SOCIAL STUDIES FOUNDATION

Revised under the aegis of

The Joint Board of Teacher Education

and

The ENACT Programme

(A joint initiative of the governments of Jamaica and Canada to promote sustainable development in Jamaica.)

2004
Preface

The Joint Board of Teacher Education (JBTE), in carrying out its mandate to ensure quality in the curriculum delivered by the consortium of teachers' colleges which form its membership, must ensure that the curriculum responds to the dynamic nature of knowledge and reflects current trends and practices of the various subject disciplines. To this end, periodic curriculum reviews must be undertaken in order to incorporate new material and approaches and to ensure congruence with the national curricula of the relevant levels of the education system.

The Sustainable Teacher Environmental Project funded by the ENACT Programme, a joint initiative of the Government of Jamaica and CIDA, has provided funding to enable such a review in a number of areas of the JBTE programme offerings. This has resulted in the redesign of the Secondary Science options of Biology, Chemistry and Physics, and the Early Childhood programme. The project has also provided for the development of a new elective course for the Secondary programme: Environmental Education for Secondary School Teachers, as well as the provision of some resource documents. The project also included activities to promote whole college strategies to make environmentally sustainable action a foundation of all teaching, research, operations and community outreach, strengthening the capacity for action research among college lecturers.

The curriculum revision/development process has focused on a number of the expected outputs of the JBTE programme as outlined in the regulations, inter alia

- The development of teachers with a thorough, accurate and appropriate knowledge and understanding of their areas of specialisation;
- The transformation of the college programme from a teacher-centred, didactic mode of teaching to a collaborative, interactive and student-centred learning environment;
- The development of a commitment, on the part of the teacher, to making the quality of life better for the children he/she teaches through an awareness of, and appreciation for, the importance of living in harmony with the environment.

The ENACT project formed important tiles in the mosaic of the JBTE activities, providing as it did

(a) A forum for students and staff at every level of JBTE member institutions to be exposed to the urgent and timely global issues related to environmental education and sustainable development,
(b) Revised curriculum documents which reflect current theories and practices,
(c) Workshops for lecturers to develop and deliver new curricula.

The Project has therefore been a valuable component of the process of transformation of the classroom environment, curriculum, and assessment practices of the JBTE programmes.
Introduction
The Social Studies Foundation Course for Early Childhood Teachers is intended to prepare teachers of early childhood grades with a variety of skills, concepts, understanding and attitudes which will make them more effective in their role as Social Studies teachers.

This course consists of five units. It is designed utilising the knowledge, skills and attitudes required to effectively teach the Social Studies content which has been integrated around major themes in the Early Childhood Curriculum. It is aimed at giving the beginning teacher a deeper understanding and appreciation of the topics to be covered in the Early Childhood Programme and providing them with activities the teacher can use to nurture social development and thus contribute to the socialisation process.

Lecturers are encouraged wherever possible, in the delivery of the course, to use the strategies suggested by the approaches to teaching Social Studies to early childhood students. A number of suggested activities are included in all units, however lecturers may use their own initiative and creativity to add others. The highlighted activities indicate the ones to be used for course work assessment.

Rationale
Jamaica as a part of an independent world is undergoing rapid change from internal and external influences and pressures. Jamaica in turn continues to contribute to world growth and development. This reciprocity and dynamism make the acquisition of social and intellectual skills as well as positive attitudes necessary for individuals to function effectively in this global environment.

This Social Studies Foundation course will provide opportunities for students to:
  1. acquire a knowledge and understanding of maps, certain aspects of planet earth.
  2. examine and explore the spatial, physical, biological, socio-cultural, historical, political and economic environment of Jamaica.
  3. understand Jamaica’s role in regional and global affairs.
  4. appreciate the need to conserve and preserve the environment.
The integrative nature of Social Studies promotes an understanding of the society in which they live. This should, therefore, enable the student teacher to initiate and cope with changes, and in turn, prepare their students for their role as responsible citizens in a democratic society.

