



COMMONWEALTH OF THE BAHAMAS

MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING

PRIMARY SOCIAL STUDIES

CURRICULUM GUIDELINES

GRADES 1-3

2022-2027

TABLE OF CONTENTS

SECTION A

Preface	1
Acknowledgements	2

SECTION B

Vision, Mission Statement - Ministry of Education	3
Belief Statements	4
Profile of the Ideal Graduate	5
Rationale	6
Definition of Terms	7
Over-arching Goal and Sub-Goals	8
Social Studies Thematic Strands	10

SECTION C

Standards and Benchmarks	12
How to Use the Social Studies Curriculum	25
Scope of Work Themes	33
Scope and Sequence Chart	40
Unit/Topic Allocation	51
Learner Outcomes	58

SECTION D

The Curriculum - Scope of Work	
Grade 1	71
Grade 2	98
Grade 3	120

SECTION E

Appendices	i
- Sustainable Development Goals	
- Pacing Guide	
- Rubrics	
- Performance Assessment End Products	
- Virtual Assessment Tools and Strategies	
- Acronyms	
- Suggested Guest Speakers/Audio-Visual Presentations	
- Suggested Field Trips	
- Suggested Bahamian Songs for Instructional Purpose	
- Fun Facts	
- Road to Majority Rule	
- The Constitution of The Commonwealth of The Bahamas	
- Suggested Nursery Rhymes, Workshop Songs and Jingles	
- Ring Play Games of The Bahamas	
- Map of the World, Caribbean and Commonwealth of The Bahamas	

References

PREFACE

The Primary Social Studies Curriculum Guidelines reflect the 10 strands and the standards of the National Council of Social Studies. The curriculum is designed to meet the needs of a diverse student population and lends itself to differentiated instruction. Hence, the Primary Social Studies Curriculum is designed to ensure that students are equipped with the necessary knowledge, attitudes and skills that are required for the 21st century. These skills are referred to as the ‘four Cs’. They are the skills of ‘critical thinking’, ‘communication’, ‘collaboration’ and ‘creativity’.

Social Studies is inclusive of different areas of study, ranging from History and Geography to Civics and Economics, among others as comprised in this document. It is important that students at the varying grade levels are exposed to the various aspects of Social Studies in order to provide the essential prerequisites necessary for effective spiraling of content and skills.

The appendix comprises of culturally relevant suggestions for integration and the interconnections of content and topics, ring plays, Bahamian songs, teacher- created jingles, suggested virtual assessment tools, apps, the United Nations Sustainable Development Goals, the Preamble of the Constitution of the Commonwealth of The Bahamas, a rubric for assessing students’ projects, suggested field experiences and websites as well the various maps to use to ensure that the teaching of geography is strategic.

The Primary Social Studies and Tourism Education for The Bahamas, levels one through six, and the School Atlas for the Commonwealth of The Bahamas are the required texts for the teaching of Primary Social Studies. These texts were written by Bahamian educators in conjunction with Hodder Education, (formerly Pearson) and are designed with an inquiry-based approach to teaching and learning with suggested activities and strategies to engage the learner. The document allows for additional resources to be used to supplement the instructional programme in order to remain culturally relevant and current in an ever-changing society and world.

It is believed that this document will facilitate in the content being relevant, engaging, meaningful and enduring as the experiences are grounded on the national standards of Social Studies.

ACKNOWLEDGEMENTS

The development and production of the Primary Social Studies Curriculum Guidelines were made possible through the collaborative efforts of many. Our thanks and gratitude are extended to a number of persons, organizations and other sources, which helped to make this a reality. The curriculum team is appreciative of the guidance and support rendered by our Director of Education, Deputy Director of Education (Curriculum and Instruction) and Assistant Director of Education. A special thank you is extended to the teachers of the various workshop sessions and the writing team.

The Primary Social Studies Curriculum development team is comprised of the following persons:

- Lonice P. Hart - Curriculum Officer - Department of Education
- Vernita Davis - Subject Secretary - Examination and Assessment Division - Department of Education
- Deborah McKenzie - Principal - Preschool - Department of Education
- Annie Colebrooke - Trained Teacher - Department of Education
- Florence McCoy - Trained Teacher (Special Education) - Department of Education
- Veronica Campbell - Trained Teacher - Private School
- Annamae Burrows - Trained Teacher - Department of Education
- Fanette Francis - Trained Teacher - Catholic Board of Education
- Shantel Paul - Trained Teacher - Department of Education
- Lundia Russell - Trained Teacher - Department of Education
- Joan Rolle-Missick - Former Curriculum Officer - Catholic Board of Education
- Valderine Kemp - Trained Teacher - Department of Education
- Byron Thompson - Ministry of Education - Communications Section
- Dr. Tracey Thompson - Professor - University of The Bahamas
- Tymika Bowe - Ancillary Staff - Department of Education

VISION AND MISSION

VISION

To ensure that all persons in the Commonwealth of The Bahamas develop physically, mentally, socially and spiritually in order to function responsibly and productively in an increasing dynamic, technological and complex society.

MISSION STATEMENT

To provide opportunities for all persons in The Bahamas to receive an education that will equip them with the necessary beliefs, attitudes and skills required for work and life in a democratic society, guided by Christian values.

BELIEF STATEMENTS

We believe that:

1. The learning environment should be student-centered;
2. At each grade level students should acquire specific skills to prepare them for the succeeding grade level;
3. All students should have equal opportunity to learn based on their needs, interests and abilities;
4. Students should have opportunities to question, analyze, reason and make decisions as well as to develop self-confidence and greater freedom of expression;
5. All students should acquire essential survival skills enabling them to function well in society;
6. Technology should be integrated into content and instruction;
7. Content should be culturally relevant while still allowing a global perspective;
8. The methods used for assessing achievement should reflect the teaching and learning strategies employed in the curriculum;
9. Student success is integrally linked to parental involvement and community support;
10. Social Studies instruction should take the interdisciplinary approach;
11. Social Studies should empower young citizens with the knowledge of their country, region and the wider world.

PROFILE OF THE IDEAL GRADUATE

The principal objective of the Bahamian education system is to develop productive citizens capable of caring for themselves and contributing positively to the national development process. Based on its consultation with stakeholders, the Ministry of Education has developed a profile for the ideal graduate. Among other qualities, the ideal graduate should:

- ✓ possess relevant knowledge in core disciplines/learning areas to be functionally literate;
- ✓ think critically, be an innovative problem solver and show initiative;
- ✓ demonstrate creativity and innovation;
- ✓ communicate effectively and collaborate willingly;
- ✓ demonstrate flexibility and adaptability;
- ✓ utilize social skills effectively;
- ✓ appreciate Bahamian culture and utilize the appropriate cultural skills;
- ✓ work productively and diligently with high level competency;
- ✓ guide and inspire others to do their best;
- ✓ have an appropriate awareness of the forces that shape and influence his/her life and surroundings;
- ✓ exhibit civic responsibility and display behaviours that benefit the wider community;
- ✓ appreciate his/her role in and responsibility to the local community, The Bahamas, the Caribbean Region, the Commonwealth of Nations and the world;
- ✓ demonstrate integrity and ethical behaviour at all times;
- ✓ possess digital literacy, appreciate the role of technology and innovation in national development;
- ✓ display skills and competencies that reflect career and college readiness;
- ✓ possess ability to work effectively in teams and
- ✓ embrace his/her role as an environmental steward.

RATIONALE

To provide opportunities that engage and expose all students in The Bahamas in acquiring the necessary knowledge, attitudes and skills that will enhance critical thinking, problem-solving and civic competence. In so doing, students will be able to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

DEFINITION OF TERMS

Attitudes	The following attitudes are fundamental to Social Studies: self-respect, empathy, cooperation, problem solving, responsibility, adaptability and decision making.
Concepts	Key Social Studies concepts include: citizenship, democracy, diversity, interdependence, self-identity, environmental conservation, socialization and change
Over-arching Goal	Outlines the intended purpose of the curriculum document. It defines the overall outcome of the curriculum, in this case the Primary Social Studies Curriculum.
Scope and Sequence	Is a map outlining the objectives for each level, showing the progression and overview of the work to be accomplished.
Scope of Work	Develops each objective with suggested content, activities, assessment and resources to facilitate and enhance the teaching/learning process.
Skills	The following skills are central to Social Studies researching, map reading, interviewing, evaluation, analysis, synthesis, application, comparing and contrasting, role playing, interpreting, interviewing and calculating.
Social Studies	Social Studies is the study of human beings in relation to each other and to the world in which they live. In The Bahamas, Social Studies comprises the disciplines of history, geography, political science which include the disciplines of history, geography, economics, sociology and anthropology. Social Science integrates content from across the curriculum. Social Studies examines the past and present and looks toward the future. Social Studies helps students in the acquisition of skills, knowledge, attitudes and values in order to function as an informed and active citizen in communities, society and the world.
Standards	Outline learner outcomes and expectations for each sub-goal. They indicate student progression from one attainment level to another.
Strands	An area of study.
Sub-goals	Indicate the main objectives for the various strands of the curriculum.

OVER-ARCHING GOAL AND SUB-GOALS

OVER-ARCHING GOALS

The over-arching goal of the Primary Social Studies Curriculum of the Commonwealth of The Bahamas is to equip students with the knowledge, skills, attitudes and the values that will enable them to become informed and contributing members of society. Hence, students will become socially active citizens able to affect change in a democratic nation in an interdependent world.

SUB- GOAL

HISTORY

- Know the history of The Bahamas from the time of the Lucayans to the present
- Encourage an awareness of current issues in The Bahamas and the interdependent world
- Understand their historical roots to locate themselves in time
- Accept the fact that there is a changing world so that they are able to adapt and function

GEOGRAPHY

- Understand that The Bahamas is an archipelagic country
- Acquire and apply geographical skills, knowledge and understanding
- Appreciate the unique differences related to the geographic placement of each Bahamian island
- Expose students to the Bahamian Family Islands through the use of technology and field trips
- Recognize and respect our environment and heritage, promote sustainability and conservation

GOVERNMENT (POLITICAL SCIENCE)

- Know that societies organize themselves in different ways forming governments
- Understand that organizations have established laws and treaties to promote peace and cooperation among nations
- Understand the history and foundation of parliamentary democracy in The Bahamas
- Respect the government and laws of The Bahamas
- Promote pride in being a Bahamian
- Encourage participation as informed citizens on issues related to The Bahamas and the world

CULTURE

- Know that culture is a way of life of a group of people
- Understand that culture is influenced by a country's history and geographical location
- Participate in sustaining and promoting Bahamian culture
- Become aware of cultural diversities and respect these differences

ECONOMICS

- Know what natural resources are
- Understand that human activity affects the sustainability of natural resources
- Understand that income is derived from human (labour) and natural resources
- Become knowledgeable about the way our society manages and distributes its resources- i.e. human, natural and manufactured
- Know and appreciate the industries of The Bahamas
- Understand the importance of the geographical position of The Bahamas in relation to our economy and the world
- Develop an appreciation for the economic position of The Bahamas

SOCIAL STUDIES THEMATIC STRANDS

Culture

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology and anthropology, as well as multicultural topics across the curriculum.

Time, Continuity and Change

Human beings seek to understand their historical roots and to allocate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

People, Places and Environments

The study of people, places and human environment interactions assists students as they create their spatial view and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by “*region*”? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Individual Development and Identity

Personal identity is shaped by one’s culture, by groups and intuitional influences. Students should consider such questions as: How do people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Individuals, Groups, and Institutions

Institutions such as schools, churches, families, government agencies and courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science and history.

Power, Authority and Governance	Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What form does it take? Who holds it? How is it gained, used and justified? What is legitimate authority? How are governments created, structured, maintained and changed? How can individual rights be protected within the context of majority rule? In school, this theme typically appears in units and courses dealing with government, policies, political science, history, law and other social sciences.
Production, Distribution, and Consumption	Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labour, capital and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.
Science, Technology and Society	Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics and government.
Global Connections	The realities of global interdependence require understanding the increasing important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture and economics, but may also draw upon the natural and physical sciences and the humanities.
Civic Ideals and Practices	An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront questions such as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology and fields such as global studies, law-related education, and the humanities.

STANDARDS AND BENCHMARKS

SUMMARY OF SOCIAL STUDIES STANDARDS

1. Knows the History of The Bahamas from The Lucayans to the present.
2. Understands their historical roots to locate themselves in time.
3. Appreciates the fact that there is a changing world so that they are able to adapt and function.
4. Knows how to analyze chronological relationships and patterns.
5. Appreciates the many religious beliefs that have impacted the Bahamian society.
6. Acquires and applies geographical skills, knowledge and understanding.
7. Understands that The Bahamas is an archipelagic country.
8. Knows the islands of The Bahamas, bodies of water, landforms and settlements.
9. Understands that The Bahamas is a part of a global community which is divided into continents and hemispheres.
10. Appreciates the unique differences related to geographic placement of each Bahamian island.
11. Exposes students to the Bahamian Family Islands through the use of technology and field trips.
12. Knows that the location of The Bahamas plays a very important part in the world.
13. Appreciates the geographical position of The Bahamas in relation to our economy and the world.
14. Understands the importance of symbols and map reading as we recognize our place in the global world.
15. Appreciates the importance of laws.
16. Understands how and why laws are made.
17. Understands the purpose and the organization of the government at the local, national and international level.
18. Understands that all countries are made up of citizens and the importance of being a loyal citizen.
19. Recognizes that in a global society the relationship between The Bahamas and other nations helps to achieve a common goal.
20. Encourages an awareness of current issues in The Bahamas and the interdependent world
21. Knows the relationship between economics and resources.
22. Knows the different types of resources.
23. Understands the impact of technology on the world.
24. Understands that the global market affects economics.
25. Understands the major advancement in transportation and communication and some of their social and economic effects.
26. Understands and appreciates the importance of tourism in The Bahamas.

SUMMARY OF SOCIAL STUDIES STANDARDS

27. Understands the characteristics of different financial institutions.
28. Understands that the ability to manage our resources, goods and services affects the economy of The Bahamas.
29. Understands the importance of self-pride, pride for the community and the world.
30. Knows that cultures differ from country to country and that there are different aspects of culture.
31. Appreciates and accepts the diversity of cultures around the world.
32. Understands our traditions and how they have been exemplified by people, events and symbols.
33. Knows the cultural and economic value of Junkanoo of The Bahamas.
34. Knows current Bahamian artists and their field of work.

HISTORY

HISTORY STANDARDS

1. Knows the history of The Bahamas from the Lucayans to the present.
2. Understands their historical roots to locate themselves in time.
3. Appreciates the fact that there is a changing world so that they are able to adapt and function.
4. Knows how to analyze chronological relationships and patterns.
5. Appreciates the many religious beliefs that have impacted the Bahamian society.

HISTORY BENCHMARKS

Grade 1

- Knows that the Lucayans were the first settlers to come to The Bahamas.
- Knows that the Lucayans came to The Bahamas from South America in dugout canoes to get away from the fierce Caribs.
- Knows that the Lucayans lived in huts with thatched palm leaves and slept in hammocks.
- Knows that the head of the Lucayans was called the Cacique.
- Understands that the Lucayans were peaceful people.
- Knows that the Lucayans were a small group of Indians who spoke the Arawak language.
- Appreciates the differences between the Lucayans' way of life and that of Bahamian families today.
- Knows that the Lucayans were short people who painted their bodies for religious reasons, including as an insect repellent and for beauty.
- Knows that the Lucayans farmed, fished and hunted for a living.

HISTORY BENCHMARKS CONTINUED

Grade 2

- Understands what life was like for the Lucayans before Columbus came.
- Knows that Christopher Columbus travelled include three ships - the Nina, Pinta and Santa Maria.
- Knows that before Christopher Columbus began his journey, he received help from the king and queen of Spain.
- Knows that Christopher Columbus travelled in search of spices, silk and other treasures.
- Appreciates the changes brought about by Christopher Columbus.

Grade 3

- Knows the chronological events from the Lucayans to the Eleutheran Adventurers.
- Knows the Eleutheran Adventurers came to The Bahamas from England and Bermuda in search of religious freedom.
- Knows the Eleutheran Adventurers held church services in a cave known as Preacher's Cave.
- Understands the hardships faced by the Eleutheran Adventurers during their journey and their arrival.
- Understands how the Eleutheran Adventurers influenced Bahamian culture.

Grade 4

- Knows the history of The Bahamas from the Lucayans to Loyalists.
- Knows that the Loyalists were responsible for establishing plantations.
- Appreciates that the Loyalists introduced many important social institutions to The Bahamas.
- Knows that the Loyalists left America because they wanted to be loyal to the queen of England.
- Knows that the Loyalists were responsible for establishing the Anglican churches, schools, written laws, parliament, police force and newspapers in The Bahamas.
- Knows that slaves were brought to The Bahamas by way of the Middle Passage.

Grade 5

- Knows the chronological order of Bahamian history from the Lucayans to slavery.
- Knows that the slaves in The Bahamas were emancipated in August 1834.
- Appreciates the contributions made by early settlers in The Bahamas.
- Understands how The Bahamas benefitted from illegal activities such as piracy, wrecking, blockade and bootlegging.
- Knows that there are many religious denominations in The Bahamas.

HISTORY BENCHMARKS CONTINUED

Grade 6

- Knows the history of The Bahamas from the Lucayans to present.
- Understands what life was like for Bahamian families of persons working on The Project/The Contract.
- Knows that ‘The Contract’ and ‘The Project’ are the same.
- Appreciates the events of Majority Rule and how the events changed The Bahamas.
- Knows the events that led to the Burma Road Riot.
- Knows that many Bahamian traditions come from Africa.

GEOGRAPHY

GEOGRAPHY STANDARDS

1. Acquires and applies geographical skills, knowledge and understanding.
2. Understands that The Bahamas is an archipelagic country.
3. Knows the islands of The Bahamas, bodies of water, landforms and settlements.
4. Understands that The Bahamas is a part of a global community which is divided into continents and hemispheres.
5. Appreciates the unique differences related to geographical placement of each Bahamian island.
6. Exposes students to the Bahamian Family Islands through the use of technology and field trips.
7. Knows that the geographic location of The Bahamas plays a very important part in the world.
8. Appreciates the position of The Bahamas in relation to our economy and the world.
9. Understands the importance of symbols and map reading as we recognize our place in the global world.

GEOGRAPHY BENCHMARK

Grade 1

- Knows directional words ‘up’, ‘down’, ‘left’, ‘right’.
- Knows the difference between a map and a globe.
- Knows the equator on the map and globe.
- Knows and understands the difference between land and water.
- Understands that the darker the blue water is the deeper the water.
- Knows that The Bahamas is made up of many islands.
- Knows that Andros is the largest island of The Bahamas.
- Appreciates the uniqueness of individual islands of The Bahamas.

GEOGRAPHY BENCHMARKS CONTINUED

Grade 2

- Knows the four-point compass and hemispheres.
- Knows the main oceans.
- Knows the group of islands that make up the central Bahamas.
- Understands that Nassau is the capital city of The Bahamas.
- Appreciates the differences among islands in the central Bahamas.
- Knows the names of streets in their community.

Grade 3

- Knows the difference between longitude and latitude.
- Understands the significance of the Tongue of the Ocean.
- Knows the islands that make up the north-western Bahamas.
- Knows the location of islands in The Bahamas in relation to each other.
- Understands the use of map symbols, the four-point compass and coordinates.
- Understands that The Bahamas is an archipelago.

Grade 4

- Knows the important use of legends, keys and the eight-point compass.
- Knows the importance of latitude and longitude in locating places.
- Knows that the Tropic of Cancer passes through Exuma and Long Island.
- Knows that we live in the northern hemisphere.
- Knows the location of Little and Great Bahama Banks.
- Understands the use and significance of the Great and Little Bahama Banks to The Bahamas.
- Knows the group of islands that make up the south-eastern Bahamas.
- Appreciates the uniqueness of the south-eastern islands of The Bahamas.

Grade 5

- Knows the importance of the Prime Meridian 0° longitude and latitude and longitude as coordinates in locating places.
- Understands the characteristics and uses of maps, globes and other geographical tools and technology.
- Knows the spatial organization of The Bahamas to such concepts as location, distance, scale, movement and region.
- Appreciates the geographical uniqueness of the make-up of The Bahamas.

GEOGRAPHY BENCHMARKS CONTINUED

Grade 6

- Knows the location of the International Dateline at 180° longitude.
- Knows the major settlements of islands in The Bahamas.
- Understands the unique differences of islands in The Bahamas.
- Knows all continents and their location.
- Appreciates that the geographical composition of The Bahamas is different from most countries in the world.

GOVERNMENT

GOVERNMENT STANDARDS

1. Appreciates the importance of laws.
2. Understands how and why laws are made.
3. Understands the purpose and the organization of the government at the local, national and international level.
4. Understands that all countries are made up of citizens and the importance of being a loyal citizen.
5. Recognizes that in a global society, the relationship between The Bahamas and other nations help to achieve a common goal.
6. Encourages an awareness of current issues in The Bahamas and the interdependent world.

GOVERNMENT BENCHMARKS

Grade 1

- Knows the names of the current Governor General and Prime Minister of The Bahamas.
- Appreciates the role of the doctor and nurse in our community.
- Understands that rules are made for a purpose.
- Knows that The Bahamas became independent on July 10th 1973.
- Appreciates the fact that we are Bahamian citizens.
- Understands the importance of resolving conflicts peacefully at home and school.

GOVERNMENT BENCHMARKS CONTINUED

Grade 2

- Knows the names of the current Governor General and Prime Minister of The Bahamas.
- Appreciates the role of the doctor and nurse in our community.
- Understands that rules are made for a purpose.
- Appreciates individual differences and knows how to solve conflicts peacefully.
- Appreciates that we are Bahamian citizens.

Grade 3

- Knows that the first Prime Minister was Sir Lynden O. Pindling and the first Bahamian Governor General was Sir Milo B. Butler.
- Knows the present Minister of Education and his/her role.
- Knows that there are consequences for breaking the law.
- Understands the basic rights of a Bahamian citizen.
- Appreciates individual differences and knows how to solve conflicts peacefully.
- Understands that bullying is not an acceptable behaviour.

Grade 4

- Knows all the Governors General and Prime Ministers to present time.
- Knows the current minister responsible for Youth, Sports and Culture.
- Knows that The Bahamas Department of Correctional Services, the Simpson Penn Centre for Boy, and the Willie Mae Pratt Centre for Girls are correctional institutions and understands their purpose.
- Appreciates the rights and responsibilities of a citizen of The Bahamas.
- Understands that all communities have conflicts and have knowledge of current conflicts in The Bahamas.

Grade 5

- Knows the different titles of national security leaders: the Defence Force has a commodore, the Police Force has a commissioner and the prison has a superintendent.
- Knows the process of law making in The Bahamas.
- Knows that we were once British citizens.
- Knows the meaning of CARICOM and CHOGM.
- Understands conflicts, cooperation and interdependence among members in regional organizations.
- Appreciates the relationship between regional organizations.

GOVERNMENT BENCHMARKS CONTINUED

Grade 6

- Knows all Governors General to present.
- Appreciates the fact that there are different types of leaders around the world.
- Knows the current leaders in all government ministries.
- Understands the roles of the judicial, legislative and executive branches of government.
- Knows and understands who is a citizen of The Bahamas.
- Understands that the United Nations deals with world conflicts.

ECONOMICS AND RESOURCES

ECONOMICS AND RESOURCES STANDARDS

1. Knows the relationship between economics and resources.
2. Knows the different types of resources.
3. Understands the impact of technology on the world.
4. Understands that the global market affects economics.
5. Understands the major advancement in transportation and communications and some of their social and economic effects.
6. Understands and appreciates the importance of tourism in The Bahamas.
7. Understands the characteristics of different financial institutions.
8. Understands that the ability to manage our resources, goods and services affects the economy of The Bahamas.

ECONOMICS AND RESOURCES BENCHMARKS

Grade 1

- Knows seafood caught and farm produce grown in The Bahamas.
- Knows that a tourist is someone who travels from one country to another.
- Knows that a domestic tourist is someone who travels from one island to another in his/her own country.
- Understands the importance of land transportation in everyday life.
- Understands and appreciates the ways produce and goods are sold between islands.

ECONOMICS AND RESOURCES BENCHMARKS CONTINUED

Grade 2

- Understands why tourists come to The Bahamas.
- Appreciates the various forms of transportation and understands their importance in The Bahamas.
- Knows the natural resources and the produce farmed in our country.
- Appreciates the sun, sand, sea and people of The Bahamas.
- Appreciates the benefits of natural resources on individual islands.

Grade 3

- Knows that salt is harvested in Inagua.
- Knows that Androsia fabric is made in Andros.
- Knows that tourists travel to The Bahamas by air and sea.
- Appreciates the importance of the mailboat.
- Appreciates the benefits of manufacturing in The Bahamas.

Grade 4

- Knows the food products produced and manufactured in The Bahamas and the reasons for these industries.
- Appreciates the benefits of tourism in The Bahamas and knows the contribution of Sir Stafford Sands.
- Appreciates the importance of international transportation in The Bahamas.

Grade 5

- Knows the products produced and manufactured in The Bahamas.
- Knows that domestic tourists travel within their country and international tourists travel from abroad.
- Appreciates the Container Port as an economic boost for The Bahamas.
- Understands the importance of managing our resources properly for the benefit of the Bahamian economy.
- Knows the marine products harvested, sold and exported.

ECONOMICS AND RESOURCES BENCHMARKS CONTINUED

Grade 6

- Knows items manufactured in The Bahamas.
- Appreciates special interest tourists.
- Understands how transportation is linked to communication.
- Appreciates the importance of manufacturing in The Bahamas.
- Appreciates humans as a resource.

CULTURE AND HERITAGE

CULTURE AND HERITAGE STANDARDS

1. Understands the importance of pride in self, community and the world.
2. Knows that culture differs from country to country and that there are different aspects of culture.
3. Appreciates and accepts the diversity of cultures around the world.
4. Understands our traditions and how they have been exemplified by people, events and symbols.
5. Knows cultural and economic value of Junkanoo to The Bahamas.
6. Knows current and past Bahamian artists and their field of work.

CULTURE AND HERITAGE BENCHMARKS

Grade 1

- Appreciates the uniqueness of family structure in The Bahamas.
- Understands the importance of being a proud Bahamian.
- Appreciates the correct singing of the National Anthem of The Bahamas and reciting of National Pledge of The Bahamas.
- Knows BahaMen, Amos Ferguson and Bahamian track and field athletes as nation builders.
- Knows that Junkanoo is held officially on Boxing Day and New Year's Day holidays.

CULTURE AND HERITAGE BENCHMARKS CONTINUED

Grade 2

- Appreciates the uniqueness of family structures in The Bahamas.
- Understands the importance of Bahamian pride.
- Knows the national symbols of The Bahamas.
- Understands the significance of the colours of the flag.
- Knows and appreciates the contribution of Eddie Minnis and Bahamian basketball players as nation builders.
- Knows the major Junkanoo groups and their leaders.
- Knows native fruits found in The Bahamas.
- Knows and appreciates the differences between modern and traditional ring plays.

