

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 1

Upper Division – STD 6

AREA OF STUDY OUTCOMES

SS1.a How the social-economic-political conditions existing in pre-European times influences later developments in Belize

CROSS-CURRICULAR OUTCOMES

**Pupils should:
 CP1.b Examine information related to the issue
 SP1.c Take action based on principled choice
 SP1.a Take part in group activities**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>The Class System of the Mayan Society</u></p> <ul style="list-style-type: none"> • The priest • The nobility • The merchant class <p>The Working Class</p> <p>Artisans</p> <p>Farmers</p> <p>Slaves</p> <p>DISREGARD THIS PAGE</p>	<p><u>1. The Class System of the Mayan Society</u></p> <p>Discuss the role of each class Role-play the duties of each class Brainstorm duties of working class, artisans, farmers and slaves Compare and contrast the duties of the early Mayan society with the present day Mayan community life-style or compare and contrast the duties of early Mayan society with those of present day.</p>	<p><u>1. The Class System of the Mayan Society</u></p> <p>Oral discussion and presentation Listing duties of each class Prepare chart showing different classes of Mayas Group presentation</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 1

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>2. Trade Within the Mayan Society</u></p> <p>Define trade Goods traded in Mayan economy: cocoa bean, basketry, cotton, shells, fish and marine products etc. Perishable and non-perishable items traded Important trading centers in Belize</p> <p><u>Effects of Mayan Civilization on the Develop</u></p> <p>Passive attitude Present occupational activities</p> <p>DISREGARD THIS PAGE</p>	<p><u>Trade Within the Mayan Society</u></p> <p>Set up mock-trading centers Mapping original trading cente</p>	<p><u>2. Trade Within the Mayan Society</u></p> <p>Essays Naming items traded Model of a trading center Role-play by the students</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 1

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
-----------------------------	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 1

Upper Division – STD 6

SL 4.d Discriminate between fact and fiction

M 4.b Predict the likely occurrence of an event through logical reasoning based on trend.

M 2.a Respond sensitively and appropriately to auditory and visual stimuli.

M 4.a Make and apply reasonable approximations by observing and using factual data based on meaningful references.

DISREGARD THIS PAGE

Belizean Studies (Module 3)

A History of Belize by Philip Sherlock

Resource Personnel

A History of Belize by Anthony Sabal

Belizean Studies Module 3 from B.T.C.C

AREA OF STUDY OUTCOMES

Pupils should:

SS1a Know aspects of Belize life

SS1c Study Belize's development before Independence

SS2c Learn how people use Belize's natural resources

SS3a Know how the government provides for people's needs

SS4c Understand ways in which people adapt to the environment

CROSS-CURRICULAR OUTCOMES

Pupils should:

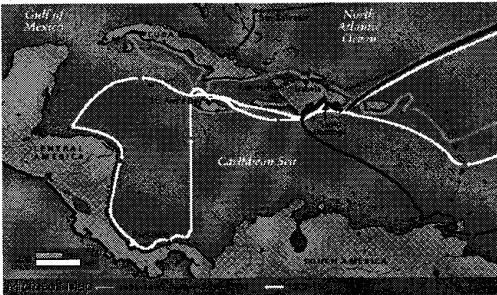
CP1b Examine information related to problem

SP2a Take part in group activities

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: MAYAS

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>The significance of October 12th</p> <p>A Reflection, not a celebration for the Mayas</p>	<p>Discussion on the impact on the Mayas of the arrival of Columbus</p> <p>Debate on significance of October 12th, advantages and disadvantages of European occupation of Maya Land (America)</p> <p>Debate on whether this region is “New World or actually Old World”</p>	<p>Report on effects/impact on the Mayas: both positive and negative</p> 

CONTENT ORGANIZED INTO	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES
-------------------------------	---	--

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

MANAGEABLE SETS		FOR ASSESSMENT
<p>The Mundo Maya Territories (Maya Empire)</p> <p>Mexican States of Tabasco, Chiapas, Campeche, Yucatan, Quintana Roo</p> <p>Central American Countries of El Salvador, Honduras, Guatemala, Belize</p> <p>Political Boundaries and Capital Cities of Central America</p>	<p>Identification of Territories: Location on the Map</p> <p>Geographic Coordinates of territories in relation to Belize</p> <p>Research on profile of Central American Countries (capital cities, currency, governance, leaders, etc.) and the socio-economic status of Mayan Population</p>	<p>Mapping of Mundo Maya</p> <p>Projects, puzzle</p> <p>Booklets on research</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Predominant Mayan Communities in Belize</p> <p>Location of each group: Yucatec Mopan Ketchi</p> <p>Orthography of each Language</p>	<p>Time Line to demonstrate that the Mayas of Belize are the direct descendants of those who built the Ancient Mayan temples</p> <p>Research on dates and probable reasons for more maya migration to this area in the 1980's</p> <p>Map work on locations in Belize</p> <p>Listen to dialogues, songs, oral sentences in the different Mayan Languages</p> <p>Comparison of the language of the three Maya Group</p> <p>Collect the sound symbols for the Languages</p>	<p>Map Work to identify different Mayas in the districts</p> <p>Oral Presentation</p> <p>Participation of individual students</p> <p>Booklet</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Characters in the struggles of the contemporary Mayas in Central America</p> <p>Marcus Canus</p> <p>Rigoberta Menchu Tum</p>	<p>Research on probable reasons for Caste War, e.g. poverty, land occupation by foreigners, etc.</p> <p>Identify region and some effects of Caste War</p> <p>Research on life experiences and contributions of Rigoberta Menchu Tum to the Maya Cause in Central America</p> <p>Identify outstanding Mayas (role models) and their contributions to Maya Cause in Belize</p>	<p>Presentation on factual research</p> <p>Role play on the life and contributions of outstanding Mayas</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
---	---	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

<p>Contemporary Mayan Culture and Traditions</p> <p>Norms, beliefs, value system and communal way of life</p> <p>Food and Nutrition</p> <p>Different dishes among Yucatec, Mopan, and Ketchi</p> <p>Arts & Craft e.g. weaving, embroidery, pottery, basket making etc.</p> <p>Mayan Clothing (Yucatec, Mopan, Ketchi)</p> <p>Stories, folktales, proverbs</p> <p>Performing Arts: The significance of drama, dances: eg. Cortez, deer, hoghead dances...</p> <p>Musicians and Musical instruments e.g. Marimba, harp, drum, flute, violin etc.</p>	<p>Display of cooking methods</p> <p>Collect and compile recipes</p> <p>Advertisement to promote culture</p> <p>Discussion on why Mayan culture should be preserved and promoted</p> <p>Resource person to demonstrate methods of Mayan Arts & Craft</p> <p>Display of clothing of each Mayan Group</p> <p>Resource person to teach embroidery</p> <p>Collect and narrate stories, folktales</p> <p>Display of/listing of musical instruments</p> <p>Identify and discuss significance of dances</p> <p>Research on different dances</p> <p>Listen to Mayan songs and dances</p> <p>Research on components of musical instruments</p>	<p>Participation of students</p> <p>Exposition of Mayas</p> <p>Input of individual student for presentations</p> <p>Dramatization</p> <p>Role play</p>
---	---	--

<p>CONTENT ORGANIZED INTO MANAGEABLE SETS</p>	<p>SUGGESTED TEACHING/LEARNING STRATEGIES</p>	<p>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</p>
--	--	--

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

<p>Tools and equipments and utensils Health and healing practices Healer (laj llonel)</p> <p>Appreciation of the importance of the Maya people to the development of the nation</p> <p>Professional Political Leaders Educators, Policemen etc.</p> <p>Agriculture Yucatecs – sugar Mopan & Ketchi – corn, rice, beans</p>	<p>Display and label tools and equipment Research on use of the tools Visit to a healer in a community Research on the importance of healing specialities and practices of healers, both past and present e.g. Eligio Panti, Traditional Healers Association of Toledo</p> <p>Booklet on research on contributions of Mayan groups to the country of Belize</p>	<p>Panel discussion Simulation</p>
---	---	--

