

ST. GEORGE'S COLLEGE  
DEPARTMENT OF SOCIAL STUDIES  
SOCIAL STUDIES FIRST FORM COURSE OUTLINE 2014-2015

**Rationale**

Social studies is an important subject because it helps students understand their own human experiences as well as human activity in history. It enables students to make a sense of their world and work for a better, fairer and safer society.

The rationale of the course is therefore:

to ensure that students:

1. discover and clarify their individual aptitude, interest and aspirations
2. learn about values and be encouraged to reach their own decisions and form their own opinions through various methods
3. learn about communication skills, maps and graphics skills, analytical skills, valuing skills, social skills which are vital in developing our contemporary society

The Social Studies course for Grade 7 follows three overall themes: Our People, Living Together in Groups and Map Reading Skills.

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| <p>Topic –Area:<br/><b>Theme: Living Together in the Society</b></p> | <p><b>Objectives</b></p>  |
| <p><b>Topic 1: Our People</b></p>                                    | <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>· define and use the following concepts correctly; motto, patriotism, logo, indigenous, one people, stereotype</li><li>· state what the motto says; identify it on the Coat of arms and explain its meaning and history</li><li>· suggest reasons why organizations such as schools, clubs and countries have mottoes</li><li>· design and explain your own Coat of Arms and motto</li><li>· describe and explain elements of Coat of Arms and its history</li><li>· illustrate using cartoons, behaviours which are consistent/ inconsistent with the Jamaican</li></ul> |

motto and the national motto.

· show respect for each other irrespective of racial/ethnic differences

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| <p><b>Sub-Topic: Our National Motto &amp; Coat Of Arms</b></p> <ul style="list-style-type: none"> <li>• The Jamaican motto and what it means.</li> <li>• History of the Coat of Arms and Motto. Reasons why organizations and countries have mottos.</li> <li>• Ways in which Jamaicans live up to/not live up to the meaning of our motto</li> <li>• How to improve the relationships among ourselves and respect for our country</li> </ul>  |   |
| <p><b>Topic 2: Sub-topic: Our Heroes</b><br/> National Heroes- their lives and work<br/> 2. Samuel Sharpe- fought against the injustice of slavery and the plantation system<br/> 3. Nanny of the Maroons- exhibited self-determination and fought for liberty<br/> 4. Paul Bogle- fought to improve the living conditions of the poor peasants in post emancipation Jamaica<br/> 5. George William Gordon- fought to improve the living conditions of post emancipation Jamaica<br/> 6. Norman Washington Manley- worked to improve the living conditions of the Jamaican worker after 1838, and to achieve political independence<br/> 7. Alexander Bustamante- worked to improve the living conditions of the Jamaican worker after 1838 and to achieve political</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>· define and use the following concepts; hero: national/ personal/community, courage, nation-builder</li> <li>· list and explain characteristics that contributes to individuals being referred to as heroes</li> <li>· describe the ways in which each national hero/ heroine has contributed to the development of the country.</li> <li>· locate on a map of Jamaica, the parishes where the national heroes originated</li> <li>· Appreciate that daring to be different sometimes carries a high price</li> <li>· Ways in which we honour/remember our</li> </ul> |

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| <p>independence.<br/>       8. Community/personal heroes/heroines<br/>       9. Consequences for being a hero<br/>       10. Heroes/Heroine contribution to Nation Building</p>  | <p>heroes</p>  |
| <p><b>Topic 3: Our People</b><br/> <b>Sub-Topic: Our Ancestors.</b><br/> <b>Content Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Concepts- ancestors, descendants, migration, immigrants, ethnic groups, artifact</li> <li>2. Arrival of the Spaniards, British, Africans, Chinese and Indians</li> <li>3. Settlement of our ancestors</li> <li>4. Racial composition of Jamaican population</li> </ol>   | <p><b>Students should be able to:</b><br/>       Define and use the following concepts correctly; ancestors, descendants, migration, immigrants, ethnic groups, artifact<br/>       Locate on a world map the countries from which the ancestors came<br/>       Migration and the push/pull factors that influenced the ancestors to come to Jamaica Before, during and after slavery.<br/>       - The places and parishes in Jamaica where each ancestral group settled and why<br/>       list racial/ ethnic groups to which our ancestors belong.<br/>       -How each ancestral group satisfied its basic and other needs.<br/>       · critically assess how each group satisfied its basic needs, its political and social organization, in its country of origin and in Jamaica.<br/>       - Contribution of ancestral groups to the society.</p> |
| <p><b>Sub-Topic: Our Cultural Heritage</b><br/> <b>Content Specific Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Concepts: culture, cultural heritage, diversity, unity, cultural retention cultural preservation</li> <li>2. Culture in various context( that of: material products, ideas and beliefs, institutions, language and art forms)</li> <li>3. Jamaican place names- their origin/source and association with particular ethnic groups.</li> <li>4. Jamaican Language- historical development and the influence of the ethnic groups</li> </ol> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>· define and use the following concepts correctly; cultural heritage, cultural preservation, culture, diversity, unity, cultural retention, artifacts</li> <li>· identify and describe aspects of our cultural heritage eg. Food, language, religion, medicine, and architecture.</li> <li>· trace the development of various cultural forms; eg. music, dances, dress, customs and folkways.</li> <li>· examine the effects of different ethnic groups on our culture and assess the extent of its impact.</li> <li>· analyze songs, poems, pictures, cartoons.</li> <li>· appreciate the importance of cultural</li> </ul>  |

