

PRIMARY SOCIAL STUDIES

SYLLABUS

Class Three

MINISTRY OF EDUCATION & HUMAN RESOURCE DEVELOPMENT

BARBADOS

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RATIONALE

The Social Studies Curriculum focuses on the study of man, his interpersonal relationships and his interactions with the cultural, physical and social environment. Therefore, it deals with his origins, historical development and systems of government. It selects relevant concepts and skills from a variety of disciplines. Social Studies brings a unique way of Organizing content to enable the child to construct meaning of his social, cultural and physical world and so permits the adoption of a child-centered approach to teaching and learning. This curriculum provides an excellent forum for the infusion of values education and social and emotional learning. Every effort must be made to help students to be aware of and to accept and develop values such as tolerance, respect, honesty, cooperation and empathy.

The adoption of an integrated approach to the curriculum enables students to see a 'wholeness' about their learning in the classroom. A variety of strategies should be used to provide self-directed, integrated learning experiences. This syllabus provides a framework for the development of citizenship education through which students can make meaningful contributions to their community, the region and the world.

GENERAL OBJECTIVES

- To develop good citizens
- To develop an appreciation for our culture and national heritage
- To enable students to develop good interpersonal skills
- To inculcate attitudes and habits which enable students to conserve and preserve natural resources.
- To engender a spirit of cooperation and unity among our students.

FORMAT OF THE SYLLABUS

The Social Studies Curriculum is divided into a Scope and Sequence, Attainment Targets and a detailed syllabus outline. In the Scope and Sequence and Attainment Targets when a concept/skill is first introduced it is indicated by a ■. A ✓ indicates in which future class (es) the concept/skill has to be developed and maintained.

The Scope and Sequence gives a brief outline of the topics that are to be covered at each level. The Attainment Targets indicate the skills and competencies, which each student should be able to achieve by the end of each academic year. The Specific Objectives are clearly outlined and indicate what each student should be able to achieve at the end of this level.

The Suggested Activities are designed to facilitate the development of social and emotional learning skills, decision-making skills and critical and creative thinking. They foster cooperative and collaborative learning in the classroom, while consolidating instructions and developing desired skills. These activities are intended only as a guide to teachers and are by no means prescriptive nor restrictive.

Since assessment is an essential part of any educational programme, an Assessment section with a wide range of methods is included for each topic.

KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible

SUBJECT	Abbreviation	SUBJECT	Abbreviation
Business Studies	BS	Drama	D
Foreign Languages	FL	Geography	G
Health and Family Life	HFLE	History	HI
Home Economics	HE	Industrial Arts	IA
Information Technology	IT	Language Arts	LA
Mathematics	M	Music	MU
Physical Education	PE	Religious and Moral Education	RE
Science	SC	Social/Emotional Learning	SEL
Social Studies	SS	Visual Arts	VA

SCOPE AND SEQUENCE

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
1.0 THE FAMILY				
1.1 The individual	■			
1.2 Definition of the term "family"	■			
1.3 Types of families	■			
1.4 Roles and relationships of family members	■			
1.5 Challenges which families face	■			
1.6 Social agencies that assist families	■			
2.0 THE NEIGHBOURHOOD				
2.1 Definition of the term "neighbourhood"	■			
2.2 Places, people and activities in the school's neighbourhood.	■			
2.3 The need for community - spiritedness	■			

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
3.0 COMMUNICATION				
3.1 Definition of the term 'communication'.	■			
3.2 Methods of communication past and present.	■			
3.3 Communication centres in Barbados.	■			
3.4 The importance of communication.	■			
4.0 TRANSPORTATION				
4.1 Definition of the term 'transportation'	■			
4.2 Methods of transporting people - past and present	■			
4.3 Methods of transporting goods - past and present	■			
4.4 Transportation centres in Barbados.	■			
4.5 The importance of transportation	■			

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
5.0 AN INTRODUCTION TO BARBADOS				
5.1 The shape and location of Barbados	■	✓		
5.2 Location of parishes, towns and places of interest	■	✓		
5.3 A description of the physical landscape		■	✓	
5.4 An introduction to the climate of Barbados	■	✓	✓	✓
5.5 Hurricane preparedness at the individual, family and community levels.	■	✓	✓	✓
6.0 NATIONHOOD				
6.1 Definition of the term ' independence'.	■	✓	✓	✓
6.2 Symbols of independence.	■	✓	✓	✓
6.3 Nation builders who chartered the course for independence.	■	✓	✓	✓
6.4 The importance of independence and patriotism	■	✓	✓	✓
6.5 Benefits and challenges of independence.			■	✓
6.6 Our system of government			■	✓
6.7 The importance of rules and laws to the country.	■	✓	✓	✓
6.8 Rights and responsibilities of the child in the nation - building process.	■	✓	✓	✓