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>EL1 Use context clues to find meaning of words EL2 Discriminate/identify sounds in English Language EL3 Write clearly, accurately and appropriately EL4 Speak clearly, accurately and appropriately SL1 Interpret/respond to messages conveyed M4 Make/apply factual data based on meaningful references M5 Collect, analyse data and predict outcomes ST7 Know about living things and their relationship in the environment ST8 Understand their interdependency H2A Ways to effectively maintain the environment H4A Participate in activity in sports, leisure and health EA1 create music, draw and paint, dances, make craft</p>	<p>History of Belize – Norda Dobson Caribbean Stories BK1 People Who Came Bk1 Thirteen Chapters of the History of Belize Atlas of Belize Reading in Belize History World Map Mainland of the Mayas (Map) – National Geographic Maya Lords and the Maize Men – Cubola Productions Colonialism and Resistance in Belize – Assad Shoman New Nation in Central America – Government of Belize Belize – A Junior History – Philip Sherlock The Living Maya (CD-Rom) – Ministry of Education Belize Studies – Module 3 (Distant Education Programme)</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

AREA OF STUDY OUTCOMES

SS1.b The social-political-economic transformation of Belize from a slave society to a “free” society

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP 2.c identify feelings

SP 2.b Express their opinions and feelings in a socially acceptable way

SP 2.f help the group to achieve its goals

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>1. Spanish attacks on the Settlement of Belize</u> Treaties between Spain and Britain Battle of St. George’s Caye</p> <p><u>2. Post slavery conditions in Belize 1838 –</u> Political structure in post slavery Belize Significant changes that took place during post-slavery during the post-slavery era</p> <p><u>3. The arrival of the East Indians in the late 1860’s</u> Their contribution to the labour force Contributions to sugar estates in Toledo and Corozal Impact of the East Indian and their immigrants creating new social classes</p>	<p><u>1. Spanish attacks on the Settlement of Belize</u> Research the different treaties between Spain and Britain Role-play the Battle of St. George’s Caye</p> <p><u>2. Post slavery conditions in Belize 1838 –</u> Use time-line to show important dates and events Discuss changes that have occurred since slavery in Belize</p> <p><u>3. The arrival of the East Indians in the late 1860’s</u> Research what East Indians contributed to the labour force Research on other immigrant groups Guest Speaker Group presentations Compilation of Portfolio</p>	<p><u>1. Spanish attacks on the Settlement of Belize</u> Group work Oral and written questions</p> <p><u>2. Post slavery conditions in Belize 1838 –</u> Map work to show St. George’s Caye and other ethnic settlements Preparation and evaluation of journals individual presentations</p> <p><u>3. The arrival of the East Indians in the late 1860’s</u></p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>4. Social transformation</u></p> <p>Education system Health services Inclusion of sports Recreational facilities (parks) Inclusion of locals (Belizeans) as professional, skilled and common labourers</p> <p><u>NATIONALISM – the Road to Independence</u></p> <p>1. People involved with the nationalistic movement: Antonio Soberanis George Price Leigh Richardson Johnny Smith Philip Goldson</p> <p>Birth of Political Parties (Political transformation) Unionism and its political role People’s United Party (1950) National Party (1957 – 1958) National Independence Party (1958 – 1973)</p>	<p><u>4. Social transformation</u></p> <p>Research about people involved in the nationalistic movement Outline the roles and contributions of various individuals involved in Belize’s Nationalistic movement Guest speaker Charts displaying dates and events Group reporting on individual nationlists Discussions on present political parties Guest speaker on industries</p>	<p><u>4. Social transformation</u></p> <p>Portfolio Evaluation of research papers Written questions Evaluation of group projects</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Economic Development/Transformation and related social impact Fisheries and Tourism Infrastructure such as: roads, bridges, ports, houses, electricity, telephone, sewer		

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
SL 2.a Use speech effectively and appropriately in a variety of Situations.	Thirteen Chapters of a History of Belize (Assad Shoman)
SL 3.b Demonstrate unity and coherence in their writing.	Readings in Belizean History
EL 3.c Demonstrate the ability to write for a full range of purposes.	A History of Belize compiled by Anthony Sabal
WT 3.a The elements which contribute to the effectiveness of the work people do.	Map of Belize
M 4.b Predict the likely occurrence of an event, through logical reasoning, based on trends.	An Atlas of Belize
	Belize Archives
	Resource personnel

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 1.c Understand the transformation of Belize from a Colony to an Independent Nation

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP 2.a Take part in group activities

SP 2..f Help group achieve its goals

CP 1.a Recognize an issue or problem

SP 3.b Assess progress in relation to achievements

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
---	---	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

<p><u>1. Constitutional time line</u> Explain the time line that led to Independence 1862 – Belize became a Colony 1871 – Belize became a Crown Colony 1954 – Belize attained Universal Adult Suffrage 1964 – Belize attained Self-Government 1970's – Internationalization of Belize's cause 1975 – Pro-Belize resolution by General Assembly of the United Nations 1981 - Independence</p>	<p><u>1. Constitutional time line</u> Guest Speaker to talk about the road to Independence Research and present developments related to our Independence Present chart illustrating the time line (events) leading to Independence Research Independence Vs. Colonial status Panel discussion Group reporting Explain the various constitution of Belize: Colonial Self-Government Independence</p>	<p><u>1. Constitutional time line</u> Individual group presentaion Written report Oral and written answering of questions Evaluation of journals Preparation/evaluation of charts</p>
---	--	---

<p>LINKAGES/CONNECTIONS</p>	<p>RECOMMENDED RESOURCES: TEACHER/STUDENT</p>
------------------------------------	--

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: HISTORY 3

Upper Division – STD 6

<p>SL 2.a Use speech effectively and appropriately in a variety of situations</p>	<p>Thirteen Chapter of a History of Belize</p>
<p>EL 3.c Demonstrate the ability to write for a full range of purposes</p>	<p>Belize Archives</p>
<p>M 4.b Predict the likely occurrence of an event, through logical reasoning based on trends</p>	<p>Resource Personnel</p>
	<p>A History of Belize compiled by Anthony Sabal</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: PHYSICAL ENVIRONMENT OF BELIZE 1

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 2.a Understand the relationship between the location of Belize and its climate and weather conditions

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP2.a - Take part in group activities

SP2.f - Help the groups to achieve its goal

SP2.g - Help to create consensus

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>1. Physical Environment of Belize</u> Location Latitude and Longitude Map reading</p> <p><u>2. Climate</u> How climatic conditions are influenced by location Type of climate in relation to location – Sub-tropical Comparison of climate in Belize and Central America and Caribbean countries</p>	<p><u>1. Physical Environment of Belize</u> Brainstorm lines of latitude and longitude (review) Locate countries (giving lines of latitude and longitude) on a map of the world/globe On a map of the world children will label lines of latitude and longitude Discussion on importance of lines of latitude or longitude Video presentation Computer/internet</p> <p><u>2. Climate</u> Brainstorm on the relationship between climate and wether Discussion on climate of Belize Research on the climate of Belize and factors that affect it Compare Belize’s climate in relation to Central America and the Caribbean</p>	<p><u>1. Physical Environment of Belize</u> Writing names of specific countries on a map Labelling countries using flashcards Draw circles showing lines of latitude and longitude Evaluating journals Landscape school-yard based on criteria set out by Teacher/students</p> <p><u>2. Climate</u> List factors that influence climate Students naming district with most/least rainfall Make a graph showing the annual temperature of Central America and the Caribbean Countries</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: PHYSICAL ENVIRONMENT OF BELIZE 1