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|   | <p>preservation while remaining open to change</p> <ol style="list-style-type: none"> <li>5. Jamaican foods- introduction of various plants and animals, indigenous plants and animals, methods of preparation peculiar to each group, and the Jamaicanization of these goods.</li> <li>6. Jamaica’s heritage in buildings from the time of the Tainos until today.</li> <li>7. Religious groups and festivals</li> <li>8. Folk customs- wedding rites, birth and death rites, family patterns, games and other leisure activities.</li> <li>9. Our folk ( herbal) medicine</li> <li>10. The dynamics of culture.</li> </ol>  |
| <p><b>Theme: Living Together in Groups</b><br/> <b>Topic 1: Society, Social Groups and Institution</b><br/> <b>SubTopic: Primary Groups</b></p>   |   |
| <p><b>Specific Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Concepts: primary groups, family, peer group, socialization, family tree, peer counseling, rules, gangs, sanctions.</li> <li>2. Compare and contrast the different types of families in Jamaica and elsewhere</li> <li>3. State the functions of family and peer groups.</li> <li>4. Describe roles of family members.</li> <li>5. List some family problems and their solutions</li> <li>6. List agencies which assist families.</li> <li>7. Explain peer groups and peer pressure</li> </ol> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Use these terms correctly: peer group, primary groups, family, socialization, sanctions, peer counselling.</li> <li>· Give examples of each</li> <li>· State the types of families in Jamaica and selected countries – nuclear, single parent - extended</li> <li>· State the functions of a family</li> <li>· Explain generation gap and its effect</li> <li>-Describe and explain family problems, their causes and solutions.</li> <li>· Identify agencies which work with families like Family Court, Crisis Centre.</li> <li>· Realize that values conflict and show a willingness to accept these differences</li> </ul> |
| <p><b>Sub Topic: Secondary Groups; Schools, Church, Club and Community</b></p> <p><b>Content Specific Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Characteristics of Social Groups<br/> Formal, informal, voluntary, involuntary organisations</li> </ol>   | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Define these concepts: norm, leader, role, social groups, roles, interaction, values, culture</li> <li>-Give examples of Secondary Groups</li> <li>· Appreciate that interdependence is necessary for human group survival</li> <li>· Analyze the characteristics of society and the group structures of society</li> </ul>  |

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| <p>Groups we belong to (such as within school, uniformed groups, clubs, church and the community)</p> <p>3. Roles of Secondary Group members</p> <p>4. Differentiating between primary and secondary groups</p> <p>5. Cooperation of community/group members for the benefit of all.</p> | <p>-Explain secondary groups and institutions their structure and functions</p> <ul style="list-style-type: none"> <li>· Explain the community as a social group location</li> <li>· Explain the various groups within the society</li> </ul> <p>-State the various groups to which you belong and describe their roles in these groups</p> <p>-Discuss the qualities of a leader and the importance of leaders in groups.</p> <ul style="list-style-type: none"> <li>· Realize that peoples’ activities are carried out in groups</li> <li>· Show willingness to cooperate with group members to complete a project</li> </ul> |
| <p><b>TOPIC/CONTENT OBJECTIVES</b></p> <p><b>1. Geography</b></p> <p><b>i. Definitions</b></p> <p><b>ii.Importance</b></p> <p><b>ii.Branches- Careers</b></p>  | <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Define geography</li> <li>-State the importance of geography</li> <li>-Name branches and sub branches of geography</li> <li>-Tell the various careers</li> </ul>   |
| <p><b>Map Work</b></p> <p><b>i. Definition</b></p> <p><b>ii. Types of maps</b></p> <p><b>iii. Essentials of a map and their importance</b></p> <p><b>iii. The key</b></p>  | <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- Define the term map</li> <li>- State the essentials of a map</li> <li>- Explain why each essential is important</li> <li>- Identify and name at least four types of map</li> <li>- Be able to recognize basic conventional symbols used on a map to depict relief and land use.</li> </ul>  |
| <p><b>Giving Directions</b></p> <p><b>i. Compass directions – eight and sixteen cardinal points</b></p> <p><b>ii. Bearings – degrees</b></p> <p><b>iii. Grid Reference – four figures</b></p>  | <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- Give simple direction of places</li> <li>- Identify the sixteen cardinal points</li> <li>- Draw and label the sixteen point compass</li> <li>- Give direction using bearings</li> <li>- Give bearings of each cardinal point</li> </ul>   |
| <p><b>Distances</b></p> <p><b>i. Types of scales</b></p> <p><b>ii. Finding distance</b></p>  | <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- Define scales of a map</li> <li>- State three types of scale used on a map</li> <li>- Identify the three types of scales</li> <li>- Calculate the distances from one place to</li> </ul>  |

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|  | <p>another using the Linear Scale (using various measuring instrument)</p> <ul style="list-style-type: none"> <li>- Use map scale express as a ratio or statement.</li> </ul>   |
| <p><b>Locations</b></p> <ul style="list-style-type: none"> <li><b>i. latitude</b></li> <li><b>ii. longitude(meridian)</b></li> <li><b>iii.locating places</b></li> </ul> | <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- State what lines of latitude and longitude are</li> <li>- Identify lines of latitude/ longitude</li> <li>- Tell the importance of the latitude lines/ longitude</li> <li>- Explain the importance of the Equator</li> <li>- Identify the major lines of latitude (sun lines)</li> </ul> |

**Assessment: classwork, homework, tests**

Additional Information:

Case studies are included in the student's text books to illustrate key areas of learning and to ground them in reality. Follow-up questions are available to encourage students to absorb the information they have read.

An interactive map reading workbook is available, it is a required text. At the end of each unit there are chapter reviews to help assess the student's learning.

Students will be given required book list, websites and other possible sources of information for each project to guide their information gathering.