

OECS EDUCATION DEVELOPMENT PROJECT (OEDP)

SOCIAL SCIENCES CURRICULUM FOR SECONDARY SCHOOLS: GRADES 7-9

PROGRAMMES OF LEARNING



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TABLE OF CONTENTS	PAGE
ACKNOWLEDGEMENTS	3
MESSAGE BY THE CHIEF EDUCATION OFFICER	4
FOREWORD	6
THE NATIONAL CURRICULUM AND ASSESSMENT FRAMEWORK: PRINCIPLES AND VALUES	9
MISSION STATEMENT	9
VISION AT THE END OF SCHOOLING	10
VISION OF THE TEACHER OF THE NCAF	11
STRUCTURE OF THE NATIONAL CURRICULUM	12
THE AIM OF THE SOCIAL SCIENCES CURRICULUM	14
STRAND 1: CIVIC IDEALS, PRACTICE, AUTHORITY AND GOVERNANCE	17
STRAND 2: CULTURAL HERITAGE	25
STRAND 3: PRODUCTION, DISTRIBUTION AND CONSUMPTION	31
STRAND 4: PEOPLE, PLACES AND THE ENVIRONMENT	37

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Message from the Chief Education Officer Mrs. Susan Dougan

Globalization and the knowledge economy pose numerous challenges to small island developing states. St. Vincent and the Grenadines is no exception. With the transformation of entire economies and cultures, schools are expected to keep pace, and educators have to rethink and reform the education system to grapple with these challenges by increasing access and providing opportunities for the student population to acquire skills and gain knowledge for living and production.

The curriculum is a powerful instrument through which education reform is pursued. The curriculum has to provide opportunities for personalizing learning by introducing flexibility in what is taught. It has to be relevant and engaging for all pupils. The curriculum should create learning opportunities for each child by considering the range of abilities, aptitudes and diverse backgrounds of all students. The foundation skills - literacy, numeracy and ICT are also of utmost importance but initiative, creativity and problem solving must transform the way of thinking and doing.

The new curriculum and assessment framework makes provision for new approaches and the use of innovative modalities to encourage teachers to change from traditional to interactive approaches; to foster critical thinking and problem-solving while engaging teachers in proper assessment practices which will enable them to provide evidence-based-intervention strategies for all learners.

The framework also allows practitioners to hone the latent energies and abilities of students through the design, technology, physical education, performing and creative arts curricula. This, it is hoped, will provide future

citizens with skills and knowledge to be employable, competitive, self-sufficient and to increase civic and democratic responsibility.

Through the use of this curriculum, from Kindergarten to grade 9, the education received will determine the citizens' capacity to prosper and to help the economy to bloom.

The new thrust to introduce teachers' guides into schools strengthens the initiative to provide the appropriate resources to allow teachers to implement all programmes of learning. I urge teachers to make maximum use of these resources so that the nation's children will continue to benefit from the opportunities provided in all classrooms.

Susan Dougan

Susan Dougan
Chief Education Officer

FOREWORD

The phased introduction of Universal Secondary Education (USE), completed in 2005, highlighted the need for appropriate curricula to meet the varying needs and interests of the increased, more diverse student population entering secondary schools.

USE led to a further fragmentation of the current curricula as different secondary schools adopt different coping strategies to meet their diverse students' needs.

Hence for USE to be deemed effective there was an urgent need for the Government of St. Vincent and the Grenadines and in particular the Ministry of Education to provide a uniform curriculum framework for all secondary schools, thus providing more equitable access for all.

The Education Act of 1992 and the ESDP (2002-2007), sought to address these issues by providing for the development of a National Curriculum and Assessment Framework (NCAF), which provides flexibility for schools to customize the curriculum, subject to policy requirements, to best meet the needs of their students.

This National Framework, developed through a wide-ranging consultative process and participatory methodologies, led to the development of National Curriculum Programmes of Learning (POLs) and Teachers Guides in nine (9) subject areas: *Creative Arts (Dance, Art, Drama and Music), Design and Technology, Foreign Languages (French and Spanish), Health and Family Life Education, Language Arts, Mathematics, Physical Education and Sports, Science and Social Sciences.*

These Programmes of Learning seek to raise the performance and standards of teachers and students by providing Attainment Targets and basic Learning Outcomes and Achievement Indicators that ALL students are expected to achieve.

