

SOCIAL STUDIES

PHILOSOPHY OF SOCIAL STUDIES

Social Studies is primarily concerned with the study of people, their activities and relationships, as they interact with one another and with their physical and socio-cultural environment in an effort to meet their needs (to live and to make a living). It is essentially the study of human group experiences.

Social Studies is inter/multi-disciplinary in nature and draws its subject matter from a variety of Social Science disciplines – History, Geography, Political Science, Economics, Sociology, Anthropology and Social Psychology as illustrated in the diagram.

THEMES	CONCEPTS	SOCIAL ISSUES
Living together	Interdependence	Environmental concerns
Working together	Change	Substance abuse
Growing together	Conflict	Population
	Culture	Health
	Identity	Human rights
	Democracy	

These themes, concepts and issues must be explored as students learn about themselves and other societies.

Equally important is the set of skills which can be transferred to a new situation. These skills include basic communication skills, map and graphic skills, thinking skills, valuing skills and social participation skills.

As a way of acquiring the knowledge and skills, students need to be exposed to a set of critical learning experiences. They must read, write and dramatise, analyse, organise and, as much as possible, experience the curriculum first hand.

Social Studies is the vanguard in the development of positive attitudes and values. These attitudes are difficult to assess but are essential to the development of the student. Thus the Social Studies classroom and the learning experiences provided therein must create the atmosphere in which these can flourish. It is hoped that as a result of personal inquiry and free choice, students will come to believe and act upon the core values (such as) human dignity, honesty, equality, co-operation, self-worth, national pride and self discipline, and as such develop into responsible citizens.

Social Studies programmes provide experiences through which students are expected to gain knowledge and insights, develop and practise a variety of skills and attitudes as well as human understanding and social responsibility. Social Studies lessons help students to explain human experiences in the past and present and develop in them the ability to anticipate and prepare for the experiences of the future, to make sense out of the world as they find it and build better worlds than they do find. Above all Social Studies (lessons should) help pupils to feel valued and valuable.

The subject content may be organised around any of the following: Concepts, ideas, generalisation, themes, problems, topics, or geographical areas. This programme, designed for Grades 7-9 Jamaican students, incorporates a variety of these organisational approaches.

The following themes, concepts and social issues give unity to the whole programme:

RATIONALE

Social Studies education has as its goal the preparation of students to make, and act on rational decisions, both as individuals and as group members. These decisions should be based on knowledge and on personal values that have been systematically explored and clarified.

Since a large percentage of students in the Grades 7-9 age cohort will not proceed beyond Grade 9, but will nevertheless be performing the roles of parents, citizens, workers and consumers, the Social Studies curriculum for the group must address this reality. For others the Social Studies programme will provide the groundwork for the further study of History, Geography and Social Studies in Grade 10.

The Grades 7-9 students have some positive traits and characteristics which should be harnessed in promoting their educational development. They are curious, imaginative, sensitive and creative. The curriculum will accommodate these and other social and psychological characteristics manifested by our children.

The wide range of achievement levels creates the need for a variety of teaching methodologies, materials and activities to match the needs and characteristics of the students. This must mean the engagement of innovative teaching strategies, the production and use of learning resources to provide personal relevance, to empower the students and to make them more effective and efficient.

Education for informed decision-making and responsible social action is especially critical for students in Jamaica. We are a developing country undergoing rapid technological changes and economic difficulties which impact negatively and positively on the people and on the environment in which they live. Unevenness in income distribution and persistent poverty have led to an increased emphasis on economic survival on the one hand, and on the acquisition of material goods on the other.

In pursuit of these, the people have become geographically mobile, politically conscious and entrepreneurial in finding alternative economic activities. The Social Studies curriculum should play its part in developing entrepreneurial skills and geographical knowledge as well as a commitment to community and national development.

The schools of the 1990s are preparing adults for the year 2000 and beyond. It is not enough to teach students answers to yesterday's or even today's problems; we must teach them to resolve problems – the process of decision making and civic action – so that they can cope with the present, shape the future, and in so doing minimize the shock of rapid change.