**General Objectives**

To help student teachers to:

1. evaluate the management and use of resources for sustainable development.
2. understand how the past has influenced the present and make projections about the future.
3. be aware of, and sensitive to world changes and willingly participate in the change process.
4. explore possible causes of and solutions to human problems.
5. value self and others irrespective of race, ethnicity, gender, religion, social and economic status.
6. clarify their own beliefs and values.
7. demonstrate respect and love for, and commitment and loyalty to country based on conception of shared vision.
8. value the contributions of individuals and groups to world peace and development.
9. appreciate the inevitable nature of change and the necessity to prepare for it.
10. foster and develop desirable interpersonal skills, attitudes, values and leadership qualities.
11. develop an understanding of the physical and social environment in which they live:
12. its nature, needs and unique features.
13. assess critically the contributions of various sectors to economic development.
14. develop an understanding of planet earth as part of the solar system.
15. develop an understanding of the factors leading to the increase globalisation of the world.
16. select appropriate content and activities for teaching Early Childhood students.
17. practise the following skills:

**A. Intellectual Skills**

1. **Research Skills**
   - observe objects, models, places, buildings, processes, human behaviour, etc. by seeing, hearing, touching, tasting, and smelling.
   - read to extract meaning from a variety of printed materials e.g. pamphlets, magazines, newspapers.
   - interpret pictures, cartoons, charts, graphs, maps, globes, tables etc.
   - interview resource persons, for example senior citizens, workers, community leaders.
   - record, organise, analyse, and evaluate information.
   - present information in a variety of ways e.g. orally, graphically and in writing.
   - use technology to support student learning.
   - locate information, determine its relevance and accuracy and integrate it with other sources.
II. **Critical Thinking**
- compare things, ideas, events and situations.
- classify things and ideas.
- draw conclusions and make inferences from evidence.
- make generalizations.
- make predictions from generalizations.
- consider alternative solutions which are based on enquiry and reasoning.
- consider the consequences of each solution.
- make decisions and justify them.
- take action based on decisions.

B. **Interpersonal Skills**
- examine issues from varying perspectives.
- examine one’s own beliefs, feelings, abilities and shortcomings and how they affect relationship with others.
- use group generalisations without stereotyping and arbitrarily classifying individuals.
- recognise value in other individuals and groups.
- give and accept constructive criticisms.
- accept responsibility and respect the rights and property of others.
- show concern for the safety of persons and property.
- willingly explain and support their view points.
- listen to and consider the suggestions of others to reach a consensus.

**Scheme of Assessment**

**Course Work**

**Weight:** 50%

**Number and types of assessment pieces.** There should be a total of four (4) pieces consisting of three (3) compulsory pieces: a, b and c and **either** d or e.

a. Best–work Portfolio consisting of:
   - two map activities
   - two activities developed for early childhood students
   - one essay
   - one page reflection on the usefulness of the course in preparing them for teaching Social Studies at the early childhood level (10%)

b. One model (12%)

c. One test (in class essay) (8%)

d. Fieldwork report (20%)

e. Research and presentation

N.B. Internally moderated, externally sampled/moderated
Written Examination

Weight  50%

Title of Examination Paper: Social Studies Foundation Course (Early Childhood)

No. of Hours: 2 ½ hours

Type of items: Essay, map activity, structured short answer.

Structure of the Paper

Section A: Essay Question: (one of 3 questions)  25 marks

Section B: i. Structured short answer  25 marks
   ii. Map Question  25 marks

Section C: Essay question: (one of 4 questions)  25 marks

Learning Resources

- Books, Magazines, Newspapers, Pamphlets, Journals
- Tapes - audio, video
- Photographs, pictures
- Models
- Films
- Statistical data
- Surveys, reports
- Museums, historical sites, art galleries, libraries
- Resource persons
- Relevant organisations, statutory bodies and agencies e.g. Planning Institute of Jamaica, Natural Resources Conservation Authority, Office of Disaster Preparedness and Emergency Management, Caribbean Conservation Association, Government Ministries
- Atlases, Maps, Globes
- Appropriate/Relevant web sites
UNIT 1 The Nature of Social Studies

