3D0&amp;rurl=https%3a%2f%2fwww.youtube.com%2Fwatch% 3Fv%3DRzS1UmANGt0&amp;tit=Regional+Integration%28CSEC+LECTURE+SERIES%29&amp;pos=11&amp;vid=343468 74955106250d6d40853cedd06c&amp;sigr=GOfsfCc5sLxV&amp;sig=UOBGyh2yIHWi&amp;sigi=0P27byyfGhR6</a></p>				

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<b>Integration</b>	<b>Caribbean History:</b> The Integration Movement <b>Economics:</b> Bilateral and Multilateral Agreements.
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**WEEK 18**

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>Functions of the OECS Secretariat and CARICOM Secretariat</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i. state the functions of the OECS and CARICOM</li> <li>ii. identify the portfolio of the Secretary-General of CARICOM</li> <li>iii. identify the role of the CARICOM Chairman</li> </ul>	<p><b>Function of the Organization of Eastern Caribbean States (OECS) Secretariat.</b></p> <p>The OECS is administered by the central Secretariat located in St Lucia. The Secretariat is headed by the director general, who is responsible for the authority. The Organization of Eastern Caribbean States (OECS) is an economic union comprising ten islands located in the Eastern Caribbean that:</p> <ul style="list-style-type: none"> <li>- Promote the unification of economic and trade policies between its member-states.</li> </ul>	<p>Students will research the functions of the CARICOM and OECS Secretariats and the Conference of Heads of Government.</p> <p>Students will watch video clips/read articles of the opening ceremony, press conferences, panel discussions etc. of a CARICOM Heads of Government Meeting.</p> <p>Students will role-play 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 Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i></p>	<p>Quiz: Learners will answer questions on the functions of the Conference of Heads of Government, OCES Secretariat and CARICOM Secretariat.</p>

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		<p>- It is dedicated to economic integration and harmony among independent and non-independent Eastern Caribbean states.</p> <p>- Protecting the legal and human rights of citizens and states.</p> <p>- Promoting the good governance of independent and non-independent Eastern Caribbean states.</p> <p>- In the event of a natural disaster affecting states, distributing liability and responsibility for recovery</p> <p><b>Function of the CARICOM Secretariat</b></p> <p>The CARICOM Secretariat is the principal administrative organ of the Community. This is headed by the secretary general who is the chief executive officer of the</p>	<p>Heads of Government Meeting.</p> <p>Students will create a scrapbook of the different responsibilities assigned to the Quasi-Cabinet Members.</p> <p>Students will research the objectives of the OECS and compare them to those of CARICOM.</p>	<p><i>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</p>	
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		<p>Community. The executive management of the organization consists of the offices of the secretary general, deputy secretary general, and general counsel, and the Directorates of Foreign and Community Relations, Human and Social Development and Trade and Economic Integration. The executive management is responsible for the strategic management and direction of the organization. The main functions of the Secretariat are to:</p> <ul style="list-style-type: none"> <li>- initiate and develop proposals for consideration and decision by the relevant organs to initiate, organize and conduct studies to provide services to member states on Community-related matters</li> </ul>		<p>Educational Publishers. Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
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		<ul style="list-style-type: none"><li>- service meetings of the organs and bodies of the Community and take appropriate follow-up action on decisions taken to collect, store and disseminate relevant information to member states</li><li>- assist community organs in the development and implementation of proposals and programmes to mobilize resources from donor agencies to assist in the implementation of Community programmes</li><li>- prepare the draft work programme and budget of the Secretariat for examination by the Budget Committee</li><li>- provide, on request, technical assistance to the national authorities</li></ul>			
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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Videos:</b>                  Clips of CARICOM events:  <a href="https://www.youtube.com/watch?v=Kb3jkkzLzkw&amp;t=4239s">https://www.youtube.com/watch?v=Kb3jkkzLzkw&amp;t=4239s</a>   <a href="https://www.youtube.com/watch?v=g0-Y5pB2dGU">https://www.youtube.com/watch?v=g0-Y5pB2dGU</a>  <b>Source:</b> CARICOM: Caribbean Community  <a href="https://www.youtube.com/watch?v=UICDRhyKiRo&amp;t=4169s">https://www.youtube.com/watch?v=UICDRhyKiRo&amp;t=4169s</a>   <b>Source:</b>                  CARICOM: Caribbean Community                  OECS Explained: <a href="https://www.youtube.com/watch?v=-Xfk7uX-TVk&amp;am;t=2s">https://www.youtube.com/watch?v=-Xfk7uX-TVk&amp;am;t=2s</a>  <b>Source:</b> Organization of Eastern Caribbean States                  OECS Free Movement of Persons and Services- <a href="https://www.youtube.com/watch?v=zwLCNuX7ft0&amp;am;t=10s">https://www.youtube.com/watch?v=zwLCNuX7ft0&amp;am;t=10s</a>   <b>Source:</b>                  Organization of Eastern Caribbean States</p>
<p><b>Integration</b></p>	<p><b>English Language:</b> Writing for Task 9 of the S.B.A (revising organization, revising content, drafting, editing, proofreading)  <b>Caribbean History:</b> The Integration Movement</p>