The *Attainment Targets* describe what each student should know, be able to do and the desirable attitudes they should display.

The *Learning Outcomes* are derived directly from the Attainment Targets. They indicate the basic depth and breadth of what students should know, be able to do, and the desirable attitudes they should demonstrate.

The *Achievement Indicators* state what the students should know, be able to do and the values and attitudes they must display in order that the teachers and students can know that a Learning Outcome has been achieved.

The Teachers' Guides are designed to enable ALL students to achieve the national goals for secondary education. They aim to illustrate the integration of teaching, learning and assessment.

Each Guide has been designed to suit the particular needs of each subject area. Furthermore, the Guides include sample lesson plans, assessment strategies, activities and the major resources/materials needed to effectively deliver the programmes. These documents should therefore serve as a guide for the development of instructional programmes to be implemented at the classroom level.

These Guides should therefore provide opportunities for the enhancement of teaching and learning at the classroom level and so contribute to the cognitive, affective and psychomotor development of the child.

The teacher, the main user of these Guides is envisaged as someone who:-

- Plans for teaching according to different learning styles and needs of his/her students.
- Is flexible and creative.
- Is knowledgeable of the subject he/she teaches.

The teacher of the NCAF is therefore someone who is confident in the delivery of the subject matter.

At the Ministry of Education, we are confident that these Guides will significantly enhance teaching and learning in secondary schools and eventually contributes toward the achievement of school graduates who are:-

- Literate and numerate in all domains
- Capable of sound moral and ethical judgments
- Confident and emotionally secure
- Capable of working independently and cooperatively
- Lifelong learners
- Hardworking with positive work ethics
- Knowledgeable and appreciative of their creative and artistic expressions

It is our hope that principals and teachers continue to play their roles in ensuring that these Guides are used for the enhanced development of the Nation's children as we work together to produce better citizens in St. Vincent and the Grenadines.

D. Bacchus

Deborah Bacchus (Mrs.)
Senior Education Officer - Curriculum

THE NATIONAL CURRICULUM AND ASSESSMENT FRAMEWORK: PRINCIPLES AND VALUES

The under mentioned principles and values are based on current research and are guided by the demands of the National Goals of Education for St. Vincent and the Grenadines:

- Learner/Learning Focused
- Achievement via Learning Outcomes
- Shared values
- Access to universal education for all
- Equity & Equal opportunities
- Quality
- High Expectations
- Harmonization
- Integration
- Progression
- Relevance
- Communication, Cooperation & Partnership
- Flexibility & Adaptation
- Citizenship

MISSION STATEMENT

Purpose of Education:

“To provide all persons of the State, especially the youth with opportunities appropriate to their development needs, through the provision of quality education- academic, technical-vocational, moral, physical and Sports- which will equip them with the values, attitudes, knowledge and skills for life-long learning; necessary for creating and maintaining a productive, innovative and harmonious society.”

VISION OF THE LEARNER AT THE END OF SCHOOLING

The graduate of the National Curriculum is envisaged as someone who has learned to:

- communicate effectively through words, numbers, visual images, symbols and sounds;
- be self reliant, act positively and respond appropriately to changing situations
- be computer competent, skilled in science and technology and able to apply research and evidence based skills appropriately in his/her living.
- be aesthetically and artistically aware, creative, confident, emotionally secure with well developed interpersonal and problem solving skills; capable of sound moral and ethical judgements
- engage in learning as a lifelong activity and thus be productive, adaptable citizens prepared to take up different employment opportunities to meet personal and national needs
- evaluate data to make and implement decisions and accept responsibility for those decisions in the home, workplace and wider society.

VISION OF THE TEACHER OF THE NCAF

The teacher of the National Curriculum and Assessment Framework is envisaged as someone who:

- Demonstrates love and care for all the students, respects their ideas and opinions and plans the teaching according to the students' different learning styles and needs
- Demonstrates good reasoning and problem-solving skills in the job; is knowledgeable of the subject s/he teaches, keeps abreast of current developments in the field and is confident in appropriate delivery of the subject matter
- Is flexible and creative; a good role model with high moral values, professionalism and who can use interpersonal skills to communicate competently and effectively with students, their families and other stakeholders
- Respects and values him/herself, all their students, other people, the man-made and natural environment and their interdependence

