

STANDARDS FOR SECONDARY EDUCATION

SOCIAL STUDIES

Quality Assurance and Development Services
Ministry of Education, Youth and Sports 2004



SOCIAL STUDIES

Content Standard No. 1

Explain the multidisciplinary / interdisciplinary nature of Social Studies and explain its role in the school curriculum

Learning Outcomes

First form

- 1.1 Explain the concept of Social Studies and describe its relationship to the Social Sciences, humanities and other disciplines, which make up the Social Studies. (History, Geography, Anthropology, Sociology, Economics, Demography, Psychology)
- 1.2 Explain the contribution of Social theorists to the development of Social Studies
- 1.3 Demonstrate decision-making skills.
- 1.4 Describe the relationship of Social Studies to events / developments nationally, regionally and globally.

Second form

- 1.5 Give examples of concepts in Social Studies, explain their relationships with ideas and issues relating to developments in the society and discuss their implications.
- 1.6 Identify major developers of Social Studies in Belize and the Commonwealth Caribbean and discuss their contributions to the development of Social Studies.
- 1.7 Explain the importance of Social Studies in the curriculum, and describe its relationship with events/developments nationally, regionally and internationally.
- 1.8 Describe the nature of Social Studies.
- 1.9 Identify various types of Careers and occupations held by citizens in the Community, and describe the roles /function of these community workers

Fourth Form:

- 1.10 Identify various types of careers, the requirements for and the characteristics of given career choices
- 1.11 Identify new career opportunities and explain the impact of science and technology on transforming society (employment, business/trade, education)

Standard No.2

Identify and explain the factors contributing to an individual's identity.

Learning Outcomes

First Form

- 2.1 Define terms and explain concepts associated with the individual: unique, family tree, social being, biological being, spiritual being, emotional being
- 2.2 Explain the concept of *personal identity*.

Third Form

- 2.3 Explain and state examples of growth and development of an individual based on personality theories (Freud, Skinner, Asch, Miligram, Watson, Pavlov)
- 2.4 Describe stages of growth and development of an individual
- 2.5 Explain the function of cultural groups and social institutions in shaping an individual's identity.
- 2.6 Identify and discuss *self* as a member of the family and other social groups in the society; describe factors contributing to the uniqueness of an individual.

Standard No. 3

Define terms and concepts associated with the family; describe the traditional and contemporary functions of the family and its importance in the society; Explain the factors contributing to the dynamics of change in family types

Learning Outcomes

First Form

- 3.1 Define terms and explain concepts associated with the family associated with the family: types of families/ unions.
- 3.2 Describe the major functions of the family in contemporary Caribbean/Central American society
- 3.3 Examine and describe the impact of migration of Central American migrants on family structures in Belize
- 3.4 Describe the role of social institutions, and government agencies in undertaking family functions
- 3.5 Explain the factors influencing social changes and describe how they continue to impact change on Caribbean family structures. (HIV/AIDS, drugs included)

Third Form

- 3.6 Identify different family types in the Caribbean/ Central American regions and discuss the influence of history and culture in shaping family structures/ values placed on the family.
- 3.7 Describe the roles and responsibilities of family members in contemporary Caribbean / Central American region
- 3.8 Compare and contrast social changes in the family in the industrial revolution society, and modern/ post modern industrial Caribbean society.
- 3.9 Explain the problems facing contemporary family structures in the Caribbean
- 3.10 Explain the social, political, economic and cultural influence of women, children and families in the various cultural groups in the country
- 3.11 Explain the importance of and describe strategies for adequate preparation for parenthood in contemporary Caribbean/Central American families
- 3.12 Describe the impact that scientific discoveries and technological innovations are making on the standard of living in Caribbean/ Central American regions.
- 3.13 Identify social institutions / agencies in the society (NOPCA, Family Court, Human Services, the Church etc), and discuss their roles in attacking social problems affecting the family.
- 3.14 Summarize laws relating to the family as they apply to specific social issues: (child abuse, child support, incest, domestic violence etc.).
- 3.15 Represent and interpret statistical data graphically on aspects of the family in the form of maps, diagrams
- 3.16 Identify different types of societies and compare and contrast characteristics of each.