Grade 3

- Knows their family history from their generation to their grandparents' generation.
- Understands the importance of national pride.
- Appreciates the importance of displaying national pride.
- Knows the elements of the Coat of Arms of The Bahamas.
- Appreciates the contributions of Kirkland Bodie (KB), Winston Gus Cooper, basketball and softball players as nation builders.
- Knows the origin of Junkanoo and Junkanoo instruments used to create Junkanoo music.
- Understands the difference between toys and games, past and present.

Grade 4

- Knows the Bahamian surnames associated with the various islands of The Bahamas.
- Appreciates Bahamian national symbols and demonstrate patriotism.
- Understands the significance of the elements of the Coat of Arms, the meaning of the pledge and national anthem of The Bahamas.
- Appreciates the contributions of Joseph Spence, Blind Blake, Alton Lowe and Bahamian swimmers as nation builders.
- Knows the instruments used in Junkanoo and the methods of making the costumes.
- Knows the importance of Labour Day, Whit Monday, regattas, home-comings and native festivals.
- Appreciates the difference in Bahamian dishes.
- Knows native flora used for teas and to beautify our surroundings.

CULTURE AND HERITAGE BENCHMARKS CONTINUED

Grade 5

- Understands the connection between Caribbean and Bahamian surnames.
- Appreciates being proud to be a Bahamian.
- Understands that different elements and symbols have different meaning and significance.
- Appreciates the contributions of Phil Stubbs, Pat Rahming, Antonius Roberts, Stephen Burrows and Bahamian sloop sailors as nation builders.
- Understands that revenue is now derived from Junkanoo.
- Knows native plants used for common ailments in The Bahamas.

Grade 6

- Appreciates the difference in families and how they affect societies.
- Evaluates aspects of Bahamian culture.
- Understands the different aspects of Bahamian culture.
- Appreciates that all nations have national symbols.
- Appreciates the contributions of Tony McKay, Jackson Burnside, Stanley Burnside and Bahamian tennis and cricket players as nation builders.
- Appreciates that Junkanoo is a part of the wider world.
- Knows and understands the difference between national and international holidays.
- Appreciates traditional celebration and the importance of keeping them.
- Knows native plants used for health ailments in The Bahamas.

HOW TO USE THIS DOCUMENT

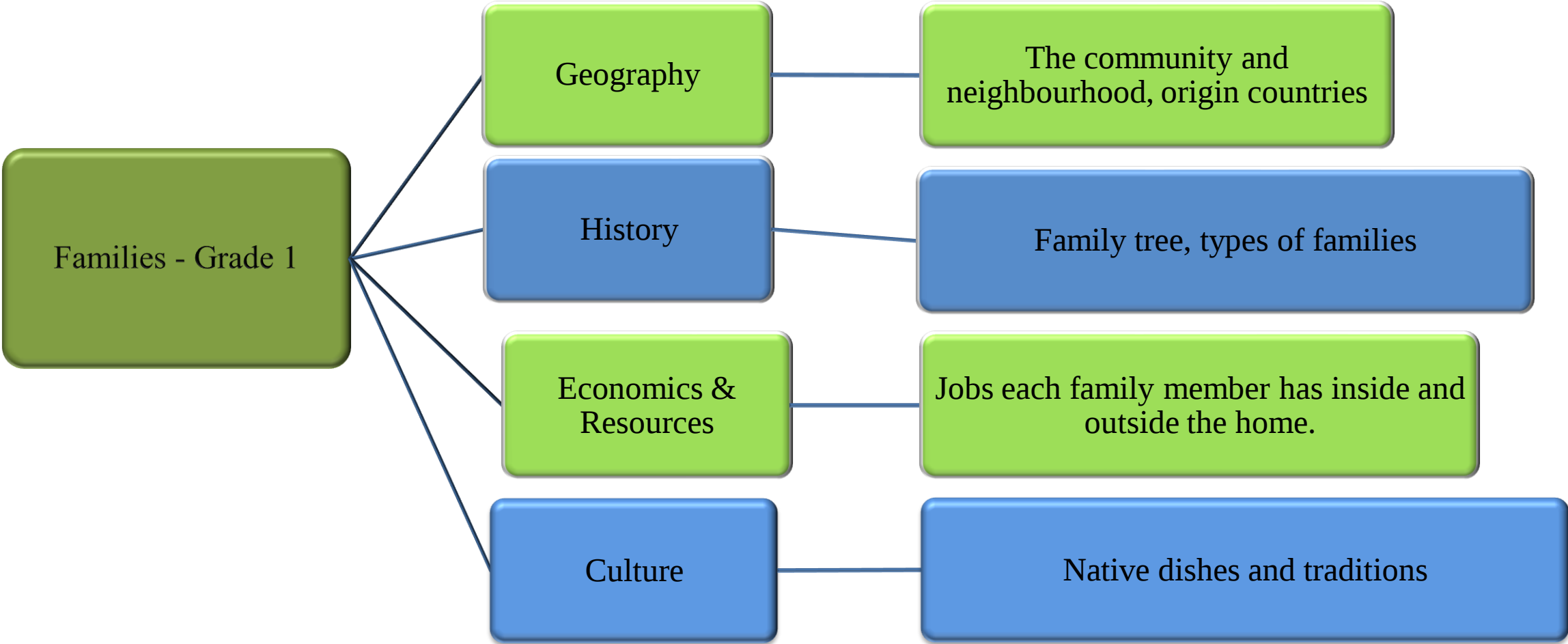
The curriculum document includes topics which incorporate the international and local Social Studies standards and framework:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups and Institutions
6. Power, Authority and Governance
7. Production, Distribution and Consumption
8. Science, Technology and Society
9. Global Connections and Interdependence
10. Civic Ideals and Practice

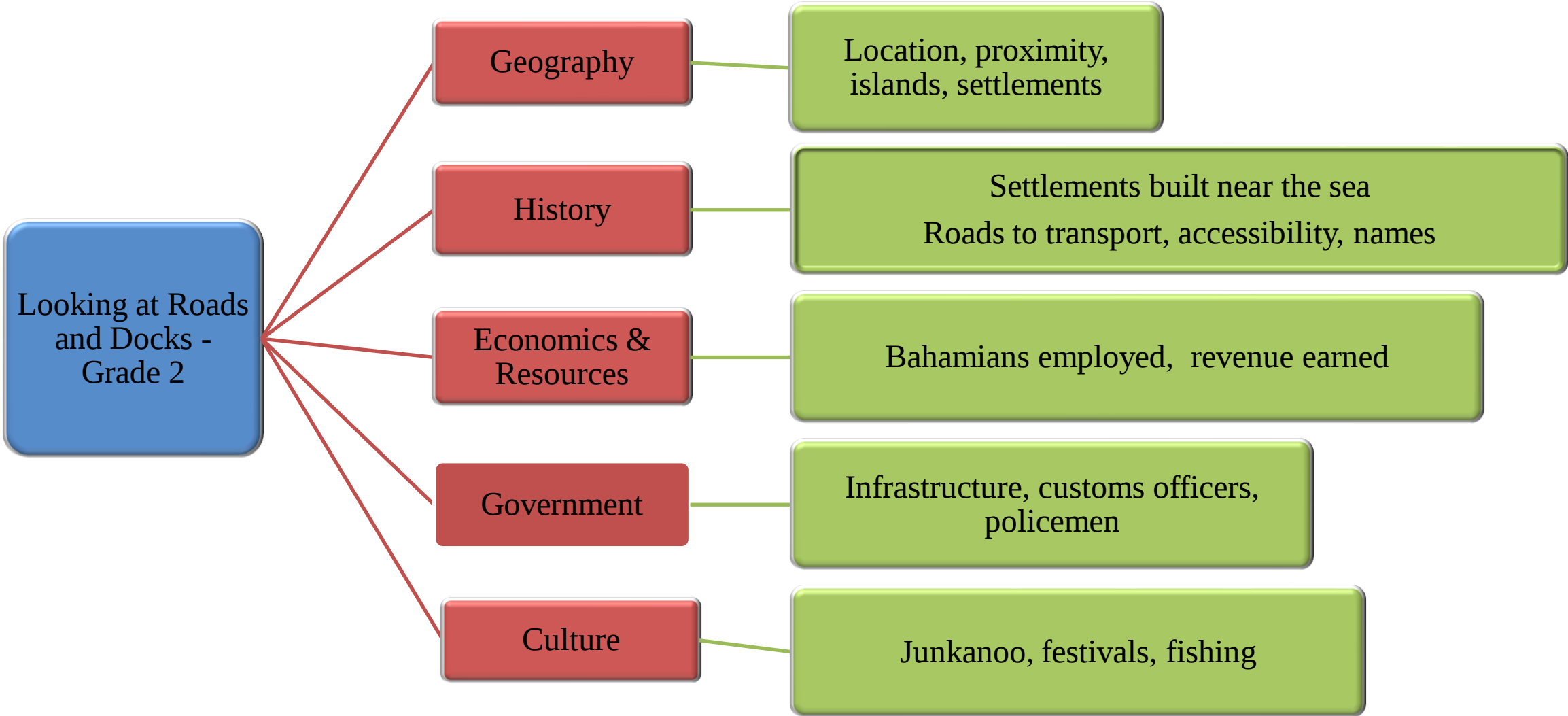
The following are guidelines to assist in utilizing this document in its full capacity:

- ✓ Become familiar with the scope and sequence and the goals and sub-goals of assigned grade level.
- ✓ Become familiar with the standards and benchmarks for the given grade level, the strand and the topic
- ✓ Select grade level and topic
- ✓ Revisit the standards in the scope of sequence for the attainment level
- ✓ Identify the sub-goals, objectives, content, suggested activities, resources and assessments.
- ✓ Map content with various strands to ensure full curriculum coverage and integration. (See given samples)
- ✓ In planning the lesson, ensure that content is built on students' prior knowledge, interests and ability levels.
- ✓ Be updated with current events (CE) and issues of the day (IOD) to capture teachable moments.
- ✓ Use appendices as reference to assist in lesson planning, instruction and assessment.

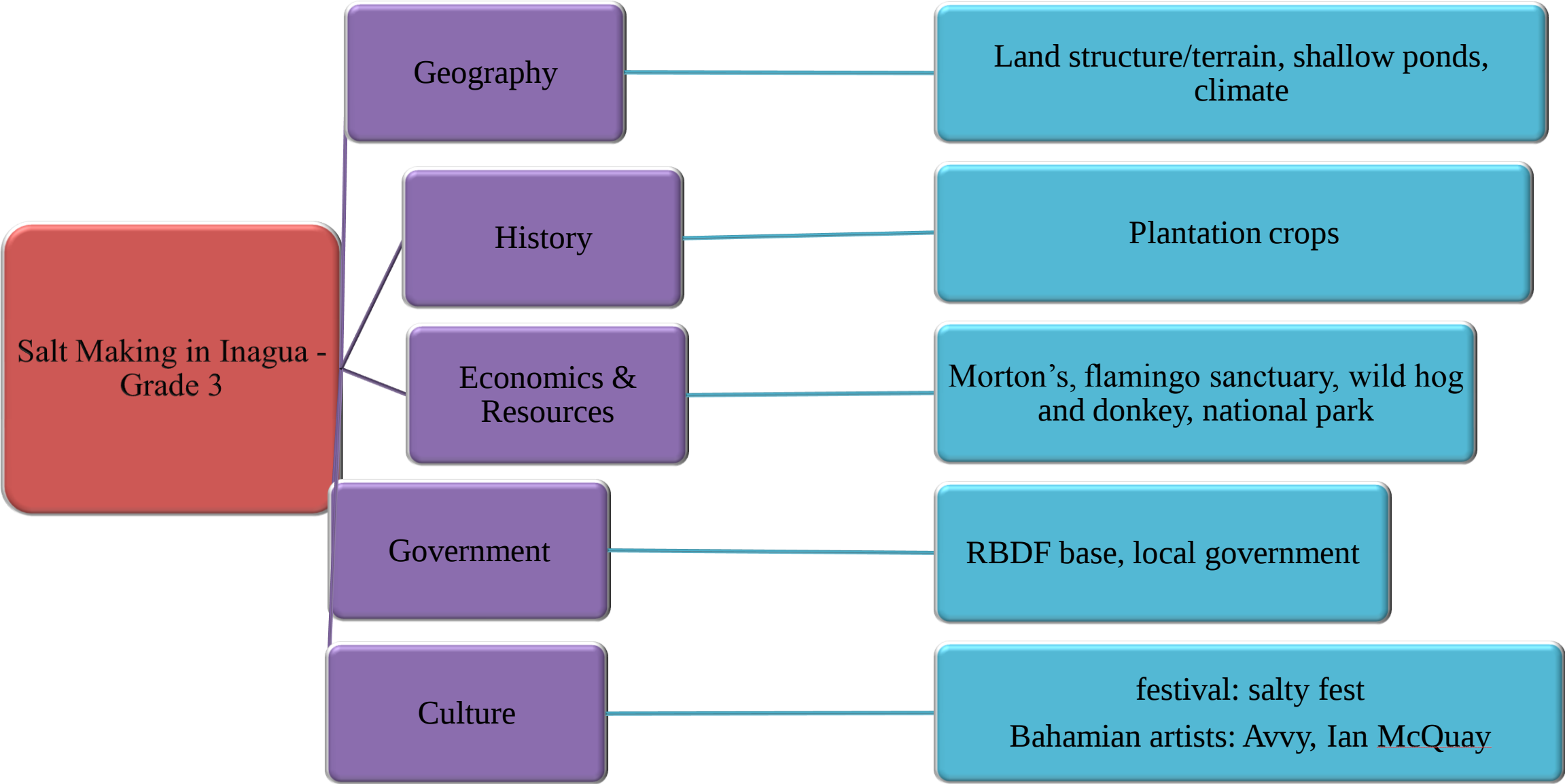
A sample of mapping strands using a given topic



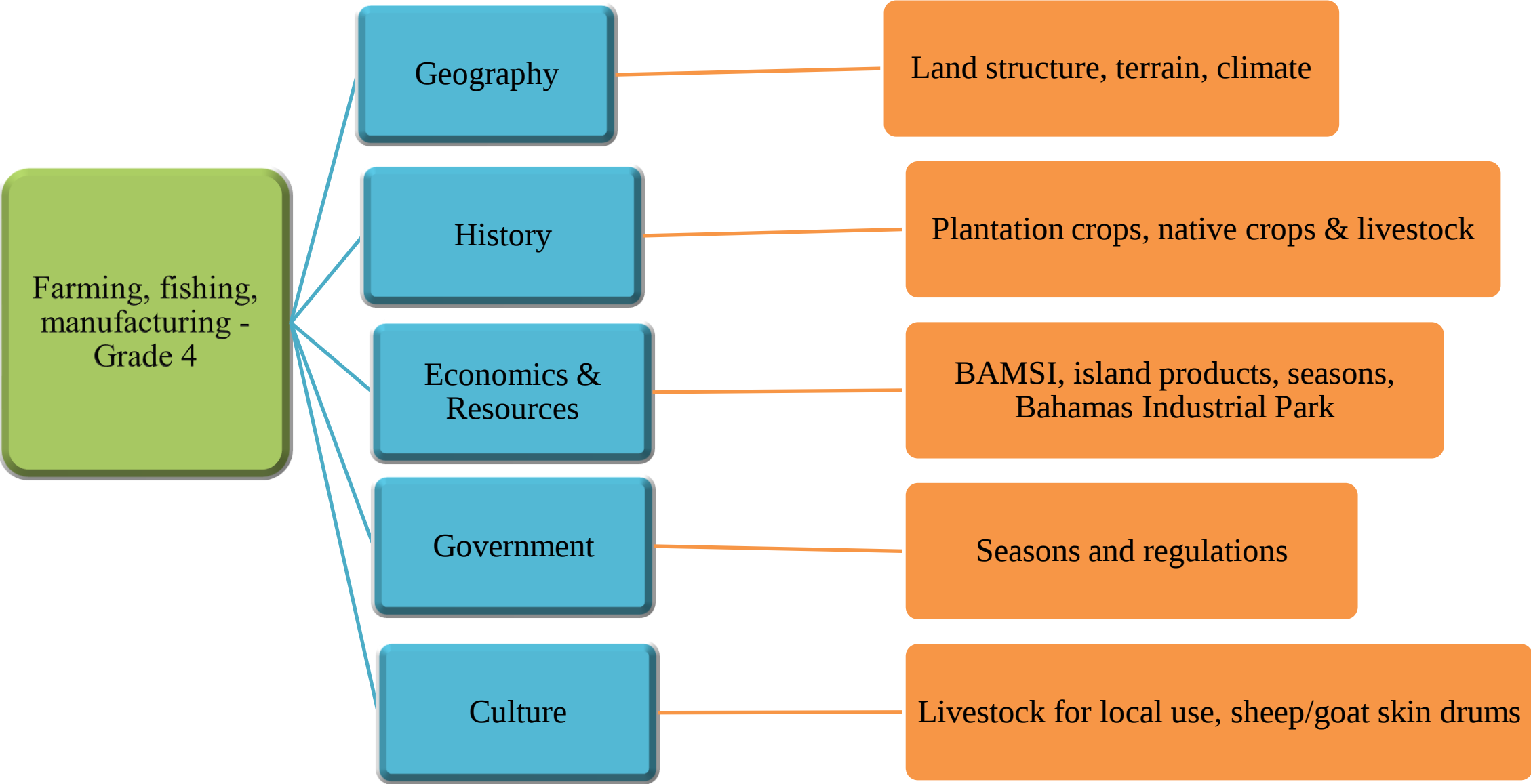
A sample of mapping strands using a given topic



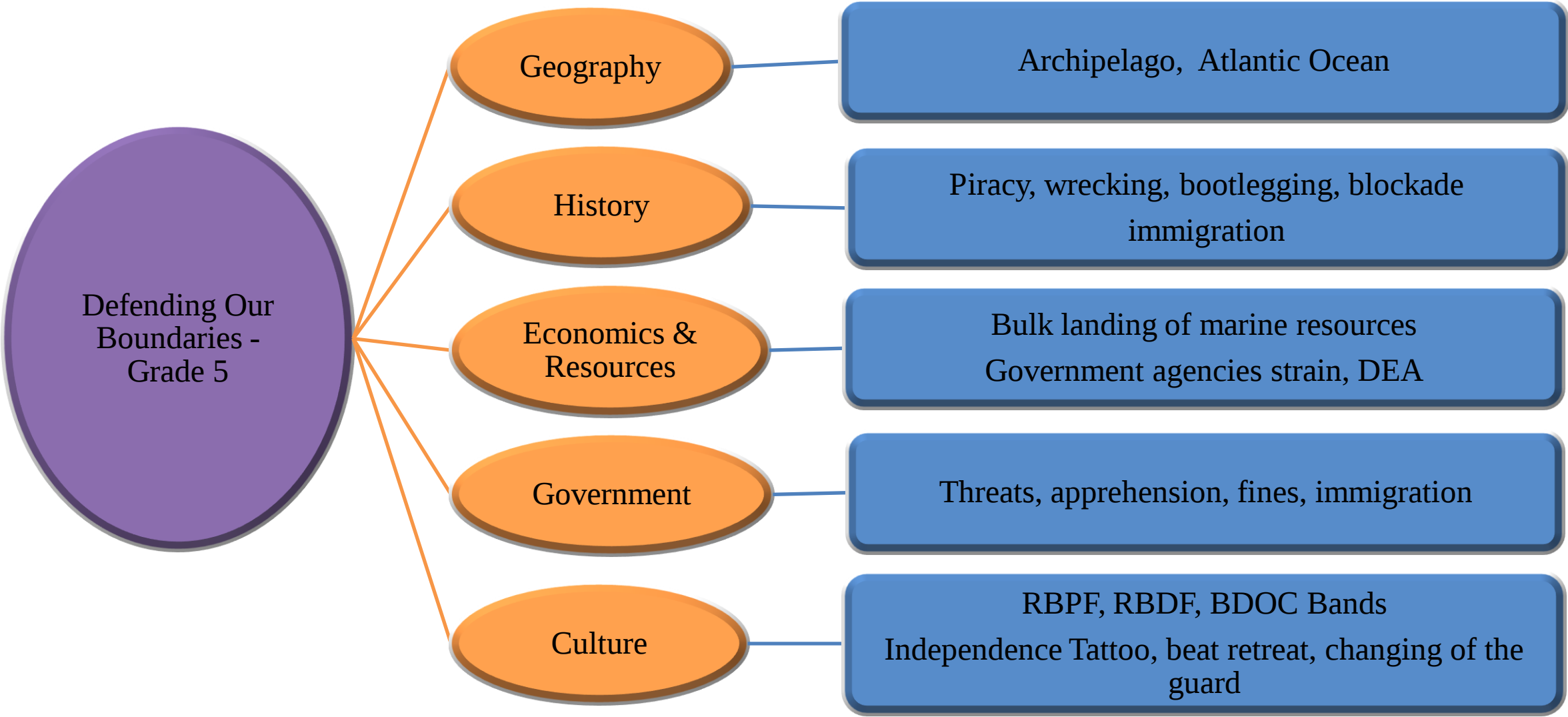
A sample of mapping strands using a given topic



A sample of mapping strands using a given topic



A sample of mapping strands using a given topic



A sample of a graphic organizer to map strands using a given topic

Grade 6 - Topic: The Bahamian Way of Life

Geography

- Continents
- Geographic structure, bodies of water

History

- African & European influence

Government

- Capital city
- Type of government and laws
- Official language

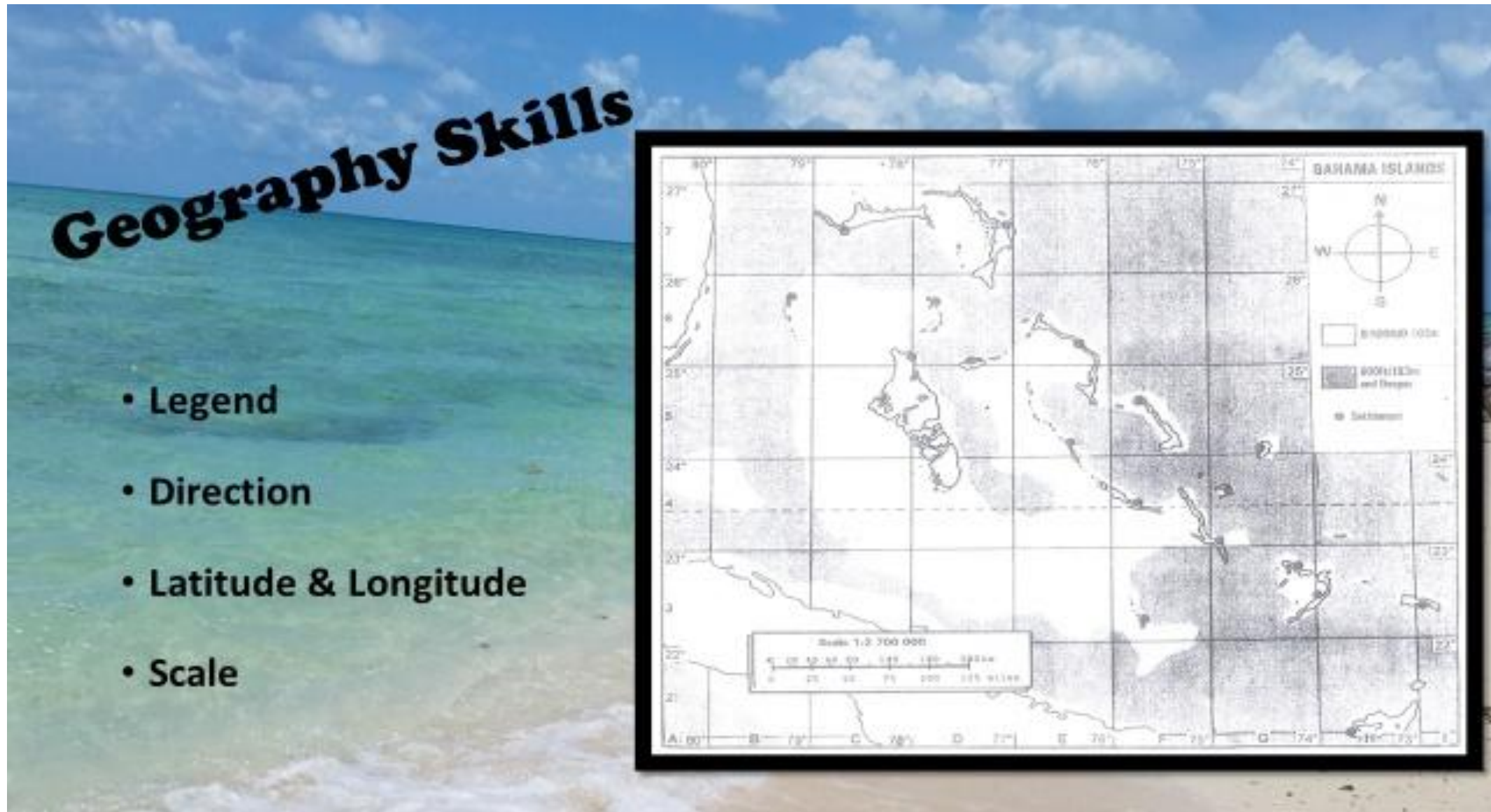
Economics & Resources

- Land & sea resources

Culture

- Dishes, Festivals, beliefs

A sample of mapping skills



THEMES

PRESCHOOL: MY NEIGHBOURHOOD AND ME

THEME ONE	THEME TWO	THEME THREE
All About Me	People Around Me – My Neighbourhood	The World Around Me
1. Cooperation/Appropriate Behavior 2. Collaboration/Communication 3. Consideration/Making Decisions 4. Fairness 5. Being Responsible 6. Respect for Self/Self - Control 7. Basic Needs 8. My Family 9. Gifts and Talents 10. Self Confidence 11. Conflict Resolution	1. Respect for Others 2. Respect for Environment 3. Rules and Consequences 4. Expressing Opinions 5. Community Helpers 6. Celebrations 7. Stories of the Past 8. Making Decisions 9. Sharing	1. My Island 2. My Country 3. National Pride 4. National Symbols 5. Junkanoo 6. Bahamian Islands 7. Globes/Maps/Models 8. Transportation 9. Safety Rules 10. Harmful Substances 11. Cleanliness
Theme One: What have you learnt?	Theme Two: What have you learnt?	Theme Three: What have you learnt?