Number of Hours: 10

Unit 1.1: The Components and Goals of Social Studies
No. of Hrs: 5

Instructional Objectives: As a result of exposure to this unit the student teacher will be able to:
1. define and use key concepts correctly.
2. discuss Social Studies from different perspectives.
3. examine the goals of Social Studies teaching.
4. explain the components of the Social Studies curriculum.
5. analyse the role of the Early Childhood teacher in fostering social development.
6. assess the contribution of Social Studies to the development of the individual.
7. justify the inclusion of Social Studies in the Early Childhood curriculum.

Concepts/Vocabulary
Discipline Democratic
Values Goals
Attitudes Social sciences
Morals Humanities
Citizenship

CONTENT
1. Definition of Social Studies: objectives and key goals of Social Studies teaching.

SUGGESTED ACTIVITIES
- Group discussion and presentation

2. Nature of Social Studies:
   - Anthropology.
   - Economics.
   - Geography.
   - History.
   - Philosophy.
   - Political Science.
   - Social Anthropology.
   - Sociology.

   Draw a diagram showing how the content of Social Studies is derived from disciplines in both the Social Sciences and Humanities
   - Group work activity. Examine the early childhood curriculum and identify themes from the various disciplines


4. Role of the Early Childhood teacher.

- Group discussion/skits/ short scenarios

- Resource person
5. Contribution of Social Studies education to society.

Unit 1.2: Approaches to the Teaching of Social Studies at the Early Childhood Level

No. of Hrs: 5

Instructional Objectives: As a result of exposure to this unit the student teacher will be able to:
1. define and use concepts correctly.
2. examine the different approaches to the teaching of Social Studies.
3. discuss the rationale for the inclusion of selected social studies themes.
4. examine the organisation of the social studies content in the early childhood curriculum.
5. choose appropriate strategies for early childhood students.
6. listen to and consider the suggestions of others to reach a consensus.

Concepts/Vocabulary

<table>
<thead>
<tr>
<th>Approach</th>
<th>Spiral Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>Thematic</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Integrated</td>
</tr>
<tr>
<td>Multidisciplinary</td>
<td>Inquiry</td>
</tr>
<tr>
<td>Expanding Horizon</td>
<td>Problem solving</td>
</tr>
</tbody>
</table>

6. Approaches to the teaching of Social Studies:
   • Inquiry.
   • Problem-solving.
   • Thematic.
   • Interdisciplinary.
   • Multidisciplinary.
   • Integrated.
   • Citizenship transmission.

   Suggested Activities
   • Research and discussion on the approaches
   • Examine the Early Childhood Curriculum and discuss the approaches used

7. Organisation of the Social Studies content: spiral curriculum, expanding horizon.

8. Rationale for organisation of the revised Early Childhood Curriculum.

   Suggested Activities
   • Select topics to illustrate the organisation of the content
   • Panel discussions
UNIT 2
Discovering the World Through Maps

Number of Hours: 18

Unit 2.1: Position Size and Shape of the Earth
No. of Hrs: 6

Instructional Objectives: As a result of exposure to this unit the student teacher will be able to:
1. define and use concepts correctly.
2. identify the key components of a map.
3. analyse the importance of the key components to man.
4. describe the position of the earth in relation to the sun and other planet.
5. analyse the relationship between the location of the earth and it’s characteristics.
6. assess the characteristics of the earth in supporting life.
7. examine the ways in which children can understand the relationship of things to each other.
8. discuss activities to develop children’s understanding of spatial concepts.
9. appreciate the need to preserve and sustain the earth's environment.