STRUCTURE OF THE NATIONAL CURRICULUM

Synopsis of the four (4) Education Stages

The twelve years of universal schooling, as prescribed in the NCAF, is organised on the basis of four education stages which are outlined below:

EDUCATION STAGES	GRADE/FORM	INDICATIVE AGES
Stage 1	K – Grade 2	5 yrs – 7/8 yrs
Stage 2	Grades 3 – 6	8 yrs – 11/12 yrs
Stage 3	Grades 7 - 9/Forms 1 – 3	12yrs – 14/15 yrs
Stage 4	Grades 10 & 11/ Forms 4 & 5	15yrs – 16/17 yrs

Education Stages 1 and 2

Stages 1&2 represent the primary school sector and are thus the first stages of formal education undertaken by all children in St. Vincent and the Grenadines. It is during these key stages that a child's character, values and attitudes towards life are developed and shaped. Schools should therefore create safe, conducive, learning environments that maintain strong links with the home, the community and nation to motivate teachers to teach, managers to manage and children to learn and achieve.

Education Stages 3 and 4

Stages 3&4 represent the secondary school sector and span the students' period of adolescence. Schools need to provide stable learning environments that are attractive and relevant to students of this age group during, what can be, a stressful period so that students are supported not only to develop the knowledge, skills and understanding to engage purposefully in a rapidly changing world, but also to develop cooperative attitudes and values that will enable them to have respect for themselves, other people and the environment so that they can live and work harmoniously together.

Expectations of a Learning Outcomes Curriculum

A Learning Outcomes Curriculum is a structured hierarchy of integrated learning. It ensures that students experience the Attainment Targets and Learning Outcomes for each subject as inter-related, and linked, both within and across subjects at each grade. It seeks to expand and support the students' opportunities to acquire the desired knowledge, skills, values and attitudes across the whole curriculum. The Learning Outcomes for each subject set out progressively more complex, deeper and broader expectations of learning that shall be made clear and explicit to all stakeholders, including the students and parents, before teaching and learning begins.

A Learning Outcomes Curriculum expects students to make sense of new knowledge in the context of their existing knowledge and so develop new understandings as learning takes place. It recognises that learning at school is only truly beneficial when learners draw on learning from their daily lives both in and outside school to learn and then transfer or apply that new learning back into their daily lives in and outside school. The process of learning is therefore considered as important as the final products and it is designed to encourage students to engage in learning as a life-long activity, as an essential pre-requisite to understand and manage their lives in an ever-changing world.

National Educational Goals state that the school graduate will:

- Collect, analyse, organise and critically evaluate information to make informed decisions based on evidence
- Have good interpersonal skills
- Identify and solve problems as critical and creative thinkers
- Be hardworking with positive work ethics
- Be self confident and emotionally secure
- Be capable of working independently as well as cooperatively with others
- Be flexible and adaptable to change
- Respect and value themselves, their families, other people, the environment and their cultural heritage
- Value diversity as a source of strength and social richness

- Be life-long learners and responsible members of the community, capable of contributing to and benefiting from the growth and development of their community, country and the world.

THE AIM OF THE SOCIAL SCIENCES CURRICULUM:

The study of Social Sciences, through the integration of history, geography and social studies, aims to provide students with the appropriate learning opportunities that allow them to attain the knowledge, skills and attitudes for becoming effective contributing citizens. It provides students with an opportunity to study relationships between people, their activities and the environment and their inter-relationships from a local, national, regional and global perspective. These relationships vary over time and space and thus students explore them in terms of historical background and geographical location. Social Sciences encourages investigation of social issues and their origins through a study of different human relationships, civic roles and responsibilities moving from an initial focus on SVG, to the Caribbean and the World. Thus, students are provided with a better understanding of who they are, where they have come from and where they are going so that they might participate constructively as citizens in a culturally diverse and changing society.

ATTAINMENT TARGETS

The Attainment Targets are derived directly from the National Education Goals and the Developmental outcomes through the subject strands. The Attainment Targets are what the learners should know, be able to do and the desirable attitudes and values that they should display in each subject when they exit formal schooling. Thus, the attainment Targets remain the same throughout the 4 Education Stages. The Attainment Targets thus collectively form a package to manage the curriculum. They ensure integration and

progression in the development of concepts, skills, attitudes, and values through the Learning outcomes. The Attainment Targets do not prescribe content or method.