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>3. Significant weather features in Belize</u> Advantages and disadvantages <u>Advantages</u> Drought – perfect time for logging Thunderstorm – reptiles need it for eggs to hatch Flashfloods Rainy season</p> <p><u>Disadvantages</u> Affects crops/livestock Disrupt radio/Telephone, television broadcast Affects industries and transportation</p> <p><u>4. Weather Instruments (uses)</u> Thermometer – measure temperature Barometer –measure atmospheric pressure Rain Gauge – amount of rainfall Wind vane – direction of wind Campbell – strokes sunshine recorder – measure amount of sunshine/cloud cover</p>	<p><u>3. Significant weather features in Belize</u> Brainstorm the effects of weather on our lives Group discussion/report on findings, advantages/disadvantages of weather features Local presentation (farmers, fishermen, agricultural) on weather features Video presentation on various weather features Data collection Field trips to survey advantages and disadvantages of weather features in specific areas</p> <p><u>4. Weather Instruments (uses)</u> Define weather Have display on types of weather instruments and brainstorm their uses Assign groups to research on different instruments and make models Group presentation/display of instruments Use instruments and write journals on daily reading Collection of data and graph presentation Invite resource personnel Field trip to weather station</p>	<p><u>3. Significant weather features in Belize</u> Evaluate data collected Reporting Evaluation of reports Production of models Oral and written tests</p> <p><u>4. Weather Instruments (uses)</u> Evaluate projects Evaluate graph presentation Evaluate journals Writing reports Model of simple weather instruments Written and oral tests</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: PHYSICAL ENVIRONMENT OF BELIZE 1

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
ST 2.a Achieve a deeper understanding of the revolution of the earth and moon and other celestial bodies	Caribbean Social Studies 6
EA 1.e Explore and experiment with styles, methods and techniques that have been used to create artistic representation.	Map of the world Globe, Flashcards
ST 8.a The interrelationship and dependence that exist within the environment.	Module 1 Belize Studies Map of Belize
SL 2.a Use speech effectively and appropriately in a variety of situations.	Belizean Studies Module 1
SL 4.d Discriminate between facts and opinion.	Map of Central America and the Caribbean
M 3.a Measure, estimate, express temperature, time and apply to practical situations.	Belize Weather Bureau Field Trip
SL 4.d Discriminate between facts and opinion.	Video/Television
EA 1.h Express and experiment with styles methods and techniques that have been used to create artistic presentation.	Farmers/Agricultural Personnel/Fisheries Department
ST 6.b How the force created by combining simple machine can accomplished a task.	Let's Pass Social Studies Local Radio Stations
WT 1.b Design a device to meet a need.	Weather Instruments
WT 1.c Construct a simple device to meet a need.	Data
M 5.a Collect, analyse and interpret data and predict probable outcomes	Encyclopedia

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: PHYSICAL ENVIRONMENT OF BELIZE 2

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 2.b Understand the Natural Landscape features and Natural Resources related to Human Activity

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP 2.a Take part in group activity

SP 2.e Lead and follow where appropriate

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
---	---	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: PHYSICAL ENVIRONMENT OF BELIZE 2

Upper Division – STD 6

1. Natural regions of Belize			1. Natural regions of Belize	1. Natural regions of Belize
Natural Regions and resources in relation to Human Activity			List natural regions and resources of Belize	Locate and label natural regions
<u>National Landscape</u>	<u>Natural Resources</u>	<u>Human Activity</u>	Brainstorm human activities done in different natural regions	Match regions with human activities
Cayes	beautiful beaches Seas, Reefs Marine resource Fish, conch	Tourism, fishing diving, snorkeling	Role play activities in different natural regions	Complete cross word puzzle on natural activity and human activities
Maya Mountains	Forests	Tourism, logging Agriculture	Copy notes on topic	Oral and written tests
Southern Lowland	large arable area and forest	Industries-banana rice, citrus logging/sawmilling Subsistence Farming	Group projects	Evaluating portfolios
Northern Lowland	Large flat land Area	Sugarcane farming cattle rearing, Mechanical farming	Reporting and demonstration	

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
-----------------------------	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: PHYSICAL ENVIRONMENT OF BELIZE 2

Upper Division – STD 6

H 2.a Ways to effectively maintain and improve the environment and how the state of the environment affect human well-being.

Map of Belize

Atlas of Belize

Pictures

Puzzle

Blank Maps

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: PHYSICAL ENVIRONMENT OF BELIZE 3

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 2.c Know how Natural Resources influence Settlement and Development of Belize

CROSS-CURRICULAR OUTCOMES

Pupils should:

**SP 2.a Take part in group activity
SP 2.e Lead and follow where appropriate
SP 2.f Help groups to achieve its goal**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>1. How natural resources influence the settlement and development of Belize</u></p> <p>Natural Resources in Belize (location) Industrial locations and development Settlements where industries are located e.g.</p> <p>Banana and citrus Sugarcane industries Marine industries Marine industries/tourism Migration/population density in industrial areas</p>	<p><u>1. How natural resources influence the settlement and development of Belize</u></p> <p>Do group project on what are Natural Resources (review) Use guided questions to elicit how Natural Resources influence settlement Presentation by resource personnel to tell how natural resources help to assist in development of Belize Map work to locate industries Discussion and development of industries and settlements Take students on field trip</p>	<p><u>1. How natural resources influence the settlement and development of Belize</u></p> <p>Group project on natural Resources of Belize Make a model of any natural Resource and state how it influences the development and settlement of Belize Evaluating portfolios Have groups make a flow chart depicting how Natural Resources influence the development of Belize (villages, districts) Collect/display pictures of places depicting how Natural Resources influence the development and settlements of Belize Compiling/evaluating portfolios</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: GOVERNMENT OF BELIZE 1

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL 3.d Produce written work of self fulfilment and aesthetic satisfaction	Resource Personnel
EL 3.b Produce written work that demonstrate effective English usage and grammar	Social Studies Module 8
EL 4.a Use speech effectively and appropriately in a variety of situations.	Clay, Models
H 2.a Ways to effectively maintain and improve the environment and how the state of the environment affects human well-being	Map of Belize Atlas of Belize

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: GOVERNMENT OF BELIZE 1

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

Ss 3.A Understand the major features of Central and Local Government

CROSS-CURRICULAR OUTCOMES

Pupils should:

- SP 1.a Recognize the value of children**
- SP 1.c Take action based on principled choice**
- SP 2.a Take part in group activities**
- SP 2.c Identify feelings**
- SP 2.e Lead and follow where appropriate**
- SP 2.h Accept major decisions**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
---	---	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: GOVERNMENT OF BELIZE 1

Upper Division – STD 6

<p><u>1. Functions of Local government Bodies</u></p> <p>Village Council Town Board/Town council City Council</p> <p>Liaison with Central Government Upkeep of communities Enforcement of laws and make-by laws Collecting taxes</p> <p><u>Functions of Central Government</u> Legislative Branch (P.M leader of Opposition)</p>	<p><u>1. Functions of Local government Bodies</u></p> <p>Categorize functions of local government bodies Research on laws and by-laws in local communities Charts: composition/functions Group research/presentations Discussions Questions</p> <p><u>Functions of Central Government</u> Attend house debates and make reports Research on ministries and portfolios Research branches of government Guest presentation by representatives from legislative, executive and judicial branch) Discussion of charts Pictures on House of Representative, senate and other bodies</p>	<p><u>1. Functions of Local government Bodies</u></p> <p>Essay writings Written and oral answers Group research and presentations Evaluation of reports and projects</p> <p><u>Functions of Central Government</u> Group reporting Make models and charts of all three branches of government Evaluation of reports Written and oral answers</p>
--	--	--

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
---	---	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: GOVERNMENT OF BELIZE 1

Upper Division – STD 6

<u>Functions of International Organizations in Belize</u>	<u>Functions of International Organizations in Belize</u>	<u>Functions of International Organizations in Belize</u>
<p>UNICEF UNESCO IADB (REGIONAL) IMF UNDP CARICOM – CDB (Regional)</p>	<p>Group research Research work on international agencies List the work of international organizations Debate on roles of IMF and World Bank in Belize Group presentation Chart of organizations and their functions</p>	<p>Group reporting Evaluation of reports Written and oral answering Debates Presentation and evaluation of portfolios completed by students</p>
<u>Government Revenues and Expenditures</u>	<u>Government Revenues and Expenditures</u>	<u>Government Revenues and Expenditures</u>
National budgets	Draw a pie chart showing the Government budget (revenue & expenditure)	<p>Group/individual written reports Essays chart preparations Written and oral answers Individual preparation of budget highlighting income and expenditure</p>
<u>Relationship of Civil Society with Government</u>	<u>Relationship of Civil Society with Government</u>	<u>Relationship of Civil Society with Government</u>
	<p>Debate/research current social issues Participate in a Civil Society Meeting</p>	<p>Organize and function as a youth voice for civil Society</p>