Concepts/Vocabulary
Space            Solar system
Proximity         Satellite
Scale             Spherical/ Geoid
Key               Planet
Cardinal points   Sun/Star
Legend

CONTENT

1. Key components of a map.
   - Examine maps to determine key components
   - Role play/utilisation and importance of maps to various categories of people

2. Location of the Earth in relation to other planets and the sun.
   - Making models of the solar system
   - Discussion of activities to illustrate spatial concepts to Early Childhood students

3. Characteristics of the earth.
   - Research
4. Relationship between earth’s location and characteristics.  Discussion/debate

5. Conservation and sustainability of the earth’s characteristics.  Case studies
Research and presentation
Creating pictures, cartoons, songs/ engage in role play to depict need for conservation

Unit 2.2: Position of Places on the Earth’s Surface
No. of Hrs: 12

Instructional Objectives: As a result of exposure to this unit the student teacher will be able to:
1. define and use concepts correctly.
2. examine the characteristics of lines of latitude and longitude.
3. locate places on the earth’s surface using lines of latitude, longitude and cardinal points.
4. identify and describe Jamaica’s global and regional position.
5. describe and map the location of one’s community, home, school.
6. locate on a map of Jamaica the political divisions, counties, parishes and capitals.
7. analyse changes with respect to parish boundaries and parishes.
8. describe the effects of rotation and revolution on places on the earth’s surface.
9. explain the relationship between latitude and climate.
10. discuss how climatic conditions affect man’s activities in different regions of the world.
11. describe the relationship between longitude and time.
12. assign and accept responsibility through group activities.
13. work cooperatively in groups.

Concepts/Vocabulary
Latitude/parallels  Axis
Degrees  Seasons
Prime meridian  Equinox
International Date line  Solstice
Equator  Time Belt/Zone
Great Circles  Climatic zones
Island  Cardinal points
County  Rotation
Parish  Revolution
Hemispheres
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Definition of lines of latitude and longitude.</td>
<td>• Map and globe activity</td>
</tr>
<tr>
<td>7. Characteristics of lines of latitude and longitude.</td>
<td>• Making models to illustrate definition and characteristics</td>
</tr>
<tr>
<td>8. Movements of the earth: rotation and revolution.</td>
<td>• Map work/Atlas/Globe activity • View pictures and photographs (video, websites)</td>
</tr>
<tr>
<td>9. Latitude and climate.</td>
<td>• Map work/Atlas, Case studies-countries in different climatic zones/relationship between climatic conditions and human activities</td>
</tr>
<tr>
<td>10. Longitude and time.</td>
<td>• Calculate time of different places • View video on new year celebrations globally (2000)</td>
</tr>
<tr>
<td>11. Jamaica's global position.</td>
<td>• Examine map to determine latitudinal and longitudinal position, hemispheric location, location in relation to continents</td>
</tr>
<tr>
<td>12. Jamaica's regional position.</td>
<td>• Examine and construct map to determine position in relation to other Caribbean islands</td>
</tr>
<tr>
<td>13. Directional relationship between places.</td>
<td>• Make and use directional findings • Use compass direction to describe locational relationships • <strong>Draw a plan/map of one's community, home, school</strong> • Map routes to various destinations</td>
</tr>
</tbody>
</table>
UNIT 3 The Use and Management of the Physical and the Built Environment

No. of Hours: 22

Unit 3.1: Physical Features and Land Use
No. of Hrs: 8

Instructional Objectives: As a result of exposure to this unit the student teacher will be able to:
1. define and use concepts correctly.
2. classify landmasses and water bodies.
3. identify and locate features on earth’s surface.
4. locate main physical features on a map of Jamaica.
5. identify areas which are prone to earthquakes and volcanoes.
6. explain the causes of earthquakes and volcanoes.
7. classify earth’s natural resources.
8. explain how people use resources to satisfy needs.
9. assess the impact of the use of resources on the environment.
10. describe the ways in which people have modified physical features for development.
11. analyse the effectiveness of conservation measures.
12. plan activities suitable for early childhood students.
13. accept responsibility for sustaining earth’s natural resources.
14. examine environmental issues from varying perspectives.