Standard No. 4

Draw maps, interpret and apply basic map reading skills in Social Studies.

Learning Outcomes

First form

- 4.1 Identify different types of maps; explain the function of each type.
- 4.2 Interpret maps by using scales, legends, compasses, cardinal directions and coordinates.
- 4.3 Locate water bodies and political regions in the Caribbean and the rest of the world; describe the political regions
- 4.4 Locate and describe the major landforms in Belize and the rest of the world.

Second form

- 4.5 Identify natural phenomena (volcanoes, hurricanes, earthquakes...) within the Caribbean and Central American regions and the countries they commonly affect
- 4.6 Defend the theory of Plate Tectonics and Continental Drift
- 4.7 Describe processes involved in the formation and alteration of the earth's surface
- 4.8 Locate on a map places and regions of historical importance and analyze the effect of human and geographic factors on their major historical events.

Fourth form

- 4.9 Investigate and describe the influence of geography on industrialization in the Caribbean and Central American countries (e.g. Jamaica, Trinidad & Tobago, Guyana, Barbados, Guatemala, Panama).
- 4.10 Locate and explain geographic distribution of physical/ natural resource concentration in the Caribbean / Central American regions and explain their importance to countries and region endowed with them.
- 4.11 Describe factors influencing the location of an industry

Standard No 5

Define terminologies associated with weather and climate; examine the effect of weather and climate on the country of Belize, the Caribbean and Central American regions.

Learning Outcomes

First Form

- 5.1 Define and explain the concepts and terminologies associated with weather and climate.
- 5.2 Predict and evaluate outcome of weather conditions experienced.
- 5.3 Explain the measures used in preparation for natural disasters related to weather.

Second form

- 5.4 Describe elements of weather and climate.
- 5.5 Identify and describe functions of social organizations involved in disaster preparedness in Belize and the region.
- 5.6 Describe the effect of weather and climate on the individual, the society, the community and the nation.
- 5.7 Use technology to access, organize, present and interpret data on weather.
- 5.8 Identify and analyze global factors which may affect local weather patterns (fronts, air masses, ITCZ trade winds, hurricanes etc.)
- 5.9 Evaluate the importance of the Belize Weather Bureau
- 5.10 Identify, explain and demonstrate the use of weather instruments.

Fourth Form

- 5.11 Describe global and local weather patterns and evaluate their effects on man, the economy, the society and the world.
- 5.12 Identify, discuss and summarize contemporary global weather issues (global warming, depletion of the ozone, El niño, la niña)

Standard No. 6

Make connections with weather and climate and availability of water. Identify and explain the uses of water in various sectors of society and describe the processes involved in providing potable water for communities.

Learning Outcomes

Second Form:

- 6.1 Illustrate and describe the processes involved in the hydrological cycle.
- 6.2 Identify and explain water conservation measures.

Fourth form

- 6.3 Describe the water cycle and state its function.
- 6.4 Construct a model of a modern water purification plant, describe the process involved in obtaining potable water and explain the role of technology in the process.
- 6.5 Identify and discuss ways in which water may become polluted, and evaluate pollution impact.
- 6.6 Define and use correctly concepts and terminologies associated with the water cycle and water purification process.
- 6.7 Discuss the importance of forest/ forested watershed to availability of water

Standard No.7

Use historical information, and other student friendly research tools to gather information in order to examine the social, economic and political background of the indigenous cultures prior to 1492, the early settlers and the Africans in the region.

Learning Outcomes

First form

- 7.1 Name and locate the indigenous people of the Americas prior to the arrival of Christopher Columbus 1492.
- 7.2 Describe the culture of the indigenous groups in the Caribbean region examining their social, political, cultural, religious and economic background.
- 7.3 Identify and discuss the main features of the Mayan Pre Classic period.
- 7.4 Identify the major characteristics of the Post classic Mayan period.
- 7.5 Compare and contrast the Pre Classic and Post Classic Mayan periods.