THEMES

GRADE ONE: MYSELF, MY FAMILY, MY FAMILY

THEME ONE	THEME TWO	THEME THREE
I Am A Part o A Group	My Community	Different But Alike
1. Belonging - Family, School, Neighborhood, Community and Nation 2. Respect for Others 3. Meeting Others' Needs 4. Needs and Wants 5. Mapping 6. Opinions 7. Sequencing of Events 8. Traditional Celebrations 9. My Family Tree 10.Stories of The Past 11.Being Helpful to Visitors Theme One: What have you learnt?	1. Traditional Celebrations 2. My Family 3. Stories of the Past 4. Being helpful to visitors 5. Characteristics of Communities 6. National Symbols 7. Respect for Environment Theme Two: What have you learnt?	1. Diversity/Inclusion 2. Globes and Maps 3. Four Seasons 4. Depending on Others 5. Respecting Rules and Laws 6. Resolving Conflict 7. Respecting Others' Property Theme Three: What have you learnt?

THEMES

GRADE TWO: MY COMMUNITY

THEME ONE	THEME TWO	THEME THREE
Families, Buildings and Maps	Communities	Community Helpers And Weather
1. Families 2. Looking at Buildings 3. Looking at Churches 4. Looking at Roads and Docks-Map 5. Reading Directions	1. What is a Community? 2. Things we do in our Community 3. Different kinds of Communities e.g. A Fishing Community 4. Visitors to our Community 5. Changes to the Community Over a Period of Time	1. Our Community Helpers e.g. nurse, farmer, police officer 2. Our Community Leaders 3. Looking at the Weather 4. Read a Map - Classroom, School, Community around my School (Tour school campus and community)
Theme One: What have you learnt?	Theme Two: What have you learnt?	Theme Three: What have you learnt?

THEMES

GRADE THREE: MY ISLANDS

THEME ONE	THEME TWO	THEME THREE
People Who Live In My Island	Looking At Life In Other Islands	Our Basic Needs
1. How did my island look long ago? 2. The Lucayans 3. The Early Bahamians 4. People from other Countries 5. The population of my island today 6. Finding out about my island 7. The Family Island Administrator 8. Change in my island 9. Our Bahamian way of life 10.The symbols of our nation 11.Enjoying ourselves	1. Where is my island? 2. A Family of Islands 3. The Chickcharnie of Andros 4. A letter from New Providence 5. Salt making in Inagua 6. A visit to Long Island 7. Let’s find out about Grand Bahama 8. Acklins and its Cascarilla 9. Pineapples from Eleuthera 10.Exuma and its Regattas	1. Growing our food 2. The clothes we wear 3. A place to live 4. Everybody needs water 5. Money 6. Transportation 7. Getting news 8. Laws
Theme One: What have you learnt?	Theme Two: What have you learnt?	Theme Three: What have you learnt?

THEMES

GRADE FOUR: THE BAHAMAS, OUR COUNTRY

THEME ONE	THEME TWO	THEME THREE
History, Geography, Economics and Our Natural Resources	Our Government Since Independence	Families In Other Lands
1. Map Reading Skills-The World, Continents, Oceans, Directions 2. Where is The Bahamas? Name and locate boundaries, direction, channels, banks, Etc, 3. The Bahamas is made up of many islands 4. Natural Resources - How can we preserve them? 5. Climate and Weather 6. Industries of the past and present-farming, fishing, manufactory, sponging 7. Banks and Insurance Companies 8. Cultural Heritage 9. Pride in our Nation - The Coat of Arms Theme One: What have you learnt?	1. Who are tourists? 2. Why do tourists visit The Bahamas? 3. Communication and Transportation in the past and now 4. Arriving by air 5. People who work in Tourism 6. Resorts and Hotels 7. Cruise ships 8. Helping visitors enjoy their stay 9. Benefits of and possible problems relating to Tourism 10. Map reading skills - The Bahamas Theme Two: What have you learnt?	1. The Lucayans 2. Christopher Columbus 3. The Eleutheran Adventures 4. The Loyalists 5. Slavery 6. The influence of these people on our customs and life today 7. The Bahamian people today - How have we changed? Migration, foreign influences 8. Nation Builders 9. Map reading skills Theme Three: What have you learnt?

THEMES

GRADE FIVE – NEIGHBOURING LANDS

THEME ONE	THEME TWO	THEME THREE
Historical Connections	Our Government Since Independence	Families In Other Lands
1. Pirates and Buccaneers 2. The Establishment of Religions 3. The First Parliament of The Bahamas 4. Connections with the United States of America 5. Connections with The Caribbean - Past and Present 6. Immigration from other parts of the world 7. Map Reading skills - The Bahamas	1. Working with our Neighbours 2. Our Country's Development 3. Defending our Boundaries 4. Hurricane Warning 5. Our Trading Partners 6. Higher Education for Bahamians 7. Health and Medicine 8. Membership of Caribbean Organizations 9. The Commonwealth of Nations 10. Domestic and International Tourism 11. Map reading skills - The Caribbean	1. Rice Farming in Trinidad 2. Working in The United States of America 3. Canada 4. Great Britain 5. Haiti 6. Jamaica 7. Map reading skills - The World
Theme One: What have you learnt?	Theme Two: What have you learnt?	Theme Three: What have you learnt?

THEMES

GRADE SIX – BAHAMIANS, CITIZENS OF THE WORLD

THEME ONE	THEME TWO	THEME THREE
Our System of Government	Other Nations, Other Cultures	Conserving Our Resources
1. What is Government? 2. The Bahamas: An Independent Country 3. Branches of Government (Legislature, Executive and Judiciary) 4. Citizens of The Bahamas 5. Choosing a Government 6. Forming a Government 7. Making Laws of The Bahamas 8. Enforcing Laws 9. The Work of the Law Courts 10. Local Government in The Bahamas 11. Mapping: Hemispheres, Longitude and Latitude, Coordinates Theme One: What have you learnt?	1. The Bahamian way of life 2. A Visit to Japan 3. Brazil-Carnival, coffee and rainforests 4. Switzerland-Land of mountains and rivers 5. Connections with Africa, Past and Present 6. Australia - Land ‘Down under’ 7. Finding out about other countries 8. Working together 9. Geographical features - continents, countries, islands, capital cities, oceans, seas, rivers, mountains, ridges, bights, lakes, etc. Theme Two: What have you learnt?	1. What are resources? 2. The atmosphere protects us 3. Protecting our land 4. Caring for our architectural heritage 5. Protecting our marine resources Theme Three: What have you learnt?

SCOPE AND SEQUENCE CHART

Key: I – Introduce D – Develop A – Advance R – Reinforce

Sub Goal 1 (History): Know the History of The Bahamas from the time of the Lucayans to the present date and connect the historical events to their yearly celebrations.

OBJECTIVES	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Exhibit national pride	I	I	D	D	D	A	R
2. Explain the importance of self-pride and national pride	I	I	D	D	D	A	R
3. Recognize the national symbols of The Bahamas	I	I	D	D	R	R	R
4. Discuss the significance of the national symbols of The Bahamas	I	I	D	D	A	R	R
5. Recall historical events of The Bahamas in chronological order			I	D	D	A	A
6. Identify nation builders and their contributions	I	I	I	D	A	A	A
7. Evaluate key decisions made in a changing world; assessing implications and long-term consequences			I	D	D	A	A
8. Be informed of current issues in The Bahamas and globally and be able to debate them	I	I	D	D	D	A	A

SCOPE AND SEQUENCE CHART

Key:	I – Introduce	D – Develop	A – Advance	R – Reinforce			
Sub Goal 2 (Geography & Environment):		1. <i>Locate and identify the major land forms and bodies of water on maps of The Bahamas, the Caribbean and the World</i> 2. <i>Compare and contrast the geographical and environmental elements of various regions of the world.</i>					
Objectives	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Utilize a map identifying symbols and cardinal directions and describe the relative location of places on maps and globes		I	I	D	D	D	A
2. Recognize and differentiate among significant bodies of water found on maps of The Bahamas, the Caribbean, and the world		I	I	D	D	D	A
3. Identify and utilize map symbols, cardinal directions, line of longitude and latitude		I	I	D	D	A	A
4. Differentiate between physical and political maps.						I	D
5. Use geographical language appropriately		I	I	D	D	D	A
6. Compare and contrast various countries of the world to The Bahamas.		I	I	D	D	D	A
7. Describe ecosystems and their culture	I	I	D	D	D	A	A
8. Examine how various factors contribute to changes in the environment	I	I	D	D	A	A	A
9. Suggest ways to improve the environment creating a sense of ownership in and responsibility for the environment	I	I	D	D	A	A	A

SCOPE AND SEQUENCE CHART

Key:	I – Introduce	D – Develop	A – Advance	R – Reinforce			
Sub Goal 3 (Government):	Identify the purpose of a government nationally and internationally; then describe how various forms of government are organized.						
Objectives	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Identify ways in which government helps people meet their needs		I	I	D	D	A	A
2. Explain the purpose of a government		I	I	D	D	A	A
3. Explore different forms of government				I	D	D	A
4. Discuss and research government throughout the history of The Bahamas				I	D	D	A
5. Use a variety of strategies to resolve conflicts	I	I	D	D	A	A	A
6. Devise and demonstrate ways to resolve conflicts fairly and peacefully	I	I	D	D	A	A	A
7. Determine and model good citizenship	I	I	D	D	A	A	A

SCOPE AND SEQUENCE CHART

Key: I – Introduce D – Develop A – Advance R – Reinforce

Sub Goal 4 (Economics & Resources): Identify and appreciate the importance of resources in The Bahamas and the world and discuss how resources can affect a country’s economic stability

Objectives	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Identify the different types of resources and categorize each	I	I	I	D	D	D	A
2. Explain the use of the different of resources in our country	I	I	D	D	D	D	A
3. Describe how Bahamians have historically engaged in trade and industry				I	D	D	A
4. Evaluate how choices are made given the limited resources of The Bahamas and the world				I	D	D	A
5. Investigate the importance of the position of The Bahamas in relation to our economy and that of the world.	I	I	I	D	D	D	A
6. Discuss the impact of technology on the world	I	I	I	D	D	A	A

SCOPE AND SEQUENCE CHART

Key: I – Introduce D – Develop A – Advance R – Reinforce

Sub Goal 5 (Culture & Heritage): *Examine cultural diversities and respect these differences*

Standards	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Discuss the different types of families in The Bahamas	I	I	D	D	A	A	A
2. Define culture as a way of life exhibited by a group of people	I	I	D	D	A	A	A
3. Identify and appreciate aspects of Bahamian culture and heritage	I	I	D	D	A	A	A
4. Recognize the continuity of cultures, traditions and practices over time				I	D	A	A
5. Explain similarities and differences of various cultures locally and globally			I	D	D	A	A
6. Assess the influence of different cultures on each other			I	D	D	A	A

SCOPE AND SEQUENCE

STRANDS	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HISTORY	Self-Identity/National Pride	Self-Identity/National Pride	Self-Identity/National Motto	National Coat of Arms	National Coat of Arms Elements and their significance	Establishment of Religions	The Bahamas – An Independent Country (Past, Present, Future)
	Pledge	Pledge	National Flag- Colours and significance	National Flag- Colours and significance	The Loyalists	Pirates & Buccaneers	
	National Anthem	National Anthem	Columbus	Eleutheran Adventurers	Slavery - Positive and negative e.g. Asue, bush medicine, Junkanoo, etc.	Connections with The United States of America - Past and Present	Connections with Africa - Past and Present
	National Symbols	National Symbols	The effects of his arrival on Lucayan families	Lucayan way of life			
	Nation Builders	Lucayans	Nation Builders	Nation Builders	Nation Builders	Immigration from other parts of the world Nation Builders	Nation Builders

STRANDS	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GEOGRAPHY	Globes and maps models Four Seasons – (use native trees and fruits) Directions - right, left, up and down	Globes and maps models Land and sea, bodies of water, The Bahamas Four Seasons (Use native trees and fruits) Directions - right, left, up and down	Map reading - New Providence and the major islands Weather - observe and record Conservation - The effects of weather on communities e.g. hurricanes and other storms Directions - four-point compass	Islands of The Bahamas Weather- effects on life Conservation - Land and Water Directions - the four- point compass	Islands of The Bahamas Weather and Climate-Instruments/Effects on economy and tourism Conservation - Natural Resources Maps - continents, hemispheres, latitude and latitude Directions - The eight- point compass	Islands of The Bahamas Weather - hurricanes and other storms Conservation - Marine Resources Maps - hemispheres, latitude, coordinates, key, scale, legend, etc. Directions - The eight -point compass .	Islands of The Bahamas Weather - Effects of global warming, natural disasters, e.g. tornadoes, tsunamis, etc. Conservation - Human Resources (i.e. people) Maps - hemispheres, latitude and longitude, coordinates, key, scale, legend, etc. Geographical Features- continents, countries, islands, capital cities, oceans, seas, rivers, etc. Directions – The eight-point compass

STRANDS	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GOVERNMENT	Name of our country - The Commonwealth of The Bahamas	Name of our country- The Commonwealth of The Bahamas	Our Community Helpers - Police, Nurse, Teacher, Fireman	Our National Symbols	Our Leaders - Governor General, Prime Minister, Minister of Education, Minister of Health	Our Parliament - The First Parliament of The Bahamas and present, Legislature, Law Making	What is a government?
	Our Leaders- e.g. Prime Minister	Our Leaders – e.g. Prime Minister	Our Leaders- Governor General, Prime Minister, Minister of Education	Our Leaders- Governor General, Prime Minister, Minister of Education	Enforcing the Laws - Customs and Immigration Officers	Our Country’s Development	Types of government
	Our Community Helpers - police, nurse, teacher, fireman	Our Community Helpers - Police, Nurse, Teacher, Fireman	Our Rules - School, class and community	Our Laws		Enforcing government laws - The Royal Bahamas Police Force and The Royal Bahamas Defence Force	Our Parliament - Branches (Legislature, Executive and Judiciary)
	Our Rules - School and class	Our Rules – School and class		Government on our Family Islands – Family Islands Administrators		Foreign Consulates	Choosing a Government
	Respecting rules and laws	Respecting rules and laws				Organizations - The Caribbean Community and Common Market (CARICOM) and The Commonwealth	Forming a Government
	Resolving conflicts	Resolving conflicts					Making Laws
							Enforcing laws
							Work of the law courts
							Local Government

STRANDS	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
ECONOMICS AND RESOURCES	Depending on others Land transportation- horse and carriage, Surrey, jitney, taxis, feet	Depending on others Land transportation - horse and carriage, Surrey, jitney, taxis, feet The Orange Economy The Blue Economy The Green Economy	Transportation- Air and Sea Communications and media The Orange Economy The Blue Economy The Green Economy	Salt mining Oil refinery- BORCO Androsia Water Transshipment- Container port The Orange Economy The Blue Economy The Green Economy	Farming- Substantial, Slash & Burn Poultry/Livestock farming Produce Fishing Tourism in The Bahamas – a. Who are tourists? b. Why do tourists come to The Bahamas? c. What is the travel process? d. How does tourism help The Bahamas? Manufacturing- Bottling/Canning/Beer & Alcohol Migration/Foreign Influences The Blue, Green and Orange Economies	Industries of the past- Pineapple, Sisal, Sponge Tourism- Domestic and International (Land accommodations) Banking, Investment, and Industries Our trading partners The Orange Economy The Blue Economy The Green Economy	Industries- Rank based on GNP, employment, etc. Ecotourism Banking Resources- land, anchor projects on the Family Islands, architecture, etc. The Orange Economy The Blue Economy The Green Economy

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
CULTURE AND HERITAGE	The Family	The Family	Types of Families	Family trees	The Family – Our Heritage (names and origin from The Bahama Islands)	The Family – Our Heritage (names and origin from the Caribbean and other nations)	The Family - Effects of families on societies and vice versa, also HIV/AIDS and other communicable and life style diseases
	The World around me – safetyrules, harmful substances	The World around me -safety rules, harmful substances	Junkanoo – Major groups	Junkanoo – History and instruments			
	Junkanoo - mask and music	Junkanoo - Mask and music	Celebrations - Public Holidays of The Bahamas and their significance	Celebrations - Public Holidays of The Bahamas and their significance	Junkanoo – instruments and pasting	Junkanoo - Revenue - The Orange Economy	Junkanoo – Connection with the wider world
	Celebrations – Christmas, Easter and Birthdays	Celebrations – Christmas, Easter and Birthdays					
	Storytelling	Storytelling		Festivals – Crab, Salty and Pineapple	Celebrations – Public Holidays of The Bahamas and their significance (emphasis on National Heroes’ Day and Emancipation Day)	Celebrations - Fox Hill Day and Gambier Day	Celebrations – Weddings, Family Reunions, Wakes and Funerals
	Ring play	Ring play	Ring play	Ring play		Festivals - rake and scrape	
	Bush Medicine- e.g. aloe vera and sage	Bush Medicine- e.g. aloe vera and sage	Bush Medicine- cerasee, shepherd needle, croton	Bush Medicine- cerasee, shepherd needle, croton	Festivals - corn, onion, and regattas bush medicine as tea	Bush Medicine for common ailments e.g. rashes, cold, etc.	Festivals - rake and scrape Bush Medicine for health ailments

UNIT/TOPIC ALLOCATION

STRAND 1: HISTORY

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	The History of The Bahamas from Lucayans to present. 1.H1 Identify the Lucayans as the first settlers in The Bahamas. 1.H2 Describe and discuss the life of the Lucayan families.	The History of The Bahamas from Lucayans to present. 1.H1 Recall and discuss the Lucayans way of life. 1.H2 Examine the way of life of the first settlers. 1.H3 Compare and contrast first settlers to today's Bahamians.	The History of The Bahamas from Lucayans to present. 1.H1 Discuss why Christopher Columbus traveled from Europe. 1.H2 Describe the effects of the arrival of Columbus on the Lucayans. 1.H3 Explain why the Eleutheran Adventurers came to The Bahamas. 1.H4 Sequence the events of the Eleutheran Adventurers.	The History of The Bahamas from Lucayans to present. 1.H1 Describe the impact of Columbus on The Bahamas. 1.H2 Identify the events that lead to the arrival of The Eleutheran Adventurers 1.H3 Recognize the influence of the Eleutheran Adventurers on Bahamian culture. 1.H4 Discuss the arrival and the contributions of the Loyalists to The Bahamas.	The History of The Bahamas from Lucayans to present. 1.H1 Discuss the contributions made by early settlers. .H2 Describe how former masters and enslaved persons viewed and treated one another and their responses to the challenges they faced after emancipation. 1.H3 Discuss the activities of pirates and analyze their effects on the people of The Bahamas. 1.H4 Describe the impact of wrecking blockade running and bootlegging on The Bahamas. 1.H5 Explain the connections between The Bahamas and the U.S.	The History of The Bahamas from Lucayans to present. 1.H1 Discuss the impact and the effects of European explorers on the world. 1.H2 Compare cultural aspects of the past African culture with Bahamian culture today. 1.H3 Sequence the historical events that have contributed to the Bahamian cultural experience today. 1.H4 Discuss the events that led to the Burma Road riot and how it was resolved. 1.H5 Analyze the effects of the contract/project on Bahamian family life, and Bahamian labourers in America

STRAND 2: GEOGRAPHY	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	The Bahamas an archipelago part of a global community divided into continents and hemispheres	The Bahamas an archipelago part of a global community divided into continents and hemispheres	The Bahamas an archipelago part of a global community divided into continents and hemispheres	The Bahamas an archipelago part of a global community divided into continents and hemispheres	The Bahamas an archipelago part of a global community divided into continents and hemispheres	The Bahamas an archipelago part of a global community divided into continents and hemispheres
	2.GE1 Use directional words to locate places in their school. 2.GE2 Distinguish between land and water and differentiate between shallow and deep water. 2.GE3 Recognize the map of The Bahamas, your island and Andros as the largest island.	2.GE1 Recognize and use the four point compass and hemispheres. 2.GE2 Identify the main oceans. 2.GE3 Locate and list the central islands of The Bahamas and identify Nassau as the capital of The Bahamas.	2.GE1 Utilize the four point compass to locate the Northwestern islands and demonstrate application on a grid. 2.GE2 Locate the Tongue of the Ocean on a map and discuss the significance comparing it with similar bodies of water. 2.GE3 Identify the northwestern islands and their settlements and compare them.	2.GE1 Identify legends/keys and apply the eight directional points compass. 2.GE2 Locate, compare and contrast the Little and Great Bahama Banks. 2.GE3 Identify, compare and contrast the Southern islands to other islands.	2.GE1 Recognize and use a legends, keys, scales, lines of longitude and latitude. 2.GE2 Compare and contrast, the size of the Bahama Islands to Caribbean countries. 2.GE3 Compare and contrast the islands of The Bahamas.	2GE1 Differentiate between political and physical maps and apply all map skills. 2.GE2 Compare and contrast the location of the continents. 2.GE3 Analyze the derivation of settlement names to geographic terms.

STRAND 3: GOVERNMENT	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	The government at local, national and international level	The government at local, national and international level	The government at local, national and international level	The government at local, national and international level	The government at local, national and international level	The government at local, national and international level
	3.GOV1 Define the term leader and identify the leader in your home and school and the present Prime Minister. 3.GOV2 Identify persons who keep citizens safe. 3.GOV3 Recall and obey home and class rules. 3.GOV4 Recognize that I am a Bahamian, Bahamians come from The Bahamas. 3.GOV5 Demonstrate a willingness and ability to resolve conflicts in the home and school.	3.GOV1 Identify the current Governor General and Prime Minister of The Bahamas. 3.GOV2 Identify the persons that work in the Ministry of Health and describe the role they play in our community. 3.GOV3 Discuss the purpose the rules in our community and apply them to everyday living. 3.GOV4 Discuss The Bahamas as place of birth and place of residence. 3.GOV.5 Identify ways to resolve conflicts in the community or groups.	3.G1 Identify the first Prime Minister and the first Bahamian Governor General of The Bahamas. 3.GOV2 Identify the present minister of education and his/her role. 3.GOV3 Identify consequences for breaking the laws and suggest corrective actions.. 3.GOV4 Discuss the basic rights of a citizen and explain how they could be applied. 3.GOV5 Explain the impact of not resolving conflicts in the community and identify ways to deal with bullying.	3.GOV1 Identify all Governors General and Prime Ministers to present. 3.GOV2 Identify the present minister of youth sports and culture and his /her role. 3.GOV3 Identify correctional institution in The Bahamas and discuss their purpose. 3.GOV4 Identify, discuss and debate the rights and responsibilities of a citizen. 3.GOV5 Recognize that communities in The Bahamas have conflict.	3.GOV1 Identify and compare leaders in Caribbean organizations. 3.GOV2 Identify by title and name the leaders in the Ministry of Finance and their duties and responsibilities. 3.GOV3 Discuss the law making process of Parliament and compare parliaments of the past to today’s parliament. 3.GOV4 Discuss citizenship in The Bahamas under colonial rule. 3.GOV5 Identify CARICOM and CHOGM as organizations that deal with regional concerns and conflicts.	3.GOV1 Identify and compare different types of leaders around the world. 3.GOV2 Identify the present Minister of National Security Agencies, the role each person plays and the titles held by these persons. 3.GOV3 Identify the three branches of government, their composition and discuss how each branch deals with the law. 3.GOV4 Identify citizens in the Commonwealth of The Bahamas after independence. 3.GOV5 Identify the United Nations as an organization that deals with world conflicts and cite possible resolutions.

STRAND 4: ECONOMICS AND RESOURCES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	The importance of resources and the effect on the economy of The Bahamas and the world.	The importance of resources and the effect on the economy of The Bahamas and the world.	The importance of resources and the effect on the economy of The Bahamas and the world.	The importance of resources and the effect on the economy of The Bahamas and the world.	The importance of resources and the effect on the economy of The Bahamas and the world.	The importance of resources and the effect on the economy of The Bahamas and the world.
	4.ER1 Identify seafood products and farming produce grown and consumed in The Bahamas. 4.ER2 Who is a tourist? 4.ER3 Identify various forms of land transportation and explain their importance in everyday life. 4.ER4 Compare and contrast the ways food is sold between city life and family island life.	4.ER1 Identify the natural resources in our country and some products found on farms and explain how we use these products daily. 4.ER2 Why do tourists come to The Bahamas? 4.ER3 Compare forms of transportation and discuss the advantages of using these forms of transportation to transport produce around the country. 4.ER4 How do the locals benefit from natural resources found on their island?	4.ER1 Describe the importance of industries in The Bahamas and identify the islands associated with various industries. 4.ER2 How do tourists travel to The Bahamas? 4.ER3 Explain and describe the impact of inter-island transportation. 4.ER4 How do people benefit from manufacturing in The Bahamas?	4.ER1 Identify food items produced and manufactured in The Bahamas and analyze the reasons for the types of food manufactured. 4.ER2 How does tourism help The Bahamas? What is influence that Sir Stafford Sands has on the tourism industry in The Bahamas? 4.ER3 Discuss international transportation. 4.ER4 Identify the economic impact of farming and migration in The Bahamas.	4.ER1 Identify resources produced, manufactured and traded by The Bahamas. 4.ER2 Differentiate between domestic and international tourism. 4.ER3 Discuss the function, advantages and disadvantages of the Container Port. 4.ER4 Recognize that the economy of The Bahamas depends on our ability to manage our resources.	4.ER1 Compare Bahamian manufacturing industry to those of countries around the world 4.ER2 Define eco-tourism and other types of tourism and discuss the influence they have on our country. 4.ER3 Draw conclusions about how transportation relates to communication around the world. 4.ER4 Analyze how a strong manufacturing industry makes a country economically strong.

STRAND 5: CULTURE AND HERITAGE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the world.
	5.CH1 Discuss families in my home. 5.CH2 Display pride in their environment, classroom and school. 5.CH3 Articulate the correct singing of the national anthem and recite accurately the words of the national pledge. 5.CH4 Identify various nation builders in education, sports, music and the arts. 5.CH5 Name the holidays Junkanoo is held on and discuss experiences about Junkanoo.	5.CH1 Identify and describe the structure of different types of families in The Bahamas. 5.CH2 Display pride in their community. 5.CH3 Identify all national symbols and explain the significance of the colors of the flag. 5.CH4 Identify various nation builders in education, sports, music and the arts 5.CH5 Identify major Junkanoo groups and their leaders.	5.CH1 Identify members that make up their family tree descending from grandparents. 5.CH2 Define what it means to have ‘national pride’ and identify ways and reasons for having national pride. 5.CH3 Identify elements that make up the national Coat of Arms. 5.CH4 Identify various nation builders in education, sports, music and the arts 5.CH5 Discuss the origin of Junkanoo and identify instruments used to create Junkanoo music.	5.CH1 Identify surnames associated with certain family/settlements. 5.CH2 Display patriotism for national symbols. 5.CH3 Identify the elements and significance of the objects in the Coat of Arms. Analyze the words and meaning of the pledge and national anthem. 5.CH4 Identify various nation builders in education, sports, music and the arts 5.CH5 Research the origin of the Junkanoo festival and classify instruments used in Junkanoo. Describe the method used to paste Junkanoo costumes.	5.CH1 Identify Caribbean surnames and trace their origins. 5.CH2 Explain from a personal experience, what it means to be Bahamian. 5.CH3 Analyze national symbols. 5.CH4 Identify various nation builders in education, sports, music and the arts 5.CH5 Discuss how Junkanoo affects the revenue of The Bahamas.	5.CH1 Explain the effects of families on societies and vice versa. 5.CH2 Identify various aspects of Bahamian culture. 5.CH3 Compare Bahamian National Symbols with countries around the world. 5.CH4 Identify various nation builders in education, sports, music and the arts 5.CH5 Discuss the connection with Junkanoo and the wider world.