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					WEEK 19
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>The objectives of the Organization of Eastern Caribbean States (OECS), CARICOM, The CARICOM Single Market and Economy (CSME)</p>	<p>Students should be able to:</p> <p>i. outline the objectives of the Organization of Eastern Caribbean States (OECS), CARICOM, The CARICOM Single Market and Economy (CSME)</p>	<p>Objectives of:</p> <p>a. OECS and CARICOM:</p> <p>i. functional cooperation;</p> <p>ii. Integration of the economies of member states;</p> <p>iii. Harmonization of foreign policy.</p> <p>b. The CARICOM Single Market</p> <p>i. free movement of goods and services;</p> <p>ii. right of establishment</p> <p>iii. free</p>	<p>Students play a game of “Match the Flag to Country” to identify the member states of CARICOM</p> <p>Students conduct a Web quest to identify the objectives of CARICOM the OECS and the CSME using the CARICOM and OECS websites respectively.</p> <p>Alternatively, students read textbooks, booklets and newspaper articles that shed</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 Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i></p>	<p>After researching key elements of the CSME, students role-play how CARICOM nationals can benefit from the CSME.</p> <p>Scenarios include:</p> <p>1. Jim from Barbados sees a job vacancy in Trinidad that he is interested in.</p> <p>2. Rona who has a company in Trinidad wants to expand her business in Guyana.</p>

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		<p>movement of skilled labour</p> <p>c. The CARICOM Single Economy</p> <p>Harmonization of:</p> <ul style="list-style-type: none"> <li>i. Fiscal (tax) policies;</li> <li>ii. Monetary policies (including a single CARICOM currency);</li> <li>iii. External trade policy</li> <li>iv. Legislation (custom, companies);</li> <li>v. Sectoral policies in agriculture, manufacturing, and fisheries.</li> </ul> <p>d. The Regional Development Fund</p>	<p>light on the objectives of the aforementioned.</p> <p>Students research newspaper articles to find out how CARICOM states are implementing CSME objectives.</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> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean</p>	
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				<p>Educational Publishers. Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Websites:</b> CARICOM- <a href="https://caricom.org/">https://caricom.org/</a> Organization of Eastern Caribbean States- <a href="https://www.oecs.org/en/">https://www.oecs.org/en/</a> <b>Documents:</b> A CARICOM Handbook for Students Third Edition- <a href="https://oldsite.caricom.org/images/publications/9497/caricom_handbook_for_schools_3ed_2010.pdf">https://oldsite.caricom.org/images/publications/9497/caricom_handbook_for_schools_3ed_2010.pdf</a></p>				
<p><b>Integration</b></p>	<p><b>Information Technology:</b> Conducting a WebQuest <b>Theatre Arts:</b> Roleplay <b>English Language:</b> Writing for Task 9 of the S.B.A. (prewriting, editing, organizing ideas, etc.) <b>Economics:</b> Benefits to be derived from the Caribbean Single Market and Economy <b>Caribbean History:</b> The Integration Movement</p>				