In addition to all this, Social Studies offers young people the opportunity to recognise the significance of their experiences as they seek to understand more about themselves, and to become more aware of the complex social relationships of which they are a part. Social Studies programmes, if taught well should create for students a necessary bridge between school and society.

SUMMARY OF CONTENT

The content of the Social Studies curriculum is developed around three themes: LIVING TOGETHER (Grade 7), WORKING TOGETHER (Grade 8), Growing Together (Grade 9). Topics and sub-topics have been carefully selected to facilitate the investigation of the themes. This summary/outline lists the topics to be explored in studying each of the themes.

Grade 7

Overall Theme: Living Together

Topics and Sub-topics:

1. **Our People**
 - A. Our Motto

- B. Our Heroes
- C. Our Ancestors
- D. Our Cultural Heritage
- 2. **Living Together in Groups**
 - A. Society, Social Groups and Institutions
 - B. Primary Groups
 - C. Secondary Groups
- 3. **Social and Environmental Issues**
 - A. Good Health Practices
 - B. Sexually Transmitted Diseases
 - C. Substance Abuse
 - D. Child Abuse
 - E. The Rights of the Child

Grade 8

Overall Theme: Working Together

Topics and Sub-topics:

- 1. **Jamaica: Physical Resources**
 - A. Location, Size Relief
 - B. Climate and Vegetation
- 2. **Jamaica: Human Resources**
 - A. Population
- 3. **Using Our Resources and Related Environmental Matters**
 - A. Farming
 - B. Fishing
 - C. Mining and Manufacturing
 - D. Tourism
- 4. **Moving Goods and People**
 - A. Jamaica's Internal Transportation
 - B. Jamaica's Regional and International Links
- 5. **Social Issues**
 - A. Employers and Employees: Rights and Responsibilities

Grade 9

Overall Theme: Growing Together

Topics and Sub-topics:

- 1. **Earning a Living**

- A. Why People Work
- B. Occupations in Jamaica
- C. Investigating Jobs in Jamaica

2. **Consumer Affairs**

- A. Consumer and Consumption
- B. Good Consumer Practices
- C. Consumer Protection

3. **Nation Building**

- A. Government
- B. People's Rights and Responsibilities and Consequences Related to Violations of Such Rights
- C. Nation Builders
- D. Life and Work of Marcus Garvey

4. **Regional and Global Relations**

- A. World Government
- B. Trade Agreements and Regional Co-operation

5. **Human Relations**

- A. Population: Growth and Expansion
- B. Food Supply

SCOPE AND SEQUENCE

GRADES 7-9

The **Scope and Sequence** is intended to facilitate the teaching/learning process and sets out in careful sequence, the contents of the Social Studies curriculum.

For each Grade level, the content is divided into Units of study on a termly basis. The topics and sub-topics to be covered in a Unit are clearly stated and so, too, are the expected learning outcomes - the knowledge to be gained as well as the concepts, skills and attitudes to be developed.

Additionally, help is offered to the teacher, in identifying possibilities for integrating Social Studies with other subjects in the wider curriculum.

SCOPE - Grade 7

Theme

Term 1 Unit 1:

Sub-Topic: A: Organizing Concepts:

CONTENT	KNOWLEDGE	CONCEPTS
Origin of the Motto and Coat of Arms Reasons for Motto Uses of the Motto Meaning of the Motto People and the Motto	Describe the Coat of Arms. Explain what the Motto means. Give examples of behaviour: consistent with the Motto, inconsistent with the Motto. Suggest reasons why countries have mottoes. Suggest ways of improving relations between Jamaicans of different ethnic backgrounds.	Motto Ethnic group Patriotism Jamaican stereotype Prejudice One people Logo Indigenous Loyalty

Sub-Topic B: Organizing Concepts:

Who is a hero/heroine?	Define and use concepts correctly.	Hero/Heroine
Who is a National Hero?	List characteristics of heroes/heroines.	National Hero
The National Heroes and their contribution to national life.	Identify heroes/heroines in their community/parish and describe their contribution to the development of the community/ parish.	Bravery
Life of the hero/heroine		Leader
Heroes/heroines in community	Describe the qualities of our National Heroes.	Nation builder
	Identify the relationship between heroes/heroines and nation-building.	