Second form

- 7.6 Analyze and describe methods used by the early Mayas to satisfy their social, economic, cultural and political needs.
- 7.7 Describe the impact of Spanish conquest on the Mayas between 1500 –1600
- 7.8 Identify and discuss factors responsible for the rise and fall of the Mayan Empire and examine the theories accounting for its collapse.
- 7.8 Compare and contrast agricultural practices in the Mayan and West African kingdoms, prior to 1492.

Standard No. 8

***Examine the effects of historical events during the period of Colonialism 1492 -1834
Chronologically sequence the events, examine relationships and describe the cause and effects of the events on the pre and post emancipation.***

Learning Outcomes

First Form

- 8.1 Develop an understanding and appreciation for history; Explain its importance in contributing to understanding the present.
- 8.2 Identify West African societies affected by the Caribbean / Central American trade and describe these societies during the nineteenth century.

Second Form

- 8.3 Explain the reasons for the migration of Europeans to the Caribbean/Central American regions.
- 8.4 Construct and interpret time lines of events and people during the period of Spanish conquest 1500 – 1660
- 8.5 Justify the reasons for sugar and the origin of slavery in the Caribbean /Central American Regions.

Third Form

- 8.6 Describe the effects of the Europeans on the social, political and economic state of the region.
- 8.7 Examine and debate the effects of slavery and its impact on the social, political and economic structures of the Caribbean region.
- 8.8 Describe the social changes in Belize and the Caribbean resulting from indentureship.
- 8.9 Explain the reason for the migration of the Garifuna to Belize and describe the impact on the settlement of Belize

Fourth Form

- 8.10 Examine and assess the impact of colonialism on agriculture, land, forestry and labour in the Caribbean / Central American regions
- 8.11 Explain the cultural impact of historical events on existing social, economic and political institutions in Belize and Caribbean societies.

Standard No. 9.

Describe the roles of the British in Belize during the 17th century and explain the terms of the Treaties signed between Spain and Britain. Explain causes for the 1798 Battle between the Spanish and British and subsequent developments following.

Learning Outcomes

Second Form

- 9.1 Explain the reasons why the Baymen settled in Belize and describe the impact of their arrival and nature of development of the settlement.
- 9.2 Describe and timeline the events leading to the establishment of Belize from a settlement to a colony.
- 9.3 Explain the reasons for the migration of the Mestizos and Mayas to Belize
- 9.4 Describe the achievements and contributions of the various cultural groups which came to Belize

Standard No. 10.

Describe the social, economic and political state of Belize in 1900. Chronologically organize local and international events impacting on Belize during the period 1900– 1981. Identify and describe the contributions of individuals and groups in the transformation of the Belizean society prior to 1950 and after in the quest towards political independence

Learning Outcomes

First form

- 10.1 Define and correctly use concepts and terms associated with independence.
- 10.2 Describe major events leading to political independence in Belize in 1981
- 10.3. Compose leadership profiles on Fathers of Nationalism in Belize outlining their contributions towards the political independence movement.

Second Form

- 10.4 Describe and evaluate the events and developments accounting for the resistance against the social, political and economic state of the region (Commonwealth Caribbean) by Belizean and Caribbean people during the period 1915 - 1960
- 10.5 Describe the contributions of the nationalists (George Price, Philip Goldson, Assad Shoman) and their influence on Nationalism and movement towards political independence in Belize.
- 10.6 Identify and describe efforts made by groups /organization in the Belizean Society, such as: UBAD, UNIA ... to address social problems in after 1914.

Third Form

- 10.7 Describe some major social developments in Belize since 1981 to present and make connections with corresponding developments in the Caribbean and Central American regions where it is possible to do so.

Fourth Form

- 10.8 Describe some major political and economic developments in Belize since 1981 to present and show relationship with corresponding developments in the Caribbean and Central American regions.

Standard No. 11

Explain the historical background to the Guatemalan Claim to Belize. Identify the Institutions /organizations involved in the conflict resolution process and discuss the importance of diplomatic relations. Outline the process involved in resolving the conflict and describe the results of negotiations during the process.