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
7.0 UTILITY SERVICES				
7.1 Definition of the term "utility service"		■		
7.2 Identification of utility services in Barbados		■		
7.3 Water - the main source		■		
7.4 Transportation of water to our homes		■		
7.5 Rights and responsibilities of the consumer and service provider		■		
7.6 Conservation and preservation of our water supply		■		
8.0 NATURAL RESOURCES				
8.1 Definition of the term 'natural resources'		■		
8.2 Identification of natural resources in Barbados		■		
8.3 Definition of the terms 'renewable' and 'non-renewable' resources		■		
8.4 Classification of natural resources as renewable and non-renewable		■		
8.5 Conservation and preservation of our natural resources		■		

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
9.0 THE EARLIEST KNOWN INHABITANTS				
9.1 The Amerindians - origin, physical appearance, lifestyle and settlement		■		
9.2 The earliest Europeans who came to Barbados		■		
9.3. The account of the early English settlement		■		
9.4 The arrival of the Africans		■		
9.5 Africa - a vast and varied continent			■	✓
9.6 African contribution to Barbados and the world		■	✓	✓
10.0 AGRICULTURE IN BARBADOS				
10.1 Identification of crops grown		■		
10.2 The sugar industry - a description of the cane plant		■		
10.3 Cultivation of sugar cane		■		
10.4 Harvesting of sugar cane		■		
10.5 Processing of sugar cane		■		
10.6 Definition of the term 'agro-industries'			■	
10.7 Identification of agro-industries in Barbados			■	

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
10.8 Characteristics of small and large farms			■	
10.9 Problems associated with agriculture		■	✓	
10.10 Benefits of agriculture to the country		■	✓	
11.0 TOURISM IN BARBADOS				
11.1 Definition of the term 'tourist'			■	
11.2 Reasons why tourists come to Barbados			■	
11.3 Main countries from which tourists come			■	
11.4 Types of accommodation			■	
11.5 The influence of tourism on culture			■	
11.6 Problems associated with tourism			■	
11.7 Benefits of tourism to the country			■	

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
12.0 OUR REGIONAL NEIGHBOURS				
12.1 Location of the Caribbean region			■	
12.2 Island groupings and capitals			■	
12.3 Limestone and volcanic islands			■	
12.4 Peoples of the Caribbean region and their origins			■	
12.5 Natural resources of the Caribbean region			■	
12.6 Classification and use of natural resources			■	
12.7 Conservation and preservation of the region's natural resources			■	
12.8 Regional organizations - CARICOM, CSME, OECS			■	✓
13.0 OUR CULTURE				
13.1 Definition of the term 'culture'			■	✓
13.2 Aspects of our culture			■	✓
13.3 Cultural diversity - religious and other festivals			■	✓
13.4 Origins of major ethnic groups and retentions of their culture			■	✓
13.5 Preserving our history and cultural legacy			■	✓

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
14.0 FISHING IN BARBADOS				
14.1 Types of fish caught				■
14.2 Methods of fishing and types of boats used				■
14.3 Fishing ports and villages				■
14.4 Conserving fish and other marine life around Barbados				■
14.5 Cultural celebrations associated with fishing				■
14.6 Challenges associated with the fishing industry				■
14.7 The role of the Coast Guard				■
14.8 Importance of fishing to Barbados				■
15.0 THE EARTH AND MAJOR PHYSICAL FEATURES				
15.1 The composition of the earth				■
15.2 Lines of latitude and longitude				■
15.3 Earth movements - rotation and revolution				■

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
15.4 Identification of major physical features				■
15.5 How major physical features affect mankind				■
16.0 TRADING WITH THE WORLD				
16.1 Goods and services which we export and import				■
16.2 Countries with which we trade				■
16.3 Trading organizations - regional and international				■
16.4 The importance of regional and international trade				■

AN INTRODUCTION TO BARBADOS

Pupils should be able to:

- ❑ Give a brief description of the physical landscape of Barbados.
- ❑ Locate the main highland and lowland areas and the Scotland District on a map of Barbados.