STRAND 5: CULTURE AND HERITAGE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the World.	Diversity of cultures in The Bahamas and around the world.	Diversity of cultures in The Bahamas and around the World.
	5. CH6 Describe events related to Christmas, Easter and birthday celebrations in The Bahamas. e.g. Crab Fest 5. CH7 Identify various characters in traditional stories. 5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for medicinal use.	5. CH6 Identify and describe observance of National Heroes Day and discuss the events held during this holiday. e.g. Corn Fest, Onion Fest, Pineapple Fest. 5. CH7 Discuss traditional & modern ring plays. 5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for medicinal use.	5. CH6 Explain the significance of Independence and Emancipation Days. Bonefishing Tournament, regatta/homecoming 5. CH7 Compare toys and games long ago with ones that children do and use today. 5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for medicinal use.	5. CH6 List the public holidays celebrated in The Bahamas and explain the significance of Whit Monday and Labour Day, Salty Fest, Regatta / Homecoming, Conch Fest 5. CH7 Explain similarities and differences of various Bahamian dishes. 5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for tea.	5. CH6 Explain the significance of Gambier and Fox Hill Day. Explain Rake and Scrape 5 CH 7 Discuss the similarities and differences of various cultural aspects locally. 5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for medicinal use i.e. common ailments.	5. CH6 Distinguish the difference between national and international holidays. Explain and compare and contrast Rake and Scrape and Goombay 5 CH7 Evaluate Bahamian traditional celebrations – weddings, family reunions, wakes and funerals 5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for medicinal use i.e. chronic diseases.

LEARNER OUTCOMES

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HISTORY	N.P.1.1 Develop a sense of pride in being Bahamian. N.P.1.2 Recite Pledge and National Anthem N.P.1.3 Demonstrate respect for National Anthem and Pledge.	N.P.1. Identify family members and the country where we live. I live in the Commonwealth of The Bahamas. N.P.1.2 Recognize national symbols N.P.1.3 Recite accurately the National Pledge and National Anthem N.P.1.4 Demonstrate respect for National Anthem and National Pledge.	N.P.1.1 Display national pride in their environment, classroom and school.	N.P.1.1 Define and describe what it means to have national pride in your community. N.P.1.2 Display national pride in your community. N.P.1.3 Identify islands as a part of their community.	N.P.1.1 Distinguish how pride is shown in your island. N.P.1.2 Demonstrate pride in island and recognize island diversity.	N.P.1.1 Appreciate the importance of being Bahamian. N.P.1.2 Recognize the uniqueness of being a Bahamian in the Caribbean region.	N.P.1.1 Define their place as Bahamians in the world.
	N.S.1.1 Recognize national symbols N.S.1.2 Recognize the flag and state the colours.	N.S.1.1 Recognize the flag and state the colours.	N.S.1.1 Explain the significance of the colours of the flag. N.S.1.2 Recite the pledge, anthem and motto accurately. N.S.1.3 Recognize and identify all national symbols.	N.S.1.1 Define the word symbol. N.S. 1.2 Identify the elements that make up the coat of arms. N.S.1.3 Name the author, composer and designer of various the national symbols.	N.S.1.1 Analyze the words and meaning of the pledge and the national anthem.	Reinforce National Symbols	Reinforce National Symbols

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HISTORY		Lu.1.1 Recognize that the Lucayans were the first settlers in The Bahamas.	Lu.1.2 Identify the key elements of the Lucayans' way of life. Lu. 1.2 Retell the story of Columbus' arrival to The Bahamas.	Lu.1.3 Connect the arrival of Columbus to the Discovery Day holiday. Lu. 1.3 Discuss the effects of Columbus' arrival on the Lucayans' family.	Eu.1.4 Explore the role of European explorers during the time of Columbus.	Eu.1.5 Discuss the impact of European explorers to the Caribbean.	Eu.1.6 Discuss the impact of the European explorers on the world. Eu. 1.6 Evaluate the impact of the European explorers
				EA.1. Sequence the story of the Eleutheran Adventurers. E.A.2. Explain the reasons why they came.	E.A.1.Create a time line displaying the events of the Eleutheran Adventurers. E.A.2.Discuss the impact of this group on the island of Eleuthera.		
					L.1. Explain how the Loyalists got their name. L.2. Describe the contributions they made to The Bahamas.		
					S.1. Research the society from which the Africans came. S.2. Define the terms slave, freedom and Emancipation.	P.B.1.Explain the hardship the Bahamians encountered from the Pirates and Buccaneers.	

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HISTORY					S.3. Trace the root and recount the experiences of the middle passage. S.4. The contributions Africans made.	P.B.2. Compare and contrast the difference between the two groups. P.B.3. Identify at least 5 pirates. P.B.4 Discuss the activities and the effects the pirates had on The Bahamas.	
						U.S.C.1 Discuss the country's association with America. U.S.C.2 Debate the pros and cons of the early activities linking The Bahamas to America. U.S.C.3 Compare the activities past and present. U.S.C.4 Create a time line from the 1500s to 21st century.	A.1. Discuss the association between The Bahamas and Africa. A.2. Explain the connections between The Bahamas and Africa. A.3. Explain past and present connections.

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GEOGRAPHY	MA.1.1 Identify streets and buildings in their community.	MA1.1 Using directional words, locate buildings and landmarks in their school. M.1.2 Recognize models, globes and maps. M 2.3 Recognize the map of The Bahamas. M1.4 Locate Andros (largest island).	M1.1 Recognize and locate Central Islands and New Providence. M1.1 Recognize map symbols for the airport and settlements. M1.1 Recognize the four-point compass.	M1.1 Recognize, categorize and locate Northwestern Islands. M1.1 Map symbols for places of interest, mailboat dock and roads.	M1.1 Recognize and locate Southeastern islands. M1.2 Categorize the islands in their metrological groupings. Differentiate between political and physical maps. Use and define the geographical terms: hemisphere, longitude, latitude, island, archipelago and other related terms. Use lines of longitude and latitude to locate islands of The Bahamas.	M1.1 Review islands of The Bahamas. M1.2 Relate Bahama islands to other islands in the Caribbean. Identify islands and countries located in the Caribbean Sea. Recognize maps legends and key. Use coordinates to locate islands of the Caribbean. Apply knowledge of legends and coordinates to any maps.	M1.1 Review islands of The Bahamas in relation to the world. M1.2 Identify the continents. Apply prior knowledge of coordinates, scales and map legends to political and physical world maps.
	WA1.1 Recognize the difference between land and water.	WA 1.5 Recognize the difference between land and water.	WA1.1Recognize and Differentiate between Shallow and deep waters.	WA1.Identify the Great and Little Bahama Bank. W1.Locate the Tongue of the Ocean.	WA1.Explain the significance of the tongue of the ocean and the banks.	WA1. 1Identify islands /countries located in the Caribbean Sea. WA1.2 Identify the bodies of waters that borders the islands of The Bahamas.	WA1.1 Recognize where The Bahamas is located in the Atlantic Ocean. WA1.2 Identify other oceans in the world.

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
ENVIRONMENT (Weather and Conservation)	WE1.1 Name the four seasons.	WE1.1 Name the four seasons using native trees and fruits.	WE1.1 Identify and observe various weather conditions. WE1.2 Discuss how the weather effects choices we make.	WE1.1 Explain the effects of the weather on our Community WE1.1 Identify what happens because of the effects of the weather.	WE1.1 Differentiate between climate and weather. WE1.2 Relate the sequence and the types of weather relative to the calendar.	WE1.1 Differentiate among weather systems. WE1.2 Examine the effects of hurricanes on coast lines, vegetation and communities. WE1.3 Plot the coordinates to track a hurricane. WE1.4 Create simulations of a hurricane.	WE1.1 Explain the effects of global warming and natural disasters. WE1.2 Relate the natural disasters to their specific regions. WE1.3 Discuss how natural disasters impact landforms. WE1.4 Create simulations of a natural disasters. WE1.5 Measure weather conditions.
	C1.1 Practice conservation of water. C1.2 Keep surroundings clean. C1.3 Avoid harmful substances.	C1.1 Practice conservation of water and electricity. C1.2 Keep surroundings clean. C1.3 Avoid harmful substances.	C1.1 Describe the way people interact with the environment and the impact of the environment on their lives.	C1.1 Explain the importance of land and water conservation. C1.2 Give example of ways to preserve land and water resources.	C1.1 Describe practices and processes used in relation to our natural resources. Examples: land, sea and its products, fresh water and air. C1.2 Identify practices and habits which will sustain land resources. C1.3 Practice conservation in our daily lives.	C1.1 Explain why marine resources are important to the Bahamian economy. C1.2 Identify and discuss the cause and effect relationships between people and the environment. C1.3 Examine practices that help to sustain marine resources.	C1.1 Define human resources. C1.2 Explain the effects good government, economics and labour have on the quality of life. C1.3 Give examples of how poorly managed human resources have effected some countries in our region. C1.4 Examine how countries use each other to restore and conserve the human resources of a region

GOVERNMENT

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	N.B.1.1 Name the Prime Minister of The Bahamas. N.B. 1.1 Name the leaders in their school community.	N.B. 1 Name and identify the first and present Governor General and Prime Minister.	N.B.1 Identify the present Minister of Health.			G.M. 1 Describe how parliament has changed over time. (compare the first to the present). GM 2 State the purpose of parliament. GM 3 Identify the law enforcement agencies and explain their roles in law enforcement. Outline the functions of Caribbean organizations and the Commonwealth Nations.	GM.1 Define government as an organization. GM.2 Identify the four kinds of government GM 3 Compare them to our government. GM 4 Outline the electoral process. GM 5 Discuss and explain the government
	L.1 Define the term leader. L.2 Discuss how it relates to home and school. L. 2 Identify the government leaders in the community.	L.1 Define the term leader. L.2 Discuss how it relates to home and school. L.2 Name the leaders in their school community	L.1 Define the term leader. L.2 Discuss how it relates to school and community. L.2 Identify the government leaders in the community.	L.1 Define the term leader. L. 1 Identify the government leaders in the community. L.2 Discuss how it relates to The Bahamas N.B.1 Identify Sports and Educational nation builders. N B.2 Identify the Minister of Education and the school's patron. NB. 2 Identify the government leaders in the community.	L.1 Define the term leader. L. 1 Identify the government leaders in the community. L.2 Discuss how it relates to The Bahamas	L.1 Define the term leader. L. 1 Identify the government leaders in the community. L.2 Discuss how it relates to the Caribbean	L.1 Define the term leader. L. 1 Identify the government leaders in the community. L.2 Discuss the roles of leaders in the world.

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GOVERNMENT (Continued)	GM.1 Identify two community helpers responsible for safety.	GM.1 Safety Compare and contrast the duty of police officer and fireman. Describe the duties of the police officer and the fireman	GM.1 Health Identify the various community helpers responsible for health. Discuss the role of health workers.	GM.1 Education, Sports and Culture	GM.1 Tourism	GM.1 National Security, Defense and Immigration	GM.1 Finance and Environment
	L. 1 Recall and obey class rules.	Recall and obey class rules.	Define the word rules. Create class rules. Discuss and follow school rules.	Identify the consequences for breaking laws. Identify and discuss some rules in your community. Suggest laws they would like implemented in their community. Define the word law and identify laws relating to children.	Differentiate between laws and rules. Describe the impact of breaking the law and the consequences. Identify institutions for law breakers in our society. Suggest punishments appropriate to specific crimes.	Identify the law enforcers. Distinguish the difference among the various law enforcement agencies. Identify the role of parliament in law making.	Order the courts from lowest to highest. Distinguish the difference among juvenile, privy, supreme and magistrate courts. Outline the process used to convict law breakers. Describe the process of enacting a law. Discuss why laws should be respected. Explain how respecting law create a peaceful community.

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GOVERNMENT (Continued)	CN.1 Recognize that Bahamians come from The Bahamas.	CN.1 Recognize that Bahamians come from The Bahamas	CN.1 Discuss the advantages of living in The Bahamas.	CN.1 Define the term citizen.	CN.1 Define the term citizen. Discuss what are the rights of citizens.	CN.1 Define the term citizen. Identify citizens in the Commonwealth of nations	CN.1 Define the term citizen. Identify what makes an individual a Bahamian. State how the constitution identifies individuals as citizens of The Bahamas. Outline the process for anon-Bahamian to become a Bahamian citizen

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
ECONOMICS AND RESOURCES	Depending on ourselves. Identify seafood products and farming produce grown in The Bahamas. Create a garden in school yard. Transportation Identify all types of transportation.	Depending on ourselves. Identify seafood products and farming produce grown in The Bahamas. Create a garden in school yard. Land Transportation Identify various land transportation in The Bahamas. Explain the importance of various land transportation in everyday life.	The environment and People Identify the important natural resources in our islands Describe how people use these resources to make money. Transportation: Air & Sea Identify types of transportation that people use in my community. Discuss advantages of using each of these types of transportation.	Manufacturing & Land Produce salt, oil, Androsia Identify the islands associated with salt, oil and Androsia Describe the importance of fruit and vegetable farming in The Bahamas. List islands associated with various produce. Explain the importance of inter-island transportation. List some ways to travel between the islands. Compare and contrast the mailboat and fast ferry	Bottling & Canning Compare past and present methods of farming. Examine the islands used for livestock farming. Categorize the different types of livestock farming. Identify the different types of people that come to The Bahamas. Summarize the reason tourists visit. Analyze the value to tourism to The Bahamas.	Marine Resources – sponge Identify resources manufactured for export. Explain the importance of the fishing season. Explain how various methods of fishing affect the coral reef. Categorize seafood as shellfish and scale fish. Locate international trading partners on a world map. Sequence the process of preparing sisal, straw and sponge for marketing.	Human Resources Local Manufacturing at the Industrial Park Locate the main industrial park found in The Bahamas and identify the industries found at that park. Describe how goods and products build the economic and job markets in The Bahamas. Identify the impact of human resources in the Bahamian society. How migration and foreign influence affect our resources positively and negatively.

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
ECONOMICS AND RESOURCES (Continued)				Manufacturing & Land Produce Transportation: Inter-island Air and Sea Mailboat Describe the impact of inter-island transportation	Bottling & Canning Recognize and list the companies that bottle and can goods in The Bahamas, including home industries. Describe the process of bottling and canning in The Bahamas. Examine the different means to travel to and within The Bahamas. Sequence the process used by international travelers, e.g. passport, baggage, money exchange. International transportation: Cruiseships	Marine Resources – sponge Explain the importance of banks and insurance companies in The Bahamas. Differentiate between international and domestic tourist. Identify and describe land accommodations for tourist. Differentiate between off-shore and commercial banks. Transshipment: Container Port Identify the island where the container port is located. List functions of the container port. Discuss the advantages and disadvantages of the container port.	Human Resources Define the term anchor project and identify the islands it is found on. Describe the effects the anchor projects have on our natural and human resources. Mailing systems e.g. Fed-Ex Transportation & Communication and how they inter-connect. Identify ways in which important documents and packages move around the world quickly. Summarize how import and export services transport various forms of communication around the world. Draw conclusions about how transportation relates to communication.

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
CONFLICT RESOLUTION (IN MY HOME)	Conflict Resolution in my home	Conflict Resolution in my home and school	Conflict Resolution in my community	Island conflict, generation property, new churches	Political conflict Resolution	Caribbean conflict Resolution	International Conflict Resolution
						Free Trade	\

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
CULTURE HERITAGE AND TRADITIONS	Identify members of the family. Junkanoo, Story telling Storytelling - Students will identify various characters in traditional stories.	Identify types of families. Compare and contrast types of families. Junkanoo major groups Public Holidays Storytelling Students will identify various characters in traditional stories.	History and Instruments Identify the major Junkanoo groups. Identify some Junkanoo leaders past and present) Name official public holidays and discuss their significance. Recognize the value and show appreciation of Bahamian traditions through songs, dance and story-telling.	Identify family connections to previous generations. Instruments and pasting of costumes Explain the origin of Junkanoo. Identify the instruments used to create Junkanoo music. Identify public holidays and explain their significance. Select a tradition to study. Demonstrate proficiency with a practical aspect of this tradition. e.g. Crabbing, plaiting, straw, fishing, reading the moon and stars etc. Select a tradition to study.	List names common in The Bahamas and locate their origin. Identify the family names associated with various islands in The Bahamas. Revenue List and describe the instruments, methods of playing and sounds of Junkanoo Discuss the evolution of pasting and designing costumes List all the public holidays and major days observed in The Bahamas. Connect them to the significant event with emphasis of Emancipation Day and National Heroes Day. Define culture and give examples of aspects of Bahamian cultural expressions.	Identify Caribbean surnames and trace their origins. Associate various surnames with their family islands. Discuss how Junkanoo affects the revenue of The Bahamas. Locate old slaves on the map of New Providence. Discuss the history of Fox Hill and Gambier Day. Select a natural resource and demonstrate or discuss how it is used. Explain similarities and differences of various cultures of individuals and groups locally and globally.	Discuss how families are affected by communicable diseases. Describe how family lifestyles affect the health and development of our society. Discuss how Junkanoo promotes The Bahamas internationally. Identify the role culture plays in various celebrations in The Bahamian society. Discuss the history of ‘wakes’ in The Bahamas. Assess the influence of different cultures on each other.

Holidays Observed: Discovery Day, Christmas Day, New Year’s Day, Easter Monday, Whit Monday, Randol Fawkes Labour Day, Independence Day, Emancipation Day
Nation Builders’ Categories: Sports, Religion, Music and Art, Medicine, Politics, Culture

GRADE ONE

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: HISTORY BENCHMARK/STANDARD: BEING A PROUD BAHAMIAN

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the country where we live. 2. Recognize we live in a country called The Bahamas. 3. Articulate the singing of the National Anthem of The Bahamas. 4. Recite accurately the words of the National Anthem and Pledge of The Bahamas. 5. Demonstrate respect for National Anthem and Pledge.	I live in the Commonwealth of The Bahamas. The Commonwealth of The Bahamas is a group of islands. I am proud to be Bahamian. Bahamians are friendly people. I have friends in other islands. Students must stand at attention for the singing/playing of the national anthem. Stand at attention with right hand across left breast for reciting of Pledge. Print words for National Anthem and Pledge.	• Colour a map of The Bahamas. • Colour the islands green and the ocean blue. • Colour the largest island red and the island you live on yellow. • Demonstrate how to stand for the singing/playing of the National Anthem and Pledge of The Bahamas.	Primary Social Studies and Tourism Education for The Bahamas - Book 1 Map of The Bahamas Copy of The National Anthem of The Bahamas The Pledge of The Commonwealth of The Bahamas The Flag of The Commonwealth of The Bahamas Picture Cards of the National Symbols of The Bahamas	Devotions General Assembly (i.e. articulate the correct posture, singing and reciting of the national anthem and pledge) Chorale Speaking Chorale Ensemble

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: **HISTORY**

BENCHMARK/STANDARD: **NATIONAL SYMBOLS**

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the Bahamian flag and state colours of the flag.	The national flag is gold, black and aquamarine.	Using appropriate colour rectangles and triangle, create a Bahamian flag.	Posters of each national symbol	Slide Presentation
2. Identify the national fish.	The black is a triangle.		National Symbols Booklet	Coat of Arms Poster
3. Identify the national flower.	The national fish of The Bahamas is the Blue Marlin.	Dye fish scales blue. Paste blue scale on Blue Marlin stencil.	Internet	
4. Identify the national tree.	The national flower of the Bahamas is the Yellow Elder.	Make Yellow Elder flowers using floral wire and stockings.	Poems on National Fish, Bird and Flower by Florence McCoy - Trained Teacher	
5. Identify the national bird.	The national tree is the Lignum Vitae.	Mix purple and white paint to get the colour of the Lignum Vitae flower.	Primary Social Studies Tourism and Education for The Bahamas Book 1	
6. Identify The Bahamas' Coat of Arms.	The national bird of The Bahamas is the Flamingo.	Sponge paint the Lignum Vitae flower.		
7. Distinguish the various national symbols from other symbols.	It is pink in colour	Make papier mâché of the flamingo.		
	The coat of arms has the blue marlin on the left and flamingo on the right.	Construct a Bahamian Coat of Arms puzzle.		

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND:

HISTORY

BENCHMARK/STANDARD:

LUCAYANS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss the Lucayans’ travel to The Bahamas from South America 2. Determine that today’s Bahamians originally came from other places.	The Lucayans were the first people to come to our islands and they came from South America. They spoke the Arawak language they were also called Arawaks. They were peaceful people. What makes you a Bahamian? My mother and father are Bahamian, that makes me a Bahamian.	- Make paper boats - Make boats using palm tree from petiole leaf. - Compare a picture of a Lucayan to that of a modern-day Bahamian. - Compare pictures of Bahamians with varying backgrounds.	Primary Social Studies and Tourism Education for The Bahamas Book Level1 The Lucayan Kit - by Stone Interchange in The Bahamas Archipelago – SIBA Picture Chart Lucayan Lifeways Booklet	Team Game Picture Cards and Sentences Worksheet

**CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK**

STRAND: **GEOGRAPHY AND THE ENVIRONMENT**

BENCHMARK/STANDARD: **DIRECTIONS AND MAPS**

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
- Identify models, globes and maps. - Define and use a map, key and legend - Distinguish between land and water on a map. - Identify the equator on a map - State the name of streets and buildings in their community. - Locate streets and buildings in their community on a map. - Locate buildings and landmarks in their school using directional words - Identify the map of The Bahamas.	Left, right, north, south, east and west are all directional words. Model: A small copy of a building, island etc. Globe: A round ball with a map of the whole world on it. Map: A drawing of a town, a country or the world. A key is a list of symbols or words used on a map. The equator is an imaginary line running across the middle of the Earth. A community is a group of people who live nearby. A neighbourhood is a small community. The map of The Bahamas has big and small islands in the ocean.	- Make a four point compass using two straws, cord or yarn. - March in the directions given - Play the games ‘Simon Says’, ‘Mother May I?’, ‘Red Light, Green Light’, ‘On the River, On the Bank’ etc. - Make a model of your school. - Trace the equator on a map or a globe. - Take a community walk around their school neighborhood. - Chant poem and put it to a beat. - Locate The Bahamas on a World Map.	Apps: QR Code Google Earth Globe Class Map Wall Map of The Bahamas Individual maps of The Bahamas Poems by local authors	Create a map with teacher’s directions. Poem Oral Presentation

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT BENCHMARK/STANDARD: DIRECTIONS AND MAPS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	<u>Blue is the Ocean -</u> <u>By Shantel Paul -</u> <u>Trained Teacher</u> Blue is the ocean, Green is the land Settlements or cities are dots on the ground. Get to the island by boat Get to the island by plane Sea ports are black squares and airports are planes. Left, right, above and below, or up and down; Use these directions to move all around.			

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT BENCHMARK/STANDARD: ISLANDS OF THE BAHAMAS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Locate Andros on the map of The Bahamas.	Andros is the largest island in The Bahamas. It has three main parts. They are North Andros, Central Andros and South Andros	- Construct a model of Andros using a variety of art materials. - Complete a map of Andros and one other island of The Bahamas - Sing the song, ‘Andros Island is big and long’	School Atlas for The Commonwealth of The Bahamas Primary Social Studies and Tourism Education for The Bahamas	Map Worksheet

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT BENCHMARK/STANDARD: BODIES OF WATER

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Distinguish between land and water.	Land: the dry part of the earth where there is no water. On a geographical map the land is usually represented in shades of green and brown. Water: the clear liquid that is in rivers, lakes, seas and oceans. On a geographical map the water is usually represented in shades of blue. The members of The Royal Bahamas Police Force help to keep us safe, mainly on the land. They also have police boats near the harbour. The members of the Royal Bahamas Defence Force help to keep our seas safe. They protect our borders. At times, Defence Force Officers assist with keeping us safe on the land.	• Colour code a map of The Bahamas. Colour the waters blue and colour the land green. • Video presentations of land and sea activities • Play a version of ‘On the River on the Bank’ - ‘On the Land on the Water’	Map of The Bahamas Video Projector Picture cards School Atlas for The Commonwealth of The Bahamas Primary Social Studies and Tourism Education for The Bahamas Book 2	Island Templates Map of The Bahamas Worksheet - Land and Sea

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: SEASONS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Name the four distinct seasons of the year.	The four seasons are summer, winter, autumn (fall), spring. During the summer the weather is hot. We wear less clothing and go to the beach more often. During the winter the weather is cooler. We wear warm clothing. During the spring time we have lots of rain. During autumn the leaves fall from the trees.	• Dress students to represent the four seasons. • Sing the chorus, ‘Winter, Spring, Summer or Fall, All you have to do is call.’ • Allow students to go outdoors and discuss the season.	Picture cards depicting the various seasons Video of various seasons	Worksheet

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT BENCHMARK/STANDARD: CONSERVATION OF WATER

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Illustrate conservation of water.	Half fill the sink with water to wash dishes. Do not keep water running while brushing your teeth. Use a bucket of water to wash cars instead of a running hose. Half fill bath tub with water to bathe. Do not use running water for household chores. e.g. bathing dog.	• Compare the amount of water used to wash a toy dog: a) using running water b) using a container of water • Compare the amount of water used to wash various items selected by the teacher and students • Discuss the importance of water conservation	Primary Social Studies and Tourism Education for The Bahamas Book 1 Picture cards of water conservation Nursery Rhyme - Jack and Jill went up the hill	Dramatization of water conservation (e.g. bathing a doll) Observation

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT BENCHMARK/STANDARD: CONSERVATION OF ELECTRICITY

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Give examples of conservation of electricity. 2. Discuss the importance of conservation of electricity.	Turn off lights whenever you leave a room. Limit television programmes watched. Play less video and computer games. Sleep with the lights off.	Light a candle and allow it to burn until it extinguishes. (take demonstration outdoors) Discuss fire safety rules Demonstrate safety measures with using a candle	Video presentation with candle demonstration (Safety measures that should be taken are stressed in the video)	Play the Team-Game Worksheet

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: CLEANING YOUR SURROUNDINGS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss how to keep their surroundings clean.	Your surroundings should always be kept clean, e.g. home, yard, classroom, street, parks.	Engage in a classroom clean-up campaign Participate in a playground cleanup campaign Draw pictures of a dirty Environment vs. a clean environment.	Primary Social Studies and Tourism Education for The Bahamas Book 1 Videos of the promotion ‘Keeping The Bahamas Clean, Green and Pristine’ and/or any other available video	Poster Worksheet

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: <u>GEOGRAPHY AND THE ENVIRONMENT</u>		BENCHMARK/STANDARD: <u>HARMFUL SUBSTANCES</u>		
OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. List the commonly used medicines and household products. 2. Discuss why one should not use harmful substances. 3. Differentiate between helpful and harmful substances.	Some medicines such as cough syrup, nose drops and vitamins help the body when used properly and safely. Some substances are harmful for your body. e.g. alcohol, tobacco, cigarettes, illegal drugs, (pills and medicine if you are not sick).	Make a list of various over the counter and prescription medicines. Name some of the over the counter medicines and state what they are used for. Group substances into one of the two groups i.e. harmful or helpful. Draw a picture of a harmful substance and place a red cross across the picture with crayon, paint or a marker to depict danger. Pick out medicines from an assortment of objects. Distinguish between medicine and candy. Discuss and demonstrate safety rules of medicines. Recite nursery rhymes listed.	Bush Medicine by Ruth Smith Samples of local flora and ‘bush’ used as medicine Nursery rhymes ‘Miss Polly had a dolly’ and ‘John Brown baby had a cold upon his chest’ YouTube	Poster Worksheet Role Play

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: OUR COUNTRY

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Recognize that Bahamians come from The Bahamas. 2. Develop a sense of pride in being Bahamian.	I live in The Bahamas I am a Bahamian. I come from The Bahamas. I was born in The Bahamas. I was born in a beautiful country with nice beaches and sunshine called The Bahamas.	Celebrate Bahamian day. Everyone dress in flag colours. Dress in things authentically Bahamian, e.g. straw hats and bags, Androsia print. Make hats, purse or picture frame from coconut straw.	Video presentation of the straw market Display of authentic Bahamian crafts and clothing	Bahamian Expo Worksheet

CURRICULUM GUIDELINES

GRADE 1

SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: **NATION BUILDERS**

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the word ‘government’.	The government leaders are the main leaders of the country.	Match pictures with their names of prominent political leaders past and present.	Our Government by Wanda Haan	Worksheet
2. State the leader in their school community.	The name of the principal of our school is _____.	Songs - ‘His Name was Milo Butler’, ‘Sir Lynden Oscar Pindling’ etc	ZNS YouTube videos and documentaries featuring the various Governors General and Prime Ministers of The Bahamas	
3. Identify the first and present Prime Minister of The Bahamas at this time.	The first prime minister of The Bahamas was the late Rt. Hon. Sir. Lynden Oscar Pindling.		Picture cards of various leaders	
4. Name and identify the first and present Governor General of The Bahamas at this time.	In 2009, the Prime Minister of The Bahamas is the Rt. Hon. Hubert Alexander Ingraham.		Powerpoint presentations	
	The first Governor General of The Bahamas was Sir Milo Boughton Butler.			
	In 2009, the Governor General of The Bahamas was Sir Arthur Dion Foulkes.			
	State the name of the present Prime Minister and Governor General of The Bahamas.			