LINKAGES/CONNECTIONS

RECOMMENDED RESOURCES: TEACHER/STUDENT

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: GOVERNMENT OF BELIZE 1

Upper Division – STD 6

SL 4.c Identify main ideas and supporting details.	How we are governed
EL 1.d Apply functional reading skills in the selection, reading and interpretation of text.	National Budget
EL 2.a Respond sensitively to auditory and visual stimuli.	Newspaper/media
M4.a Make and apply reasonable approximations by observing and/or using factual data based on meaningful references.	Belize Constitution
M 5.a Collect, analyse and interpret data and predict probable outcomes.	Resource Personnel
EL 3.d Produce written work for self-fulfilment and aesthetic Satisfaction.	Atlas of Belize
EL 4.c Use body language to complement speech.	Local Newspaper (media)
	Pamphlet from Organization

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: GOVERNMENT OF BELIZE 2

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 3.B Understand the process used by the Government of Belize in conducting the business of the people

CROSS-CURRICULAR OUTCOMES

Pupils should:

**SP 1.c Take the action on principled choice
 SP 2.d Respond to the feelings of others
 SP 2.e Lead and follow where appropriate
 SP 2.g Help the group to achieve its goal
 SP 2.h Accept the major decisions**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>1. Functions of Ministries and Departments</u></p> <p>Administering/conducting government business Executing government policies Consultation in law making process Importance of good relation with public</p>	<p><u>1. Functions of Ministries and Departments</u></p> <p>Charts Outcomes duties and roles of each level of hierarchy of government departments Role play Group discussions Discussions/questions</p>	<p><u>1. Functions of Ministries and Departments</u></p> <p>Group presentations Evaluation of reports Written/oral questions and answers Entries in journals Portfolios</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: GOVERNMENT OF BELIZE 2

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL 3.d Produce written work for self-fulfillment and aesthetic satisfaction	How we are governed
EL 4.a Use speech (English) effectively and appropriately in a variety of situations	Belize Constitution
EL 4.c Use body language to complement speech	Resource personnel
	Pamphlets from Organizations
	Atlas of Belize

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 1

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 4.a Know how the major Landforms were developed

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP 1.c Suggest ways of dealing with problems

CP 1.b Examine information related to problems

SP 3.a Assess their needs and interest

SP 2.a Take part in group activities

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
---	---	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 1

Upper Division – STD 6

<p><u>1. Formation of the earth</u> Creation theory Evolution theory See page 24 Standard V</p> <p><u>2. Types of landforms</u> Elevation (mountains, hills) Plains Plateau Wells, streams, rivers, lakes</p>	<p><u>1. Formation of the earth</u> Open discussions on topic Analyze theories Interview priest, science teachers and members of society Group work Compiling portfolios Note taking</p> <p><u>2. Types of landforms</u> Review definition of previous landforms) Definition Identification distinguishing note taking mapping model types of landforms portfolio on types of landforms</p>	<p><u>1. Formation of the earth</u> Debate Group presentations Role play (interview) Collection, presentation and display portfolio Essays Oral and written answers</p> <p><u>Types of landforms</u> Testing – written/oral Group discussion and presentation Collecting/evaluating journals Display – model and portfolios</p>
<p>CONTENT ORGANIZED INTO MANAGEABLE SETS</p>	<p>SUGGESTED TEACHING/LEARNING STRATEGIES</p>	<p>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 1

Upper Division – STD 6

<p><u>Study of the atmosphere/soil</u> Types of rocks: Igneous Metamorphic Sedimentary</p> <p><u>Factors that influenced landforms</u></p> <p>Wind Rainfall Sunshine Weathering (flooding, drought) Erosion Hurricanes Earthquakes Volcanic actions</p>	<p><u>3. Study of the atmosphere/soil</u> Collect and identify types of rocks Differentiate among the types of rocks Note taking Group and presentation of oral reports Discussion of charts showing types of rocks</p> <p><u>Factors that influenced landforms</u></p> <p>Review previous research on some factors that influence landforms Wind, rainfall, sunshine, weathering erosion, hurricanes</p> <p>Research on: Earthquakes (plate tectonics) Volcanic action</p> <p>Discuss and research Make models (volcanic action) and research test Note taking</p>	<p><u>3. Study of the atmosphere/soil</u> Research and submission of written reports Group presentation Book report Oral/written evaluation</p> <p><u>4. Factors that influenced landforms</u></p> <p>Group presentation (earthquake, plate, tectonics, volcanic action) Display model/portfolio Essay Oral/written answers</p>
<p>LINKAGES/CONNECTIONS</p>	<p>RECOMMENDED RESOURCES: TEACHER/STUDENT</p>	

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 1

Upper Division – STD 6

EL 1.e Identify cause and effect relationship	Science and Geography Books
EL 1.k Interpret and follow instructions/directions	Encyclopedia
SL 2.a Use speech effectively and appropriately in a variety of Situations	Priests/Science Teachers People from various religious Denominations
SL 3.a Demonstrate unity and coherence in their writing	The Bible
SL 4.c Interpret simple forms, notes, messages and follow instructions and directions	First lesson in Physical Geography
EL 3.c Demonstrate the ability to write for full range purposes	Physical Geography in Diagrams
EL 3.d Produce written work for self-fulfillment and aesthetic satisfaction	World Geography
SL 4.c Identify main ideas and supporting details	Dictionary
SL 4.d Discriminate between fact and fiction	Internet
EL 1.d Demonstrate fluency by applying world identification strategies, Appropriately	Resource Personnel Geography Teachers – High Schools

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 1

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL 1.e Identify cause and effect relationships	World Atlas
EL 1.h Identify main ideas and supporting details	Computers/Internet
SL 2.a Use speech effectively and appropriately in variety of situations	
EL 1.d Identify sequence of events	

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 2

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 4.b Know the climatic variation across the different regions of the world and how this relates to natural vegetation.

CROSS-CURRICULAR OUTCOMES

Pupils should:

**SP 2.a Take part in group activities
CP 1.b Examine information related to problems/issues
CP 1.c Suggest ways for dealing with the problems/issues
SP 3.a Assess their needs and interests**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
---	---	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 2

Upper Division – STD 6

<p><u>1a. Climate zones into which the earth is divided:</u> Frigid Torrid Temperature</p> <p>Types of vegetation related to each climatic region</p>	<p><u>1a. Climate zones into which the earth is divided:</u> Location of climatic zones (frigid, torrid, temperature)</p> <p>Research on types of vegetations related to climatic regions (prairie, tundra, grassland).</p> <p>Investigate/discuss why certain areas are (prairie, tundra or grassland) and state why certain crops grow well in prairie, tundra and grassland areas.</p>	<p><u>1a. Climate zones into which the earth is divided:</u> Locating climatic type on globe/map</p> <p>Telling why certain vegetations are in certain regions</p> <p>Answering written and oral questions</p> <p>Reporting on group research</p>
---	---	---

<p>LINKAGES/CONNECTIONS</p>	<p>RECOMMENDED RESOURCES: TEACHER/STUDENT</p>
------------------------------------	--

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 2

Upper Division – STD 6

SL 2.a Use speech effectively and appropriately in a variety of situations	World Geography
SL 3.b Demonstrate unity and coherence in their writing	Encyclopedia
SL 4.a Interpret simple forms, notes, messages and follow instructions and directions	Globe
SL 4.c Identify main ideas and supporting details	Physical Geography in Diagrams
EL 3.b Produce written work that demonstrate effective English Usage and Grammar	Dictionary
EL 4.a Use speech (English) effectively and appropriately in a variety of situations (for a variety of functional tasks)	Blank Map

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 3

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 4.c Understand how the distribution of natural resources across the world affect human activity and settlement