NATIONHOOD

Pupils should be able to:

- ❑ List some benefits of independence.
- ❑ Discuss at least THREE benefits which the country has experienced since independence.
- ❑ List some challenges experienced since Independence
- ❑ Discuss at least THREE challenges facing the countries since independence
- ❑ Identify the system of government which exists in Barbados
- ❑ Discuss at least FOUR characteristics which define our system of government.
- ❑ Identify the main functions of the following offices.
 - a) Governor General
 - b) Prime Minister
 - c) Leader of the Opposition
 - d) Speaker of the House
- ❑ Explain the purpose of a government.

EARLIEST KNOWN INHABITANTS

Pupils should be able to:

- ❑ Locate Africa on a map of the world.
- ❑ Locate on a map of Africa countries from which African slaves were taken.
- ❑ Discuss the major climatic regions of Africa.
- ❑ Research and present information on THREE African leaders.
- ❑ Describe the cultural impact of Africa on our way of life.

AGRICULTURE IN BARBADOS

Pupils should be able to:

- ❑ Define the term “agro-industries”
- ❑ Identify at least TEN agro-industries in Barbados
- ❑ State at least THREE characteristics each of small and large farms.
- ❑ Discuss at least THREE problems associated with agriculture.
- ❑ Discuss at least THREE benefits of agriculture to Barbados.
- ❑

TOURISM IN BARBADOS

Pupils should be able:

- ❑ Define the term “tourist”.
- ❑ State FIVE reasons why tourists come to Barbados.
- ❑ Locate on a map of the world the main countries from which tourists come.
- ❑ Identify at least FOUR types of accommodation available in Barbados.
- ❑ Locate the main areas where tourists’ facilities are found in Barbados.
- ❑ Discuss at least THREE ways in which tourism influences cultural practices in Barbados.
- ❑ Discuss at least THREE problems associated with tourism.
- ❑ Identify THREE benefits of tourism to Barbados.

OUR REGIONAL NEIGHBOURS

Pupils should be able to:

- ❑ Locate the Caribbean region on a map of the world.
- ❑ Identify the major island groupings on a map of the Caribbean.
- ❑ Name the capitals of the Caricom member states.
- ❑ Identify islands of the Caribbean region according to their rock formation e.g. limestone/volcanic.

- ❑ Identify the various ethnic groups of the Caribbean region and discuss their origin.
- ❑ Identify the natural resources of the region and their location.
- ❑ Classify the natural resources of the region as renewable and non-renewable and identify their uses.
- ❑ State reasons why we should conserve and preserve the natural resources of the region.
- ❑ List THREE regional organizations and state the main function of each.

OUR CULTURE

Pupils should be able to:

- ❑ Define the term “culture”
- ❑ List at least FOUR aspects of our culture.
- ❑ Identify at least EIGHT festivals observed in Barbados.
- ❑ Classify these festivals as religious and non-religious.
- ❑ Identify THREE major ethnic groups found in Barbados.
- ❑ Discuss at least FOUR retentions of the THREE major ethnic groups referred to above..
- ❑ State at least THREE ways in which we can preserve our history and culture.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>A description of the physical landscape</p>	<p>Pupils should be able to:</p> <p>Locate the main highland and lowland areas on a map of Barbados</p>	<p>Locate the eight physical regions on an outline map of Barbados (G)</p> <p>Create a papier mache' model of Barbados to show the physical regions (IA/G/VA)</p>	<p>Use a colour key to show the various physical regions of Barbados.</p> <p>Critique the model for accuracy and tidiness.</p>	<p>Map of Barbados</p> <p>Caribbean Social Studies - V. Goodridge & G. Wickham- Goodridge</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>NATIONHOOD</p> <p>Nation builders who chartered the course for independence</p> <p>Benefits and challenges of independence</p>	<p>Pupils should be able to:</p> <p>State contributions made by TWO nation builders</p> <p>List some benefits of independence.</p> <p>Discuss at least THREE benefits which the country has enjoyed since independence.</p> <p>List some challenges experienced since independence. Discuss at least THREE challenges facing the country since independence.</p>	<p>Individual research to present brief biographies of TWO nation builders. (HI)</p> <p>Brainstorm to list some benefits of independence.</p> <p>Listen to tape recordings /view video clips of speeches delivered by nation builders to generate class discussion. (LA/VA/IT)</p> <p>View pictures/newspaper clippings to identify challenges experienced since independence. VA Interview members of staff/family to hear their views on past independence issues. (IT)</p>	<p>Role -play the contribution of a nation builder.</p> <p>Write a paragraph to identify some benefits of independence. Group work to prepare and present a brief summary on benefits of independence.</p> <p>Oral presentations to identify some challenges experienced since independence. Write a summary on the findings.</p>	<p>For love of country – H. Beckles.</p> <p>National Heroes of Barbados - GIS 1998.</p> <p>Builders of Barbados – F.A. Hoyos.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Our System of Government</p>	<p>Pupils should be able to:</p> <p>Identify the type of government which exists in Barbados.</p> <p>Discuss at least FOUR characteristics which define our system of government.</p> <p>Describe the main functions of the following offices:</p> <ul style="list-style-type: none"> a) Governor – General b) Leader of the Opposition c) Speaker of the House <p>Explain the purpose of a government</p>	<p>Use the slogan “Government OF the people, FOR the people and BY the people” to discuss the concept of a democracy. (HI)</p> <p>Work in groups to research at least FOUR characteristics which define our system of government. (HI/SEL)</p> <p>Invite a parliamentary representative /lawyers to explain the purpose of a government. (HI)</p>	<p>Write a sentence which identifies our system of government.</p> <p>Present the group findings as oral reports.</p> <p>Write summaries outlining the purpose of a government</p>	<p>Civics for Barbados - W.L. Inniss.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>THE EARLIEST KNOWN INHABITANTS</p> <p>Africa - a vast and varied continent</p>	<p>Pupils should be able to:</p> <p>Locate Africa on a map of the world.</p> <p>Locate on a map of Africa the countries from which African slaves were taken.</p> <p>Discuss the major climatic regions of Africa</p>	<p>Locate Africa on a map of the world in relation to other continents and the equator. (G)</p> <p>Read teacher-prepared passages to identify West African countries from which slaves were taken.</p> <p>Locate the countries on a wall map of Africa. (G)</p> <p>Research /Discussion aided by video, clips, pictures, documentaries on the following regions of Africa:</p> <ul style="list-style-type: none"> - equatorial region - hot desert region - tropical grass lands (savannah) - temperate lands <p>(SEL/ G/H/IT/VA)</p>	<p>Shade the continent of Africa on an outline map of the world.</p> <p>Insert on an outline map of Africa, SIX countries from which slaves were taken.</p> <p>Name at least ONE African state located in each specific region.</p> <p>Create a poster to depict life in any ONE region.</p> <p>Oral presentations by groups on life in any ONE region.</p>	<p>The Heritage Library of African Peoples (Series)</p> <p>Map of Africa.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>THE EARLIEST KNOWN INHABITANTS African contribution to Barbados and the world</p>	<p>Pupils should be able to:</p> <p>Research THREE African leaders.</p> <p>Describe the cultural impact of Africa on our lives.</p>	<p>Work in groups to research THREE African leaders using the internet, library, resource persons. (HI/IT)</p> <p>Field trip to the Barbados Museum to view the African Gallery. (HI/SEL/VA)</p> <p>Lecture-discussion by resource persons to identify African retentions in Barbados (HI/SEL/VA)</p> <p>Interview Africans living in Barbados to identify similarities inherent in African and Barbadians life-styles. (HI/SEL)</p>	<p>Write short biographies on the African leaders. Complete short answer questions on the same.