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: OUR LEADERS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘leader’. 2. Discuss how leadership relates to home and school.	A leader is a person in charge of a group of people. Your parent(s) are the head of your home. The principal is the leader of the school. The teacher is the leader in the classroom.	Allow students to role play teacher for the day, principal for the day, prime minister for the day. Have a voting process to make a group decision as to who will be the leader for the day. Role play various leadership roles	Primary Social Studies and Tourism Education for The Bahamas Book 1 Video of family roles Songs - ‘With Father in the Family’ and ‘Follow the Leader, Leader, Follow the Leader’.	Worksheet Role Play

**CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK**

STRAND: **GEOGRAPHY AND THE ENVIRONMENT**

BENCHMARK/STANDARD: **COMMUNITY HELPERS**

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify two community helpers responsible for safety. 2. Explain the importance of the police officer in the community.	A police officer catches criminals, helps and protects people and keeps our community safe. Police Officers direct traffic on the streets so that people walking and driving can use our streets in the right way. The police officer is a friend in the community.	Observe poster picture of a police officer. Discuss and describe the uniform of a police officer State what the police officer is doing. Field Trip - Police Training College or Headquarter or local community police station	Primary Social Studies Tourism Education for The Bahamas - Book 2 Guest Speaker - A police officer Videos of the police officer performing various duties Pictures	Worksheet
3. Describe the functions of the fireman. 4. Describe the special uniform worn by the fireman. 5. State why firefighters carry ladders on their trucks. 6. Compile a list on 'how to prevent a fire' 7. Recite the telephone numbers of the fire department.	Hard hat, jacket, boots, whistle and gloves Firefighters carry ladders on their trucks because some buildings are very tall (two-storey) 'Stop, drop and roll' poem and song.	Dramatize how they would inform a fireman in reporting a fire. Invite a firefighter to visit class to talk to students. Demonstrate what they would do if their clothes is on fire. Field Trip - Visit a fire station Plan a fire drill.	Primary Social Studies and Tourism Education for The Bahamas Teacher's Guide Grades 1, 2, & 3	Drill Demonstration – 'Stop, Drop and Roll'

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GOVERNMENT BENCHMARK/STANDARD: RESPECTING RULES AND LAW

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Explain the importance of rules. 2. Recall class rules 3. Discuss rewards and consequences they relate to obeying or disobeying class rules	Rules are guidelines for persons living, working or playing in an area, environment, school, household, community, country, etc. to follow. Rules are made to keep order and to ensure that persons conduct themselves orderly. Rules assist with individual’s acceptable behaviour. They are made to keep everyone safe and disciplined.	Create class rules and consequences with teacher. Recite school rules. Refer to rules and refer their peers to rules, acknowledging when they are being broken. Role Play	Primary Social Studies and Tourism Education for The Bahamas Book 1 - Theme 2 Book 3- Theme 3- Why do we have laws? The Ten Commandments - The Children’s Bible The School’s Rules The Class Rules	Worksheet Poster

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: GOVERNMENT BENCHMARK/STANDARD: RESOLVING CONFLICTS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Describe ways to resolve conflicts in the home and school. 2. Explain the impact of not resolving conflicts in their community.	We must work together. We must share the work. We must be kind to our family friends and others in our community. Fighting is not the way to resolve conflicts. You can resolve conflicts by talking, discussing, making agreements.	<u>Group work:</u> Groups must all agree on a specific topic or item. e.g. Group A - colour, shape, picture etc. Group B - Design a poster to demonstrate conflict resolution Role Play	Health and Family Life Curriculum Guideline Primary Social Studies and Tourism Education for The Bahamas	Dramatize conflict resolution. Observation

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: **ECONOMICS AND RESOURCES**

BENCHMARK/STANDARD: **DEPENDING ON OURSELVES**

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify seafood products grown in The Bahamas.	The Nassau Grouper and the Snapper are fish Bahamians like to eat. The conch is a snail that lives in a shell in waters in The Bahamas. We catch fish, dive conch and spare crawfish to sell and make money. We make conch salad with conch.	Minced fish sandwiches - Boil, mince and mix fish as if you are making tuna fish sandwiches. Make conch salad using ‘child proof’ knives. Report on the value of seafood to The Bahamas. Visit a local dock where fishermen catch fish and sell them to make their living.	Local Calendar Pictures Picture Cards Primary Social Studies and Tourism Education for The Bahamas Levels 1,2 and 3	Activity Sheet Pictograph Dramatization Survey
2. Identify farming produce grown in The Bahamas.	Some fruits grown in The Bahamas are pineapple, oranges, mangoes, sugar apple, ju-ju, bananas. Some vegetables grown in the Bahamas are onions, sweet pepper, hot pepper, cabbage, carrots, sweet potatoes, cassavas, yam and eddy.	Make Bahamian fruit salad. Compare fruit salad with fruit cup purchased from food store.	Primary Social Studies and Tourism Education for The Bahamas Book 4 ZNS Video with Pineapple Farming, ‘CARDI’ video - Backyard Farming CARDI - Caribbean Agricultural Research and Development Institute	Worksheet

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES BENCHMARK/STANDARD: DEPENDING ON OURSELVES

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
3. Create a garden in school yard.	How to create a garden Clear the land Plough the ground. Plant the seeds. Water the seeds. Watch them grow.	Create a vegetable garden. Match the produce with its tree or vine.	Seeds Soil Fertilizer Plants	Worksheet

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES BENCHMARK/STANDARD: TRANSPORTATION

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify various types of land transportation. 2. Explain the importance of various land transportations in everyday life.	Vehicles – Transportation that take you from one place to another. Transportation used on land are cars, trucks, jeeps, motor bikes, buses, vans, bicycles, trains, horse and carriage, jitney, taxi and feet. Vehicles are important because they help you get to places that are far away.	Group work: After listening to the story, groups brainstorm varied ways that Harriet could get to her grandmother’s house. Draw a picture of at least one form of transportation Harriet would use. Present to class reasons for choosing various transportation for Harriet.	Story book: Harriet Reads Signs and More Signs by Betsy and Guilio Maestro Observation Transportation video – YouTube Primary Social Studies and Tourism Education for The Bahamas Levels 1, 2 and 3	Worksheets

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: FAMILY

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify members of their family. 2. Identify types of families.	Family members include mother, father, sister, brother, grandparents, aunt, uncle. Nuclear family – mother, father, siblings living together. Single parent family – mother or father and siblings living together. Extended family – mother and or father, sibling(s) grandparent(s) aunt(s) uncle(s) cousin(s) living together. Nuclear family – mother and father and child(ren) living together.	Make sock dolls/paper plate puppets of members of a family. Search magazines for pictures of families and label them. Group work/Project Make puppets of groups of families using paper bags, paper plates, socks, water bottles etc.	Primary Social Studies and Tourism Education for The Bahamas Level 1	Family Portrait

**CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK**

STRAND: **CULTURE AND HERITAGE**

BENCHMARK/STANDARD: **FESTIVALS AND CELEBRATIONS**

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Tell stories about Junkanoo. 2. Make sense of major group of Junkanoo music from CD. 3. Name the holidays Junkanoo is held. 4. Recall a Bahamian Christmas.	Junkanoo is a festival used to celebrate. The major groups are Saxons, Valley Boys, One Family, Roots, Music Makers, and Prodigal Sons. New Year's Day – The first day of the year. Boxing Day – The day after Christmas day. Christmas Day is celebrated on December 25th. Bahamian Christmas involves lots of family gatherings, a great feast and Junkanoo.	Create rhyme/song about favourite Junkanoo groups. Make Junkanoo instruments using soda cans, stones, Poinciana pods, water bottles and beans. Decorate class calendar for January and one for December using pictures to depict various holidays observed during these months. Make a Junkanoo doll using a grass doll or any other type medium as a base. Make a fruit cake.	Bahamas Handbook p. 426	Draw a symbol to represent Christmas.

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE BENCHMARK/STANDARD: FESTIVALS AND CELEBRATIONS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
5. Describe Easter celebrations in The Bahamas. 6. Discuss what was termed the significance of the Discovery Day holiday. 7. Compare and contrast National Heroes Day Holiday with the once observed Discovery Day Holiday.	Easter holiday include Good Friday, Easter Sunday, Easter Monday Holiday. Lots of Bahamians go to church on Good Friday and Easter Sunday. Good Friday is the day Jesus died on the cross. On Good Friday Bahamians eat lots of fish and hot cross buns. Easter Sunday is the day Jesus arose from the dead. Easter Monday is a holiday Bahamians usually go to the beach. On October 12th1492, Christopher Columbus landed in The Bahamas. Bahamians used to celebrate this day as a holiday called Discovery Day. The 12th October is now celebrated as National Heroes Day.	Make hot-cross buns. Create a crucifix using sticks from outdoors or pop-cycle sticks Dramatize the story of Columbus landing. Read the Poem- ‘Columbus’ Landfall’ - Source: The People Who Came	Primary Social Studies and Tourism Education for The Bahamas Book 4 The People Who Came Video Picture cards	drawing painting

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE BENCHMARK/STANDARD: FESTIVALS AND CELEBRATIONS

Objective	Content	Suggested Activities	Resources	Assessment
8. Discuss the significance of Independence Day. 9. State their birth date. 10. Recite ring play chants. 11. Participate in a ring play and dance.	Independence Day is July 10th 1973. This is the day The Bahamas became independent from Britain. We can make our own laws now. We celebrate birthdays once a year. Your birthday is the day that you were born. • There’s a brown girl in the ring • This is the way a bella-be. • R-A-T-T-L-E spells for rattle snake. Hot potato • Ma chillen, ma chillen • Biddie biddie who got the pawn	Make three ships using construction paper. Create a papier-mâché of a ship Plan a birthday party with children who have celebrated their birthday so far for the year.	Video Riddles Flag The National Anthem of the Commonwealth of The Bahamas YouTube	Birthday Portrait

CURRICULUM GUIDELINES
GRADE 1
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE BENCHMARK/STANDARD: FESTIVALS AND CELEBRATIONS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
12. Identify various characters in traditional stories.	Brer Bookie and Brer Rabbie	Dramatize the story.	Caribbean Junior English Books 1, 2 or 3.	Worksheet
13. Discuss the use and effectiveness of some bush is good for medicine.	Anansi the Spider	Make Anansi the spider using play dough and pipe cleaners.	Craft activities to construct the characters in the story and poem.	Role Play
	Cerasee is a bush you pick from a running vine. You boil it and drink it to get rid of the cough, cold or flu.	Poem - ‘Anansi was a spider, Anansi was a man’		
	You boil the sage bush and bathe in it if you are getting chicken pox.	Construct the various characters as cut outs or puppets.		
		Bush medicine display		

GRADE TWO

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: **HISTORY**

BENCHMARK/STANDARD: **NATIONAL PRIDE**

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘national pride’.	The flag is the main symbol of our nation and display is prominent for all to see.	• Class Discussion	Preserving Our Heritage - Level 2: Part 2 –	Poster
2. Display pride in their environment, classroom and school.	When we stand at attention we display pride in our country.	• Read the Poem - ‘Sam Tidy’ and the passage ‘Keeping the environment clean’	Passage - ‘Keeping the environment clean’ and ‘Sam Tidy’	Puzzle
3. Discuss the importance of a clean environment.	If we are proud of our country, we can do our part by keeping our environment clean.	• Create a garden to beautify the environment.	Primary Social Studies and Tourism Education for The Bahamas Level 3	Garden
4. Identify ways in which we can keep the community, school and classroom clean.	Pride is caring for our country and respecting our national symbols.	• Paint garbage tins to alert students to the importance of their use. • Collect recycled materials • Word games that depict national pride symbols and words.		Mural

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: NATIONAL SYMBOLS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘national symbols’. 2. Identify and name all national symbols of The Bahamas. 3. Recite the pledge, motto and national anthem of The Bahamas. 4. Explain the significance of the colours of the Bahamian flag.	All national symbols are signs of our independence. Our national symbols tell the world that we are a special people called Bahamians. The coat of arms and the flag are visual signs of our nationality. Our flag is special. There is none like it. The colours and symbols have special meanings. It tells people from other countries about us and our country. They tell the world we belong to a country called The Bahamas. Saying or singing the national anthem, pledge of allegiance and motto is our way of telling the world we are proud to be Bahamians. Each word is a promise to be loyal to our country. Our national bird, fish, tree and flower share with the world, native plant life and animal life found in our great country.	• Demonstrate the correct posture for the pledge and the national anthem. • Colour and label all national symbols of The Bahamas • Match the flag’s colours and symbols with their meaning. i.e. aquamarine, gold, black, the black triangle shape	Learning Resources Section - copies of national Symbols Preserving Our Heritage L3, P1 Primary Social Studies and Tourism Education for The Bahamas Book 3 Flying the Pride by Cheryl C. Strachan	National Symbols Activity Sheet

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LUCAYANS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘settlers’.	The Lucayans were the early settlers of The Bahamas.	• Comparison Game e.g. We live in houses, but Lucayans lived in huts.	History of The Bahamas Textbook	Short Story
2. Recognize the Lucayans as the earliest settlers of The Bahamas.	They were peaceful and came from Caribbean islands to escape the cruel Carib warriors.	• Draw and colour pictures of the Lucayans.	Primary Social Studies and Tourism Education for The Bahamas Book 3	Pictures and Words Cards
3. Identify and label key elements of the Lucayans’ way of life.	They wore special clothing and had a unique look.	• Group Activity – Build sample huts		
4. Compare the leadership style of the Cacique to the leadership styles of today.	Their homes were huts. The Lucayans fished, hunted and farmed as a way of life. The leader of the group was called a Cacique or chief.			

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: COLUMBUS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Explain why Christopher Columbus traveled from Europe and arrived in The Bahamas. 2. Describe the journey of Columbus and the route he took. 3. Discuss what happened as a result of his journey.	Christopher Columbus traveled from Europe and arrived in The Bahamas on three ships: the Nina, the Pinta and the Santa Maria. Before he began his journey, he received help from the king and queen of Spain. Christopher Columbus was in search of a shorter route to obtain spices, silk, gold and other treasures from the east. He prepared to sail to India but ended up in The Bahamas where he met the Lucayans.	• Create replicas of Columbus’ ships • Role play events prior to and after the arrival of Christopher Columbus to The Bahamas. • Interview a classmate pretending to be Christopher Columbus	Primary Social Studies and Tourism Education for The Bahamas Book. 3 The People who Came YouTube	Role play Worksheet Interview

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: GEOGRAPHY/ENVIRONMENT

BENCHMARK/STANDARD: MAP OF THE BAHAMAS & MAP SYMBOLS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms 'island', 'ocean', 'map'. 2. Locate the central islands of The Bahamas. 3. Identify the island of New Providence and its capital. 4. Distinguish the difference between shallow and deep waters. 5. Describe map symbols for airports and settlements on the islands. 6. Explain and use the four-point compass.	A map is used to show the location of a place. It is divided into two parts land and ocean. The land is represented by green or brown and shows the location of an island or country. The ocean is represented by blue. It is the water that separates the countries into four general directions north, south, east and west. The Bahamas is made up of many islands. Cat Island, Exuma, Rum Cay, Long Island and San Salvador are islands found in the Central Bahamas. New Providence is located in the Northwestern group of islands. Its capital is Nassau.	- Identify the islands of The Bahamas on the map - Outline and colour the shape of the islands - Organize a Map Puzzle - Recite poems/songs about the islands - Discuss products and services associated with the islands. - Navigate through The Bahamas using compass	Map of The Bahamas School Atlas for The Commonwealth of The Bahamas - Hodder Education Ltd Preserving Our Heritage Level 3, Pt 2 Songs that contain lyrics that tell of The Bahamas Primary Social Studies and Tourism Education for The Bahamas - Level 2	Map of The Bahamas Project

CURRICULUM GUIDELINES

GRADE 2

SCOPE OF WORK

STRAND: GEOGRAPHY/ENVIRONMENT

BENCHMARK/STANDARD: MAP OF THE BAHAMAS & MAP SYMBOLS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Using the atlas, look at the various shades of blue. The lighter areas as shallow waters and the darker areas as deep water. The Tongue of the Ocean can also be found in The Bahamas. Maps are used to give directions. Aviators can use a map to locate airports and identify the settlements on the island. Special symbols are placed on the map to help us find this information. A four-point compass is a tool used to show directions. If you are on one island, the four-point compass can tell you which islands are north, south, east and west of that island.			

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: GEOGRAPHY/ENVIRONMENT

BENCHMARK/STANDARD: WEATHER

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define seasons, weather and hurricanes. 2. Recognize the four seasons. 3. Identify and observe various weather conditions. 4. Explain how various weather conditions affect our lives.	There are four seasons that can be experienced each year: winter, spring, summer and autumn. Each season can be identified by changes in the weather. Weather is the changes we experience around us. In The Bahamas, we experience a mild winter, spring and very little autumn and lots of summer months. Weather conditions such as wind, rain and heat change often. As the weather changes, so do we. We change our dress and the way we move about our community.	• Compare and contrast the various seasons. • Fashion show with models, adorning various weather apparel to indicate the weather • Discussion • Keep a weather journal • Field trip - Meteorological Office	Primary Social Studies and Tourism Education for The Bahamas Book 2 Theme - Looking Around Us: Looking at the Weather Preserving Our Heritage L2, P1 ZNS report footage Pictures	Illustrative Art

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: GEOGRAPHY/ENVIRONMENT

BENCHMARK/STANDARD: WEATHER

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
5. Identify the weather conditions that exist during a hurricane. 6. Discuss how these conditions affect our community.	In The Bahamas, the most dangerous weather condition that threatens our country each year is a hurricane or hurricanes depending on whether or not the season is very active. A hurricane is a dangerous storm with strong winds and heavy rain that can last for hours or even days. These winds often destroy homes and the rain causes flooding in the community. It is important to prepare for this storm.	- Observe a video of hurricane footage or observe a picture depicting a scene of a hurricane. - Listen to the passage read ‘A Hurricane to Remember’ - Discuss what might cause various damages. - Guest Speaker, Wayne Neely - weather forecaster, author of various books on hurricanes - Song – Hurricane by Phil Stubbs - Cut out pictures or draw items you might need to prepare for a storm. Create a hurricane preparation list.	Videos Newspaper clippings Song - Hurricane by Phil Stubbs YouTube Preserving Our Heritage- Level 2: Part 1 - Unit 1 ‘A Hurricane to Remember’	Project Preserving Our Heritage- Level 2, Part 1- Unit 1

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: GEOGRAPHY/ENVIRONMENT

BENCHMARK/STANDARD: PEOPLE AND THE ENVIRONMENT

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms ‘natural resources’, ‘preservation’ and ‘souvenirs’. 2. Identify some natural resources found in The Bahamas. 3. Describe ways people use natural resources to improve their lives.	Things that are used in the environment are called resources. Some resources come from nature. These are called natural resources. In The Bahamas, we use the natural resources of sun, sand and sea to attract visitors from all over the world. We use straw from the native palm trees to create beautiful baskets, hats, bags and mats for the tourists to purchase and take home as souvenirs. A souvenir is a thing that is kept as a reminder of a person, place or event. Many Bahamian use fish and conch from the sea for food. Nature has provided us with these resources and we use them to make money and survive. We must preserve our environment and natural resources. Preservation is to keep in a good condition, preserve.	• Create a bean garden; make a list of the natural resources used for the garden to survive. • Create a Picture Book. • Discuss how litter affects the community. • Create posters encouraging people to ‘Go Green and Clean’. • Play the ‘Preserve or Destroy’ game.	National Trust Periodicals ‘Welcome to The Bahamas’ posters and Poems Worksheets Primary Social Studies and Tourism Education for The Bahamas, Book 2	Worksheet Poster

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: GEOGRAPHY/ENVIRONMENT

BENCHMARK/STANDARD: PEOPLE AND THE ENVIRONMENT

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
4. Discuss ways in which we can conserve or preserve our natural resources.	We should try to use these resources wisely. If we do not preserve them, then we will lose them. Litter is an easy way to destroy our natural resources. Cans, bottles and plastic of any form can find their way in our waters and kill our reef. This causes the fish to move away. Visitors to our country love the clean beaches and beautiful plant and animal life. Litter takes away from that beauty. It also creates a health risk in our communities as the rat, roaches, flies and mosquito population will increase.	• Discuss how litter affects the community. • Create posters encouraging people to “Go Green and Clean” • Play ‘Preserve or Destroy’- game. • Colour the natural resources. Mark an ‘X’ next to the things that do not belong. • Write ‘T’ or ‘F’ to indicate if the given statements are about the preservation or destruction of resources.	Picture Cards Primary Social Studies and Tourism Education for The Bahamas Book 2 Video Presentation - YouTube Game Cards	Worksheet

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LEADERS OF OUR COMMUNITY

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘leaders’ and ‘government’ 2. Identify the current Governor General and Prime Minister of The Bahamas 3. Identify the Member of Parliament for their school’s community. 4. Identify community helpers and group leaders as leaders in the community. 5. Discuss the role they play in the community.	In the classroom, the picture of the present Governor General, Prime Minister and Member of Parliament for the school constituency should be displayed and labeled. The Prime Minister is the leader of our country. The member of parliament for our school’s constituency is the leader of our community. He/She tells the prime minister what the people in his/her community needs. He/She along with the other members of community takes care of our parks, schools and clinics. Community helpers and group leaders assist the government with the smooth day to day running of the community. Teachers, nurses and doctors play an important role in community. Organizations such as churches, Boys Scouts and Girl Guides also help us build a strong, safe community.	• Match pictures and names • Identify public buildings in the community • Create a list of things that you would like to see in your school community. • Address a letter to a member of parliament advising of him/her of something they would like to see in the community	Preserving Our Heritage Primary Social Studies and Tourism Education for The Bahamas Book 2 Theme 2 - People Who Help Us: Leaders in Our Community Poster cards with community helpers Community helpers regalia or identifying clothing pieces e.g. fire fighter’s hat	Letter to Member of Parliament Word find Puzzle Match jobs with leaders

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: MINISTRY OF HEALTH

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the present Minister of Health and Wellness. 2. Identify the persons that work in the Ministry of Health and Wellness. 3. Name the school nurse and describe the role she plays in our school.	The Minister of Health and Wellness is responsible for providing health care for all its citizens. Doctors, nurses, dentist and even our garbage collectors work under this ministry. Each worker does his or her part to keep us healthy. In our school community, the school's nurse visits weekly. She/He screens us regularly to be sure our sight, hearing and teeth are fine. She/He may also give us shots needed to keep away childhood diseases. She/He checks us when we are sick and refers us to the clinic if needed.	• Discuss the role of the Minister of Health and Wellness. • Invite the school nurse to talk about her/his job. • Discuss the role of the garbage collector in the Ministry of Health and Wellness.	Primary Social Studies and Tourism Education for The Bahamas Book 2 Internet The local telephone directory - current and past	An Accordion Book of health care workers

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CITIZENSHIP

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms, ‘community’ and ‘citizenship’ 2. Name their school and home community. 3. Identify members of the community and the role they play in the community. 4. Identify the leaders of their school and home community. 5. Discuss the role of rules in our community.	A community is a place where people live, work and play together. We all belong to communities: our school and home. Communities have members and different members play different roles in the communities. The leaders of the community see to the needs of all members and set the rules that they should follow. All leaders depend on helpers to get the job done. At school, the leader is the principal. The principal has many helpers. These are the teachers, nurse, counselors, janitors and security guards. These helpers each have a job to do to ensure that the needs of the students are met. But each community helper, sees that members’ needs are met.	• Draw a map of their school community. • Complete a community tree. • Poems about the various ‘Community Helpers’ and School Personal • Create a clean Bahamas poster. • Word Find Puzzle - National Pride words and symbols	Primary Social Studies and Tourism Education for The Bahamas Book 2 Preserving Our Heritage L1, P2 Song: ‘All A We is One Family’	Poster Mural

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CITIZENSHIP

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Where I live, the leader of my community is my member of parliament. Police officers, firefighters, nurses or doctors and teachers are called community helpers. Their various jobs help the community to work smoothly and keep all members safe. Both my home and school communities can be found in my country. I am proud to be a citizen of The Bahamas.			