Learning Outcomes

Second Form

- 11.1 State the reason for the Guatemalan claim to Belize, Trace the developments in the negotiations process; summarize the most current negotiations

11.2 Identify regional and international organizations supporting Belize in its quest to resolve the Guatemalan Claim conflict; Describe the role of these institutions in the mediation process.

Content Standard No 12.

Discuss and examine models of migration. Identify push and pull factors of migration and discuss the impact of migration on the host and receiving countries. Use technology and other resource tools/sources to access statistical and other information about migration and migration patterns in Belize, the Caribbean and Central American regions.

Learning Outcomes

First Form

- 12.1 Define and correctly use terms associated with migration
- 12.2 Compare contrast and suggest reasons for the variation in the ethnic composition of Belize and the Caribbean regions.
- 12.3 Use maps to identify location from which migrants originate from, and to which migrants make their new home.

Second Form

- 12.4 Discuss and examine models of migration ; explain the impact of migration on the individual, the family, the host country and country of origin

Third form:

- 12.5. Show correlation between social problems experienced or caused by adolescents and absentee parents.
- 12.6 Debate that there is or there is no correlation between social problems and cultural differences

Fourth Form

- 12.7 Interpret population composition and census data using graphs; charts and propose reasons for population trends and changes.
- 12.8 Identify push and pull factors influencing migration; Discuss the impact of Emigration and immigration on the Caribbean, Central America and other receiving countries /regions.
- 12.9 Identify and propose reasons for changing migration patterns.

Content Standard No 13.

Demonstrate knowledge and skills to participate effectively as informed and responsible citizens. Identify and understand the effect major social issues may have on the society and the role of individuals as active participants to address or solve problems.

Leaning Outcomes

First Form:

- 13.1 Define the terms associated with civic pride, citizens and citizenship
- 13.2 Describe and classify types of citizens.
- 13.3 Describe the qualities of the ideal and active citizen, and develop a profile. to be used to identify qualities found in such citizens

Second Form

- 13.4 Develop social action plan projects to show their understanding about some social issues and demonstrate ability for social action.

Third Form

- 13.5 Develop a project reflecting civic ideals and practices, which addresses a need in the school community, a social institution (Children's' home, home for the aged, the shut ins, flood victims, the homeless), the church the community, the school .

Fourth Form

- 13.6 Suggest measures which may be taken to assist individuals such as the physically challenged, people living with HIV/ AIDS infection ... to either be accepted in the community or among individuals and to develop or utilize knowledge and skills they possess.

Content Standard No 14.

Describe and classify types of citizens. Explain the rights, duties and responsibilities of citizens. Describe the skills needed for active citizenship in a democratic society. (analysis, decision-making, evaluation) Demonstrate ability to use these skills through project development and execution, role-play case studies.

Learning Outcomes

First Form

- 14.1 Identify and explain the rights of the child in Belize/World
14.2. Discuss the duties and responsibility of the young adolescent in the Belizean community
14 .3. Compose poems or case studies reflecting proper use of rights, and understanding of duties and responsibilities of the young citizen

Second Form

- 14.4 Identify the provisions made for human rights in the constitution of Belize
14.5 Research information showing use of or abuse of citizen's rights and privileges and the consequences of the actions

Third Form

- 14.6 Explain the rights and responsibilities of individuals and groups in the country of Belize
14.7 Explain the basic requirements for social group cohesion in the society.
14.8 Identify and describe social issues affecting the Belizean society. Identify and propose social action strategies to address the problems.

Fourth Form

14. 9. Debate social and political, environmental issues presenting balanced discussions/ views on them.
14.10 Make proposals to effectively deal with social, political and environmental concerns.

Content Standard No. 15

Explain the benefits of regional integration to developing countries within the Caribbean and Central American regions. Explain and describe the efforts at regional integration in the Caribbean and Central America. Compare and contrast the functions of each institution established during the process. Discuss the most current developments and achievements by CARICOM and SICA for the regions.