Concepts/Vocabulary
- Environment
- Physical environment
- Earth’s structure: core, mantle, and crust.
- Landmasses
- Water bodies
- Physical Features/ mountains, rivers, lowlands, valleys
- Degradation
- Resources - Natural [renewable, non-renewable,]
- Natural Vegetation
- Plate Tectonic
- Volcanoes
- Earthquakes
- Pollution
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Structure of Earth - core, mantle, crust.</td>
<td>Demonstrate structure of the Earth using relevant object</td>
</tr>
<tr>
<td>2. Main features of Earth’s surface.</td>
<td>Map activities (identify and locate landmasses and water bodies)</td>
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<tr>
<td>3. Classification of landmasses and water bodies.</td>
<td>Map activities (scrambled continents)</td>
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<td></td>
<td>Develop lists of landmasses and water bodies, categorise them</td>
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<tr>
<td>4. Main physical features in Jamaica (highlands, lowlands, rivers).</td>
<td>Categorise physical features and identify physical features on map using map legend.</td>
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<tr>
<td></td>
<td>Compare features regionally and globally</td>
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<td></td>
<td><strong>Making models to illustrate physical features</strong></td>
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<tr>
<td>5. Main physical divisions (Jamaica), e.g., Eastern mountain ranges,</td>
<td>Engage in field work to identify and examine these physical divisions</td>
</tr>
<tr>
<td>Central limestone plateau, coastal plain and interior valleys).</td>
<td><strong>Construct a game to reflect relationship between land use and physical features</strong></td>
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<td></td>
<td>Research/display findings</td>
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<tr>
<td>6. Relationship between physical features and land use in Jamaica.</td>
<td>Interacting with resource persons</td>
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<td></td>
<td>Planning for field visits</td>
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<tr>
<td>7. Peoples’ adaptation to their physical environment/ role of</td>
<td>Viewing films, slides, video presentation</td>
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<td>technology, e.g., design of buildings, materials used in construction.</td>
<td><strong>Organise poster exhibition and competition (compiling poems, stories, songs, art work)</strong></td>
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<tr>
<td>8. Impact of human activities on the utilisation of highlands, lowlands,</td>
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<tr>
<td>rivers.</td>
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<td></td>
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<tr>
<td>9. Global conservation efforts, (Government, Non-governmental</td>
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<tr>
<td>organisations).</td>
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<td></td>
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<tr>
<td>10. Conservation practices in Jamaica measures taken to conserve water</td>
<td></td>
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<tr>
<td>bodies, soil, watersheds, etc.</td>
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</tbody>
</table>
   - Making models to demonstrate earthquakes and volcanoes
   - Collect photographs and pictures
   - Analysing reports on earthquakes and volcanoes

12. Impact of earthquakes and volcanoes on human activities.
   - Field trips: Port Royal (Jamaica); Monsterrat (case study)

Unit 3.2: Climate, Flora, Fauna and Human Activities
No. of Hrs: 8

Instructional Objectives: As a result of exposure to this unit the student teacher will be able to:
1. define and explain correctly the concepts used.
2. identify activities suitable for Early Childhood students.
3. describe the climate of Jamaica.
4. explain the factors influencing the climate of Jamaica.
5. identify and explain the variations in Jamaica’s weather according to location.
6. observe and record weather elements.
7. interpret graphs and statistical information.
8. explain how climate influences peoples activities.
9. describe ways by which weather changes observed in Jamaica are linked to human activities.
10. discuss the relationship between climate and the distribution of Jamaica’s natural vegetation.
11. describe ways in which man has destroyed or modified the natural vegetation and habitat of animals.
12. explain the relationship between climatic hazards, location, geology and activities of man.
13. discuss the conservation of vegetation and protection of wildlife.
14. practice measures of conservation and disaster preparedness.
15. accept responsibility for their own actions.