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP 2.f Help the group to achieve its goals
SP 2.a Take part in group activities
SP 2.h Accept major decision
SP 1.c Take action based on principled choice
CP 1.b Examine information related to problem/issue

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>1. What are Natural Resources?</u></p> <p>Types of natural Resources Mineral – Forestry Agricultural land marine</p> <p>Location/distribution of natural resources/regions where located Areas where natural resources are distributed in abundance e.g. minerals/agricultural land</p> <p><u>How Natural resources affect human activity and settlement</u> Industrial centers Manufacturing centers Densely populated centers Rural/Urban migration</p>	<p><u>1. What are Natural Resources?</u></p> <p>Research (group/individual) Slide presentation – portfolio (notes, pictures of natural resources areas) Group discussion on different natural resources and where located Chart/graphs showing natural resources and countries where found</p> <p><u>How Natural resources affect human activity and settlement</u> Discuss where resources are located Locate on maps Industrial centers Densely populated centers Rural to Urban migration List advantages and disadvantages of rural and urban migration Make portfolios/journals</p>	<p><u>1. What are Natural Resources?</u></p> <p>Oral/written presentation Group presentations/reports Evaluation of portfolios and journals Oral and written answers</p> <p><u>2. How Natural resources affect human activity and settlement</u> Oral and written work Essays Evaluation of map reading skills Evaluation of portfolios/journals Group presentations</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 3

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Identify how human activity and settlement contribute to the over use of natural resources</u></p> <p>Global warning Pollution Industrialization Over population mechanization</p>	<p><u>Identify how human activity and settlement contribute to the over use of natural resources</u></p> <p>Research (individual/group) Discussion on global warming, pollution, over population, etc.) Portfolio (pictures/notes) e.g.: global warming, over population, mechanization and industrialization Slide presentation Field trips Presentation from environmental groups (advocates)</p>	<p>3. <u>Identify how human activity and settlement contribute to the over use of natural resources</u></p> <p>Presentation of research (individual/group) Evaluation of portfolio Written and oral test</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 3

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
-----------------------------	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: WORLD GEOGRAPHY 3

Upper Division – STD 6

SL 1.a Interpret and respond appropriately to messages conveyed through visual images and tone of voice.	World Geography – The Earth and its People Internet
SL 3.b Demonstrate unity and coherence in their writing.	Magazines – Times Student’s Companion
SL 4.a Interpret simple forms, notes, messages and follow instructions and directions.	World Atlas
EL 1.c Select material for recreational reading based on personal preference.	Blank Maps Science and Geography Books
EL4.c Use body language to complement speech.	First Lessons in Physical Geography Physical Geography in Diagrams
SL2.a Use speech effectively and appropriately in a variety of situations	Dictionary Political World Map Encyclopedia Resource Presentation

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: CULTURE 1

Upper Division – STD 6

AREA OF STUDY OUTCOMES

Pupils should:

SS 5.a Know how the different Ethnic groups interact with one another and the cultural changes that have occurred overtime

CROSS-CURRICULAR OUTCOMES

Pupils should:

- SP 2.a Take part in group activities**
- SP 2.b Express their opinion and feelings in a socially acceptable way**
- SP 1.a Recognize the values associated with choice**
- SP 2.c Identify feelings**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>1. Review process of interaction among Ethnic groups in Belize</u></p> <p>Intermarriages Group involved (e.g. Creole, Garifuna, Mayas, Mestizo, East Indians)</p> <p>Intermarriages Groups that rarely intermarry (e.g. Chinese, Mennonite)</p> <p><u>The impact of Education</u> Interaction in educational institutions</p>	<p><u>1. Review process of interaction among Ethnic groups in Belize</u></p> <p>Review together the cultural practices they have witnessed/experienced</p> <p>Tell about the groups that have different practices</p> <p>Interview to find about interaction</p> <p>Role playing</p> <p>Explain what is intermarriage</p> <p>Naming groups involved in the intermarriages</p> <p>Naming groups that rarely intermarry</p> <p><u>The impact of Education</u></p> <p>Discuss how education contributes to interactions</p> <p>Contrasting/comparing past and present interactions</p> <p>Note taking</p>	<p><u>1. Review process of interaction among Ethnic groups in Belize</u></p> <p>Groups presentation</p> <p>Written essays about cultural interaction</p> <p>Role play interaction</p> <p>Naming groups found in the communities especially ones involved in the intermarriages</p> <p>Individual presentations on ethnic interaction</p> <p><u>The impact of Education</u></p> <p>Oral/written answers to questions</p> <p>Evaluation of group research</p> <p>Group presentations</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: CULTURE 1

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
-----------------------------	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: CULTURE 1

Upper Division – STD 6

SL 2.a Use speech effectively and appropriately in a variety of situations	Dictionaries
SL 3.b Demonstrate unity and coherence in their writing.	History of Belize
SL4.a Interpret simple forms, notes, messages and follow instructions and directions	Photos
SL 4.c Identify main ideas and supporting details	Research Notes
SL 4.d Discriminate between fact and fiction	Atlas of Belize
EL 1.c Use context clues to decode the meaning of words	Resource Personnel
EL 1.d Identify a sequence of events	Photos
EL 3.c Use simple grammatical structures correctly	Personels
EL 4.c Ask questions and give information	Tape Recorder
EL 3.a Produce written work that demonstrate proper mechanics and proficiency in the convention of writing	Pictures
EL 3.b Produce written work that demonstrates effective English Usage and Grammar	Televisions
	Instruments (musical)
	Radio Station
	Information Service
	Students (secondary)
	Representatives from Cultural Groups

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem

CP 1.b Examine information related to the problem

SP1.a Recognize the values associated with issue

SP 2.a Take part in group activities

SP 2.b Express their opinions/feelings in a socially acceptable way

SP 2.e Lead and follow where appropriate

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Impact of modern technology on culture of people in Belize and other cultures of the world</u></p>	<p><u>Impact of modern technology on culture of people in Belize and other cultures of the world</u></p> <p>Discussion of how modern technology affects culture of people internationally</p>	<p><u>Impact of modern technology on culture of people in Belize and other cultures of the world</u></p> <p>Written and oral questions</p>
<p><u>Impact of language – Spanish, English</u> Trade tourism</p>	<p><u>Impact of language – Spanish, English</u></p> <p>Review list of countries Belize trades with e.g: Central America, Caricom countries, Mexico, USA</p> <p>Review languages used to communicate with other cultures.</p> <p>Through reading and discussions children discuss demonstrating characteristics of other cultures</p> <p>Interview people of different cultures</p> <p>Research</p>	<p><u>4. Impact of language – Spanish, English</u></p> <p>Evaluating interview Oral presentation Role playing, written assignment Research paper</p>
<p><u>Impact of clothing/dress on people's culture</u> Fashion, footwear (nike), jeans, styles</p>	<p><u>Impact of clothing/dress on people's Culture</u></p> <p>Study how people of different cultures traditionally dressed</p> <p>Discuss/show interaction contribute to cultural changes</p> <p>Interview people of different cultures to find out how dress/clothing has impacted their Belize society</p> <p>Children dramatize the wearing of clothes that they adopt from other cultures</p>	<p><u>5. Impact of clothing/dress on people's Culture</u></p> <p>Role play Portfolio Journal writing Research paper Written/oral questions</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
SL4.c Identify main ideas and supporting details	Resource personnel
EL1.a Use of context clues and use effectively to communicate when reading orally.	A Guide to finding Quality Information On the Internet
EL2.a Respond sensitively and appropriately to auditory and visual Stimuli	Television/Internet
SL1.a Interpret and respond appropriately to messages conveyed through visual images and tone of voice.	History/Sociology Text
SL3.b Demonstrate unity and coherence in their writing.	World Map/World Atlas
EL2.a Respond sensitively and appropriately to auditory and visual stimuli.	Encyclopedia
SL2.a Use speech effectively and appropriately in a variety of situations.	Human Resource
SL4.c Identify main ideas and supporting data.	Garifuna History, language and Culture by Sebastian Cayetano
EL1.a Use context clues and uses effectively to communicate when reading orally.	Video Cassettes
EL4.c Use body language to complement speech.	East Indian Culture (Cardinas)