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: NATION BUILDERS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘nation builders’. 2. Identify the nation builders responsible for security and safety 3. Differentiate between the police officers and defence force officers. 4. Discuss how these nation builders keep us safe. 5. Define national heroes	Nation builders are community helpers. Police officers, defence force officers and firemen all keep our country safe. The Royal Bahamas Police Officers see that we follow the rule of our country on land. While the Royal Bahamas Defence Force Officers keep the laws of the sea. All countries have heroes. These are people who fought to change rules that seem unfair to some. After they die, members of the community remember them for the brave job they did to create and change rules.	• Create Models • Match the community helper with their tools • Match picture and name • Guest speaker • Video presentation	Primary Social Studies and Tourism Education for The Bahamas Book 2 Preserving Our Heritage Level 2, Part 2 - Unit Three- Guarding Our Heritage Through Service Internet Guest Speakers	Complete the Story Role Play Worksheet

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: NATION BUILDERS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
6. Identify the first Bahamian Prime Minister and Governor General of The Bahamas.	Sir Lynden O. Pindling was the first Bahamian Prime Minister of The Bahamas. He is considered the father of our nation. He along with Sir Milo Butler fought to make The Bahamas a better place for all Bahamians. His Excellency, Sir Milo B. Butler was born in New Providence on 11th August, 1906. In 1956, Sir Milo tossed the Speaker's hour glass through the window of the House of Assembly. On the 27th April, 1965, a day known as 'Black Tuesday', after delivering his speech, Lynden Pindling, then Leader of the Opposition, threw the Speaker's Mace out of the window of the House of Assembly. Sir Milo B. Butler was then made first Governor General of an independent Bahamas.	• Tour of Rawson Square - i.e. virtually or in person • Discussion on the 'life and times' of Sir Milo B. Butler and Sir Lynden Oscar Pindling • Construct a timeline. • Design the Speaker's hour glass.	Photos of Sir Milo Boughton Butler and Sir Lynden Oscar Pindling Tour of Rawson Square - virtually or in person	Worksheet Mace Hour Glass Project

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: FARMS AND FISHING BOATS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘Natural Resources’.	Natural Resources are those things grown or found in our country.	• Visit a local farm.	Sample of available natural resource	Collage
2. Identify the importance of Natural Resources in our country.	Our country is made up of many islands. Each island is known for producing something special.	• Grow a school garden.	Pictures of various natural resources	Worksheet
3. List some products found on farms.	Andros is known for crabs. Eleuthera is known for pineapples, while Long island is known for sheep. Exuma is known for onions. These are all natural resources that people use and sell in the community.	• Create a market in the classroom.	Video clipping of persons engaged in fishing and farming	
4. Differentiate between local and imported fishing and farming produce.	Potter’s Cay Dock provides a special resource for all Bahamians. There, we purchase our fresh fish and seafood.	• Tour of Potter’s Cay Dock - virtually or in person.	Guest speaker	
		• Tour of a Packing House on your island		

CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: FARMS AND FISHING BOATS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
5. Sequence the day in the life of a fisherman.	First, fishermen load their boats with wire traps or nets used to catch fish. Then they sail out to their favourite spot and drop the nets or traps. Later, they return to the spot and pull the net and traps back on the boat. The traps are filled with fish. Then, the fisherman returns to the main land to sell his catch. Farmers and Fishermen who sell products for money are called vendors.	• Create a market in the classroom. • Take Field Trip to the local fishing dock or vendor’s stall. • View video clippings from ZNS on fishing in The Bahamas. • Invite a local fisherman to the classroom.	Primary Social Studies and Tourism Education for The Bahamas Book 3 page 60 Preserving Our Heritage Level 2: Part 1- Fishing in The Bahamas pages 45-49 Picture Cards Laptop Projector PowerPoint Presentation Guest Speaker	Quiz Oral Report

**CURRICULUM GUIDELINES
GRADE 2**

SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: AIR, SEA AND TRANSPORTATION

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term 'transportation'. 2. Identify the three forms of transportation used in The Bahamas. 3. Identify things we transport around the country. 4. Compare two forms of transportation. 5. Discuss the advantages of using these forms of transportation.	Transportation is the way we move people and things from one place to another. On land, there are many forms of transportation used today. These include walking, surrey rides, cars, buses, trucks and tractors. Our choice of transportation depends on what we are moving. e.g. Tourists might prefer to see The Bahamas on a surrey ride (horse and carriage). However, a merchant might prefer to move supplies around on a truck. You may walk to school because you live very near to it, while other boys and girls might catch a jitney or get a ride with their parent or guardian because they live further away. The Bahamas is made up of many islands, so we move from one island to another using boats or planes. Our mailboats carry letters and supplies called freight from one island to another. Planes and passenger boats like Bahamasair and Bahamas Air and Sea Link, carry people from one island to another.	• Song: 'The Mail Going Today' • Create a transportation picture graph. • Take a ride/tour on the Sea Link or Surrey.	Preserving Our Heritage L3,P1 Guest speaker e.g. A Taxi Cab driver Telcine Turner Rolle's Poem- 'Songs of the Surrey'	Dramatization Project

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: HOLIDAYS

BENCHMARK/STANDARD: RELIGIOUS HOLIDAYS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘holiday’. 2. Identify the two main religious holidays celebrated in The Bahamas. 3. Summarize the significance for each religious holiday observed in The Bahamas.	Holidays are special days used to remember a special event that happened long ago. Schools and work places are closed on these days. Some holidays are called religious holidays. Christmas is a religious holiday celebrated in December to remind us of the birth of Jesus Christ. Most Christians all over The Bahamas attend special church services. Easter is another religious holiday celebrated in The Bahamas. At this time, Christians remember the death, burial and resurrection of Jesus Christ on Good Friday. Easter Sunday is followed by observing the holiday on Easter Monday.	• Colour the picture that matches the given holiday. • Perform a skit using the Bible story. • Learn song associated with holiday, e.g. ‘There is a Green Hill Far Away’ for Good Friday Holiday • Read the Bible story that gives the account of the events of the holiday that is being observed. • Field Trip to a church that has pictures of the ‘Stations of the Cross’ • Role Play religious scenes related to the various religious holidays. • Sing the song - ‘Holiday’ by Madonna	Primary Social Studies and Tourism Education for The Bahamas Book 2 Guest Speaker Picture Cards Videos on YouTube Primary Religious Studies Curriculum	Complete the Story Match Pictures

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: CULTURE

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms ‘culture’, ‘ring plays’ and ‘folktales’ 2. Discuss the importance of showing appreciation for cultural songs and stories.	Culture is what makes us different from other people in the world. It makes us Bahamians. Bahamian culture can only be seen through the life of another Bahamian. Ring plays are little rhymes we use to sing and dance to. Folktales are stories passed down from mother to child over the years. It usually teaches a lesson, or tells a tale. It is important to pass on songs and stories of our culture. This helps to preserve our culture and to give us an identity.	Song by Kirkland Bodie (K. B.) ‘My Bahamian Culture’ Perform a few ring play song and dance- e.g. ‘Blue Hill Water Dry’, ‘Brown Girl/Boy in the Ring’ Guest Speaker Video presentation of various aspects of Bahamian culture	History of The Bahamas Primary Social Studies and Tourism Education for The Bahamas Book 3 Picture Display	Cultural Show Cultural Expo

GRADE THREE

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BEING A PROUD BAHAMIAN

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the country where we live. 2. Recognize we live in a country called The Bahamas. 3. Articulate the singing of the national anthem. 4. Recite accurately the words of the national pledge. 5. Demonstrate respect for national anthem and pledge.	I live in the Commonwealth of The Bahamas. The Commonwealth of The Bahamas is a group of islands. I am proud to be Bahamian. Bahamians are friendly people. I have friends in other islands. Students must stand at attention for the singing/playing of the national anthem. Stand at attention with right hand across left breast for reciting of pledge. Print words for national anthem and pledge.	• Colour a map of The Bahamas. • Colour the islands green and the ocean blue. • Colour the largest island red and the island you live on yellow. • Demonstrate how to stand for the singing/playing of the national anthem and pledge.	Primary Social Studies and Tourism for The Bahamas Book 1 Copy of the national anthem of The Bahamas ‘March On Bahama Land’ by the Late Timothy Gibson A copy of the National Pledge	Observation (i.e. During devotions and General Assembly articulate the correct posture, singing and reciting of the national anthem and pledge).

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: NATIONAL SYMBOLS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Recognize the Bahamian flag and state colours of the flag. 2. Recognize the national fish. 3. Recognize the national flower. 4. Recognize the national tree. 5. Recognize the national bird. 6. Recognize The Bahamas' Coat of Arms. 7. Discuss the features of that make up the Bahamian Coat of Arms and the significance of each one.	The national flag is gold, black and aquamarine. The black is a triangle. The national fish of The Bahamas is the Blue Marlin. The national flower of The Bahamas is the Yellow Elder. The national tree of The Bahamas is the Lignum Vitae. The national bird of The Bahamas is the Flamingo. It is pink in colour. The Coat of Arms has the Blue Marlin on the left and Flamingo on the right.	- Using appropriate colour rectangles and triangle shapes, create a flag. - Dye fish scales blue. Paste blue scale on Blue Marlin stencil. - Make Yellow Elder flowers using floral wire and stockings. - Mix purple and white paint to get the colour of the Lignum Vitae flower. - Sponge-paint the Lignum Vitae flower. - Make papier mâché of Flamingo. - Construct a Coat of Arms puzzle.	Primary Social Studies and Tourism Education for The Bahamas- Book 1 Poems on National Fish, bird and Flower by Florence McCoy (Trained Teacher) Island Whispers Poems National Symbols poster National Symbols booklet Primary Social Studies and Tourism Education for The Bahamas Book 3	Slide Presentation - 'Name that national symbol' Using picture cut outs, assemble a symbol of the Coat of Arms.

CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LUCAYANS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Recognize that the Lucayans were among the first visitors to come to The Bahamas. 2. Recognize that today’s Bahamians replaced the original settlers such as the Lucayans 3. Determine that today’s Bahamians came from other places.	The Lucayans were the first people to come to our islands and they came from South America. They spoke the Arawak language. They were also called Arawaks. They were peaceful people. What makes you a Bahamian? My mother and father are Bahamian. That makes me a Bahamian.	• Construct paper boats • Make boats using palm tree from petiole leaf. • Compare a picture of a Lucayan to that of a modern day Bahamian. • Compare pictures of Bahamians with varying backgrounds.	Primary Social Studies and Tourism Education for The Bahamas Book 3	Team Game Worksheet

CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: DIRECTIONS AND MAPS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify map symbols using the map of The Bahamas. 2. Identify islands and settlements of The Bahamas. 3. Locate islands using the four cardinal directions. 4. Measure the distance between islands within the northwestern Bahamas.	All other islands are called out islands. Some places of interest and map symbols are docks, roads and airports. The Bahamas is divided into three sections. Northwestern (Grand Bahama Abaco, Bimini, Berry Island, Andros and New Providence); Central (Eleuthera, Long Island, Exuma, Cat Island, San Salvador, Rum Cay, Ragged Island); and Southeastern (Crooked Island, Acklins, Mayaguana, Inagua)	• Draw a map of the classroom using symbols to represent different areas in the classroom playground. • Make a map of their island and show points of interest. • Make a model of the northwestern islands using map symbols in corporate groups. • Sing the song: ‘All a We is One family’.	Map of The Bahamas School Atlases Cut outs of the various islands	Map Reading Worksheet

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: DIRECTIONS AND MAPS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
5. Identify Great and Little Bahama Bank on a map.	The Bahama Banks are submerged carbonate platforms that make up much of our archipelago. The Great Bahama Bank is found around Andros. The Little Bahama Bank is located in the area of Grand Bahama and Abaco.	• Discussion • Trace the Great and Little Bahama Bank from an atlas. • Complete a jig-saw puzzle of a map of The Bahamas. • Erect a four-point compass in classroom. Write or paste the names of islands and position from their island. • Play ‘Little Sally Water’. • Create advertisements for northwestern islands, promoting items that are unique to those islands. • Song: This land is my land this land is your land.	School Atlas of The Commonwealth of The Bahamas Map of The Bahamas Poem by Shantel Paul (Trained Teacher) Blue is the Ocean <u>Blue is the Ocean</u> Blue is the ocean Green is the land Settlements or cities are dots on the ground. Get to the island by boat Get to the island by plane Sea ports are black squares and airports are planes. Left, right, above and below, or up and down Use these directions to move all around.	Model of Islands of The Bahamas

CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: ISLANDS OF THE BAHAMAS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The Bahamas is an archipelago in the Atlantic Ocean. The Bahamas is made up of 700 islands and keys. Most of the islands are divided into settlements. Nassau is the capital of the Commonwealth of The Bahamas. Great and Little Bahama banks are waters surrounding the islands of The Bahamas. Locate the tongue of the ocean on a map. The tongue of the Ocean lies between Andros and New Providence. The Land of The Bahamas is made up of limestone. Fresh water was once badged in from Andros to New Providence.	Song: ‘This land is my land this land is your land’.		

CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: BODIES OF WATER

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
(Continuation)	<u>Blue is the Ocean</u> Blue is the ocean Green is the land Settlements or cities are dots on the ground. Get to the island by boat Get to the island by plane Sea ports are black squares and airports are planes. Left, right, above and below, or up and down Use these directions to move all around.			

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: GEOGRAPHY AND THE ENVIRONMENT

BENCHMARK/STANDARD: SEASONS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Describe the effects of weather on the islands of The Bahamas	Northwestern islands receive more rain than other islands of The Bahamas. Therefore, northwestern islands have pine forests. Hurricane season in The Bahamas is from 1st June to 30th November but could occur out of season. Hurricanes sometime cause beach/coastal erosion. The most devastating hurricane to date was Dorian that struck The Bahamas on September 1st 2019 and destroyed Abaco and Grand Bahama. Many lives were lost and homes and businesses destroyed.	• Make before and after models of islands affected by hurricanes. • Listen to the song 'Hurricane is coming' - by Phil Stubbs • View ZNS video clip of a hurricane • Role Play • The Poems: Hurricane Dorian: The Stories Behind the Storm - Island Whispers	Video and DVD of hurricane (ZNS) Phil Stubbs CD and CD player The Poems: Hurricane Dorian: The Stories Behind the Storm - Island Whispers Newspaper Clippings Wayne Neely - Weather Forecaster and Author Primary Social Studies and Tourism Education for The Bahamas	Worksheet Poetry Reading

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: OUR COUNTRY

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘leader’. 2. Discuss characteristics of a good leader. 3. Role Play various types of leaders scenarios.	A leader is the person in charge of others. E.g. head of country political party, group, band, school. A leader is also someone whom others follow. He/she guides and directs. A leader is the person in front of all others e.g. race procession. Hon. Hubert A. Ingraham was the second Prime Minister of The Bahamas. He was born in Grand Bahama and grew up in Abaco. He became Prime Minister for the first time in August 1992. Governors General are representatives of Her Majesty Queen Elizabeth.	• Chart • Song ‘He was Sir Milo Butler’ • Poster • Photographs of various leaders • Write some qualities of a good leader • Write a short paragraph about Sir Milo Butler • Complete the following sentences: “If I were the Minister of Education...” “If I were the Minister of Youth, Sports and Culture, I would...” Collect and compile a profile about the school’s patron. • Circle the words related to law discussed in the lesson in a puzzle	Primary Social Studies and Tourism Education for The Bahamas Book 3 PowerPoint presentation Video clipping via YouTube	Worksheet

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: OUR COUNTRY

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
	Sir Milo Butler was the first Bahamian Governor General in an independent Bahamas. He was appointed in August 1973 and served until his demise in 1979. The school patron is the person whom the school is named after or in honour of. Some of our schools bear the name of the settlements where they are located. A law is a rule made to let members of a community or group know what is right and acceptable.	• Compile group list of things they would like the Ministers of Education and Youth, Sports and Culture to do. • Discussion • Guest speaker	Guest Speaker - law relating to children Conventions on the Rights of the Child - The United Nations website	Quiz

CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: NATION BUILDERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify consequences for breaking the law. 2. Discuss the importance of a society, a community, a school, etc.	Consequences for breaking the law include jail time or capital punishment. The laws were given to Moses in the form of the 10 commandments. Laws are made to keep order in a society.	• Group work • Write at least two laws they would like in their communities to discuss with the class.	Children’s rights on transparency overhead projector Song - ‘Oh Naughty Johnny’- by K.B.	A narrative paragraph

CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: COMMUNITY HELPERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify ways of resolving conflicts in groups or the community. 2. Identify ways to deal with bullying. 3. Recognize that all members of a community have rights.	Conflict Resolution - Stay away from the person causing the problem. - Talk it over - Listen - Walk away - Get outside help Explain the impact of not resolving conflicts in their community. Rights: - A right to be educated. - A right to good nutrition and proper health care. - A right to worship.	Class discussion Create and display posters depicting conflict resolution strategies Unresolved conflicts - Verbal abuse - Physical harms - Property destruction - Jail time	Demonstrate ways to resolve conflict in the community. Health and Family Life Education Curriculum YouTube videos	Resolving conflicts in the community chart. Rights for community members scrolls.

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: RESPECTING RULES AND LAW

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify educational nation builders.	Who is a citizen? Nation Builders Education These are men and women who helped build the Bahamian community through their commitment and contribution to education. Some of these nation builders are: Timothy Gibson Carlton Francis Doris L. Johnson Charles I. Gibson Robert M. Bailey T.A. Thompson Cecil V. Bethel Mabel Walker Dame Bertha Isaacs	• Compile information about selected nation builders • Discuss the contributions made to the Bahamian community by these educators	Song: 'Ya Born There' by Smokey 007 - YouTube Bahamas Handbook Most Outstanding Bahamians of the Century Most Outstanding Bahamians of the Century - Jones Communications Primary Social Studies and Tourism Education for The Bahamas	Role Play Worksheet

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: TRANSPORTATION

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
- Define the term ‘land produce’. - Identify the important natural resources in the Northwestern islands. - Identify produce manufactured or grown from the northwestern islands. - Inter-island transportation - Explain how we travel between the Bahama Islands. - Explain the importance of inter-island travel. - Compare and contrast mail boats and fast ferries. - Discuss the impact of inter-island transportation.	The northwestern islands include New Providence, Andros, Bimini and Berry Islands, Grand Bahama. All of these islands have crystal clear beaches, beautiful coral reefs, pine forest, tropical fish. Chicken (Abaco), crab (Andros), citrus fruit, onions, corn, sponge, cement, and medicine (Grand Bahama)	- Hope to the Islands- Game board or islands on - Draw main crop of each island. - View a video about crabbing in Andros, or any other produce of your choice	The Bahamas: A colourful, concise and rich history Real and artificial produce.	Create a class garden Make a toss salad with garden produce

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: FESTIVALS AND CELEBRATIONS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Tell stories about Junkanoo. 2. Participate in a Junkanoo group rush-out formed by class members 3. Name the holidays when Junkanoo is held.	Junkanoo is a festival used to celebrate. Some of the major groups are Saxons, Valley Boys, One Family, Roots, Music Makers, Prodigal Sons. New Year's Day - The first day of the year, i.e. January 1st Boxing Day - The day after Christmas Day, i.e. December 26th	• Create rhyme/song about favourite Junkanoo groups. • Make Junkanoo instruments using soda cans, stones, poinciana pods, water bottles and beans. • Decorate class calendar for December and one for January using pictures to depict holidays.	Bahamas Handbook Primary Social Studies and Tourism Education for The Bahamas Books 3 and 4 Newspaper clippings Cardboard Glue Crepe Paper Scissors Goat skinned drums and cowbells	Junkanoo costume and rush-out

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: FESTIVALS AND CELEBRATIONS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
4. Recall a Bahamian Christmas that they remember well.	Christmas Day is celebrated on December 25 th .	• Make a Junkanoo doll.	Crepe paper	Draw a symbol to represent Christmas.
5. Describe Easter celebrations in The Bahamas.	Bahamian Christmas involves lots of family gatherings, church services, a great feast and Junkanoo. Easter holiday include Good Friday, Easter Sunday, Easter Monday holiday. Lots of Bahamians go to church on Good Friday and Easter Sunday. Good Friday is the day Jesus died on the cross. On Good Friday, Bahamians eat lots of fish and hot cross buns. Easter Sunday is the day he rose from the dead. Easter Monday is a holiday Bahamians usually go to the beach or spend time at home with family.	• Make a fruit cake as a class activity. • Make hot-cross buns as a class activity • Create a crucifix using sticks from outdoors or pop-cycle sticks.	Card board Glue Scissors Junkanoo tricks Guest presenter	Draw a symbol to represent Easter.

CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: FESTIVALS AND CELEBRATIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
6. Discuss that on Discovery Day used to be celebrated in commemoration of the landing of Christopher Columbus in the western world and why it was changed to ‘National Heroes Day’. 7. Understand that on Independence Day we celebrate freedom.	On October 12th 1492, Christopher Columbus landed in The Bahamas. We used to celebrate this day as Discovery Day. We now celebrate ‘National Heroes Day’ instead. Independence Day is July 19th 1973. This is the day The Bahamas became independent from Britain. We can make our own laws now.	• Dramatize the story of Columbus landing. • Make three ships using construction paper. • Create a papier mâché of a ship.	The Bahamas Handbook Primary Social Studies and Tourism Education for The Bahamas Levels 3-5 Internet Photographs depicting various holiday celebrations	National Heroes Poster Worksheet

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: FESTIVALS AND CELEBRATIONS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
8. State the date on which they were born.	We celebrate birthdays once a year. Your birthday is the day that you were born.	Plan a birthday party with children who have celebrated their birthday so far for the year. Sing the birthday song - Any version	Poems that are used with ring play. The poem, 'The Games we used to Play'- Island whispers book	Draw a birthday cake and draw the number of candles to represent age.
9. Recite ring plays. 10. Participate in a ring play	'There's a brown girl in the ring' 'This is the way a bella- be'. 'R-A-T-T-L-E spells for rattle snake'. 'Hot potato' 'Ma chillen ma chillen' 'Biddiebiddie who got the pawn' Others riddles that are familiar to the teacher or the children that are suited for the students.	Sing the ring plays	CD player Ring play video by Dr. Ian Strachan	Ring Play Jingle

**CURRICULUM GUIDELINES
GRADE 3
SCOPE OF WORK**

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: FESTIVALS AND CELEBRATIONS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
11. Identify various characters in traditional stories. 12. Draw conclusion that some bush is good for medicine.	Brer bookie and Brer Rabbie Stories Anansi the Spider Cerasee is a bush you pick from a running vine. You boil it and drink it to get rid of the cough, cold or flu. You boil the sage bush and bathe in it if you are getting chicken pox	Dramatize the story. Make Anansi the spider using play dough and pipe cleaners.	Books: • Bush Medicine by Martha Smith • Brer Bookie and Brer Rabbie Stories • Anansi and the Spider - Caribbean Junior English Book • Nursery Rhymes - 'Polly Put the Kettle On', 'Polly had a dolly who was sick, sick, sick,' and 'John Brown Baby had a cold upon his chest'	Dramatization Bush Tea Making Puppet Making

APPENDICES

United Nations 17 Sustainable Development Goals

Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable and modern energy for all.
Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all.
Climate	Take urgent action to combat climate change and its impacts.
Decent Work and Economic Growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
Good Health and Well-being	Ensure healthy lives and promote well-being for all at all ages.
Gender Equality	Achieve gender equality and empower all women and girls.
Industry Innovation and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
Life below Water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
Life on Land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forest, combat desertification and halt and reserved land degradation and halt biodiversity loss.
No Poverty	End poverty in all its form everywhere.
Peace, Justice and Strong Institutions	Promote peaceful and inclusive societies for sustainable development. Produce access to justice for all and build effective, accountable and inclusive institutions at all levels.
Partnership for the Goal	Strengthen the means of implementation and revitalize the global partnership for sustainable development.
Quality Education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Reduced Inequalities	Reduce inequality within and among countries.
Responsible Consumption and Production	Ensure sustainable consumption production patterns.
Sustainable Cities and Comminutes	Make cities and human settlement inclusive, safe, resilient and sustainable.
Zero Hungry	End hunger achieves food security and improved nutrition and promotes sustainable agriculture.