LEARNING OUTCOMES

Learning Outcomes are derived directly from the Attainment Targets. A learner's achievement of the Attainment Targets is measured against the Learning Outcome at the end of each year and education stage. They indicate for each subject the agreed basic depth and breadth of what learners should know, be able to do and the desirable attitudes and values they should demonstrate or display during, and at the end of, each grade and Education Stage. While the number of Learning Outcomes for each Attainment Target is not fixed, they should not exceed a pragmatic understanding of what knowledge, skills, values and attitudes the students can feasibly achieve within the allocated curriculum time frames. A student's progress toward each Attainment Target is seen in their ability to perform against Learning Outcomes at increasingly higher levels as they move from grade to grade and from Education Stage to Education Stage. The Learning Outcomes, together with the Attainment Targets are laid out in the Programmes of Learning for each subject.

ACHIEVEMENT INDICATORS

Achievement Indicators are derived directly from the Learning Outcomes. They describe what the learner must know, be able to do or attitudes they must display to indicate or demonstrate that they have achieved the learning outcome. The Achievement Indicators therefore act as stepping-stones to achieve each Learning Outcome. The Achievement Indicators assist teachers to adjust their teaching methods and design varied learning opportunities to meet the different needs, abilities, maturities and learning styles of their students to support them in their learning and subsequent achievement of the Learning Outcomes and Attainment Targets. The Achievement Indicators are set out alongside the Learning Outcomes in the Subject Curriculum and Assessment Guides.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 1 – Civic Ideals, Practice, Authority and Governance**

ATTAINMENT TARGET: The learner can demonstrate an understanding and appreciation of national symbols, leadership and governance nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: CIVIC IDEALS AND PRACTICE			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Demonstrate an understanding of their roles and responsibilities as citizens	<ol style="list-style-type: none">1. Explain their roles and responsibilities as citizens2. Identify ways in which persons can become citizens of your country.3. Educate the public about their roles & responsibilities as citizens.	Demonstrate an understanding of citizenship	<ol style="list-style-type: none">1. Explain ‘citizenship’.2. Identify good citizenship practices (such as respect for national symbols and authority, spiritual, emotional, socially accepted behaviour)3. Demonstrate good citizenship practices through various activities (posters, jingles, poems, calypsos).4. Educate the public about their roles & responsibilities as citizens .

SUBJECT: SOCIAL SCIENCES

EDUCATION STAGE: THREE (3)

STRAND: 1 – One Civic Ideals, Practice, Authority and Governance

ATTAINMENT TARGET: The learner can demonstrate an understanding and appreciation of national symbols, leadership and governance nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: CIVIC IDEALS AND PRACTICE	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Examine the relationship between citizenship and national development	<ol style="list-style-type: none">1. Explain the concept of national development2. Discuss the relationship between citizenship and national development.3. Identify key indicators of national development (to include: balance of trade, GDP and GNP (e.g.) literacy and employment)

SUBJECT: SOCIAL SCIENCES

EDUCATION STAGE: THREE (3)

STRAND: 1 – Civic Ideals, Practice, Authority and Governance

ATTAINMENT TARGET: The learner can demonstrate an understanding and appreciation of national symbols, leadership and governance nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: AUTHORITY			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Understand <i>and appreciate</i> the importance of leadership in national development	<ol style="list-style-type: none">1. Explain the term “Leadership”2. Identify the qualities of a good leader.3. Identify the leaders who have contributed to national development, for example, Trade Unions, Culture, Economics, Education, Finance, Literature, Medicine, Music, Politics, Sports.4. Discuss the role played by these leaders in their various organisations within the national context.	Examine and describe the different types of leadership	<ol style="list-style-type: none">1. Identify the different leadership styles autocratic, laissez-faire, democratic.2. Describe the characteristics of various leadership styles3. Discuss the strengths and weaknesses of the different styles of leadership.