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

AREA OF STUDY OUTCOMES
 Pupils should:

SS5.b Learn about cultures of the world in relation to Belizean culture

CROSS-CURRICULAR OUTCOMES
 Pupils should:

CP1 apply thinking and problem solving skills
CP2 find, interpret, and use information from a variety of sources

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Definition of Tourism</u></p> <p>Tourism involves the movement of people to destinations outside the places where they normally live and work. It also involves the activities of people during their stay at these destinations and the facilities and services needed.</p> <p><u>Types of Tourism</u></p> <p>Mass Tourism – involves large-scale development that provide large amounts of visitors with services and activities in a given area. This allows for the greatest economic return and infra-structural improvements, but does not address the impacts of large-scale enterprises on the natural environment, society and culture as well as the drain on local resources. (e.g. Cancun, Las Vegas, New York)</p>	<p><u>Definition of Tourism</u></p> <p>Group or class discussions to brainstorm and formulate the definition of "tourism." e.g. "What does "tourism" mean to you?"</p> <p><u>Types of Tourism</u></p> <p>Research on different types of tourism</p> <p>Class presentations on findings</p> <p>Formulation of questions for the students to ask the guest speaker</p> <p>Invite local guest speakers who work in tourism</p>	<p><u>Definition of Tourism</u></p> <p>Reports on formulated definitions</p> <p>Oral and written questions</p> <p><u>Types of Tourism</u></p> <p>Rubrics provided to the students for thier class presentations</p> <p>Teacher observation of students' participation</p> <p>Oral or written answers to questions on what the students learned from the guest speaker</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Alternative Tourism</u> Unlike mass tourism, it is focused on small scale SUSTAINABLE development that focuses on specific markets groups by providing services and attractions that have the least impact on the natural, social and cultural beliefs of a society using standards that govern usage, visitation, and development. (e.g. Belize, Costa Rica, Nicaragua)</p>	<p>Name 5 tourist activities or attractions in your district</p> <p>Essays</p> <p>Have children give a talk about one type of tourism</p>	<p>Accuracy of facts presented</p> <p>Worksheet</p> <p>Accuracy of the content of Speech</p> <p>List types of Tourism that is practised in their area</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Ecotourism – an activity which provides for direct contact with nature, urging compliance with conservation of the environment in parks and protected areas</p> <p>Adventure tourism – as the name implies, activities that visitors do with the sole purpose of enjoying themselves. Converting leisure time to pleasant activities, which may include: caving, rafting, diving, snorkeling, cycling, mountain climbing, sea kayaking, hiking, etc.</p> <p>Cultural tourism – the investigation of some social activities, such as: religious feasts, regional dances or the lifestyle of ethnic groups., festivals. Visiting and studying places of interest such as an archaeological site, museums or markets.</p> <p>Rural Tourism – involves hands on implementation and ownership of local enterprises by communities using local resources or attractions in a sustainable manner to attract visitors thereby providing an outlet for development while maintaining the resource or attraction for future generations. (e.g. Crooked Tree, Bermudian Landing, Sarteneja and Consejo)</p>		

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Definition of Tourists</u></p> <p>Generally, a tourist is a visitor from another place. Every tourist is a traveller, but not every traveller is a tourist.</p> <p>Three types of tourists:</p> <p>International / Foreign tourist is a person travelling outside of his/her home country e.g.: a Belizean visiting the United States</p> <p>Regional tourist visits within a defined geographical region e.g.: a Belizean visiting Guatemala</p> <p>Domestic / local tourist travels within his/her own country e.g.: a Belizean visiting another part of Belize where they do not work or visit regularly</p> <p><u>What does tourism mean to Belize? Positive and Negative Impacts:</u></p> <p>Economic Benefits Impact (positive/negative) tourism creates revenue and employment provides foreign currency used to pay for imported goods and services directly and indirectly provides employment for skilled and unskilled workers provides revenue for growth and development of Belize e.g.: infrastructural development provides demands for goods and services e.g.: increases demands on agricultural production, construction, and transportation provides revenue through various forms of taxation e.g.: customs duties, departure tax, etc.</p>	<p><u>Definition of Tourists</u></p> <p>Class discussion in order to define who is a tourist</p> <p>e.g. What is meant by the statement, “Every tourist is a traveller, but not every traveller is a tourist.”?</p> <p>Class discussion about the students’ personal experiences with tourists</p> <p>Using maps, give scenarios in order to develop the definitions of the three types of tourists</p> <p><u>What does tourism mean to Belize? Positive and Negative Impacts:</u></p> <p>Research statistics and information about tourists in Belize</p> <p>Make posters</p> <p>role-play</p> <p>oral and written reports</p> <p>debate</p>	<p><u>Definition of Tourists</u></p> <p>Contribution to discussion</p> <p>Students’ ability to match three types of tourists with examples from maps e.g.: “A regional tourist from El Salvador (here on the map) might travel to Nicaragua (here on the map).”</p> <p><u>What does tourism mean to Belize? Positive and Negative Impacts:</u></p> <p>Creativity and accuracy of role-play scenarios</p> <p>Present findings of research findings, using posters, brochures, graphs, essays, interviews, etc.</p> <p>Presentation of agreements for and against</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Economic Problems</u> lucrative tourist ventures may displace traditional land and water use land value might rise out of the range of local people alienation of people from the land because of higher wages in tourism jobs people might abandon traditional economic activities for specialized tourist occupations and learn skills that are not easily transferrable to other jobs (e.g. waitressing, tour guide, dish washer, etc.) tourism can cause price inflation</p> <p><u>Socio-cultural Benefits Impact (positive/negative)</u> cultural exchange (Belizeans learn about foreigners and foreigners learn about Belize) promotes and keeps Belize culture alive and encourages the preservation of historical and cultural heritage promotes international goodwill, understanding, and peace provides the avenue for mutual respect between cultures</p>	<p><u>Economic Problems</u> (See previous page)</p> <p><u>Socio-cultural Benefits Impact (positive/negative)</u> debate the advantages and disadvantages of tourism students write a letter inviting a foreigner to visit the sites of Belize create questionnaires for field work make projects and portfolios</p>	<p><u>Economic Problems</u> presentations on environmental issues</p> <p><u>Socio-cultural Benefits Impact (positive/negative)</u> Accuracy of data used and students' work produced Design, creativity, and color of the students' final work The students' contributions and participation in discussions</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Socio-cultural problems tourism can bring social problems such as the sale and use of illegal drugs, prostitution, increase in crimes, venereal diseases, etc. commercialization of culture – people performing just to get money, thus lowering their cultural values locals having negative attitudes towards work, preferring to chase a quick tourism dollar</p> <p>Physical Environmental Benefits</p> <p>ecotourism encourages community participation, which leads to environmental conservation of our natural resources. This includes the protection of indigenous flora and fauna for sustainable development. encourages beautification of beaches, landscaping, development of coastal regions ecotourism encourages environmental conservation and protection of our natural and physical resources/natural attractions such as beaches, reefs, mountains, lakes, forest, caves and underwater life etc. encourages preservation and conservation of manmade attractions such as historic buildings, sites and museums, maya sites, hotels and resorts conservation and protection of flora and fauna</p>	<p>See previous page</p> <p>Physical Environmental Benefits</p> <p>Design and develop a school garden Have an “Open Day” to show off the students’ work to other classes, parents and other visitors Make a brochure highlighting any tourist resort or attraction Have children view a film on Belize after which a discussion will follow Write poems relating to the physical environment of Belize Prepare questions to be asked during field trip Field work Map work showing resorts, natural attractions or Maya sites</p>	<p>See previous page</p> <p>Physical Environmental Benefits</p> <p>The students’ presentation of evidence (facts & statistics) to support their discussion The students’ speeches and presentations Oral and written questions Accuracy of information and mapping skills</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: TOURISM