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					WEEK 20
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>The benefits and successes of regional integration;</p>	<p>Students should be able to: -</p> <p>i. outline the benefits and successes of regional integration;</p>	<p>Benefits of regional integration:</p> <p>(a) reduction in unemployment and underemployment;</p> <p>(b) better response to economic implications of globalization and trade liberalization;</p> <p>(c) improvement in the quality of life;</p> <p>(d) reduction in the inequality of wealth distribution;</p> <p>(e) free movement of goods, labour, and capital.</p> <p>(f) increased market size;</p> <p>(g) improved levels of international competitiveness;</p> <p>(h) expansion of trade;</p>	<p>Invite a resource person to explain regional integration on examples and benefits of regional integration</p> <p>Participate in class discussions on the challenges of regional integration and share opinions on why some initiatives may face difficulties</p> <p>Engage in a group discussion on the importance of regional integration in international relations and share thoughts on how it impacts global cooperation</p> <p>Group presentations on specific regional integration agreements and their impacts</p> <p>-</p> <p>Written reflections on the importance of regional integration</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 3rd Edition</i>. Macmillan.</p> <p>Lunt, N., Buckle-Scott, L., Davis-Morrison, V., Louis, A., &amp; Caribbean Examinations Council</p>	<p>Have students prepare a brochure outlining the benefits of regional integration to:</p> <p>(a) individuals;</p> <p>(b) businesses; and,</p> <p>(c) countries.</p> <p>Have students prepare an information booth on CARICOM Day.</p>

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		<p>(i) increased cooperation among member states – <i>regionalism</i>; and,</p> <p>(j) Greater international presence.</p> <p>Successes of regional integration attempts</p> <p>- Successes, for example, improved access to tertiary institutions (UWI), greater access to capital (CDB), improved trading relationships (CSME), improved access to justice and arbitration (CCJ), better-coordinated response to health issues (CARPHA) and natural disaster (CDEMA), regional access to primary, secondary and postsecondary certification (CXC®), increased shared cultural experiences (CARIFESTA), unearthing of Caribbean sporting talents (CARIFTA Games and West Indies Cricket Board), Caribbean Tourism Organisation, Caribbean Hotel Association.</p>			
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<b>Additional Reading and Viewing Materials</b>	<b>Websites:</b>  Caribbean Disaster Emergency Management Agency- <a href="https://www.cdema.org/">https://www.cdema.org/</a>  Caribbean Court of Justice- <a href="https://ccj.org/">https://ccj.org/</a>
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<b>Integration</b>	<b>Theatre Arts:</b> Mock interviews  <b>English Language:</b> Argumentation (using evidence to disprove claims); report writing  <b>Agricultural Science:</b> Functions of the Caribbean Development Bank
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					WEEK 21
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>Factors that hinder regional integration</p>	<p>Students should be able to:</p> <p>i. describe the factors that hinder regional integration</p> <p>ii. analyze the benefits of regional integration</p>	<p>Factors that hinder regional integration:</p> <p>(a) geography of region;</p> <p>(b) absence of a common model or strategy for development;</p> <p>(c) differences in stages of growth and development;</p> <p>(d) competition for foreign investment;</p> <p>(e) conflict between territorial and regional demands and loyalties;</p> <p>(f) insularities;</p>	<p>Students examine, in groups, case studies on challenges of regional integration and propose solutions.</p> <p>Students analyze the practices of Caribbean leaders and stakeholders to examine actions that hinder regional integration.</p> <p>Students critically examine whether or not Guyana has benefited from regional integration.</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 Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i></p>	<p>Students listen to the CARICOM Song by Michelle Henderson and then compose their creative piece (song, poem, dance, dramatic piece) that promotes regional integration.</p> <p>Students write an essay on the topic “Chicken Curry or Curry Chicken? Why It Doesn’t Matter”</p> <p>(This topic is a reference to the different names of a</p>