SUBJECT: SOCIAL SCIENCES

EDUCATION STAGE: THREE (3)

STRAND: 1 – One: Civic ideals, Practice, Authority and Governance

ATTAINMENT TARGET: The learner can demonstrate an understanding and appreciation of national symbols, leadership and governance nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: AUTHORITY	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Examine the contribution of outstanding leaders in regional development	<ol style="list-style-type: none">1. Explain the term “development2. Identify outstanding leaders in regional development (to include social, political and economic development).3. Discuss their contribution to regional development

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 1 – Civic Ideals, Practice, Authority and Governance**

ATTAINMENT TARGET: The learner can demonstrate an understanding and appreciation of national symbols, leadership and governance nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: GOVERNANCE			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Demonstrate an understanding of the various types of government systems locally, regionally and internationally	<ol style="list-style-type: none">1. Trace the history of government systems in your country. (crown colony, statehood, constitutional monarchy)2. Explain the working of each system3. Compare the different types of government systems.	Explain the structure of government in the Caribbean.	<ol style="list-style-type: none">1. Identify the different structures/arms of government2. State the functions of government (generally)3. Explain the function of each arm of government

SUBJECT: SOCIAL SCIENCES

EDUCATION STAGE: THREE (3)

STRAND: 1 – One Civic Ideals, Practice, Authority and Governance

ATTAINMENT TARGET: The learner can demonstrate an understanding and appreciation of national symbols, leadership and governance nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: GOVERNANCE	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Examine the different electoral systems in the Caribbean and other parts of the world.	<ol style="list-style-type: none">1. Identify the different types of electoral systems.2. Explain how each electoral system works.3. Discuss the advantages and disadvantages of each system.4. Identify countries which use each type of electoral system.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 1 – Civic Ideals, Practice, Authority and Governance**

ATTAINMENT TARGET: The learner can demonstrate an understanding and appreciation of national symbols, leadership and governance nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 4: SOCIAL RESPONSIBILITY			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Understand that human beings must learn to live together.	<ol style="list-style-type: none"> 1. Explain what is meant by “the Social Environment. 2. Examine the different ways in which people interact in their social environment. 3. Identify different ways in which conflicts arise in one’s environment. (to include social, political, religious) 4. Discuss strategies which can be used to resolve/reduce these conflicts. 	Demonstrate an understanding of the Social Environment in which they live.	<ol style="list-style-type: none"> 1. Explain what is meant by “the Social environment”. 2. Identify social problems in any given environment (home, community). 3. Examine the causes of social problems in any given environment. 4. Discuss strategies to resolve/reduce these problems

SUBJECT: SOCIAL SCIENCES

EDUCATION STAGE: THREE (3)

STRAND: 1 – One Civic ideals, practice, authority and Governance

ATTAINMENT TARGET: The learner can demonstrate an understanding and appreciation of national symbols, leadership and governance nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 4: SOCIAL RESPONSIBILITY	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Examine factors which impact on the social environment locally, regionally and internationally	<ol style="list-style-type: none">1. Identify the major factors which affect the people of the region and beyond (CARICOM, CSME, CCJ, Migration, HIV/AIDS, Natural hazards, Education, EPA, Social Security, Global Warming, crime and violence)2. Discuss how these factors affect the social fabric of society.3. Evaluate the effects of these factors on the Caribbean society and the rest of the world.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 2 – Cultural Heritage**

ATTAINMENT TARGET: The learner can demonstrate knowledge and understanding of the culture and heritage of different communities in the nation and the world, and how they have been influenced by their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: CULTURAL DIVERSITY			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Distinguish between the different religious practices in the Caribbean	<ol style="list-style-type: none">1. Differentiate between religion and denomination.2. Identify the different religions in your country (to include Rastafarianism)3. Identify any other religions in the Caribbean.4. Discuss the role of religion in Caribbean Society	Demonstrate an understanding of the local and regional festivals/celebrations	<ol style="list-style-type: none">1. Identify the major local and regional festivals (to include Christmas Nine-Morning, Carnival, Independence, Gospel Fest, Reggae Sunsplash, Crop-Over, Junkanoo, Jazz Festival, Divali)2. Trace the history of each festival.3. Discuss the major changes which have taken place.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 2 – Cultural Heritage**

ATTAINMENT TARGET: The learner can demonstrate knowledge and understanding of the culture and heritage of different communities in the nation and the world, and how they have been influenced by their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: CULTURAL Diversity	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Examine the different economic/educational institutions in the Caribbean	<ol style="list-style-type: none">1. Identify the different economic institutions in your country (to include, friendly societies, credit unions, banks)2. Discuss the roles of these economic institutions.3. Discuss the role of the Caribbean Development Bank (CDB) Eastern Caribbean Central Bank, (ECCB) and the World Bank4. Identify the different types of educational institutions in your country (Preschool, Primary, Secondary, Post Secondary, Tertiary)5. Discuss the roles of these educational institutions6. Discuss the growth/development of CXC, University of Technology, University of Guyana, UWI, St. George's University and other institutions