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Environmental problems</u> overburdening the carrying capacity of an area – too many people using an area (e.g.: the coral reef) destruction and removal of corals, mangrove, etc. damage to beaches by overbuilding too close to the high-tide line depletion of fish resources due to commercial /over fishing depletion of water resources due to the extra burden placed on demand coastal erosion from removal of sand and stones from vulnerable areas (e.g.: beaches, rivers bank, etc.) for building increase of water, land, and air pollution due to the influx of people deforestation disregard for Environmental Laws</p>	<p><u>Environmental problems</u> See previous page</p>	<p><u>Environmental problems</u></p>

AREA OF STUDY: SOCIAL STUDIES

UNIT: Tourism

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Careers in Tourism</u></p> <p>Tourism creates jobs in many sectors:</p> <ul style="list-style-type: none"> transportation accommodation food and beverage attractions (resorts) entertainment other tourism services <p>Indirect jobs: Some jobs are indirectly created by the increase in the demand in fishing, agriculture, transportation, etc. (e.g.: fisherman, farmer)</p> <p>Direct jobs: Jobs created due to tourism. (e.g.: tour guides, hotel managers)</p>	<p><u>Careers in Tourism</u></p> <ul style="list-style-type: none"> brainstorm jobs created by tourism list the occupations created by tourism, both directly and indirectly identify jobs in different sectors of tourism interview people who work in tourism practice writing business letters, letters of application that relate to the field of tourism create brochures take a field trip to some place where the students can see people working in the field of tourism invite guest speakers games e.g. crossword puzzle, snake and ladder 	<p><u>Careers in Tourism</u></p> <ul style="list-style-type: none"> students' participation completeness and accuracy of list correct identification of jobs and matched to specific sectors relevance of questions asked during the interview quality of letters written creativity and accuracy of the brochures quality of questions asked to guest speakers accuracy of answers given

AREA OF STUDY: SOCIAL STUDIES

UPPER DIVISION STD VI

UNIT: Tourism

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Some Tourism Support Services in Belize:</u></p> <p>B.T.I.A. (Belize Tourism Industry Association) A non-profit, private sector membership organization that promotes the development of sustainable eco-cultural tourism for the benefit of Belize</p> <p>B.T.B. (Belize Tourism Board) A statutory board in the Ministry of Tourism created to develop, market, and implement tourism programs that will fulfill the emerging needs of Belize's local industries and the international tourism marketplace for the benefit of Belize.</p> <p>Belize Audubon Society A Non-Governmental Organization (NGO) that manages national parks and marine reserves.</p> <p>Mundo Maya Organization An organization representing five countries of our region. The organization promotes tourism as a means to recover an equilibrium between man and environment. Showing a different world in terms of the Mayan culture and nature, in order to capitalize on the benefits of tourism. The countries represented by the Mundo Maya organization are: Belize, Guatemala, Honduras, El Salvador, and parts of Mexico</p>	<p><u>Some Tourism Support Services in Belize:</u></p> <p>write letters to NGOs and governmental agencies involved with tourism</p> <p>prepare questions to ask guest speakers from tourism support agencies</p> <p>take field trips to a tourism support agency</p> <p>complete worksheets with questions relating to the information gained</p> <p>form a conservation group</p> <p>use map to find location of the Mundo Maya region countries</p> <p>Research and present information on the unique qualities of one of the Mundo Maya region countries</p> <p>Do a timeline to show the development of the Maya people</p> <p>Write poems or essays about the Maya</p> <p>Have a guest speaker talk about the Mundo Maya region</p>	<p><u>Some Tourism Support Services in Belize:</u></p> <p>content of letter relating to tourism</p> <p>content of, and coherence of written report</p> <p>group dynamics</p> <p>ability to use a map correctly</p> <p>accuracy of information</p> <p>clarity of presentation</p> <p>creativity of poem or essay</p> <p>oral presentation</p> <p>end of unit test (written or oral)</p>
<p>CONTENT ORGANIZED INTO</p>	<p>SUGGESTED TEACHING/LEARNING</p>	<p>SUGGESTED STRATEGIES/ACTIVITIES</p>

AREA OF STUDY: SOCIAL STUDIES

UPPER DIVISION_ STD VI

UNIT: Tourism

MANAGEABLE SETS	STRATEGIES	FOR ASSESSMENT
<p><u>Other Tourism Organizations in Belize</u></p> <p>BNTC – Belize National Tourism Council</p> <p>BHA - Belize Hotels Association</p> <p>BNTOA – Belize National tour Operators Association</p> <p>BCI – Belize Cruise Industry Association</p> <p>CCWTA – Caye Caulker Water Taxi Association</p> <p>TGA – Tour Guides Association (s)</p> <p>Programme for Belize</p> <p>The Belize Zoo</p> <p>TIDE – Toledo Institute for the Development of the Environment</p> <p>Fisheries Department</p> <p>Department of the Environment</p> <p>Archaeology Department</p> <p>Forestry Department</p>		

AREA OF STUDY: SOCIAL STUDIES

UPPER DIVISION STD VI

UNIT: Tourism

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.a	Mundo Maya Tourism School Booklet
EL1.b	Social Studies Through Discovery
EL1.d	Caribbean Social Studies BK 4 – 6
EL2.a	A History of Belize
EL3.a – EL3.d	A Geography of Belize
EL4.a – EL4.c	Caribbean Social Studies
ST8.a	The Environment of Belize
ST8.b	Wall maps of Belize and the world
SL1.a	Resources available from BTIA, BTB, etc.
SL2.a	Powerpoint presentations
SL4.c	Videotapes
SL4.d	New tour guide manual
WT3	Educational presentations
WT4	
WT5	
H2	
H3	
EA1.e	
EA1.f	
EA1.h	
SP1 - 3	

AREA OF STUDY OUTCOMES

Pupils should:

- WT 4.a Identify an areas of need**
- WT 4.b Prepare a business plan**
- WT 4.c Identify a source of financing**
- WT 4.d Activate the plan**
- WT 4.e Evaluate the business**
- WT 4.f Modify the plan**

CROSS-CURRICULAR OUTCOMES

Pupils should:

- CP 1.a Recognize an issue or a problem**
- CP 1.b Examine information related to problem/issue**
- CP 1.c Suggest ways of dealing with the problem/issue**
- SP 2.a Take part in group activities**

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Recommended time (3 weeks)</p> <p>1. Review Entrepreneurships What is Entrepreneurship? The act of organizing, operating and assuming the risk of a business venture</p>	<p>1. Review Entrepreneurships Brainstrom the meaning of the word Formulate an agreed meaning Discussion on meaning Take notes Oral presentation by student on the definition</p>	<p>1. Review Entrepreneurships Oral definition of word List examples of entrepreneurs Checklist of possible entrepreneuring activities Begin a portfolio</p>
LINKAGES/CONNECTIONS		RECOMMENDED RESOURCES: TEACHER/STUDENT

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

M 4.b Predict the likely occurrence of an event through logical reasoning based on trends.