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		<p>(g) political will;</p> <p>(h) lack of/high cost of interregional transport;</p> <p>(i) absence of common currency;</p> <p>(j) unequal distribution of resources;</p> <p>(k) lack of diversification in production; and,</p> <p>(l) influence of multinational corporations.</p> <p><b>Note to teacher:</b> refer to attempts at integration that have failed in the region.</p>	<p>Students suggest ways in which individuals may enjoy greater benefits from regional integration.</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. Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean</p>	<p>popular dish in the Caribbean is known by) Students prepare scrapbooks of newspaper and magazine articles that highlight or document evidence of hindrances to regional integration. Students propose solutions to the issues identified.</p> <p>Students will research The Petrocaribe Agreement that existed between Venezuela and many CARICOM member states. Students will write a written report on its benefits and disadvantages for CARICOM member states.</p>
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				<p>Educational Publishers. Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	<p>Students prepare a brochure outlining the benefits of integration to:</p> <ul style="list-style-type: none"> <li>a. individuals;</li> <li>b. businesses;</li> <li>c. countries</li> </ul> <p>Students will write an essay on how Guyana’s development is impacting the Caribbean region and is helping to facilitate regional integration.</p>
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<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>Source:</b> TheVincentB123</p> <p>What CARIFESTA means to CARICOM Nationals: <a href="https://www.youtube.com/watch?v=gPQeUFxFUfc">https://www.youtube.com/watch?v=gPQeUFxFUfc</a></p> <p><b>Source:</b> TTT Live Online</p> <p><b>Speeches:</b></p>
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					WEEK 22
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Regional Integration</b></p> <p>The role of individual citizens, business Organizations, Government and the mass media in the integration process</p>	<p><b>Students should be able to:</b></p> <p>i. examines the role of individual citizens in the integration process</p>	<p>(a) Role of citizens: For example: (i) entrepreneurship; (ii) supporting regional producers, and institutions; (iii) showing solidarity and mutual support towards fellow regional citizens; a collective consciousness (shared ideas and attitudes operating as a unifying force); (iv) investing in local and regional businesses; and, (v) being informed.</p> <p>(b) Role of business organisations: For example: (i) improving competitiveness. (ii) increasing range and quality of goods and services; and, (iii) providing opportunities for investment and employment.</p>	<p>Invite a resource person to do an interactive presentation on the role of citizens, businesses, government and the media in the integration process.</p> <p>Resource person could be an entrepreneur who has expanded his business in the Caribbean, a local farmer/rice producer who exports regionally etc.</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 Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup> Edition</i>. Macmillan.</p>	<p>Students will develop a digital story of the contribution of individuals, business organizations and government in the integration process</p> <p>Students will solve crossword puzzles</p>

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		<p>(c) Role of the Government:</p> <p>For example:</p> <ul style="list-style-type: none"> <li>(i) enacting the enabling legislation;</li> <li>(ii) harmonizing policies.</li> <li>(iii) honouring protocols; and,</li> <li>(iv) educating citizens about the objectives and benefits of integration.</li> </ul> <p>(d) Role of Mass Media: Media: broadcast (radio, television, and internet), print, social media:</p> <p>For example:</p> <ul style="list-style-type: none"> <li>(i) airing regional programs; and,</li> <li>(ii) educating citizens about the objectives and benefits of integration.</li> </ul>		<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>	
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				Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers	
<b>Additional Reading and Viewing Materials</b>	<p><b>Videos:</b>  <b>REGIONAL INTEGRATION- Role of businesses in the integration process</b>                      - <a href="https://youtu.be/-tVXIHo-ctI">https://youtu.be/-tVXIHo-ctI</a>  <b>Source:</b> YouTube</p> <p><b>Article:</b> Integration: The Role of Communities, Institutions, and the State -  <a href="https://r.search.yahoo.com/_ylt=Awr.zqe6eC1IH746cKtXNy0A;_ylu=Y29sbwNncTEEcG9zAzEEdnRpZANMT0NVSTewMkJfMQRzZWMDc3I-/RV=2/RE=1697507643/RO=10/RU=https%3a%2f%2fwww.migrationpolicy.org%2farticle%2fintegration-role-communities-institutions-and-state%2f/RK=2/RS=ynJB7kS0YILjh7ggz7qldWKosl0-">https://r.search.yahoo.com/_ylt=Awr.zqe6eC1IH746cKtXNy0A;_ylu=Y29sbwNncTEEcG9zAzEEdnRpZANMT0NVSTewMkJfMQRzZWMDc3I-/RV=2/RE=1697507643/RO=10/RU=https%3a%2f%2fwww.migrationpolicy.org%2farticle%2fintegration-role-communities-institutions-and-state%2f/RK=2/RS=ynJB7kS0YILjh7ggz7qldWKosl0-</a></p>				
<b>Integration</b>	<p><b>Information Technology:</b> developing digital videos, WebQuest</p> <p><b>English Language:</b> Argumentation (using evidence to disprove claims); report writing</p>				