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 2 – Cultural Heritage**

ATTAINMENT TARGET: The learner can demonstrate knowledge and understanding of the culture and heritage of different communities in the nation and the world, and how they have been influenced by their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: GEOGRAPHICAL PHENOMENA			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Demonstrate an understanding of the settlement patterns of the early people in the Caribbean	<ol style="list-style-type: none">1. Discuss the concept “settlement pattern”.2. Identify the actual settlements of the early people3. Relate the lifestyle of the early settlers to their geographical location.	Demonstrate an understanding of the settlement patterns in their country	<ol style="list-style-type: none">1. Identify the geographical setting/position of various settlements in their country.2. Describe the lay-out of these settlements, (to include environment, physical location, relief)3. Examine how settlements in the various communities have evolved over time.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 2 – Cultural Heritage**

ATTAINMENT TARGET: The learner can demonstrate knowledge and understanding of the culture and heritage of different communities in the nation and the world, and how they have been influenced by their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: GEOGRAPHICAL PHENOMENA	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Examine the different settlement patterns in the Caribbean.	<ol style="list-style-type: none">1. Identify the various settlement patterns in the Caribbean (to include city/town, urban, rural, compact, clustered, nucleated)2. Explain how and why these settlement patterns differ (physical features, population density and so forth).3. Discuss the function of settlement patterns throughout the Caribbean (to include rural function, coastal function and urban function)

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 2 – Cultural Heritage**

ATTAINMENT TARGET: The learner can demonstrate knowledge and understanding of the culture and heritage of different communities in the nation and the world, and how they have been influenced by their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: HISTORICAL BACKGROUND			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Examine the impact of colonisation on the Caribbean and the Americas	<ol style="list-style-type: none"> 1. Discuss the concept of <i>colonisation</i> 2. Identify the main countries from which colonisers came. 3. Explain the reasons for colonisation 4. Discuss the impact of colonisation on the early settlers 5. Evaluate the social, political and economic impact of colonisation on the Caribbean and the Americas 	Demonstrate an understanding of the different historical events that have affected the lives of Vincentians	<ol style="list-style-type: none"> 1. Identify the major events that have affected the lives of Vincentians socially, economically and politically (to include the slave trade, World War I, World War 2, the Great Depression, waves of Migration, 1930's riots, hurricanes, volcanic eruptions. 2. Discuss the effects of these events on the Vincentian society.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 2 – Cultural Heritage**

ATTAINMENT TARGET: The learner can demonstrate knowledge and understanding of the culture and heritage of different communities in the nation and the world, and how they have been influenced by their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: HISTORICAL BACKGROUND	
	Grade 9/Form 3	
	Learning Outcome(LO 3)	Achievement Indicators
	Demonstrate an understanding of regional and international events that have affected the Caribbean Civilisation	<ol style="list-style-type: none">1. Explain the term “revolution”2. Identify the events which led up to the Haitian revolution.3. Identify the roles played by the leaders in the Haitian revolution4. Discuss the effects of the Haitian revolution on the Caribbean.5. Examine the role of the following movements on civilization in the Caribbean – Black Power, Rastafarianism.6. Examine the political acquisition of countries in the Caribbean and the Americas. (to include British, French and Spanish)

SUBJECT: SOCIAL SCIENCES

EDUCATION STAGE: THREE (3)

STRAND: 3 – Production, Distribution and Consumption

ATTAINMENT TARGET: The learner can demonstrate an understanding that resources are used in the production, distribution and consumption of goods and services nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: PRODUCTION			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcomes (LO 2)	Achievement Indicators
	Demonstrate an understanding of the various resources found in the Caribbean	<ol style="list-style-type: none">1. Explain the term “resources”2. Distinguish between the different types of resources (renewable, non-renewable)3. Identify, on a map of the Caribbean where the different natural resources can be found.4. Discuss how the human and physical resources can be developed/sustained (for example, through health care, education)	Demonstrate an understanding of the use of resources in the production of goods and the rendering of services	<ol style="list-style-type: none">1. Identify the different types of industries (primary, secondary, tertiary, quaternary)2. Explain how different types of industries contribute to the country’s economy.3. Discuss the significance of producing goods and services –in one’s community/in one’s own country.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 3 – Production, Distribution and Consumption**