SEQUENCE

Living Together

Our People

Our National Motto

Change, conflict, culture, identity

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Draw cartoons / sketches. Work in small groups. Draw Coat of Arms. Read and analyse poetry. Participate in class discussion. Make rational individual decisions.	Show respect for one another irrespective of racial/ethnic differences. Co-operate in groups. Complete tasks and homework. Develop a sense of pride in being Jamaican. Develop an appreciation of History as an important guide for the future.	Language Arts Resource and Technology

Our Heroes

Change, conflict, culture, identity

Locate places.	Show respect for heroes/heroines and their work.	Language Arts
Write poems and songs.	Participate in class discussion.	Religious Education
Interview resource persons.	Co-operate in groups to complete tasks assigned.	Resource & Technology
Answer questions precisely.	Listen attentively and critically to discussions, tape recordings and oral reports.	
Distinguish between fact and opinion.	Appreciate the importance of historical monuments and public property.	
Detect cause-and-effect relationships.		
Make generalisations.		
Form concepts.		
Identify values.		
Make moral judgments.		
Prepare and write summaries.		
Place dates in chronological order.		

SCOPE - Grade 7

Theme Term 1 Unit 1:

Sub-Topic: C Organizing Concepts:

CONTENT	KNOWLEDGE	CONCEPTS
Arawaks	Define and use concepts correctly.	Ancestors
Spaniards	List racial/ethnic groups to which our ancestors belonged.	Descendant
Jews	Locate and name the countries from which the ancestors came.	Immigrant
English	Describe the way of life of our ancestors in their country of origin.	Ethnic group
Chinese	Explain how the ancestors depended on the environment to satisfy their needs.	Emigrant
Syrians/Lebanese	Identify push & pull factors which operated with each group of ancestors.	Artifact
Africans		Push factors
East Indians		
Push and pull factors		
Places and parishes where the various groups settled		
How each group satisfied basic needs		

SEQUENCE

Living Together

Our People

Our Ancestors

Change, conflict, culture, identity

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Locate places on maps.	Accept their physical appearance as beautiful irrespective of their racial/ethnic origins.	Language Arts
Trace routes on maps.	Show respect for people of different racial/ethnic backgrounds.	Music
Listen to and ask questions of resource persons.	Recognise that we need to know our history in order to know ourselves.	Resource & Technology
Dramatise events.	Show tolerance for people of different racial/ethnic backgrounds.	Religious Education
Make dolls.		
Complete a time line.		
Arrange a table in chronological order.	Appreciate the value of human life.	
Participate in class discussions.		
Make oral and written summaries and reports.	Show commitment to improving relations among Jamaicans.	
Analyse data in various forms.		
Differentiate between fact and opinion.		

SCOPE - Grade 7

Theme

Term 1 Unit 1:

Sub-Topic D:

Organizing Concepts:

CONTENT	KNOWLEDGE	CONCEPTS
Dress	Define and use concepts correctly.	Hero/Heroine National Hero
Dance	List characteristics of heroes/heroines.	Bravery
Music	Identify heroes/heroines in their community/parish and describe their contribution to the development of the community /parish.	Leader
Drama	Describe the qualities of our National Heroes.	Nation builder
Speech	Identify the relationship between heroes/heroines and nation-building.	
Food		
Folklore		
Folk medicine		
Festivals and celebrations		
Religion		
National symbols		
Preserving our culture place names		