CURRICULUM GUIDE - PACING GUIDE

DEPARTMENT OF EDUCATION PRIMARY SOCIAL STUDIES CURRICULUM GUIDE PACING GUIDE

GRADE ONE

NUMBER OF WEEKS	TOPICS	PAGE NUMBERS
1	1. National Symbols	73
1	2. Lucayans	74
1	3. Nation Builders	85
1	4. Identify models - Globes, Maps, Models	75, 77
1	5. Recognize land, water, The Bahamas, New Providence and major islands	78
1	6. Four Seasons (Use native trees and fruits)	79
1	7. Conservation of Water and Electricity	80, 81
1	8. Cleaning Your Surrounding and Harmful Substances	82, 83
1	9. Our Country	72, 77, 84, 96
1	10. Nation Builders – National Heroes Day	95
1	11. Our Leaders	85, 86
2	12. Our Community Helpers: Police, Nurse, Teacher, Fireman, Fisherman, Farmer	87, 90, 91
1	13. Resolving conflicts	88, 89
2	14. Defending ourselves	78
1	15. Land transportation - Horse and Carriage, Surrey, Jitney, Taxis, Feet	92
1	16. The Family	93
1	17. Junkanoo - Mask and Music	94
2	18. Festivals and Celebration	95, 96, 97

**DEPARTMENT OF EDUCATION
PRIMARY SOCIAL STUDIES CURRICULUM GUIDE
PACING GUIDE**

GRADE TWO

NUMBER OF WEEKS	TOPICS	PAGE NUMBERS
1	1. National Pride	99
1	2. National Symbols	100
1	3. The effects of Columbus’ arrival on Lucayan families	101
1	4. Columbus	102
1	5. Read a Map - New Providence and their islands	103, 104
2	6. Weather - Observe and Record	105, 106
1	7. Conservation - Effects of weather on communities e.g. hurricanes and other storms	106
1	8. Preserving our National Resources	108, 115
1	9. Our Community Helpers: Police, Nurse, Teacher, Fireman	111, 112
1	10. Our Leaders - Governor General, Prime Minister, Minister of Education, Minister of State for Education	109, 110, 111
1	11. Health and Wellness	110
2	12. Citizenship	111
2	13. Nation Builders	112, 114
1	14. Farming and Fishing	116
1	15. Transportation - Air & Sea	117
1	16. Religious Holidays	118
1	17. Culture	119

**DEPARTMENT OF EDUCATION
PRIMARY SOCIAL STUDIES CURRICULUM GUIDE
PACING GUIDE**

GRADE THREE

NUMBER OF WEEKS	TOPICS	PAGE NUMBERS
1	1. Being a proud Bahamian	121
1	2. National Symbols	122
2	3. Lucayans	123
1	4. Directions and Maps	124
1	5. Islands of The Bahamas	126, 128
1	6. Bodies of Water	125, 126, 127
1	7. Seasons	128
2	8. Our Country	121
1	9. Nation Builders	129, 130, 133
1	10. Respecting Rules and Law	131
1	11. Resolving Conflict	132
1	12. Resources and Transportation	134
3	13. Festivals and Celebrations	135-139

DEPARTMENT OF EDUCATION
PRIMARY SOCIAL STUDIES CURRICULUM GUIDE
PACING GUIDE
GRADE FOUR

NUMBER OF WEEKS	TOPICS
2	1. National Pride 72 - 73
3	2. Symbols 75
2	3. Lucayans and Eleutheran Adventurers 78 - 79
2	4. Loyalists 80 - 81
2	5. Slavery - positive and negative influences e.g. Asue, Bush medicine, Junkanoo, etc. 82 - 84
2	6. Islands of The Bahamas 85 – 86, 88
2	7. Bodies of Water 87
3	8. Food/Natural Resources 89 - 91
2	9. Tourism 92 - 94
2	10. Transportation 95 - 96
2	11. Economic Impact of Farming and Fishing 97 - 98
3	12. Leaders 99 - 101
3	13. Laws/Correctional Institutions 102 - 104
2	14. Bahamian Names/Nation Builders 105 - 106
2	15. Junkanoo 107
2	16. Celebrations 108 - 109
3	17. Festivals 110 - 113
1	18. Bush 114

**DEPARTMENT OF EDUCATION
PRIMARY SOCIAL STUDIES CURRICULUM GUIDE
PACING GUIDE**

GRADE FIVE

NUMBER OF WEEKS	TOPICS	PAGE NUMBERS
1	1. National Pride	116 -117
2	2. National Symbols	118 - 120
1	3. Early Settlers	121
2	4. Africans Freed	122 - 123
1	5. Pirates and Buccaneers	124 - 125
1	6. Establishment of Religions	126 - 127
1	7. Lord Proprietors 1629-1718	128 - 129
1	8. Wrecking 1648	130
1	9. Blockade 1861-1865	131 - 132
1	10. Bootlegging 1920	133 - 134
1	11. Tourism (After 1920)	135 - 137
1	12. Links with the USA	138 - 139
1	13. Islands of the Caribbean	140
2	14. Past and Present Parliament	142 - 145
2	15. Law Enforcement Agencies	146 - 149

**DEPARTMENT OF EDUCATION
PRIMARY SOCIAL STUDIES CURRICULUM GUIDE
PACING GUIDE**

GRADE FIVE*(continued)*

NUMBER OF WEEKS	TOPICS	PAGE NUMBERS
3	16. Caribbean and Commonwealth Organizations	150 - 154
1	17. Citizenship in Colonial Rule	155 - 157
1	18. Conflict Resolution	158
1	19. Global Events	159
2	20. Conservation- Marine Resources	160 - 164
1	21. Industries of the past - Pineapple, Sisal, Sponge	165
2	22. Banking, Investment and Industries	166
2	23. International and Domestic Tourism	169 - 171
1	24. Transshipment and Container Port	172
2	25. Nation Builders	173 - 174
2	26. Links with other Countries	175 - 176
1	27. Junkanoo	177
1	28. Cultural Myths	178
1	29. Cultural Practices	179
1	30. Bush Medicine for Chronic Diseases	180

**DEPARTMENT OF EDUCATION
PRIMARY SOCIAL STUDIES CURRICULUM GUIDE
PACING GUIDE**

GRADE SIX

NUMBER OF WEEKS	TOPICS	PAGE NUMBERS
3	1. National Symbols - An Independent Nation	182 - 184
2	2. Connections with Africa - Past and Present	185 - 187
1	3. The Contract/The Project	188
3	4. Majority Rule Independence	189 - 194
1	5. Oceans and Continents of the World	195 - 198
1	6. Political/Physical Maps	197
1	7. Natural Disasters and Global Warming	199 - 200
1	8. Conservation - Human Resources	201
1	9. Types of Government	203
1	10. The Electoral Process	205 - 208
2	11. Forming a Government	209 - 211
2	12. Enforcing the Law	212 - 219

**DEPARTMENT OF EDUCATION
PRIMARY SOCIAL STUDIES CURRICULUM GUIDE
PACING GUIDE**

GRADE SIX (*continued*)

NUMBER OF WEEKS	TOPICS	PAGE NUMBER
2	13. The Constitution/Citizenship	215 - 217
1	14. The Ministry of Finance	220
1	15. The World Government	185 - 221
1	16. Human Resources	222
1	17. Manufacturing	223
1	18. Transportation/Communication World Wide	224 - 225
4	19. Bahamian History Prior to Independence 1973	227 - 239
2	20. National Builders	240 - 242
1	21. Junkanoo	250
2	22. Cultural Practices	244 - 249
2	23. Cultural Connections	251

PROJECT RUBRIC				
Criteria	4	3	2	1
Accuracy/Content Knowledge	All information/content appears to be accurate and in chronological order.	Almost all information/content appears to be accurate and in chronological order.	Most of the information/content is accurate and in chronological order.	Some of the information/content is accurate and in chronological order.
Required Elements	Students include more information that is required.	Students include all the information that is required.	Students include most information that is required.	Students include some information that is required, but important information was missing.
Comprehension	Students are able to accurately answer almost all questions posed by classmates about the topic.	Students are able to accurately answer most questions posed by classmates about the topic.	Students are able to accurately answer a few questions posed by classmates about the topic.	Students are unable to accurately answer questions posed by classmates about the topic.
Final Product	The final product is exceptional in regards to meeting the project instructions and expectations.	The final product is very good in regards to meeting the project instructions and expectations.	The final product is good in regards to meeting the project instructions and expectations.	The final product does not reflect the project instructions and expectations.
Clarity and Relevance	Graphics/skits are all clear and relevant and make the content easier to understand.	Almost all graphics/skits are clear and relevant and make the content easier to understand	Some all graphics/skits are all clear and relevant and make the content easier to understand	Few all graphics/skits are all clear and relevant and make the content easier to understand
Originality	Project reflects and exceptional degree of student creativity.	Project reflects strong student creativity.	Project reflects some creativity by the student, but may be based on the designs/ideas of others.	Project lacks overall student creativity.
Attractiveness	The project is exceptionally attractive in terms of design, layout, neatness and overall presentation.	The project is attractive in terms of design, layout, neatness and overall presentation.	The project is acceptably attractive and laid out although more time could have been spent on the overall presentation of the project.	The project lacks attractiveness and the overall presentation is lacking in design, neatness or layout. The project is still in the “draft” stage and not fully complete.
Oral Presentation	Speaks clearly and with confidence, maintaining eye contact during the entire presentation. Very well prepared to present.	Speaks clearly and with confidence, maintaining eye contact during much of the presentation. Prepared to present.	Speaks fairly clearly and with confidence, maintaining eye contact during some of the presentation. Student(s) could have used more time to prepare.	Lacking in clarity when speaking lacking in eye contact and/or confidence. Not prepared to adequately present.

Comments: _____

PERFORMANCE ASSESSMENT END PRODUCTS

Acrostic Puzzle Add a chapter to a book Advertisement Advice column Anthem Artifact Autobiographical sketch Ballad Billboard Bill of Rights Biography Book review Brochure Bumper sticker Campaign speech Case study Cave art Chart Children's book Collage	Comic strip Commemorative stamp Constitution Contract Correspondence Curriculum vitae Design proposal Diary Diorama Drawing Editorial Epitaph Essay Eulogy Fable Family tree Flip chart Flow chart Game Graph	Interview Job application Journal Legend Letter to an historical person Letter to a public official Magazine cover Map Menu Mobile Mock correspondence Mock election Mock trial Model Monologue Mosaic Movie script Mural Museum display Music video	Newspaper headline Newspaper story Oral history Picture postcard Play script Poem Political cartoon Poster Protest sign Proverb Puppet show Radio commercial Recipe Replica Requiem Research paper Rules Sales notice Scale model Scrap book	Sermon Shadow box Ship's log Simulation Slide show Song lyrics Tape recording Telegram Television commercial Terrarium Time capsule Timeline Totem pole Videotape Want ad Wanted poster Will Yellow pages Ad
---	---	--	--	--

SUGGESTED VIRTUAL ASSESSMENT TOOLS	
Aliv App Aliv Map Class Dojo Clickers Document Camera EdPuzzle Flipgrid Floop Galactic Explorer Google Forms Google Slides Google Street View Jamboard	Kahoot Literably Liveworksheets Mentimeter Merge Cube Nearpod Pear Deck PeerGrade Prezi Quizizz Socrative Spiral Venngage
SUGGESTED STRATEGIES FOR INSTRUCTION	SUGGESTED FORMS OF ASSESSMENT
Breakout Rooms IEP (Individualized Education Programme) - Special Education/Inclusion Integration Jig-saw Literature-based Approach Peer-Partner Round Table Subject Area Approach The Project Approach Thematic Approach Think-Pair-Share Tiered Approach Whole Language	1. Performance(performance-based)/Authentic Assessment: - Demonstration/exhibits - Experiments - Group/individual projects - Observation checklists - Oral presentations - Self-evaluation 2. Observation and Reaction 3. Portfolio Assessment 4. Reading Logs 5. Worksheets

ACRONYMS	
AAMC - Antiquities Monuments and Museums Corporation	NATO - North Atlantic Treaty Organization
BAIC - Bahamas Agriculture and Industrial Corporation	NEMA - National Emergency Management Agency
BAMSI - Bahamas Agriculture and Marine Science Institute	NIB - National Insurance Board
BNT - Bahamas National Trust	PAHO - Pan American Health Organization
BPL - Bahamas Power and Light Company	PMH - Princes Margaret Hospital
BTC - The Bahamas Telecommunications Company	RBDF - Royal Bahamas Defence Force
CARICOM - Caribbean Community and Common Market	RBPF - Royal Bahamas Police Force
CARIFTA - Caribbean Free Trade Association	UB - University of The Bahamas
CARIFESTA - Caribbean Festival of Arts	UN - United Nations
CARDI - Caribbean Agricultural Research and Development Institute	UNESCO - United Nations Educational, Scientific and Cultural Organization
CHOGM - Commonwealth Heads of Government Meeting	WHO - World Health Organization
LPIA - Lynden Pindling International Airport	ZNS - Zephyr Nassau Sunshine

SUGGESTED GUEST SPEAKERS/AUDIO-VISUAL PRESENTATIONS

- | | |
|--|--|
| <ul style="list-style-type: none">• Agriculturist• Archivist• Art Galleries - Curators• Bahamas National Trust Representative• Bahamian Musician• Banker• Court Employee• Customs Officer• Defence Force Officer• Dentist/Doctor/Nurse• Farmer• Firefighter• Fisherman• Grocer• Historian• Immigration Officer• Island Administrator | <ul style="list-style-type: none">• Junkanooer/Masquerader• Leader in Sports• Learning Resources Unit• Media Houses• Meteorologist• Museum curators/conservators• Nation Builder• NEMA Representative• Police Officer• Politician• Prison Officer• Religious Leader• School Patrons• Ticket Agent/Airport worker• Tourism Representative• Visual Artist• ZNS library audio-visuals [e.g. CDs, videos, news, documentaries, infomercials, talk shows] |
|--|--|

SUGGESTED FIELD TRIPS		
Adastra Gardens	Department of Meteorology	Lynden Pindling International Airport
Adventure Learning Centre	Dolphin Encounters	Mortimore’s Candy Kitchen
Andros Westside National Park	Educulture/National Art Gallery & Walking Tour	Morton Salt - Inagua
Androsia Factory - Andros	Elbow Reef Lighthouse/ Candy Striped Light House	Nassau Public Library
Atlantis Marine Park	Exuma Land & Sea Park	Nassau Straw Market
Bahamas Agriculture and Industrial Corporation	Fort Charlotte & various forts	National Art Gallery
Bahamas Agriculture and Marine Science Institute	Garden of Remembrance	Neighbourhood/Settlement Tour
Bahamas Maritime Authority	Glass Window Bridge	Pompey Museum
Bahamas National Trust	Government House	Potter’s Cay Dock - Produce Exchange
Big Pond Park	Grand Bahama Rand Nature Centre	Preacher’s Cave – Eleuthera
Bone Fish National Park	Graycliff	Queen’s Staircase
Central Bank of The Bahamas	Harold and Wilson Ponds National Park	Royal Bahamas Police Defence Force Base
Christ Church Cathedral	House of Assembly Island Tour	Royal Bahamas Police Force and local police stations
Clifton Heritage Park	Inagua National Park	School Tour
Commonwealth Brewery	Island Tour	Tasty Teas Bahamas
Dean’s Blue Hole- Long Island	Leon Levy Native Plant Reserve - Eleuthera	The Hermitage - Exuma
***Any other local sites of interest on your island, various ports of entry/docks and national parks on your island, Junkanoo shacks, local tailors, grocery stores, etc.		

SUGGESTED BAHAMIAN SONGS FOR INSTRUCTIONAL PURPOSE

- | | |
|--|---|
| <ul style="list-style-type: none">• Abaco Parrot - Abaco• Andros Island is Big and Long - Andros• Bahamian Music - Our Bahamian Way of Life [Music]• Baillou Hill Water Dry - Everybody Needs Water• Bain Town Woman - What is a Community• Biggest Box I Ever Saw - People who Work in Tourism [Customs]• Bone Fish Foley - Helping Tourists Enjoy their Stay• Boom Pine Apple Wine - Our Bahamian Way of Life [Bush Medicine]• Bring Back the Good Old Days - Our Bahamian Way of Life• Church Out Crab Crawlín’ - Andros• Confidentiality - My Island• Down Home - Culture [Regatta/Homecoming]• Bad Ways and Bad Pay - Banks and Insurance Companies• Born Dere - Citizenship, My Island Home• Catch the Crab - Andros• Civil Servants - Our Country’s Development• Das Bahamian Culture - Our Bahamian Way of Life• Dance to the Junkanoo. That’s what Junkanoo About – Baha Men | <ul style="list-style-type: none">• Exuma, The Obeah Man - Our Bahamian Way of Life [Superstitions]• Gern Down Burma Road - Majority Rule, Our Bahamian Way of Life• Get Involve - Citizenship• Get Up, Get on Up - Bahamian Musicians, Nation Builders• God Bless Our Sunny Clime – Pride in Our Nation• Going Back to the Island - My Country, Hundreds of Islands• Gone to Cat Island - Our Bahamian Way of Life [Music]• Got A Letter - A Letter from New Providence• Here We Go - My Country• Hit Me the Rake ‘n’ Scrape - Our Bahamian Way of Life [Music]• Hurricane is Coming - Looking at the Weather, Our Weather, Climate and Hurricane• I Ain’t Fa VAT - Bank and Insurance Companies, Our Country’s Development• I Am a Bahamian (Papa Smurf ft. Da Element) - Pride in Our Nation, Culture• I Taught My Baby How to Rake’n’Scape - Culture [dance]• I’m a Bahamian - Culture [food, pastimes, Bahamian terminology]• Inagua (The Best Kept Secret) – Inagua, Resources |
|--|---|

***Portions of the song that are applicable to the lesson may be played giving full credit to the artist.

SUGGESTED BAHAMIAN SONGS FOR TOPICS

- Independence Bahamas, Bahamas - Pride in Our Nation
- Independence Morning - Pride in Our Nation, Our Country Since Independence
- I’s a Bahamian - Self-identify
- It’s Regatta Time Again - Our Bahamian Way of Life [Regatta]
- Jump Around - Our Bahamian Way of Life [Junkanoo]
- Lift Every Voice and Sing – Pride in Our Nation
- Lynden Pindling National Hero - Nation Builders
- Mama Don’t Want No Rake ‘n’ Scraping in Here - Our Bahamian Way of Life [Music]
- March on Bahamaland - Pride in Our Nation
- Milo Butler - Nation Builders
- Mind Your Own Business - What is a Community
- Mr. Bus Driver - Looking at Roads and Docks, Transportation
- My Islands in the Sun - Islands
- Naughty Johnny - The Fireman, Safety in the Home
- Oh La Lay - Cat Island
- Oh My Andros - Andros

- Old Sayings - Our Bahamian Way of Life [Superstitions and Old sayings]
- People to People - Helping Visitors Enjoy their Stay
- Proud to Be Bahamian - Pride in Our Nation
- Profiling in Da Party - Culture [Regatta/Homecoming]
- Put Your Flags Up - Nation Builders, the Symbols of Our Nation
- Sailor Man Song - Our Bahamian Way of Life [Regatta]
- Show and Tell - Choosing a Government
- Sponger Money - Immigration from Other Parts of the World
- Sugar apple, Guinep, Juju, Plum - The Farmer
- The Conch - Farming, Fishing and Manufacturing, Our Natural Resources
- That’s the Bahamian Way - Our Bahamian Way of Life [culture]
- The Frog Say Correct - Looking at the Weather
- The Good Lord - Tourism/Islands of The Bahamas
- The Mail Gone Today - Looking at Roads and Docks/Transportation
- The Roads Dem Dig Up - Our Country’s Development
- Theresa (Dey Comin’ By Boat) - Arriving by Air, Cruise ships
- The politician - Choosing a Government
- The Conch - Farming, Fishing & Manufacturing, Our Natural Resource

***Portions of the song that are applicable to the lesson may be played giving full credit to the artist.

SUGGESTED BAHAMIAN SONGS FOR TOPICS	
• This Land is My Land - Pride in Our Nation, Tourism • That’s the Bahamian Way - Our Bahamian Way of Life [culture] • The Frog Say Correct - Looking at the Weather • The Mail Gone Today - Looking at Roads and Docks, Transportation • The Roads Dem Dig Up - Our Country’s Development • Theresa (Dey Comin By Boat) - Arriving by Air, Cruise ships • The politician - Choosing a Government • We Jammin’ - Our Bahamian Way of Life [Music] • West End Move - Grand Bahama • When Rake ‘n’ Scrape Returns - Our Bahamian Way of Life [Music]	ADD OTHER CHOICES HERE

******Portions of the song that are applicable to the lesson may be played giving full credit to the artist.***

FUN FACTS – The Students’ Companion

The largest ocean in the world	Pacific Ocean about 64,000,000 sq. miles in area
The longest rivers in the world	Mississippi - 4,502 miles; Amazon – 4,000 miles; Nile – 4,000 miles; Yangtse – 3,400 miles
The shallowest sea in the world	Baltic Sea
The greatest ocean depth	Challenge Deep - 35,640 ft (off Guam-Pacific)
The largest island in the world	Greenland
The largest lake in the world (excluding Caspian Sea)	Lake Superior in N.A. - 383 miles long
The largest lake in North America	Lake Superior
The largest lake in South America	Lake Titicaca, in Bolivia
The largest body of fresh water in Asia	Lake Baikal
The largest river in Europe	Volga
The longest canal in the world	The Grand Canal of China
The greatest seaport in the world	London
The largest shipbuilding town in the world	Glasgow
The greatest meat-producing country in the world	Argentina, S.A.
The highest chain of mountains in the world	Himalayas
The highest chain of mountains in Europe	Alps
The highest peak in the world	Mt. Everest – 299,002 ft.
The highest peak in the Andes	Aconcagua, Chile – 22,860 ft.
The highest mountain in Europe	Mt. Blanc - 16,000 ft.
The most mountainous country in Europe	Switzerland
The highest active volcano in the world	Cotopaxi, Ecuador – 19,580 ft.:
The hottest region in the world	Sahara Desert
The coldest inhabited place in the world	Verkhoyansk, U.S.S.R.
The longest day (in the Northern Hemisphere)	June 21st
The shortest day (in the Northern Hemisphere)	December 21st
The great center of the silk industry in the world	Lyons, in France

THE ROAD TO MAJORITY RULE (1942 - 1967) By Arthur Dion Hanna - Former Governor-General of The Bahamas

This singular event in Bahamian history played a significant role in shaping the modern Bahamas we experience today. The significant events leading up and emanating from Majority Rule must become permanently etched in the Bahamian historical landscape as these events define us as a people, reveal what we believe in as Bahamians, and serve as a constant reminder of our vision and values. Following is a cursory account of the significant events surrounding and leading up to Majority Rule, the meaning of Majority Rule, and homage will be duly paid to the freedom fighters that fought this epic battle in the name of freedom and justice.

The Burma Road Riots

Many local political historians believe that June 1, 1942 marked the beginning of the modern political history of the Bahamas. The events of the Burma Road Riots came as a result of the agitation by labourers for equal pay for equal work, regardless of colour or nationality. As you know, a satellite airfield was being constructed in western New Providence for use by the American armed forces. A labour dispute ensued over equal pay and this dispute took on a life of its own and became intimately interwoven with the overall movement for freedom and social justice. Today that site is the Lynden Pindling International Airport. So it is clear that from the first stirrings of political activity in the country, labour has been an integral part of the struggle.

The Suffrage Movement in The Bahamas

The Movement really started with a conversation between Mrs. Mary Ingraham and her husband following his defeat in the 1949 general elections. The defeated candidate opined that his political fortunes could have been very different had women voted in that election. Other significant national events that fueled the suffrage movement were the Burma Road Riots of 1942, the general strike of 1958, and the labour movement of the 1950s. The civil rights movement in the United States with Dr. Martin Luther King was an international event that also fanned the flames that burned for social justice and equality in The Bahamas. Mary Ingraham formed alliances with kindred spirits from across the political divide as Bahamian women and men worked tirelessly together to fight racial, political and economic injustice in The Bahamas. This alliance included freedom fighters such as Georgiana Symonette, Eugenia Lockhart, Althea Mortimer, Albertha M. Isaacs, Doris Johnson, Grace Wilson, Mildred Moxey, Ethel Kemp, Gladys Bailey, Una Prosper Heastie, Veronica Lotmore, Nora Hannah and Madge Brown. Mary Ingraham was elected as President of the Suffrage Movement in 1957. Georgiana Symonette was the Vice President and Eugenia Lockhart was the Treasurer. In 1958, Dr. Doris Johnson returned home from studying abroad and joined the Suffrage Movement. During the years 1959 and 1960, the movement gained considerable ground, advancing petitions and demonstrating publicly for the right to vote. In November 1960, Eugenia Lockhart and Dr. Doris Johnson accompanied Henry M. Taylor, Chairman of the PLP, to London to present a petition to the Secretary of State for the colonies. In January 1961, a Select Committee of the House of Assembly gave a report in favour of the right to vote for women but with effect from January 1963. The PLP and the Independents in the House of Assembly opposed the report. An appeal was made to the House of Commons in England again. On February 23, 1961 a Bill to enable women to vote was enacted with effect from June 30, 1962. Bahamian women voted for the first time on November 26, 1962.

The birth of the PLP

The PLP was born out of a movement that embodied the hopes, aspirations and feelings of a generation of Bahamians who were demanding equal work, majority rule and freedom to pursue any hopes and wishes they dared conceive. The man who was generally credited with conceiving the Progressive Liberal Party was William Cartwright, a publisher, real estate broker and Member of the House of Assembly for Cat Island. In August of 1953, Mr. Cartwright reportedly invited to the first meeting on Bay and Frederick Streets, the following men: The Hon. Charles Rodriguez, Mr. Henry Milton Taylor, Mr. Cyril Saint John Stevenson, Mr. Samuel Carey, Mr. Holly Brown, Mr. Clement Pinder, Mr. F.W. Russell and others. Many black businessmen and lawyers were invited to join, but for reasons of their own, decided not to be identified with the new movement. But the party's course was clear from the beginning; the PLP was designed to represent all that was opposed to unfair privilege and the wealth and power this afforded the Bay Street Boys.

General Strike of 1958

In support of 1957's protests, a 16-day general strike brought Nassau to a screeching halt. Unionized or not, just about every worker participated, and the strike was quite peaceful. The result was the Trade Union and Industrial Conciliation Act and the setting up of a Labor Department. The General Strike took place in January 1958. Later that year in June, Allan Lennox Boyd, Secretary of State for the Colonies ordered that the first constitutional steps be taken toward Majority Rule. The voting franchise was extended to all males whether they were land owners or not; the once ubiquitous unlimited plural vote was ordered to be reduced to two and the abolition of the company vote was ordered.

Women's Right to Vote

In November of 1960, Sir Henry Taylor led a delegation to London to champion the right of women to vote in The Bahamas. Accompanying Sir Henry were notables like Dame Doris Johnson and Eugenia Lockhart. Shortly after their return, women received their right to vote and exercised those rights during the November 26, 1962 general elections. This new women's right brought a force and element into the history of The Bahamas that affected the country's social, economic and political development. To this day, the effect of women exercising their right to vote has impacted all aspects of national life as women from all sides of the political divide have and continue to make their contribution to the country, holding key positions in many offices throughout our country.

Black Tuesday

On this day, the governing United Bahamian Party (UBP) sought the approval for a Boundaries Draft Order, which established the boundaries for the various constituencies of New Providence and the Family Islands, under the provisions of the 1964 constitution. During a sitting of the House of Assembly, the PLP proposed two amendments to the revision of the Boundaries Draft Order which the UBP had presented. The amendments were designed to get a fairer idea of the number of voters and their distribution, but both proposed amendments were rejected. It was at that point that Sir Lynden walked over to the speakers' table and lifted the 165-year-old mace, the symbol of the speaker's authority and said, "This is the symbol of authority and authority on this island belongs to the people and the people are outside." With that, he raised the mace and hurled it through the open window of the House of Assembly. The Progressive Liberal Party describes this event as "an act of deviance in the pursuit of liberty and fairness." So Tuesday 27, April 1965 was destined to go down in Bahamian history as Black Tuesday.

Majority Rule Day

Some have argued that the great significance of Majority Rule was that after years of struggle by many freedom and justice-loving people, the back of the old oligarchy was finally broken. More importantly, Majority Rule presented the opportunity for real democracy to come to The Bahamas, underpinned by equality, tolerance, economic justice, social justice, all important elements in the creation of a free, modern, democratic state. All Bahamians benefited, in one way or another, from the historic event that took place on January 10, 1967, a day that now wears the rather inelegant appellation of Majority Rule Day. Majority Rule ushered in the opportunity for all Bahamians to have constitutional, political, social, cultural and economic rights. Where these rights were not readily accessible, the government of the day created laws and implemented policies to enable these entitlements. January 10th is a day in the national calendar that belongs to all Bahamians – not just PLP’s but to all Bahamians, black and white, rich and poor, young and old, city dweller and Family Islander and, yes, PLP and FNM alike. January 10th needs to be commemorated and celebrated by all of us because it represents one of the truly great and defining moments in our evolution as a people. With the exception of emancipation from slavery in 1834 and the attainment of independence in 1973, there is no event of more consequence and historical importance than the attainment of Majority Rule on January 10th, 1967. January 10th, 1967 represents the transition from the old Bahamas to a New Bahamas; the point of transition from minority government to Majority Rule; the point of transition to a modern democracy. It also represents, however, one of the highest pinnacles in the historic – and still ongoing – struggle of the Bahamian people for economic empowerment, for equality of opportunity and for social justice.