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					WEEK 23
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Tourism</b></p> <p>Ways of tourism in promoting regional integration.</p>	<p>Students should be able to:</p> <p>i. describe ways in which tourism can be used to promote regional integration.</p>	<p>Promoting regional cooperation and integration through tourism by:</p> <p>(a) marketing the Caribbean as a single destination;</p> <p>(b) recognition of the tourism products packaged by each Caribbean country; (eco or nature, health, sports, cultural or heritage, music festivals, special events);</p> <p>(c) common economic and marketing policies;</p> <p>(d) creating linkages within the Caribbean – (communication); and,</p> <p>(e) concept of aviation hubs.</p>	<p>Brainstorm ideas with classmates on innovative ways to leverage tourism to promote regional integration</p> <p>Research and present case studies of regional integration initiatives that have been successful in promoting tourism</p> <p>Participate actively in group activities to research and present case studies of successful regional integration initiatives in the tourism sector.</p> <p>Students will write a letter to the Chief Immigration Officer of a CARICOM country expressing dissatisfaction with the way they and other citizens from their country have been treated on arrival in his/her country.</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 Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i> Educational Publishers.</p>	<p>Write two letters, one a complaint from a tourist to a cruise ship company and another replying to that complaint.</p> <p>Students will include in their digital portfolio or scrapbook, photographs of national monuments, historical sites, and tourist attractions in their territory</p>

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Students compile a list of reasons why someone may be hesitant to visit Guyana as a tourist destination.

Students devise possible solutions to attract tourists who are thinking of visiting Guyana but have concerns.

Write a letter to a pen pal in a foreign country encouraging him/her to visit Guyana (make mention of accessible services, quality of tourism products, etc.)

<b>Reading and viewing material</b>	<p><b>Article:</b> Impacts of tourism on a host country importance of planning tourism development.</p> <p><a href="https://r.search.yahoo.com/_ylt=AwrFBFmEhi1lXu4EfjtXNyoA;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZANMT0NVSTEWmkJfMQRzZWMDc3I-/RV=2/RE=1697511173/RO=10/RU=https%3a%2f%2fwww.research_gate.net%2fpublication%2f331262390_PMENT/RK=2/RS=yA.yRG_JPsc35clu3Gr_dtlkwK0-">https://r.search.yahoo.com/_ylt=AwrFBFmEhi1lXu4EfjtXNyoA;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZANMT0NVSTEWmkJfMQRzZWMDc3I-/RV=2/RE=1697511173/RO=10/RU=https%3a%2f%2fwww.research_gate.net%2fpublication%2f331262390_PMENT/RK=2/RS=yA.yRG_JPsc35clu3Gr_dtlkwK0-</a></p>
<b>Integration</b>	<p><b>English Language:</b> Letter Writing (Letter of Invitation, Letter to the Editor)</p> <p><b>Mathematics:</b> Comparing statistics for cruise ship arrivals, drawing graphs and charts</p> <p><b>Geography:</b> Recreation and tourism</p>