Concepts/Vocabulary
Climatic elements    Global Warming
Climatic factors    Ozone Layer
Microclimate    ecosystem
Hurricanes, floods, drought    Hazards
Tropical depression    Disasters
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Factors that affect Jamaica’s climate (latitude, altitude, wind system, distance from the sea).</td>
<td>▪ Research and group work presentation</td>
</tr>
<tr>
<td>14. Main characteristics of Jamaica’s weather and climate.</td>
<td>▪ Constructing meteorological station - record keeping, weather reading and description ▪ Develop activities suitable for Early Childhood students</td>
</tr>
<tr>
<td>15. Rainfall types in Jamaica.</td>
<td>▪ Cloud watching and description - identifying relationship between cloud types and precipitation</td>
</tr>
<tr>
<td>16. Phenomena associated with Jamaica’s weather, climate.</td>
<td>▪ Case studies, e.g., flood, droughts, hurricanes, landslides ▪ Visit disaster prone areas, interview community members on events and on disaster preparedness ▪ Develop disaster preparedness plan for home and community</td>
</tr>
<tr>
<td>17. Vegetation types.</td>
<td>▪ Interpretation of map showing distribution of different vegetation types in Jamaica</td>
</tr>
<tr>
<td>18. Habitat of animals.</td>
<td>▪ Group work / planning field activities for early childhood students ▪ Research and presentation / display of information ▪ Interacting with resource persons</td>
</tr>
<tr>
<td>19. Location of certain activities and projects.</td>
<td>▪ Field visits / research / case studies - location of specific activities and projects (solar and wind energy use in Jamaica)</td>
</tr>
<tr>
<td>20. Impact of human activities on climate, natural vegetation and habitat of animals.</td>
<td>▪ Group research and presentation</td>
</tr>
</tbody>
</table>
21. Conservation of natural resources; measures taken to conserve energy, air, plant and animal life.

- Create subject mobiles on specific conservation issues
- Plan and implement environmental project in college/community (integrated effort)
- Discuss energy and water conservation measures in the home/college

Unit 3.3: Management of the Built Environment
No. of Hrs: 6

Instructional Objectives: As a result of exposure to this unit the student teacher will be able to:
1. define the concept of urbanisation.
2. identify the built environment.
3. examine the factors influencing urbanisation in Jamaica.
4. locate on a map different settlement types and size.
5. assess the impact of squatter settlements/slums/ghettos on the development of communities.
6. design interview schedules and plan field visits.
7. work cooperatively in groups.
8. appreciate the need for the management of the built environment.

Concept/Vocabulary

<table>
<thead>
<tr>
<th>Urbanisation</th>
<th>Suburban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migration</td>
<td>Rural</td>
</tr>
<tr>
<td>Push/ Pull factors</td>
<td>Squatter Settlements</td>
</tr>
<tr>
<td>Built Environment</td>
<td>Slums</td>
</tr>
<tr>
<td>Urban</td>
<td>Ghettos</td>
</tr>
</tbody>
</table>

CONTENT

22. Definition of urbanisation.

23. Factors influencing urbanisation in Jamaica.

24. Types of settlements:
   - Urban (Cities, Towns).
   - Suburban.
   - Rural (Villages).

SUGGESTED ACTIVITIES

- Research
- Interviews
- Map activities
- Oral history of life in the different areas


- Field visits
- Debate
- Observation of historical buildings, lay-out of towns/communities, garbage disposal, maintenance of play grounds, parks, upgrading of squatter settlements, etc.
- **Poster presentation on “Clean, Environmentally friendly Towns/Communities”**
UNIT 4  Jamaica’s Historical, Political and Socio-cultural Aspects of Development

No. of Hours:  20

Unit 4.1:  Historical and Cultural Development
No. of Hrs:  10

**Instructional Objectives:** As a result of exposure to this unit the student teacher will be able to:
1. define and use concepts correctly.
2. identify the different groups which came to Jamaica and why they came.
3. examine the contributions of individuals and different racial ethnic groups on our culture.
4. tolerate diversity and show willingness to accept cultural differences.
5. value the contribution of past experiences to Jamaica’s development.
6. recognise their own potential for making a contribution to the development of their country.
7. cooperate and work in groups to complete a task.
8. develop activities to teach about personal history.

