

Department of Social Studies

SOCIAL STUDIES CURRICULUM GUIDE

FOR THIRD FORM

SOCIAL STUDIES 2014-2015

Rationale: The third form Curriculum focuses on helping students attain a solid foundation which will form the basis for further social studies learning for CXC at 4th and 5th forms. It also aims at guiding students in connecting Social Studies with their everyday experiences in order to stimulate interest and aid their understanding of various concepts taught.

Topics	Objectives
THEME 1: Consumer Affairs Consumer and Consumption	At the end of this Unit Students should be able to: <ul style="list-style-type: none"> • Define the terms associated with consumer and consumption. • Explain who is a consumer. • Explain the difference between needs and wants. • List and explain the different types of consumers. • Establish a link between the consumer and the producer. • Differentiate between goods and services. Discuss factors which influence spending
Factors Influencing Consumers	At the end of this Unit Students should be able to: <ul style="list-style-type: none"> • Assess the impact of advertisements on the consumer. • Identify and give examples of different techniques of advertising. • Identify the different types of advertisements. • Observe and comment on forms of advertising. • Demonstrate an awareness of the influence of culture on consumer practices. • Become aware of subtle attempts to persuade and the elements persuasion in human relationships.
Good Consumer Practices	At the end of this Unit Students should be able to: <ul style="list-style-type: none"> • Explain what it means to be thrifty • Identify the different ways of being thrifty • Distinguish between thrift, saving and budgeting. • Differentiate between the different forms of savings and outline usefulness. • Manage money by budgeting • Be willing to educate others about good consumer practices.
Consumer Protection	At the end of this Unit Students should be able to: <ul style="list-style-type: none"> • Outline rights and responsibilities of the consumer. • Explain what is meant by "Consumer Protection" • Discuss the need for "Consumer Protection" • Identify ways in which the consumer is exploited.

	<ul style="list-style-type: none"> • Suggest ways in which consumer can protect themselves against exploitation. • Identify and explain existing laws to protect the consumer. • Display a willingness to demand their rights and exercise their responsibilities. • Show respect for the rights of others about consumers. • Show willingness to educate others about consumer affairs/protection.
<p>THEME 2: Life and Work of Marcus Garvey</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Define and use correctly the following concepts: <ul style="list-style-type: none"> • Nation building, colonialism, anti-colonialism, nationalism, race consciousness, imperialism, anti-imperialism, Pan-African, racism, self reliance, independence, racial pride. • Show previous knowledge about Garvey (including myths) • Relate biographical data on Garvey • Compare and contrast the economic, social and political climate in the Jamaica of Garvey's day to present day Jamaica with special attention to the masses of the people - their political and economic power • Show how the issues / themes of racial pride and black nationalism gave impetus to Jamaica's struggle for nationhood. • Explain why Garvey was named a National hero • Discuss the attitudes of Garvey's contemporaries to his ideas and activities. • Discuss Garvey' s contribution to the struggle for worker's rights <p>Give examples of some of the existing monuments and other objects in commemoration of Garvey.</p> <ul style="list-style-type: none"> • Evaluate the role of culture in the development of a nation identity • Make posters(inviting people to a mass rally at which Garvey will be speaker or to an evening of entertainment at Edelweiss Park) • Interview artists and old Garveyites about Garvey's influence on their lives and work • Work in groups to design posters and compose poems and songs • Appreciate that the reward for hard work is not always immediate. • Be committed to action and progress • Be proud of their race • Appreciate the adversity provides challenges and opportunities for growth and development • Appreciate the struggles of black people and the advances made over time.

THEME 2. Citizenship	Define and use the following concepts correctly, citizen, citizenship, rights, responsibilities, freedom, sanctions, law, alien, naturalization, constitution, nation, commonwealth citizen, dual citizenship
Rights, Freedom and Responsibilities of Jamaicans	<p>Students should be able to:</p> <ul style="list-style-type: none"> ●Outline and discuss the rights and freedom of the individual ●Identify cases of infringement of the rights, and freedom of the individual ●Explain the consequences of the violation of the rights, and freedom of the Individual ●Display an awareness of the rights, freedoms and responsibilities of the citizen in Jamaica ●Show respect for the rights and well-being of all members of society ●Take responsibility for their own action ●Show willingness to accept the consequences of breaking the rules and / or laws of the class, community and society
The Development of Government in Jamaica	<p>At the end of this Unit Students should be able to:</p> <ul style="list-style-type: none"> ● Explain the different stages of colonial rule in Jamaica ● Causes of the 1865 Riots in Jamaica ● Outline the factors that lead to independence in Jamaica
Choosing a Government	<p>At the end of this Unit Students should be able to:</p> <ul style="list-style-type: none"> ● Explain what is Universal Adult Suffrage ● Understand the term Democracy ● Explain the different features of Democracy in a country ● Define the word 'Franchise' ● Show an understanding of the people in the society that are not allowed to vote ● Define the terms: Enumeration, Constituency, Gerrymandering ● List and Explain the factors that influence voters ● Demonstrate the different stages of the voting process ● Understand the election process ● Know the functions of a Political party ● Identify the problems of an electoral system
Our Pattern of Government	<p>At the end of this Unit Students should be able to:</p>

	<ul style="list-style-type: none"> • Define and use the following concepts correctly: • Executive, judiciary, legislative, government, monarchy, republic dictatorship, independence, nation, law, constitution, cabinet, (upper and lower house) senate, house of representative. • Explain the importance of rules in the home, school, community and nation • Recognize the structure of the school/ the family as 'government' • Explain the term government • Outline the main functions of government • Described the type of Government that exist in Jamaica • Explain how a bill becomes law • Identify and distinguish the legislative, executive and judicial arms of Government
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Assessment: classwork, homework, tests

Additional Information:

Students will be given required book list, websites and other possible sources to guide their information gathering skills