ATTAINMENT TARGET: The learner can demonstrate an understanding that resources are used in the production, distribution and consumption of goods and services nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: PRODUCTION	
	Grade 9/Form 3	
	Learning Outcomes (LO 1)	Achievement Indicators
	Demonstrate an understanding of the impact of land use on the production of goods and services	<ol style="list-style-type: none">1. Discuss the different ways in which land is used for the production of goods and services (to include farming, beaches and parks, industrial estates, shopping centres/malls, roads, airports, hotels and apartments)2. Explain how the afore-mentioned land uses contribute to the economic development of the country.3. Discuss the importance of sustainable development.4. Discuss ways in which the land as a natural resource can be managed/sustained for present and future generations.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 3 – Production, Distribution and Consumption**

ATTAINMENT TARGET: The learner can demonstrate an understanding that resources are used in the production, distribution and consumption of goods and services nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: DISTRIBUTION			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcomes (LO 1)	Achievement Indicators	Learning Outcomes (LO 2)	Achievement Indicators
	Examine the modes of distribution of goods and services locally, regionally and internationally	<ol style="list-style-type: none"> 1. Describe the different modes by which goods/services are distributed locally, regionally and internationally (to include land, sea and air, technology). 2. Discuss the advantages /disadvantages associated with the different modes of distribution. 3. Describe the role of the various links (manufacturer/producer, wholesaler, retailer, consumer) in the distribution of goods and services 4. Examine the role of communication in the distribution of good and services 	Examine the importance of trade in the provision of goods /services locally, regionally and internationally	<ol style="list-style-type: none"> 1.Explain the importance of trade. 2.Identify the countries (trading partners) with whom SVG trades regionally and internationally. 3.Discuss the pros and cons of supporting/ patronising local goods and services. 4.Discuss the factors that affect trade and commerce (to include trade embargo, free trade, open market, quota and tariffs, EPAs)

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 3 – Production, Distribution and Consumption**

ATTAINMENT TARGET: The learner can demonstrate an understanding that resources are used in the production, distribution and consumption of goods and services nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: DISTRIBUTION	
	Grade 9/Form 3	
	Learning Outcomes (LO 3)	Achievement Indicators
	Examine the importance of trading organisations in the provision of goods and services locally and internationally.	<ol style="list-style-type: none">1. Identify the organisations dealing with trade and commerce locally and regionally (to include Price Control Unit, Bureau of Standards, Consumer Affairs)2. Describe the functions of these organisations3. Investigate the benefits of local, regional and international trading organisations

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 3 – Production, Distribution and Consumption**

ATTAINMENT TARGET: The learner can demonstrate an understanding that resources are used in the production, distribution and consumption of goods and services nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: CONSUMPTION			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Develop an understanding of the factors which affect consumption /consumer affairs	<ol style="list-style-type: none"> 1. Distinguish between the different types of consumers 2. Identify and discuss the factors that affect consumption (include advertising). 3. Explain the concept of demand and supply. 	Examine the concept of consumer protection	<ol style="list-style-type: none"> 1. Discuss the rights and responsibilities of the consumer 2. Discuss the benefits derived from buying goods locally, regionally and internationally. 3. Identify ways in which the consumer can be protected 4. Describe the role played by governmental and non-governmental organisations in consumer protection.

SUBJECT: SOCIAL SCIENCES

EDUCATION STAGE: THREE (3)

STRAND: 3 – Production, Distribution and Consumption

ATTAINMENT TARGET: The learner can demonstrate an understanding that resources are used in the production, distribution and consumption of goods and services nationally, regionally and internationally.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: CONSUMPTION	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Examine the role of the financial services available to the consumer.	<ol style="list-style-type: none">1. Identify the financial services (thrift and credit) available to the consumer.2. Evaluate the credit and thrift services offered to the consumer (credit cards, hire, purchase, overdraft).3. Identify the informal savings methods available to the consumer (sou-sou, turn hand)4. Discuss ways by which individuals and groups can practise financial self-reliance (to include buying in bulk, buying locally produced goods)

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 4 – People, Places and the Environment**