SEQUENCE

Living Together

Our People

Our Cultural Heritage

Change, conflict, culture, identity

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Make sketches.	Show appreciation for the contribution of each group to our cultural heritage.	Language Arts
Write skits/short essays.	Appreciate the importance of preserving our culture while remaining open to changes.	Resource & Technology
Tell stories, riddles, proverbs.	Recognise and respect cultural differences and minority rights.	Music
Analyse data.	Demonstrate industry, punctuality and self-discipline.	Religious Education
Do research.	Realise that folk medicine provided a base for modern medicine.	Science
Draw national symbols	Demonstrate a willingness to work in groups.	
Form concepts and make generalisations.		
Provide evidence to support a value judgement.		
Make models.		
Interpret maps, pictures, diagrams, tables.		
Analyse popular songs/poems which describe aspects of our culture.		
Make notes and summaries.		

SCOPE

Grade 7

Theme

Term 1 Unit 2:

Sub-Topic: A:

Organizing Concepts:

CONTENT	KNOWLEDGE	CONCEPTS
Society, social groups, institutions, roles, norms, culture	Define and use concepts correctly.	Society
Characteristics of groups	Give examples and non-examples of the concepts.	Social groups
Roles of individuals and leaders of a group.	Explain why people join groups.	
Culture and what it is	List the characteristics of institutions.	Institutions
Influence of culture on behaviour	List various groups to which students belong.	Norms
	Describe their roles in various groups.	Roles
	Describe or list qualities of a group leader.	Interaction
		Values
		Culture

SEQUENCE

Living Together

Living Together in Groups

Society, Social Groups and Institutions

Change, conflict, culture, identity and inter-dependence

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Read resource materials. Analyse case studies Summarise main ideas. Classify groups. Make a role chart. Prepare and use a role checklist Make generalisations. Construct a bar graph. Locate places on a map. Conduct an interview. Detect cause and effect.	Develop an awareness of the importance of groups in everyday life. Recognise the influence of culture on behaviour. Realise that values do conflict. Accept cultural differences. See themselves as important members of society. Appreciate that interdependence is necessary for human group survival.	Language Arts Maths

SEQUENCE

Living Together

Living Together in Groups

Primary groups

change, conflict, culture, inter-dependence, identity

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Make generalisation.	Participate in class discussion willingly.	Language Arts
Draw family tree.	Work independently during a test.	Resource and Technology.
Dramatise group situations.	Recognise themselves as unique with a contribution to make to society.	Art & Craft and Home Economics
Analyse graphic materials and pictures.	Defend their value position.	Physical Education.
Make models.	Like themselves and appreciate their talents and abilities.	
Discuss information.	Show a willingness to love, respect and co-operate with family members.	
Locate places on World Map.	Appreciate the importance of rules in maintaining order and stability in society.	
Identify choices in problem solving.		
Draw conclusion.		
Ask and answer questions.		
Make comparisons.		

SCOPE

Grade 7

Theme

Term I Unit 2:

Sub-Topic: C:

Organizing Concepts:

CONTENT	KNOWLEDGE	CONCEPTS
School	List the characteristics of secondary groups.	Secondary group
Church	Give examples of secondary groups.	Rules Sanctions
Clubs	List the characteristics of institutions.	Voluntary membership
Community	Explain the functions of these groups in the society.	Involuntary membership
Characteristics of these groups	Outline the historical development of their community.	Community
Functions of groups and role of members	Describe the ways in which community members are inter-dependent.	Club Church
Historical development of the groups		School
Group structures and their contribution to the society		

SEQUENCE

Living Together

Living Together in Groups

Secondary groups

Identity, change, culture, conflict, inter-dependence

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Draw an organisational chart.	Listen attentively and critically to presentations from classmates, teachers and resource persons.	Language Arts
Interview resource persons.		Maths
Organise data in graphs, tables and charts.	Complete assigned tasks for group project.	Religious Education
Locate places on a community map.	Choose group leader in a democratic way.	
Write interview schedule.	Obey the instruction given by group leader.	
Make comparisons.	Co-operate with classmates to complete a project.	
	Show politeness to each other and to the people they meet on a field trip.	