</p> <p>Complete fact sheets on the cultural impact of Africa on our lives. Demonstrate the cultural impact through song, dance, drama, fashion, food and visual arts.</p>	<p>The Heritage Library of African Peoples (Series)</p> <p>Resource personnel – the National Cultural Foundation/Commission for Pan African Affairs.</p> <p>The Barbados Museum</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>AGRICULTURE IN BABRADOS</p> <p>Definition of the term ‘agro-industries’</p> <p>Identification of agro-industries in Barbados</p> <p>Characteristics of small and large farms</p>	<p>Pupils should be able to:</p> <p>Define the term ‘agro-industries’</p> <p>Identify at least TEN agro-industries</p> <p>State at least THREE characteristics each of small and large farms</p>	<p>Engage in word analysis e.g. explaining the meaning of ‘agro’ and ‘industry’ to arrive at the definition of agro industry (SC/G)</p> <p>View pictures/ video on manufacturing in Barbados to identify the agro-based industries (VA/SC/G) Classify the agro-industries as plant or animal based. (SC/G)</p> <p>Read a teacher – prepared passage which will define small and large farms and highlight characteristics of each type. (SC/G)</p>	<p>Complete worksheets to classify industries at ‘agro- based’ or ‘non- agro- based’ industries.</p> <p>Compile a list of agro-based industries in Barbados.</p> <p>Write a summary on each type of farm.</p>	<p>Barbados Our Environment (2nd ed.) - I. Waterman.</p> <p>Photographs taken at Agrofest http://www.agriculture.gov.bb</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Problems associated with agriculture	<p>Pupils should be able to:</p> <p>Discuss at least THREE problems associated with agriculture in Barbados.</p>	<p>Conduct a field trip to a farm and discuss with the farmer, some of the problems associated with agriculture (SC/G)</p>	<p>Write a report on THREE problems which are associated with agriculture in Barbados.</p>	<p>Farmers</p>
Benefits of agriculture to Barbados	<p>Discuss at least THREE benefits of agriculture to Barbados.</p>	<p>Conduct research/ Invite a resource person to speak on benefits of agriculture to Barbados. (SC/G)</p>	<p>Create a poster/ poem/ jingle on benefits of agriculture to Barbados</p>	<p>Resource personnel – Ministry of Agriculture & Rural Development</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>TOURISM</p> <p>Definition of the term ‘tourists’</p> <p>Reasons why tourists come to Barbados</p> <p>Main countries from which tourists come</p>	<p>Pupils should be able to:</p> <p>Define the term ‘tourist’</p> <p>State FIVE reasons why tourists come to Barbados</p> <p>Locate on a map of the world, the main countries from which tourists come</p>	<p>View pictures/ video of persons of varying ethnic groups/ nationalities and ages to elicit the definition of ‘tourist’. (VA/IT/G)</p> <p>View brochures/ pictures/ videos of tourists engaged in various activities on the island to identify reasons why tourists come here. (VA/IT/G)</p> <p>Locate on a map of the world, countries from which tourists come and show the geographical relations between these countries and Barbados. (G)</p>	<p>Present oral definitions of the term ‘tourist’</p> <p>Identify reasons why tourists come here. Classify tourists according to activities in which they are engaged to identify types of tourism e.g. eco-tourism, sports tourism, heritage tourism.</p> <p>Create a jigsaw puzzle type of map to show the location of the main countries from which our tourists come. Role-play scenarios in which students represent individual countries from which most tourists come.</p>	<p>Tourism Education for the Caribbean Books 1-6 – Caribbean Tourism Organization (CTO).</p> <p>Resource personnel from CTO.</p> <p>http://www.barbados.org</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Problems associated with tourism</p> <p>Benefits of tourism to the county</p> <p>OUR REGIONAL NEIGHBOURS</p> <p>Location of the Caribbean region</p>	<p>Pupils should be able to:</p> <p>Discuss at least THREE problems associated with tourism</p> <p>Identify THREE benefits of tourism to Barbados</p> <p>Locate the Caribbean region on a map of the world.</p>	<p>Work in groups reading newspaper articles to identify and discuss problems associated with tourism. (LA/G)</p> <p>View pictures/ videos/ brochures and interview resource personnel to identify benefits of tourism to Barbados. (VA/IT)</p> <p>View a wall map and a globe to identify the Caribbean region in relation to North and South America. (G)</p>	<p>Create posters which highlight problems and suggest possible solutions to the problems.</p> <p>Write a paragraph to identify benefits of tourism to Barbados</p> <p>Shade in the territories of the Caribbean region on individual outline maps of the world.</p>	<p>Map of the world</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>OUR REGIONAL NEIGHBORS</p> <p>Peoples of the Caribbean region and their origins</p> <p>Natural resources of the region</p>	<p>Pupils should be able to:</p> <p>Identify the various ethnics groups of the Caribbean region and discuss their origin.