EL 4.a Use speech effectively and appropriately in a variety of situations

Stories by teacher

Pictures

Center for Employment Training

Local Business people/Entrepreneurs

AREA OF STUDY OUTCOMES

Pupils should:

WT 4.e Evaluate the business

WT 4.h Acquire basic computer skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP 2.d Respond to the feeling of others

SP 2.e Lead and follow where appropriate

SP 2.f Help the group to achieve its goals

SP 2.h Accept major decisions

SP 3.a Assess their needs/interest

SP 3.b Assess progress in relation to achievement of goals and

Adjust goals or strategies as necessary

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>2.a Trade</u> Review: What is trade? The process of buying and selling</p> <p><u>2.b Review trade within our community</u> How trading is done in our community e.g: markets, shops, peddlars</p>	<p><u>2.a Trade</u> Brainstorm the meaning of the word Formulate meaning Discussion on meaning Oral presentation of the definition</p> <p><u>2.b Review trade within our community</u> Visit to appropriate place (s) in your community e.g: shop, market Small group sharing Group reporting Create self-initiated questions Interview vendors and peddlars</p>	<p><u>2.a Trade</u> Oral definition List examples of entrepreneurs Role play Continue portfolio entries</p> <p><u>2.b Review trade within our community</u> Retelling what they saw Group reporting Oral questioning/answering</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>2c. Review trade within our districts</u> Products within the districts e.g bananas, citrus products, sugar, peppers, rice, papayas and beans</p> <p><u>2d. Trade among Belize, Mexico, U.S.A., Central America and Caribbean Countries</u> E.g: fuel, cement, lumber, marine products, Marie sharp products, canned food, Citrus Products (sugar, banana)</p>	<p><u>2c. Review trade within our districts</u> Viisit appropriate trading areas e.g: market, shop, banana farm, citrus and sugar factories, Marie sharp Group reporting about visit Formulate self-initiated questions Research Brainstorm products produced in districts Discussion about products traded and products on the map of Belize</p> <p><u>2d. Trade among Belize, Mexico, U.S.A., Central America and Caribbean Countries</u> Research List, locate countries with their various products Group presentation Oral questioning Map work Visit to Ports interviews</p>	<p><u>2c. Review trade within our districts</u> Retelling what they saw on visit Oral questioning answers Resarch presentation Identify districts</p> <p><u>2d. Trade among Belize, Mexico, U.S.A., Central America and Caribbean Countries</u> Oral presentation Group presentation Research content Identify/locate countries involved in trading Retelling/written reports about what they saw on visit Oral questioning and answering Match countries with their trading products</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Recommended time (4 weeks)</p> <p><u>1. Factors involved in Entrepreneurship activities</u></p> <p><u>Identifying an area of need:</u> Review what is a need. A lack of something that a person or society could benefit from Review need vs. Want e.g.: of need – landscaping, trading, security of classroom, agricultural products (cassava, citrus nursery)</p> <p><u>Prepare a business plan</u> Collect data related to need (s) identified Prepare plan to include budget</p>	<p><u>1. Factors involved in Entrepreneurship activities</u></p> <p>Brainstorm the meaning of the word Formulate agreed definition Brainstorm for needs Interview personnel in community Survey for needs List needs Prioritize needs (select one) Compare and contrast need/want</p> <p><u>2. Prepare a business plan</u> Assign groups to collect specific data Discuss and evaluate data Design business plan to include budget Interviews Group presentations</p>	<p><u>1. Factors involved in Entrepreneurship activities</u></p> <p>Check list to differentiate needs and wants Oral and written questions Reporting on data collected Presentation/evaluation of data Essay writing</p> <p><u>Prepare a business plan</u> Group presentation Drafting a business plan Essays Written answers</p>
CONTENT ORGANIZED INTO	SUGGESTED TEACHING/LEARNING	SUGGESTED STRATEGIES/ACTIVITIES

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

MANAGEABLE SETS	STRATEGIES	FOR ASSESSMENT
<p><u>Identify sources of financing</u> Fund-raising e.g: walk-a-ton/work-a-ton Solicit funds from business community Governmental organizations e.g: D.F.C Non-Government Organizations Credit Unions</p> <p><u>Activate the plan</u> Carry out business plan</p>	<p><u>Identify sources of financing</u> Brainstorm different fund-raising activities/sources Identifying organizations as non-government or government (compare/contrast) Guest speaker List different businesses in the community as possible sources of funding Research on different lending agencies Visit to lending institutions and discussing results</p> <p><u>Activate the plan</u> Mail or hand deliver business letters showing business plans and soliciting funds/send thank you letters Make follow-up phone calls Obtain sponsorship for walk-a-ton/work-a-ton Acquire necessary materials for fund-raising activities Carry out actual fundraising plan Preparation of a map showing business places, and lending agencies</p>	<p><u>3. Identify sources of financing</u> Checklist on government and non-government organizations Business letter of request for donations and thank you letters Role play strategies of obtaining funds Preparation of simple budget to include income, expenditure and profit or loss Group presentation Continue portfolio entries</p> <p><u>Activate the plan</u> Oral report on all activities Preparation and sending letters to business donors Discuss response to letters Evaluate and grade business Written reports to include profit/loss Continue portfolio entries</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Evaluate the business</u></p> <p>Financial Statement What is a financial statement? (review) A financial statement is a record of your expenses and sales to show profit or loss Plan modification Plan alternative</p> <p><u>Introduction to basic computer literacy</u></p> <p>Review Turning on and off a computer Typing and retrieving basic information Printing of information Proper management/care of equipment Develop basic business plan Draft financial statement</p>	<p><u>Evaluate the business</u></p> <p>Formulate evaluation form to evaluate business Evaluate/suggest alternative plans Draft financial statement to show profit or loss Use data as basis to discuss activity and make alternative plan(s)</p> <p><u>6. Introduction to basic computer literacy</u></p> <p>Discuss and demonstrate instrumental steps in basic computer operations, care of equipment Visit business places, where basic business plans and financial_statement are drafted Invite resource_personnel to discuss and demonstrate how basic business plans and financial statements are drafted on computer</p>	<p><u>Evaluate the business</u></p> <p>Present data in a variety of ways e.g: graphs, pie charts Reports on group sharing Evaluating co-operation in groups Questions generated in modification and alternatives Conclude portfolio entries</p> <p><u>Introduction to basic computer literacy</u></p> <p>Questions generated by teacher (oral or written) Observation in field visit Make basic business plans and financial statements Retelling instructions</p>

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
-----------------------------	---

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

<p><u>English</u> EL 4.a Use speech effectively and appropriately in a variety of situations</p> <p><u>Environment</u> ST 8.a The interrelationships and dependence that exist with the Environment</p> <p><u>English</u> EL 4.c Use body language to complement speech</p> <p><u>Technology</u> WT 5.a How industrial sectors contribute to the wealth of the nation WT 5.b Understand how regional and global trading links affect the capacity of Belize to create wealth (measure quantity and calculate)</p> <p>M 3.b Use and convert money based on its relative value and its use in financial transactions</p>	<p><u>Trade</u> Stories by teacher, pictures Resource materials Dictionary</p> <p>Visit to the market, resource personnel Visit to shops, interviewing small business owners</p> <p>Visit to market, shop etc. resource personnel Interviewing small business owners, resource materials</p> <p>Visit to ports Resource personnel Fact sheets Caribbean/Central America Maps World Atlas Blank maps of Belize (Caribbean/Central America/World)</p>
--	--

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><u>Factors involved in entrepreneurship activities</u></p> <p><u>English</u> EL 2.a Respond sensitively and appropriately to auditory and visual stimuli EL 3.c Demonstrate the ability to write for a full range of purposes EL 4.a Use speech (English) effectively and appropriately in a variety of situations</p> <p><u>Technology</u> WT 1.a Identify a simple problem/need WT 1.b Design a device to meet a need/solve a problem WT 1.d Test a simple device to see if it meets/solves a problem WT 3.a The elements which contribute to the effectiveness of the work people do WT 2.a The role of different forms of communication devices in industry and commerce WT4.f Modify the plan or orientation of the business</p>	<p><u>Factors involve in entrepreneurship activities</u></p> <p>Paper, Resource personnel, members of staff Employees in cafeteria (school canteen) Teachers/students Business plan</p> <p>Business book Business teachers</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><u>Data handling</u> M 5.a Collect analyse and interpret data and predict probable Outcomes</p> <p><u>The Environment</u> ST 8.a The interrelationship and dependence that exist within the Environment</p> <p><u>Number</u> M 1.c Quantity in numbers 0 – 999999</p> <p><u>Estimate and make predictions</u> M 4.a Make and apply reasonable approximations by observing and/or using factual data based on meaningful references</p> <p>M 4.b Predict the likely occurrence of an event, through logical reasoning based on trends.</p>	<p>Resource personnel, Business people, resource materials Lending institutions Business letters</p> <p>Construction paper, Envelopes, Stamps, Telephone, Typewriter or Computers Resource personnel Telephone directory</p> <p>Paper, Resource materials Business books</p>

AREA OF STUDY: SOCIAL STUDIES

UNIT/THEME: ENTREPRENEURSHIP

Upper Division – STD 6