**Concepts/Vocabulary**
- Slavery
- Emancipation
- Peasantry
- Ancestors
- Culture
- Ethnicity
- Independence
- Patriotism
- Society

**CONTENT**

<table>
<thead>
<tr>
<th>1. The coming of our ancestors.</th>
<th>Map activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Contributions of ancestors (our heritage).</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field trips to historical sites, e.g., Maroon sites, Taino villages, Port Royal</td>
</tr>
</tbody>
</table>
3. Celebrations of special occasions, customs and practices.
   - Reading extracts from Caribbean literature (poems, stories)
   - Engaging in creative writing
   - Listening to tapes and folk culture
   - Viewing slides, documentaries, pictures
   - Interviewing senior citizens
   - **In groups plan and organise Jamaica Day to showcase ethnic and cultural diversity**

4. Profiles of Jamaica’s National Heroes/Heroin.
   - Compile biological data on Heroes
   - Interviews - Marcus Garvey Scholars, etc.

5. Outstanding Jamaicans in various fields (education, health, agriculture, art, dance, music, drama, politics, etc.)
   - **In groups create brochure on contribution of outstanding Jamaicans in selected fields**

6. The active citizen.
   - **Life history of an active citizen in one’s community**

7. National symbols and emblems.
   - Discussion/debate

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**Unit 4.2: Individuals, Social Groups and Institutions**

**No. of Hrs:** 10

**Instructional Objectives:** As a result of exposure to this unit the student teacher will be able to:

1. define and use concepts correctly.
2. distinguish between primary and secondary groups and formal and informal groups.
3. describe the characteristics and roles of social groups and institutions.
4. examine the role of socialisation in influencing self-identity and lifestyles.
5. research main types of institutions, functions and changing structure and roles in contemporary Jamaica.
6. describe the structure and function of government.
7. discuss the provisions made for the conservation and preservation of the environment in the constitution.
8. explain the rights and responsibilities of citizens in a democratic society.
9. appreciate the right to vote in an election.
10. analyse the impact of changes on the development of the society.
11. develop strategies for conflict resolution.
12. demonstrate a willingness to act responsibly in their political participation and behaviour.
13. recognise that individuals while unique belong to several different groups.

**Concepts/Vocabulary**

<table>
<thead>
<tr>
<th>Primary groups</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary groups</td>
<td>Democracy</td>
</tr>
<tr>
<td>Formal/informal group</td>
<td>Citizens</td>
</tr>
<tr>
<td>Social group</td>
<td>Right</td>
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<td>Social institution</td>
<td>Responsibility</td>
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<td>Socialisation</td>
<td>Government</td>
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<td>Family</td>
<td>Parliament</td>
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<td>Peer group</td>
<td>Parties</td>
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<td>Norms</td>
<td>Election</td>
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<td>Mores and Laws</td>
<td>Electoral system</td>
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<td>Social control</td>
<td>Parenting</td>
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**CONTENT**

   • Sharing life experiences

9. Personal history.
   • Develop personal history using a time line/make a history museum (collection of mementos of grandparents, parents)

10. Types, characteristics and roles of social groups: primary; peer group; family.
    • Researching social groups, roles functions
    • **Create family tree/interviewing family members**

    • Conduct survey in class, college and present results

12. Social institutions (religion, education, government).
    • Work in groups to collect data on social institutions
    • Lecture
    • Resource person/ visits to parliament, etc.
    • Interviewing MP/Councilors

    • Discussion on constitutional rights
    • Role play: mock elections/ appraise performance
    • Interacting with resource persons