</p> <p>Identify the natural resources of the region and their location</p>	<p>View pictures and engage in discussion on the various ethnic groups of the Caribbean. (VA)</p> <p>Discuss their origin and locate the country of origin on a world map. (G/HI)</p> <p>Engage in a costume parade which distinguishes the various ethnic groups of the Caribbean. (D/HI)</p> <p>Work in groups to research at least TEN resources of the region and the countries in which they are found.</p>	<p>Complete fact sheets on the various ethnic groups of the Caribbean.</p> <p>Critique the costume parade of the various groups.</p> <p>List at least TEN natural resources of the region and the countries in which they are found.</p>	<p>Caribbean Primary Social Studies Book 3- M. Albertin & M. Brathwaite</p> <p>Caribbean School Atlas – M. Morrissey</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Classification and use of natural resources</p>	<p>Pupils should be able to:</p> <p>Identify the natural resources of the region and their location</p> <p>Classify the natural resources of the region as renewable/ non renewable and identify their uses.</p>	<p>Use the atlas and a wall map of the Caribbean to locate the various resources found in the region.</p> <p>Discuss the resources as renewable /non-renewable including flora and fauna of the region. Work in groups to research and present profiles on natural resources and their uses.</p> <p>(G/SC)</p>	<p>Use outline maps of the Caribbean region and create a key to show the location of various resources found in the region.</p> <p>Complete short answer quizzes on the classification and use of natural resources.</p>	<p>Caribbean School Atlas – M. Morrissery</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Conservations and preservation of the region's natural resources	<p>Pupils should be able to:</p> <p>State reasons why we should conserve and preserve natural resources of the region.</p>	<p>Engage in a lecture – discussion on conservation and preservation of the natural resources of Barbados.(G/SC)</p> <p>Work in groups to create scenarios which highlight reasons for conserving and preserving the natural resources of the region (G/HI/SC)</p>	<p>Create radio/television / newspaper advertisements jingles/ posters which depict reasons for conserving and preserving the resources of the region.</p>	<p>Resource personnel – Ministry of Energy and The Environment</p>
Regional organizations	<p>List THREE regional organizations and state the main function of each</p>	<p>Research THREE regional organizations include the countries in which the headquarters are located, the functions and their leaders.</p>	<p>List THREE regional organizations of the Caribbean and at least ONE function of each.</p>	<p>http://csmeonline.org</p> <p>http://www.oces.org</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>OUR CULTURE</p> <p>Definition of the term ‘culture’</p> <p>Aspects of our culture</p>	<p>Pupils should be able to:</p> <p>Define the term ‘culture’</p> <p>List at least FOUR aspects of our culture</p>	<p>Listen to the song ‘Culture’ by Anthony Carter (Mighty Gabby) and brainstorm to arrive at a definition on ‘culture’ (SEL/MU/IT)</p> <p>Conduct interviews with persons of varying nationalities to observe modes of speech. Listen to a CD on Caribbean music of varying genres. Conduct research on various methods of preparing local dishes.</p> <p>Conduct a ‘walkabout’ in the school neighbourhood and observe the evolution of architecture over time. (IT/VA/HI/SEL)</p>	<p>Present oral definitions of ‘culture’</p> <p>Create individual scrap books which depict FOUR aspects of culture.</p>	<p>Resources Personnel - NCF.</p> <p>The Media Resource Department – M.O.E</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>OUR CULTURE</p> <p>Cultural diversity - religious and other festivals</p> <p>Origins of major ethnic groups and retentions of their culture</p>	<p>Pupils should be able to:</p> <p>Identify at least EIGHT festivals observed in Barbados</p> <p>Identify THREE major ethnic groups found in Barbados</p> <p>Discuss at least FOUR retentions of the THREE ethnic groups studied</p>	<p>View and discuss brochures/ pictures/ video clips/ news paper clippings of activities which depict a variety of festivals celebrated in Barbados (IT/VA/HI/SEL)</p> <p>View pictures video clips to identify THREE major ethnic groups found in Barbados. (IT/VA/SEL/HI)</p> <p>Conduct group research/ Use resource personnel to discuss retentions of the THREE ethnic groups. (SEL/HI)</p>	<p>Classify festivals as ‘religious’ and ‘other’ and state the months during which they are celebrated.</p> <p>Write sentences to identify distinguishing characteristics of THREE major ethnic groups in Barbados</p> <p>Write a summary to identify at least FOUR retention of each ethnic group.</p>	<p>It happened in Barbados – A. Forde.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Preserving our history and cultural legacy</p>	<p>Pupils should be able to:</p> <p>Explain at least THREE ways in which we can preserve our history and culture.</p>	<p>Use storytelling activities to highlight ways in which we can preserve our history and culture.</p> <p>Read a teacher-prepared passage which highlights the historical evolution of chattel houses.</p> <p>(D/LA/ HI/SEL/IT)</p>	<p>Role play scenarios that depict ways in which we can preserve our history and culture.</p>	<p>Tanti at the Oval- P. Keens-Douglas</p> <p>Vibert String Bank- P. Keens- Douglas</p>

SUGGESTED READING

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