					WEEK 24
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<b>Tourism</b>  The different types of tourism products that are available in the Caribbean.	Students should be able to:  i. differentiate between the types of tourism products available in the Caribbean.	Types of tourism products:  i. Sand ii. , sea, iii. sun, iv. nature or eco, v. health, sports vi. cultural or heritage vii. music festivals viii. special events.	Participate in the travel trivia quiz to kick off the lesson and spark interest in the topic  Take part in group activities to brainstorm ideas for creating a new tourism product concept.  Work collaboratively with peers to analyze the benefits and challenges of various tourism products  Draw a table defining the different types of tourism (ecotourism, heritage tourism, etc.) and give examples of each type from your own country or sub-region.  Conduct a field trip to take pictures of various types of tourism products and create individual portfolios.	Brathwaite, S., Gill, J., & Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i> . Oxford Univ. Press.  Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i> . MacMillan Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i>	In pairs, imagine that you and a business partner are starting up a new business in the tourist industry. Draw up a business plan for your firm detailing your ideas for providing tourism products. Explain how you will attempt to obtain government grants or concessions.  Students will work in groups to host a mini-tourism expo where they promote the different tourism products that exist in the Caribbean region.
<b>Reading and viewing material</b>	<b>Article:</b>  Topic: what is tourism products, types, and characteristics - <a href="https://r.search.yahoo.com/_ylt=AwrEua3tqLlmaukGMABXNyoA;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1724653038/RO=10/RU=https%3a%2f%2fw.Overstaytonight.com%2ftourism-product%2f/RK=2/RS=3XVmBs.bJfzp.3akP_FE0xwphY-">https://r.search.yahoo.com/_ylt=AwrEua3tqLlmaukGMABXNyoA;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1724653038/RO=10/RU=https%3a%2f%2fw.Overstaytonight.com%2ftourism-product%2f/RK=2/RS=3XVmBs.bJfzp.3akP_FE0xwphY-</a>  Topic: tourism Products - <a href="https://youtu.be/RxSv8SmSq_U">https://youtu.be/RxSv8SmSq_U</a>				
<b>Integration</b>	<b>English Language:</b> Letter Writing (Letter of Invitation, Letter to the Editor)  <b>Arts – Creating a portfolio</b>  <b>Geography:</b> Recreation and tourism  <b>Information Technology</b> – use of ICT to take Photo and create portfolios				

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					WEEK 25
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Revision Exercise Regional Development	<p>Students will:</p> <p>i. Accurately answer CSEC Examination Questions</p> <p>Recall Facts and define terms and concepts;</p> <p>Use appropriate terms, and concepts when answering multiple-choice questions.</p> <p>Recognize the nature of techniques and procedures normally used when answering Multiple-choice questions (patterns, elimination method etc.)</p>	<p>Major challenges facing development and factors that influence the development of various industries</p>	<p>Viewing Past Papers to determine the structure.</p> <p>Defining terms used in questions and applying the terms when answering questions</p> <p>Creating concept maps.</p> <p>Creating revision cards.</p> <p>Participating in quizzes designed to answer multiple-choice questions.</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 Fisher, J.,</p> <p>Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i></p>	<p>Writing essays</p>

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			Creating a help sheet that advises on how to avoid common errors in answering questions.	<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> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean</p>	
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				<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> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean</p>	
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					WEEK 26
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Revision Tourism	Students will:  Accurately answer CSEC Examination Questions.  Recall Facts and define terms and concepts;  Use appropriate terms, and concepts when answering multiple-choice questions.  Recognize the nature of techniques and procedures normally used when answering Multiple-choice questions (patterns, elimination method etc.)	Challenges Facing the Tourism Industry in the Region  Impact of communications technology in the tourism industry	Viewing Past Papers to determine the structure.  Defining terms used in questions and applying the terms when answering questions  Creating concept maps.  Creating revision cards.  Participating in quizzes designed to answer multiple-choice questions.	Brathwaite, S., Gill, J., & Wilson, M. (2012). <i>Caribbean Social Studies for CSEC</i> . Oxford Univ. Press.  Carman, L. (2016). <i>CSEC® Revision Guide: Social Studies</i> . MacMillan Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i>	Answering questions from past CSEC papers