15. Changes in structure and functions of groups and institutions, e.g., family.

16. Impact of changes.

- Engage in debate or discussion on the extent to which changes reflect societal needs, facilitate or hinder development
- Conduct interviews
UNIT 5 Economic Aspects of Development/Jamaica

No. of Hours: 20

Unit 5.1: Use of Resources and Sustainable Development
No. of Hrs: 15

Instructional Objectives: As a result of exposure to this unit, student teachers will be able to:
1. define and explain correctly the concepts used.
2. assess the need for an informed, educated and healthy population.
3. name and locate main areas of production of goods and services.
4. explain the linkages between and among resources in the economy.
5. discuss the contribution of the utilisation of resources to the development of Jamaica.
6. assess the problems associated with the utilisation of resources.
7. examine conservation measures associated with the use of resources.
8. analyse the role of government in various economic sectors in Jamaica.
9. assess the impact of population growth on development and use of resources.
10. research and report on relevant topics.
11. appreciate the value of Jamaican resources and be willing to participate in initiatives to conserve them.
12. make appropriate changes to one’s lifestyle, attitudes and values.
13. develop activities for early childhood students.

Concepts/Vocabulary
Sustainable Development    Brain-drain
Human Resources            Types of education
Extractive resources       Population
Service resources          STI's
Agriculture                HIV/AIDS
Tourism

CONTENT

1. Development of Human Resources: 
   Educational, health facilities, employment opportunities, etc.

2. Health and well being.

SUGGESTED ACTIVITIES

• Collecting and discussing topical issues (newspaper articles)
• Research on impact of STI's, HIV/AIDS, drug abuse, etc., on development of human resource/society
3. Economic activities:
   - Extractive resources-minerals, farming, fishing, forestry, horticulture.
   - Service resources- tourism, energy, communication.
   - Manufacturing / processing- food processing, furniture, block making, textiles and garments, assembly type, cottage industries.

   - Field visits

4. Impact of economic activities (contribution to development).

   - Interpretation of national statistical information on sectors of the economy

5. Impact of economic activities on the environment (pollution and degradation).

   - Field visits
   - Analyse case studies


   - Establish small areas for conservation measures and observe and record findings
   - Interacting with resource persons from various institutions

7. Functions of authorities/ implementation of laws in the monitoring and control of environmental use (Government and non-governmental organisations).

Unit 5.2: Internal and Global Connections
No. of Hrs: 5

Instructional Objectives: As a result of exposure to this unit students will be able to:
1. use and define concepts correctly.
2. analyse the impact of technological advancement in communication and transportation on man.
3. discuss trading relations internally, regionally and globally.
4. state the functions of specific regional organisations.
5. discuss the factors which hinder / promote regional and international cooperation.
6. listen to and consider the suggestion of others to reach a consensus.
### Concepts/Vocabulary

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<tr>
<th>Import</th>
<th>Integration</th>
<th>Common market</th>
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<tbody>
<tr>
<td>Export</td>
<td>Globalisation/ Global village</td>
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<tr>
<td>Bilateral Agreement</td>
<td>Regionalisation</td>
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<tr>
<td>Multilateral agreement</td>
<td>Trading blocs</td>
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### CONTENT

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<th>SUGGESTED ACTIVITIES</th>
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8. Modes of telecommunications, e.g., E-mail, e-commerce, internet.  

9. Modes of transportation-aircrafts, automobiles, trains, etc.  

10. Impact of modes on human activities and linkages.  

11. Trading relations.  

12. Regional and global cooperation (areas of cooperation, factors promoting/ hindering cooperation, achievement).  


### SUGGESTED ACTIVITIES

- Research/discussion  
- Role play  
- Visits to supermarkets/ institutions to identify areas of origin of goods.  
- Compile classification table of imported and exported products  
- Research: Role of international and regional organisations  
- **Group activity: Mini U.N. conferencing on a global issue**  
  - Role play  
  - Visits to resource centers to observe facilities, e.g., Conference Center to observe international conferences in session  
- Research/debate/discussion
References