ATTAINMENT TARGET: Students can demonstrate an understanding of the inter-relationship between people, places and the environment in terms of their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: PEOPLE			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Understand the concept of family.	<ol style="list-style-type: none"> 1. Discuss the term “family”. 2. Identify and explain types of family systems and structures found in the Caribbean (nuclear, single, extended, sibling) 3. Discuss the functions of the family. 4. Trace the family history using a family tree. 	Demonstrate an understanding for the dynamics of the family	<ol style="list-style-type: none"> 1. Identify the family structures/systems which exist in the Caribbean/others parts of the world. 2. Describe the roles played by the family members (mother, father, children, siblings). 3. Examine the relationships which exist among family members. 4. Examine issues which affect family life (incest, child labour, disrespect for parents and others, death, divorce, migrations, rape, unemployment, domestic, violence, HIV/AIDS)

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 4 – People, Places and the Environment**

ATTAINMENT TARGET: Students can demonstrate an understanding of the inter-relationship between people, places and the environment in terms of their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: PEOPLE	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Demonstrate an understanding for the dynamics of population.	<ol style="list-style-type: none">1. Explain the terms related to population, such as birth rate, death rate, population density, population growth and census.2. Examine the factors that affect population growth in a country (migration and so forth).3. Discuss the concept of the dynamics of population (to include migration)4. Examine the composition of the population in our country using the population pyramid.5. Discuss the impact of migration on a country's development.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 4 – People, Places and the Environment**

ATTAINMENT TARGET: Students can demonstrate an understanding of the inter-relationship between people, places and the environment in terms of their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: PLACES			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Demonstrate the different ways by which places can be located.	<ol style="list-style-type: none"> 1. Demonstrate an understanding of how each technique is used in giving location. 2. Examine the location of SVG in relation to the Caribbean region. 3. Examine the location of the Caribbean region in relation to the world. 	Understand and appreciate the relationship between lines of longitude and time	<ol style="list-style-type: none"> 1. Describe the characteristics of lines of longitude. 2. Describe the relationship between longitude and time 3. Explain how time is calculated using lines of longitude

SUBJECT: SOCIAL SCIENCES

EDUCATION STAGE: THREE (3)

STRAND: 4 – People, Places and the Environment

ATTAINMENT TARGET: Students can demonstrate an understanding of the inter-relationship between people, places and the environment in terms of their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: PLACES	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Understand that countries are located in different climatic zones	<ol style="list-style-type: none">1. Differentiate between weather and climate.2. Identify the major climatic zones in the world3. Describe the characteristic of each climatic zone.4. Identify the climatic pattern in SVG.5. Examine the role human activities (pollution) play in climate change6. Examine the impact of global warming as a climatic phenomenon.

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 4 – People, Places and the Environment**

ATTAINMENT TARGET: Students can demonstrate an understanding of the inter-relationship between people, places and the environment in terms of their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: THE ENVIRONMENT			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Develop an understanding of the physical environment of the world in which we live	<ol style="list-style-type: none"> 1. Examine the physical features of volcanic and limestone islands in the Caribbean 2. Describe the formation of natural hazards on the physical environment (earthquakes, hurricanes, volcanic activity). 3. Examine the impact of natural hazards. 4. Identify and discuss appropriate responses against the impact of natural hazards. 	To examine the importance of diversification for sustainable development	<ol style="list-style-type: none"> 1. Discuss the concepts of diversification, sustainable development and globalisation. 2. Discuss the ways in which economies can be diversified. (agro-industries, technological services, off-shore banking, eco-tourism, sport, tourism, internet banking and other service industries). 3. Describe how diversification compliments sustainable development. 4. Examine the relationship between globalisation and economic diversification. 5. Examine the impact of globalisation on small Island Developing States (SIDS)

SUBJECT: SOCIAL SCIENCES**EDUCATION STAGE: THREE (3)****STRAND: 4 – People, Places and the Environment**

ATTAINMENT TARGET: Students can demonstrate an understanding of the inter-relationship between people, places and the environment in terms of their geographical location and historical background.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: THE ENVIRONMENT	
	Grade 9/Form 3	
	Learning Outcomes (LO 3)	Achievement Indicators
	Understand that the environment can be polluted in many different ways	<ol style="list-style-type: none">1. Explain the concepts “pollution” and “conservation”2. Identify and describe the ways in which the environment can be polluted (land, sea, air) through human activity.3. Examine different conservation methods

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