SCOPE

Grade 7

Theme

Term III Unit 3:

Sub-Topic: A:

Organising Concepts:

CONTENT	KNOWLEDGE	CONCEPTS
<p>Importance of keeping healthy</p> <p>The role of government in helping to keep people healthy</p> <p>The role of the media in promoting good and bad health practices</p> <p>Role of international organisations in our health care programme. Common health problems</p> <p>Factors affecting good health practices</p> <p>Workers in the health sector</p> <p>Attitudes to and provisions for the mentally and physically challenged in our society</p>	<p>Define and use the following concepts:</p> <p>Balanced diet, famine, malnutrition, immunisation, curative medicine, preventative medicine etc.</p> <p>List five good health practices.</p> <p>Identify and discuss the factors which prevent individuals from maintaining good health practices.</p> <p>Identify and explain the relationship between good health practices and the social and economic development of the country.</p> <p>Explain how culture and other factors can lead to unhealthy practices.</p> <p>List the workers in the health sector who help to keep the people in their community/parish healthy and describe their role.</p> <p>Describe the role of government and international organisations in community health.</p>	<p>Good health practices</p> <p>Balanced diet</p> <p>Malnutrition</p> <p>Famine</p> <p>Immunisation</p> <p>Preventative health care</p> <p>Curative medicine</p> <p>Nutrition</p> <p>Food groups</p> <p>Hygiene</p> <p>Mentally/Physically challenged</p>

SEQUENCE

Living Together

Social and Environmental Issues

Good Health Practices

change, conflict, culture, inter-dependence

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Complete a table. Locate places on maps. Participate in class discussions. Analyse pictures, photographs and cartoons and graphic data. Work in small groups. Evaluate advertisements. Detect cause-and-effect relationship. Research topics. Write an interview schedule. Conduct a survey. Role play. Make notes and summaries.	Participate in class discussions Demonstrate an awareness of keeping oneself and environment clean and safe. Practice co-operation in group activities. Recognise that values conflict. Refrain from causing disturbances in the classroom that make learning difficult/impossible. Show willingness to assume leadership roles. Appreciate the mentally and physically challenged as equal members of the society and recognise their contributions.	Language Arts Science Resource and Technology. Art & Craft

SCOPE

Grade 7 Theme

Term III Unit 3:

CONTENT	KNOWLEDGE	CONCEPTS
STDs: What they are, their symptoms, causes and effects	Explain the term, Sexually Transmitted Diseases.	Sexually transmitted diseases
Myths and facts about STDs	Describe the effect of STDs on the individual.	Promiscuity
The social and economic cost of STDs	Evaluate the social and economic cost of these diseases to the society.	Epidemic
Preventative measures	List the problems which can inhibit the treatment of these diseases and suggest solutions to these problems.	Pandemic
	Identify ways in which children can protect themselves from these diseases.	Morality
	Discuss the availability of support services for individuals suffering from these diseases.	Immorality
	Identify and discuss myths associated with STDs.	Symptoms
		Contagious
		Intentions
		Myth

SEQUENCE

Living Together

Social and Environmental Issues

Sexually Transmitted Diseases

Change, conflict, culture

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Make decisions. Justify one's choice. Observe and record information. Differentiate between fact and myth. Illustrate advertisements. Analyse graphs/tables. Participate in class activities. Identify the values and the values of others.	Emphathise with a child with STD. Show concern for the welfare of others. Show respect for the ideas and feelings of others. Be willing to protect themselves and others from STDs. Demonstrate an awareness of the importance of keeping healthy. Co-operate in group activities.	Language Arts Religious Education Resource and Technology Health and family life. Science