Learning Outcomes

First Form

- 15.1 Define the term 'institutions'
15.2 Identify the major types and explain the functions of institutions in the Belizean society.
15.3 Identify major institutions in the Caribbean and Central American regions in which Belize holds membership

Second Form

- 15.4 Identify and locate
 - The CARCOM countries
 - The SICA countries
15.5 State the objectives of CARICOM and SICA
15.6 State and describe the major economic activities of the countries through integration.

Fourth Form

- 15.7 Explain the meaning of and use correctly terms and concepts associated with the CARICOM and institutions.
- 15.8 Explain the main factors that hinder regional development
- 15.9 Trace the stages of regional development in the Caribbean since The West Indies Federation; explain the advantage of each institution over its predecessor.
- 15.10 Examine the importance of regional integration and describe the challenges of Globalization.
- 15.11 Explain the importance of the Caribbean Court of Appeal. Compare and contrast its structure and function with the Privy Council Court of Appeal in England.

Standard No. 16.

Identify various types of institutions in the society. Classify institutions by type/function. Describe the strategies used to perform their functions. Suggest reasons for growth and on going emergence of institutions in the Belizean Society.

Learning Outcomes

First Form

- 16.1 Define the characteristics of institutions.
- 16.2 Compare and contrast the role and function of social / political/ economic institutions in the Belizean society
- 16.3 Describe the role and function of the Police Department in Belize.
- 16.4 Describe a programme of activities designed by the police to prevent crime or to deal with crime.

Second Form

- 16.5 Identify institutions in the Belizean society, which assist the Police Department in executing its duties and combating crime. Describe the function of these Institutions and assess the strategies used by them to combat or prevent crime.

Third Form

- 16.6 Describe the role and function of social institutions in the Belizean society. Explain membership requirements and describe the benefits of an individual's membership in such institutions.
- 16.7 Describe the impact of social, economic, cultural and political institutions on the Belizean society.

Fourth Form

- 16.8 Describe the structures, role and function of major tourism institutions in Belize.
- 16.9 Explain the relationship with other tourism institutions in the Caribbean and Central American regions.

Standard No. 17.

Distinguish between physical and human resources. Identify, classify, and locate resources found in the country. Describe use of resources in industry. Describe the strategies used in the development of human resources. Discuss the importance of Human resource development in developing countries and in the country of Belize.

Learning Outcomes

First Form:

- 17.1 Define the term and concepts associated with the topic: Natural resources, physical resources, human resources, development,
- 17.2 Classify resources and describe the use made of the resource in tourism and other service industries and product oriented industries.

Second Form

- 17.3 Locate and show on Maps of Belize location of physical resources in Belize
- 17.4 Describe cultural resources and explain their importance in industry.

Fourth Form.

- 17.5 Define the term and concepts associated with the topic: Natural resources, physical resources, human resources, development, underdevelopment associated with the topic Climatic Resources, aquatic resources, malnutrition, under nutrition, recreation, physically challenged
- 17.6 Assess the importance forest, water, climatic, land and other major resource in the economic development of the country of Belize.
- 17.7 Identify and describe tools used by government and non-government institutions in the development of human resources.
- 17.8 Debate the importance of the development of human resources
- 17.9 Describe strategies developed by government to promote human resource development in Belize.

Content Standard No. 18

Compare the various forms of government in Belize and the Commonwealth Caribbean. Identify the strengths and weaknesses of each. Describe contemporary types of governments and describe the function of local and national government

Learning Outcomes

First Form:

- 18.1 Explain the concept of government as an institution and explain why government is necessary.
- 18.2 Describe the system of government in Belize since 1954.
- 18.3 Explain the purpose of the Belizean constitution.
- 18.4 Describe the system of constitutionally distributing power and responsibility carried out in Belize

Third Form

- 18.4 Describe types of government systems which existed in Belize and the Caribbean region. prior to 1950'
- 18.5 Explain the concept of and describe the features of each type of government and characteristics.
- 18.6 Describe the features of Belize's parliamentary democracy.

Fourth form

- 18.7 Describe the structure of government and explain the functions of each arm of government.
- 18.8 Describe and compare the types of electoral systems in Belize and the Commonwealth Caribbean.
- 18.9 Distinguish between Local and Central government
- 18.10 Describe the role of the ombudsman