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			<p>Creating a help sheet that advises on how to avoid common errors in answering questions.</p> <p>Responding to quiz questions</p> <p>Answering essay type Questions.</p> <p>Referring to YouTube videos</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> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean</p>	
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				<p>Educational Publishers. Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises.</i> Carlong Publishers</p>	
<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>CSEC Past papers:</b>  <a href="https://www.csecpastpapers.com/social-studies">https://www.csecpastpapers.com/social-studies</a> <a href="https://t.me/cxcpastpapers">https://t.me/cxcpastpapers</a>  <a href="https://r.search.yahoo.com/_ylt=AwrEt1U_ezFlheARlINXNyoA; ylu=Y29sbwNiZjEEcG9zAzEEdnRpZANMT0NVSTEWmKJfMQRzZWMDc3I-/RV=2/RE=1697770432/RO=10/RU=https%3a%2f%2fwww.csecpastpapers.com%2fsocial-studies/RK=2/RS=c2rFtZJ6bQlq..pjBVXQKOSYIHc-https://r.search.yahoo.com/_ylt=AwrEt1U_ezFlheARlINXNyoA; ylu=Y29sbwNiZjEEcG9zAzQEdnRpZANMT0NVSTEWmKJfMQRzZWMDc3I-/RV=2/RE=1697770432/RO=10/RU=http%3a%2f%2fcxc-store.com%2fmedia%2fsampledfs%2f9780230482104_preview.pdf/RK=2/RS=oBgYVDILTDW5iWPvZG8ecUZcMJJo-">https://r.search.yahoo.com/_ylt=AwrEt1U_ezFlheARlINXNyoA; ylu=Y29sbwNiZjEEcG9zAzEEdnRpZANMT0NVSTEWmKJfMQRzZWMDc3I-/RV=2/RE=1697770432/RO=10/RU=https%3a%2f%2fwww.csecpastpapers.com%2fsocial-studies/RK=2/RS=c2rFtZJ6bQlq..pjBVXQKOSYIHc-https://r.search.yahoo.com/_ylt=AwrEt1U_ezFlheARlINXNyoA; ylu=Y29sbwNiZjEEcG9zAzQEdnRpZANMT0NVSTEWmKJfMQRzZWMDc3I-/RV=2/RE=1697770432/RO=10/RU=http%3a%2f%2fcxc-store.com%2fmedia%2fsampledfs%2f9780230482104_preview.pdf/RK=2/RS=oBgYVDILTDW5iWPvZG8ecUZcMJJo-</a></p>				
<p><b>Integration</b></p>	<p><b>Information Technology:</b> Use a website to access the Ministry of Education page to access Exam Papers. <b>English Language:</b> Essay Writing, defining terms</p>				

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					WEEK 27
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p><b>Revision</b></p> <p><b>Regional Integration</b></p>	<p>Students will:</p> <p>Accurately answer CSEC Examination Questions.</p> <p>Recall Facts and define terms and concepts;</p> <p>Use appropriate terms, and concepts when answering multiple-choice questions</p> <p>Recognize the nature of techniques and procedures normally used when answering Multiple-choice questions (patterns, elimination method, etc. )</p>	<p>Factors that promote regional integration</p> <p>Factors that hinder regional integration</p> <p>Benefits of Regional Integration</p> <p>The role of regional agencies in the integration process</p> <p>Terms and Concepts Associated with the Regional Integration Process</p>	<p>Creating revision cards.</p> <p>Participating in quizzes designed to answer multiple-choice questions.</p> <p>Creating a help sheet that advises on how to avoid common errors in answering questions.</p> <p>Responding to quiz questions</p> <p>Work in groups to complete Multiple-choice questions</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 Fisher, J., Waterman, I., Eastland, C. (2013). <i>Social Studies for CSEC Examinations 3<sup>rd</sup></i></p>	<p>Answering questions from past CSEC papers</p>

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				<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> <p>Ramsawak, R., &amp; Umraw, R. (2020). <i>Modules in Social Studies with SBA Guide.</i> Caribbean</p>	
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				<p>Educational Publishers.</p> <p>Sandy, M. (2012). <i>Social Studies essentials for CSEC with SBA, study exercises</i>. Carlong Publishers</p>	
<p><b>Additional Reading and Viewing Materials</b></p>	<p><b>CSEC Past papers:</b>  Paper 1 2020 Social Studies  <a href="https://youtu.be/mHwAORT1g38">https://youtu.be/mHwAORT1g38</a> paper 1 2017 Social Studies  <a href="https://youtu.be/nnQDI79Nf2w">https://youtu.be/nnQDI79Nf2w</a> Paper 1 2018 Social Studies  <a href="https://youtu.be/96lkqO08hHk">https://youtu.be/96lkqO08hHk</a></p>				
<p><b>Integration</b></p>	<p><b>Information Technology:</b> Using a website to access the Ministry of Education page to access Exam Papers; viewing YouTube videos  <b>English Language:</b> defining terms  <b>Mathematics:</b> interpreting Graphs and charts on tourism and regional integration.</p>				