SCOPE

Grade 7 **Theme**

Term I **Unit 3:**

CONTENT	KNOWLEDGE	CONCEPTS
<p>Substances which are abused</p> <p>Health problems associated with substance abuse</p> <p>Social and economic costs of substance abuse</p> <p>Role of friends, family members and society in eliminating substance abuse</p> <p>Substance abuse and the future</p>	<p>List substances abused and describe how the abuse occurs.</p> <p>Identify and explain the reasons people abuse various substances.</p> <p>Explain the ways in which drug addiction affects the individual, the family and the society.</p> <p>Analyse case studies on substance abuse.</p> <p>State rules that exist at home, at school, in the country which prohibit substance abuse and the sanctions for breaches.</p> <p>Describe the support services available to the abuser.</p> <p>Predict the future consequences for the society if we fail to win the war against substance abuse.</p> <p>Assess the role of the media in substance abuse education.</p>	<p>Substance abuse</p> <p>Drug abuse</p> <p>Alcoholism</p> <p>Addiction</p> <p>Rehabilitation</p>

SEQUENCE

Living Together

Social and Environmental Issues

Substance Abuse

Change, conflict, culture

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Role play. Make decisions. State consequences of choice. Differentiate between fact and myth. Group substances. Read resource materials. Write slogans/lyrics/dub poems. Draw reasoned conclusions about role of different agencies in substance abuse education. Analyse pictures, tables, graphs. Identify value conflicts. Practice co-operation in groups.	Become involved in a school substance abuse education programme. Express their own feelings on substance abuse. Accept responsibility for their own actions. See themselves as worthwhile individuals with a contribution to make to the society. Co-operate in groups.	Language Arts Religious Education Science Health and family life

SCOPE

Grade 7 Theme

Term I Unit 3:

CONTENT	KNOWLEDGE	CONCEPTS
Types of child abuse	State reasons why children are abused.	Child abuse
Reasons for child abuse	Compare child abuse in Jamaica and in other parts of the world.	Incest
Consequences of child abuse	Describe and explain the effects of abuse on the child.	Rape
Protection for the abused child	Suggest steps child should take to prevent child abuse or protect self from further abuse.	Buggery
Historical perspective on child abuse	State the consequences for the society if child abuse is not reduced/eliminated.	Age of consent
	Identify the work of agencies which assist abused children.	Child labour
		Carnal abuse
		Paedophilia
		Corporal Punishment

SEQUENCE

Living Together

Social and Environmental Issues

Child Abuse

change, conflict, culture

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Role play.	Empathise with children who have been abused.	Language Arts
Write letter.		Religious Education
Read resource materials.	Participate in class discussions.	
Make summaries.	Demonstrate an awareness of how to protect themselves.	
Predict consequences.		
Draw conclusions.	Demonstrate a commitment to protecting selves and peers from child abuse.	
Draw cartoon strip.		
Conduct interview.	See themselves as valuable members of the society.	
Research topics.		
Differentiate between fact and myth.	Tolerate points of view on child abuse that are different from their own.	
Detect cause and effect.		

SCOPE

Grade 7 Theme

Term III Unit 3:

Sub-Topic E:

CONTENT	KNOWLEDGE	CONCEPTS
<p>Rights and responsibilities</p> <p>The United Nations and the Rights of the Child</p> <p>Why rights are violated</p> <p>Local laws</p>	<p>Memorise all the Rights of the child.</p> <p>Explain what each right means and give examples.</p> <p>Outline briefly the role of the United Nations in the Declaration of the Rights of the Child.</p> <p>Explain why children need rights.</p> <p>List the responsibilities children have to self, family, school, community and country.</p> <p>Examine the Jamaican laws which protect children and examine their effectiveness.</p>	<p>Rights</p> <p>Responsibilities</p> <p>Choice</p> <p>Self-preservation</p>

SEQUENCE

Living Together

Social and Environmental Issues

The Rights of the Child

Change, conflict, identity

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Express ideas through speech. Ask and answer questions. Make choices. Locate information. Make charts. Draw conclusions. Dramatise a situation..	Recognise that rights and responsibilities go together. Realise that responsibilities assist character development. Show respect for rights of others. Appreciate that there is often a time lag between their recognition of their rights and the acceptance of these rights by adults.	Language Arts Guidance

SCOPE

Grade 8 Theme

Term 1 Unit 1:

Sub-Topic A:

Organizing Concepts:

CONTENT	KNOWLEDGE	CONCEPTS
<p>Jamaica's Location</p> <p>i) in the Caribbean</p> <p>ii) in the World</p> <p>iii) Jamaica's size - area in square metres:</p> <p>comparisons to be drawn with some neighbouring countries e.g. Cuba, Trinidad, Venezuela, etc.</p> <p>Jamaica's relief</p> <p>Major rock types</p> <p>Changes and disasters brought about in the Jamaican physical environment through natural causes and the intervention of man</p> <p>Preventative relief measures and institutions to cope with natural disaster</p>	<p>Describe Jamaica's position in the Caribbean and in relation to the rest of the world.</p> <p>Demonstrate understanding of relative sizes of Caribbean land masses.</p> <p>Describe and explain the formation and appearance of various relief and drainage features found in Jamaica.</p> <p>Explain relationship between relief features, settlement and land use.</p> <p>The physical disasters to which Jamaica is prone as a result of a combination of physical factors (location, climate, relief) and human intervention.</p> <p>Disaster preparedness measures that should be taken to minimise effects of natural disaster.</p>	<p>Location</p> <p>Land masses</p> <p>Water bodies</p> <p>Relief features</p> <p>Drainage</p> <p>Rocks</p> <p>Sedimentary</p> <p>Igneous</p> <p>Metamorphic.</p> <p>Mountain, hill ,valley, plain, plateau</p> <p>Climate</p> <p>Altitude</p> <p>Latitude</p> <p>Equator</p> <p>Zones</p>

SEQUENCE

Working Together

Jamaica: Physical Resources

Location, Size, Relief

Change, conflict, culture, inter-dependence

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Observe and classify physical landscape. Measure and calculate distance, size and area. Read to obtain relevant information. Give oral reports. Give reasoned explanations. Establish cause and effect. Record information accurately.	Co-operate and work in groups. Work individually and to strive for excellence. Demonstrate a commitment to the preservation of the environment. Appreciate diversity of relief of features found in Jamaica.	Maths Language Arts Science

SCOPE

Grade 8 **Theme**

Term 1 **Unit 1:**

Sub-Topic B:

CONTENT	KNOWLEDGE	CONCEPTS
<p>Reasons for the tropical marine nature of the climate</p> <p>Characteristics of this type of climate:</p> <p>i) temperature</p> <p>ii) wind</p> <p>iii) rainfall</p> <p>Vegetation types associated with different physical regions of Jamaica</p> <p>Changes and disasters brought about in the Jamaican physical environment through natural causes and the intervention of man.</p> <p>Preventative relief measures and institutions to cope with natural disaster.</p>	<p>Describe and explain:</p> <ol style="list-style-type: none">1. The tropical marine nature of Jamaica's climate2. How climate and physical features interact to determine the natural vegetation cover.3. How human activity has modified the natural vegetation cover. <p>Name and/or list the natural disasters to which Jamaica is prone as a result of a combination of physical factors (location, climate relief) and human intervention.</p>	<p>Weather</p> <p>Natural vegetation</p> <p>Natural disaster</p> <p>Hurricane</p> <p>Drought</p> <p>Storm</p> <p>Flood</p> <p>Climate</p>

SEQUENCE

Working Together

Jamaica: Physical Resources

Climate and Vegetation

Change, conflict, culture

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
<p>Read and collect data from various sources.</p> <p>Interpret and construct diagrams and charts.</p> <p>Ask precise questions.</p> <p>Label and annotate maps and diagrams.</p> <p>Interpret keys/legends, diagrams, and maps.</p> <p>Give reasoned explanations.</p> <p>Establish cause and effect.</p> <p>Record information accurately</p>	<p>Grow in consciousness of the need for all citizens to protect the environment.</p> <p>Display an attitude of readiness for disaster.</p> <p>Educate others about disaster preparedness.</p>	<p>Language Arts</p> <p>Maths</p> <p>Science</p>

SCOPE

Unit 2:

Sub-Topic A:

Organizing Concepts:

CONTENT	KNOWLEDGE	CONCEPTS
Jamaica's total population composition in terms of age/sex	Describe population of Jamaica in terms of number, distribution and composition.	Internal migration
Urbanisation, internal migration, and the 'push and 'pull' factors	Give reasons for underemployment and unemployment.	Population
The importance of acquiring a skill	Describe the composition of the labour force - age, sex, education, skills.	Age cohort
Underemployment and unemployment	Identify and assess opportunities for training.	Natural increase
	Describe the economic effects of population growth and distribution.	Labour force
	Compare the composition of today's labour force with the labour force during slavery and onwards.	Urbanisation
		Pull factors
		Push factors
		Population density
		Population composition,
		population distribution, birth rate, death rate, skilled labour, population growth, birth control, family planning, unemployment ;
		under-employment

SEQUENCE

Jamaica: Human Resources

Population

Change, conflict, culture, inter-dependence

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
<p>Prepare and present data in various forms.</p> <p>Ask precise questions.</p> <p>Read and interpret maps, graphs, charts.</p> <p>Debate topics.</p> <p>Make comparisons.</p>	<p>Appreciate the fact that all skills are needed for national development.</p> <p>Work as an employed or self-employed person willingly.</p> <p>Appreciate the importance of acquiring a skill.</p> <p>Demonstrate an awareness of the fact that population control is necessary for improving living standards.</p>	<p>Career Education</p> <p>Maths</p> <p>Language Arts</p>

SCOPE

Grade 8 **Theme**

Term II **Unit 3:**

Sub-Topic A:

CONTENT	KNOWLEDGE	CONCEPTS
Traditional commercial crops.	Categorise human activities as primary, secondary, tertiary.	Subsistence
Non-traditional commercial crops		Traditional crops Non-traditional crops
Agro industries	Explain the relationship between human skills and abilities, physical resources and economic activity.	Commercial
Large and small scale farming		Agro industry
Agricultural organisations	Explain how physical features and climate have influenced the choice and location of farming activities.	Horticulture
Importance of farming		Harvesting
Problems associated with farming		Trade
Solutions to problems.	Describe the steps involved in the cultivation and processing of certain products.	Cultivation
	Describe and assess government's role in agriculture.	Processing
	Assess the part farming plays in the country's economy.	Pastoral
	Identify and discuss the problems associated with farming.	Arable
	Critically assess farming practices in Jamaica.	Soil erosion
		Technology
		Large & small scale farming
		Praedial larceny

SEQUENCE

Working Together

Using our Resources and Related Environmental Matters

Farming

Change, conflict, culture, inter-dependence

SKILLS	ATTITUDES	POSSIBLE INTEGRATION
Make notes and summaries. Observe and record information. Prepare and present data. Debate. Interpret distribution maps. Analyse and assess information. Categorise main agricultural products. Dramatise a scene.	Appreciate the dignity of labour and the importance of all workers in the community. Demonstrate a commitment to the preservation of the physical environment. Show respect for the property of others. Experiment with new technology.	Career Education Language Arts Resource and Technology (Agriculture)

SCOPE

Grade 8 Theme

Term II Unit 3:

Sub-Topic B:

CONTENT	KNOWLEDGE	CONCEPTS
Types of fishing: Commercial, subsistence, sport For each type: personnel involved, equipment used, catch and disposal of catch Factors affecting fishing and the main fishing grounds Methods of conservation practised Methods of fishing used. Problem of pollution of rivers Significance to the economy Fish farming areas, methods, marketing, structure of the industry, part played by government in regulating and supporting the industry e.g. territorial waters	Describe the conditions which contribute to rich marine life. Describe and assess Government's involvement in the fishing industry. Describe the part the fishing industry plays in the national economy. Demonstrate an awareness of the practices inimical to the fishing industry.	Continental shelf Offshore fishing In shore Fish Farm Marine Life Co-operatives Pollution Sanctuary Banks Camp Inland fishing Fishing village Fishing grounds Conservation