January 10th, 1967, to be sure, was neither an end nor even a beginning. Instead, it was an important milestone in a journey that was begun centuries ago when some anonymous slave struck a blow for freedom for the first time. We pause to pay homage to the personalities and players in this epic struggle. In a hard fought and competitive election in 1967, the PLP delivered the following 18 members to a 38-member House of Assembly. They were: Lynden Pindling, Preston Albury, Clarence Bain, Milo Butler, Clifford Darling, Elwood Donaldson, Arthur Foulkes, Carlton Francis, Arthur Hanna, Warren Levarity, Curtis MacMillan, Uriah McPhee, Maurice Moore, Edmund Moxey, Jimmy Shepherd, George Thompson, Jeffrey Thompson and Cecil Wallace-Whitfield. Randol Fawkes who successfully ran as Labour in 1962 and 1967 with the support of the PLP, threw his support behind the PLP and became a member of the first Majority Rule cabinet. He figured prominently in the movement toward Majority Rule. Successful Independent candidate Sir Alvin Braynen threw in his lot with the PLP and accepted the post of Speaker of the House. These two warriors for justice and freedom tipped the proverbial scale in favor of the PLP and the first Majority Rule cabinet was formed: This distinguished group consisted of Cecil Wallace-Whitfield, Milo Butler, Arthur Hanna, Clarence Bain, Jeffrey Thompson, Carlton Francis, Randol Fawkes, Warren Levarity, Curtis McMillan, Clement T. Maynard and Lynden Pindling. In this 40th year of nationhood, we come together as one people to mark a critically important milestone in our progress as a people – and to re-commit ourselves to a struggle that never ends. As The Bahamas looks to the future, it must be that the average man, making the average salary, with children to educate to university level; that they see not a glass ceiling but opportunities that give rise to hope as we work to build the best little country in the world.

Source : <https://www.bahamas.gov.bs/wps/wcm/connect/b395d5a0-8636-4a7a-af82-fe3a20ca7526/Road+to+Majority+Rule.pdf?MOD=AJPERES>

The Constitution Of The Commonwealth Of The Bahamas

Preamble

WHEREAS Four hundred and eighty-one years ago the rediscovery of this Family of Islands. Rocks and Cays heralded the rebirth of the New World;

AND WHEREAS the People of this Family of Islands recognizing that the preservation of their Freedom will be guaranteed by a national commitment to Self-discipline, Industry, Loyalty, Unity and an abiding respect for Christian values and the Rule of Law.

NOW KNOW YE THEREFORE:

We the Inheritors of and Successors to this Family of Islands, recognizing the Supremacy of God and believing in the Fundamental Rights and Freedoms of the Individual, **DO HEREBY PROCLAIM IN SOLEMN PRAISE** the Establishment of a Free and Democratic Sovereign Nation founded on Spiritual Values and in which no Man, Woman or Child shall ever be Slave or Bondsman to anyone or their Labour exploited or their Lives frustrated by deprivation, **AND DO HEREBY PROVIDE** by these Articles for the indivisible Unity and Creation under God of the Commonwealth of The Bahamas.

CHAPTER 1 THE CONSTITUTION

1. The Commonwealth of The Bahamas shall be a sovereign democratic State. The State.
2. This Constitution is the supreme law of the Commonwealth of The Bahamas and, subject to the provisions of this Constitution, if any other law is inconsistent with this Constitution, Supreme law. The Constitution is this Constitution, shall prevail and the other law shall, to the extent of the inconsistency, be void.

Source: <https://www.bahamas.gov.bs/wps/wcm/connect/778e3a25-c542-418f-af4b-6f361661a206/Chap+1+Constitution.pdf?MOD=AJPERES>

Suggested Nursery Rhymes

SUGGESTED NURSERY RHYMES	STRAND	SUGGESTED NURSERY RHYMES	STRAND
• A Diller, A Dollar, A Ten O’clock Scholar! • Baa, Baa, Black Sheep • Blue Hill Water Dry • Christmas Comes But Once A Year! • Cold And Raw The North Wind Doth Blow • Diddle Diddle Dumpling, My Son John • Hey Diddle, Diddle! • Here We Go Round The Mulberry Bush • Hickery, Dickery, Dock • I’m A Little Teapot • Jack And Jill Went Up The Hill • Ladybird, Ladybird, Fly Away Home	• Economics • Economics, Production, Distribution, and Consumption • Culture/Civic Ideals and Practice • People, Places and Environment • People, Places and Environment • Individuals, Groups and Institutions • People, Places and Environment • Time Continuity and Change • Science, Technology and Society • People, Places and the Environment • Individuals, Groups and Institutions • Individuals, Groups and Institutions	• Miss Polly Had A Dolly • Monday’s Child Is Fair Of Face • Pease Porridge Hot • Polly Put The Kettle On • Rain, Rain Go Away • Ring A Ring O’roses • Rock –A –Bye Baby • Sing A Song Of Sixpence • This Little Pig Went To Market • Simple Simon Met A Pie Man • Solomon Grundy • There Was A Crooked Man And He Went A Crooked Mile • You Owe Me Five Shillings	• People, Places and the Environment • Culture • Culture • People, Places and Environment • People, Places and Environment • People, Places and Environment • Economics • Economics/Culture • Culture • Time, Continuity and Change • People, Places and Environment • Economics, Production, Distribution and Consumption

WORKSHOP PARTICIPANTS- SONGS AND JINGLES

(Indigenous Resources Created by Primary Educators Workshop Participants)

Take You Down Through History (Sung to the Tune - Old Town Road by Billy Ray Cyrus)

Chorus

I'm gonna take you down through history, we're gonna ride until you learn some facts

I'm gonna take you down through history, we're gonna ride until you learn some facts

Milo was his first name, Butler was his last name

His bust is located in Rawson Square

He threw the hour glass out of the House of Assembly

This led to Black Tuesday

Milo was his first name, Butler was his last name

He's our national hero

(Repeat Chorus)

Indigenous Resources Created by Primary Educators Workshop Participants

Eddie Minnis

By Sharnez Bowleg, Barbara Hunt, Sherelle Richards, Troy Smith

Whoy, whoy, whoy, Eddie Minnis was his name

Whoy, whoy, whoy, song writing was his game

Whoy, whoy, whoy, born in Nassau, Bahamas in 1974

Singing for forty years

He was a cartoonist

He did it for ten years

But singing was his career

He schooled at St. Johns in 1971

We think he is number one

Oh, Eddie Minnis

Oh, Eddie Minnis

Mr. Stephen Dillet

By Anndra Alday, Pamela Brooks, Denia Louis, Angela Tinker

(Sung to the tune of Milo Butler by Phil Stubbs)

His name was Stephen Dillet

The first black man in Parliament

He was a sailor and post master

Even a police inspector

He came from Haiti

With his mother and two brothers

He lived and died in Balcony House

A school is named in his honour

Randol Fawkes

(Sung to the tune of Boom, Pineapple Wine)

(chorus)

Come round and let me tell you; Come around and let me tell you

National heroes here and there; National heroes everywhere

It's really easy, easy peasy; 1967 was a year not to be queasy

Lynden and Randol, short in stature and brave at heart; They both fought and did their part

(chorus)

Lynden threw out the mace and brought a change in the black race; Equality for all was the order of the day

Not by colour, but knowledge earned our pay

(chorus)

Randol said treat all workers right; Burma Road Riot brought all to light

Country was shut down until a new era came to town

(chorus)

Election day came and there was a tie; Randol said I can't lead in a lie

He cast his vote and brought an end to this white regime; Bringing the nation to new heights and ending shame

(chorus)

Fort Charlotte

By Deidre Baker, Latoya Brown, Tamara Porter, Karen Simms

Constructed in the 18th century

Its location is on the West Bay Street

It was constructed by Lord Dunmore

The first Independence celebration was here

Fort Charlotte, Fort Charlotte

Fort Charlotte, Fort Charlotte

It's a popular tourist attraction

It overlooks the Nassau Harbour

It's the largest fort on New Providence

This fort was never used for battle

Fort Charlotte, Fort Charlotte

Fort Charlotte, Fort Charlotte

What is Cricket?

By Shari Briggs, Ashly Ferguson, Shatera McIntosh, Latoya Smith

(sung to the tune of Who Let the Dogs Out)

Cricket started in our country in 1846.

It is the oldest sport being played here,

In the roads, playground or fields.

What is Cricket?

What is Cricket?

What is Cricket?

What is Cricket?

During the 70s the game declined,

Because teachers did not know the game.

They taught track and field and other sports,

Which buried the cricket name.

RINGPLAY GAMES OF THE BAHAMAS

Dr. Ian Strachan - Professor, University of The Bahamas and Team
(Use ring play lyrics at your discretion. Adapt lyrics to suit your audience).

1. "This A Way Valerie". "Bellebee"

Oh dis a way a bellebee
Bell bell a bellebee
Dis way a bellebee
All night long
So step back sassy
Step back sallassy
Step back sassy
All night long
So walkin t'rough di alley
Walkin t'rough di alley
Walkin t'rough di alley
All night long
You see dat man on da toilet bowl
I betcha five dollars he is big and bold
To the front to the back
to the si- si- side
To the front to the back
to the si- si- side

2. Slide Push Clap

Slide Push clap,
Slide Push clap
Buccara.....?
Eena Meena buskareena?
I love you
Yes I do"

3. The Made Me...

They made me wash the dishes
They made me sweep the floor
They made me eat the cockroach
Behind the kitchen door
My mother was surprised
To see my belly rise
My father was disgusted
To see my belly button.

4. Down by the river

Down by the River
Down by the sea
Johnny break a bottle
and blame it on me
I told Ma, Ma told Pa
Johnny got a likkin
So ha haha.
One, two, three, four, five, six, seven, eight, nine

5. Boys are, Girls are

Boys are rotten
Made out of cotton
Girls are handy
Made out of candy
Boys go to Jupiter
Get more stupiter.
Girls go to Mars to get more candy bars...

One Leg Gone Up

One leg gone up
For two leg, uh-huh!
Two leg gone up
For t'ree leg, un- hun!
T'ree leg gone up
For four leg, un-hun!
Five leg gone up
For six leg, unhun!

6. Show me your motion

Chorus

Brown girl in the ring, Tra la lalala
There's a brown girl in the ring, Tra la lalalala
Brown girl in the ring, Tra la lalala, She looks like a sugar in a plum, plum, plum
Show me your motion, Tra la lalala
Come on show me your motion, Tra la lalalala
Show me your motion, Tra la lalala
She looks like a sugar in a plum, Plum plum

All had water run dry
Got nowhere to wash my cloths
All had water run dry
Got nowhere to wash my cloths

I remember one Saturday night
We had fried fish and Johnny-cakes
I remember one Saturday night
We had fried fish and Johnny-cakes

Beng-a-deng
Beng-a-deng

7. Naughty Johnny by Eddie Minis

CHORUS

Whoy whoy whoy, I sorry fer you boy,
what yer mar gern do, when she find out bout u boy
People, whoy whoy on the next side of the ocean
whoy whoy whoy dey gern hear da commotion
and you gern need surgical operation when she finish wit' you you you

When Johnny mar gon ta town
Before she leave she say
Yeah Johnny watch the pot
don't let it get too hot.
But as she turn away yeah
Johnny gone go play
He gon' live to regret this day.
Well da cat jump through da window

Knock da pot off da stove
Da win' blow da fire and make it burn much higher
Da fire catch da curtain, da curtain catch the roof
and Johnny mar clapboard house burn down. Refrain:
Ooohhh Naughty Johnny, oh Naughty Johnny
Ooohhh Naughty Johnny, oh Naughty Johnny CHORUS Verse 2
When Johnny mar come back home, all she found was cinder.
She get the whole story from a neighbor name Miss Pinder
She fall on she knees and say yeah if I have my way that boy gern
live to regret dis day, day, day.
She look under da floor, she look in da bushes,
She look in one ole car, what leave long side the road.
She ask all da neighbors, but all they could say
was Naughty Johnny he went dat way

8. Welcome to McDonalds

Welcome to McDonalds
May I take your order
Nick nacktiatia
Order me a French fry
Icy cold milk shake
And don't forget my apple pie.

Nick nack [stomp stomp] tiatia
order me a French fry [stomp stomp]
Icy cold milk shake [stomp stomp]
And don't forget my apple pie. [stomp stomp]

Nick nacktiatia
order me a French fry
Icy cold milk shake
And don't forget my apple pie.

[Chant gets faster]
Big Mac tiatia
order me a French fry
Icy cold milk shake
And don't forget my apple pie.

Big Mac tiatia [one stomp]
order me a French fry [one stomp]
Icy cold milk shake [one stomp]
And don't forget my apple pie. [one stomp]

9. Mae Sue

Mae Sue from Alabama
Hey you, Scooby Doo
Mama's gat the measles
Papa gat the flu

Baby gat the chicken pops
And so are you.
You better ABCDEFG
You better keep your black hands off a me.
You gotta smooth it
You gotta smooth it
You freeze
And you
And you gat a freeze..., so free

10. Mama Mama Can't you see

Mama Mama can't you see
Look what Daddy's done to me.
Took away my MTV
Now I'm watchin Barney
Tick, tack, toe, three in a row

Mama got shot by GI Joe
Mama called the Doctor and the Doctor said
Whoop there it is
Whoop there it is

11. Peanut Butter Reeses Cup

Peanut Butter Reeses Cup
You mess wit me I'll mess you up.
Bye Bye choo choo train.
Let's see ... do her thing.
She can't.
Why not?
She can't
Why not?
Because her head is hurtin'
Her bra too tight.
Her booty shakin' from the left to the right.

To the left, to the right
to the left, right, left, right
You too skinny, you too fat
Watch that girl break her back.
Boom chicky, Boom chicky.
Boom chicky.

*girl's name or nickname

12. Rockaa my cherry

I went up on the hill, with my bucket on my head
My road fall down, with my bucket on my head
Rocka my cherry, one two
Rocka my cherry, three four
Rocka my cherry, five six
Rocka my cherry, seven eight
Rocka my cherry, nine ten
Rocka my cherry, that's the end.

13. Sauchiss in here

Sauchiss in here
An' a walkin stick in dere
Take anudder sauchiss
An' stick it right in dere
Sauchiss in dere
So rock an twist in 'dere
Shake dat belly sauchiss
and stick it right in dere.
You know where
right in dere
Da Devil round de corner
Say tick it right in dere

14. Blue Hill Water Dry

Blue Hill water dry
No here to wash my clothes
I remember the Sat'day night
Fry fish and Johnny cake
Man take one and satisfy
Woman take two and make a moo
Man take one and satisfy
Woman take two and make a moo

Blue Hill water dry
No where to wash my clothes
I remember the Sat'day night
We had fry fish and Johnny cake
One take one and two
One take two take three
One take three and four
One take four and five
One take five and six
One take six and seven
One take seven and eight
One take nine and ten
One take ten and eleven
twelve
thirteen
fourteen.

15. Old Lady Old Lady

Old lady, old lady
Old lady, old lady
Oh lady, old lady
kiss a lady bum.

16. Twee Lee Lee

Twee Lee, Twee Lee
Twee Lee, So sweet, so sweet,
Rock them people, all night long,
Huffing and puffing and sing that song
All them people on Peter Street
Listen to the sound of Twee lee lee
We gonna rock, rock, all night long
Rock till nine o'clock
He rock in the tree top all night long
Huffin and a puffin and sing my song
All those boys on Peter Street
Listen to then sound of Twee lee lee.

Source: <https://youtu.be/7lpzGSpd5Z8>

(Use ring play lyrics at your discretion. Adapt lyrics to suit your audience).

RINGPLAY GAMES SAMPLES

1. Oh dis a way a bellebee

Oh dis a way a bellebee
Bell bell a bellebee
All night long
So step back sassy
Step back sallassy
Step back sassy
All night long
So walkin t'rough di alley
Walkin t'rough di alley
Walkin t'rough di alley
All night long
I betcha five dollars he is big and bold
To the front to the back
to the si- si- side
To the front to the back
to the si- si- side

Note:

This hand clapping/imitative movement game was performed by girls and boys in two horizontal lines. The singing was accompanied with drum accompaniment.

2. Down By The River

Down B The River
Down by the sea
Johnny break a bottle
and blame it on me
I told Ma, Ma told Pa
Johnny got a likkin
So ha haha.
One, two, three, four, five, six, seven, eight, nine [that person attempts to slap the hand of the next person to their right. If she does, that person is out.

3. Show me your motion

-3-
Show me your motion.
tra la lalala
Show me your motion
tra la lalala
And he looks like a sugar in a plum

4. "Naughty Johnny"

Whoy whoy whoy, I sorry for you boy,
What your ma ga do when she find out but you, boy,
People, whoy whoy, on the next side of the ocean, whoy, whoy, they ga hear the commotion
When she finish with you!

5. Rockaa my cherry

I went up on the hill,
With my bucket on my head
My road fall down
with my bucket on my head
Rocka my cherry
One two
Rocka my cherry
three four
Rocka my cherry
five six
Rocka my cherry
seven eight
Rocka my cherry
nine ten
Rocka my cherry.

6. Sauchiss in dere

Sauchiss in dere
So rock an twist in ‘dere
Shake dat belly sauchiss
and stick it right in dere.
You know where
right in dere
Da Devil round de corner
says stick it right in dere

7. Blue Hill water dry

Blue Hill water dry
No here to wash my clothes
I remember the Sat’day night
fry fish and Johnny cake
Man take one and satisfy [sung a little faster]
Woman take two and make a moo
Man take one and satisfy
Woman take two and make a moo-

Sung with "Brown Girl In The Ring".

Blue Hill water dry
No here to wash my clothes
I remember the Sat’day night
We had fry fish and Johnny cake
One take one two [children stomp when say they say "two"]
One take two take three [stomp when they say "three"]
“one take three and four [stomp when they say "four"]

<https://youtu.be/7lpzGSpd5Z8>

(Use ring play lyrics at your discretion. Adapt lyrics to suit your audience).

8. Old lady old lady

Old lady old lady
[Note: It explains that people in former generations used to say “Oh, love me.”]
Old lady, old lady
Old lady, old lady
Oh lady, old lady
Kiss a lady bum.

He rock in the tree top all night long
huffin and a puffin....

[clip ends]

Note:.

This clip shows two women and two men performing a version of the hand clap game "Twee Lee Lee" (also known as "Rockin Robin"). This hand clap game is of African American origin and is based on The Jackson Five's "Rockin Robin" record. The hand clap game is very well known in the United States and appears to usually be performed by four people as shown in this documentary video <https://youtu.be/7lpzGSpd5Z8>

9. Miss Lucy Hang herself in the Mango Tree

"Miss Lucy hang herself in da mango tree
Miss Lucy hang herself in da mango tree
Miss Lucy hang herself in da mango tree
Cause when she came back here lover was gone.
Oh where yatingalinga
Your lover must be
Oh where yatingalinga
Your lover must be
Oh where yatingalinga
Your lover must be
Right down in da mango tree."
Reply

Map of the World



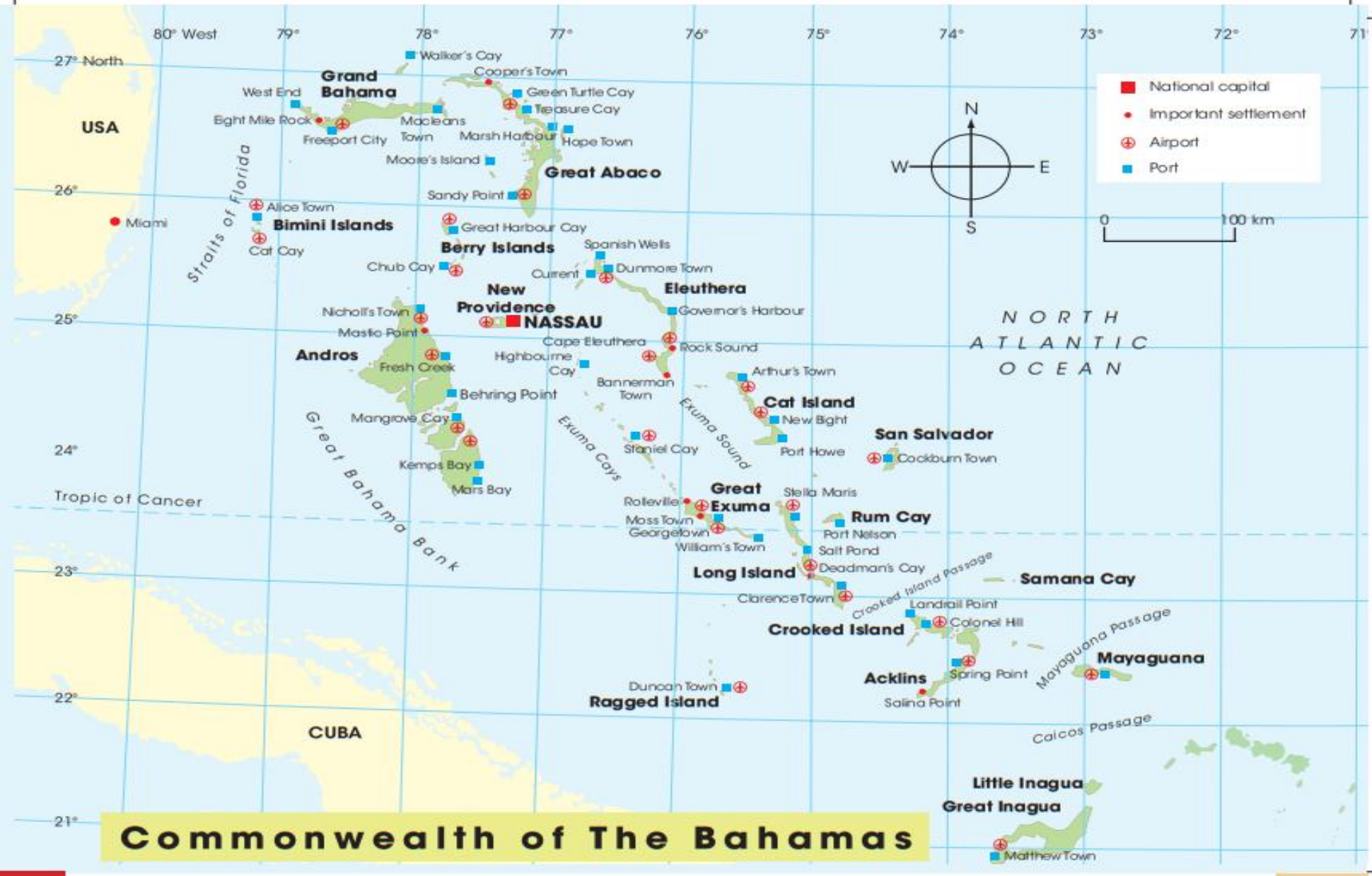
Source: 2012 Encyclopedia Britannica, Inc
<https://www.pinterest.com/pin/485192559829401548/>

Map of the Caribbean



<https://geology.com/world/caribbean-satellite-image.shtml>

Map of The Commonwealth of The Bahamas



Source: Primary Social Studies and Tourism and Education for The Bahamas-Hodder Education (formerly Pearson) -Alamy Image

Pictorial of Geographic Terms–

Source: Social studies in elementary education/Walter C. Parker-Thirteenth ed. 2009



REFERENCES

Best, W. D. (1969). *The Students Companion: Caribbean Edition*. Collins.

Burgie, I. (1992). *Caribbean Carnival*. New York: Tamborine Books

E. D. Hirsch, Jr., (1998) *Cultural Literacy: What Every American Needs to Know*. New York: Vintage

Everix N. (1991). *Ethic celebrations around the world*. Carthage, II: Good Apple

Franklin, Beedle& Associates. (1998). *Technology Tools in the Social Studies Curriculum*, ed. Parker, Wilsonville

Parker, Walter C. *Social studies in elementary education*: Thirteenth ed. 2009

Grayson, M. F. (1962) *Let's do finger plays*. Washington: Robert B. Luce

Hume, B., & Sevier, A. (1991). Starting with me: *Topic ideas for teaching of history, geography and religious education in infants*. England: Belair Publishing Company

J., R. D., Beck, V., & Fletcher, M. (2000). *Teaching Social Studies in Early Education*. Albany, NY: Delmar Thomson Learning.

Kindersley, B. & A. (1995). *Children just like me: A unique celebration of children around the world*. Britain: ADK Publishing Book

King, R. (2000). *Social Studies through discovery*. Kingston, Jamaica: Chalkboard Press.

Parker, Walter C. (2009) *Social studies in elementary education*: Thirteenth ed.

Laney, James D. & Schug, Mark C. (2005). “Teach Kids Economics and They Will Learn” Social Studies and the Young Learner. The Social Studies

Livingston, M. C. (1985). *Celebrations*. New York: Holiday House.

McElmeel, S. L. (1992). *Bookpeople: A multicultural album*. Englewood, CO: Teacher Ideas Press

McGuffe, M. (1996). *The day the earth was silent*. Bloomington, IN: Inquiring Voices Press.

Millord, S. (1992). *Hands around the world*. Charlotte, VT: Williamson Publishing.

Morrissey, Mike & etl. Bahamian Educators (2012). *Primary Tourism Education for The Bahamas, Books Levels 1-6*, Hodder Education Group

Morrissey, M. (2011). *School Atlas for the Commonwealth of The Bahamas*. Longman.

National Council for the Social Studies, Expectons of Excellence: Curriculum Standards for Social Studies (Washington, DC: Author, 1994), 54-55

Parker, W., & Jarolimek, J. (1997). *A sampler of curriculum standards for social studies: Expectations of excellence*. Upper Saddle River, NJ: Merrill.

Parker, W. (2008). *Social Studies in Elementary Education*. Boston: Allyn & Bacon.

Powell, A. (2019, December 27). Show Me Your Motion: The Ringplay Games of The Bahamas (Part I: Video, examples, & my editorial notes). Retrieved from <https://pancocojams.blogspot.com/2021/03/show-me-your-motion-ringplay-games-of.html>

Rozakis, L. (1993). *Celebrate! Holidays around the world*. Tejada, I. (1993). Brown bag ideas from many cultures. Worcester, MA: Davis Publishers

Strachan, Cheryl C. (Revised Edition 2010) *Flying the pride* Xulon Press www.xulonpress.com

Strachan, I., Dr. (2019, December 27). Show Me Your Motion: The Ringplay Games of The Bahamas. Retrieved from <https://www.youtube.com/watch?v=Iab9EQfKqIQ>

Tejada, I. (1993). Brown bag ideas from many cultures. Worcester, MA: Davis Publishers

<https://www.bahamas.gov.bs/wps/wcm/connect/778e3a25-c542-418f-af4b-6f361661a206/Chap+1+Constitution.pdf?MOD=AJPERES>

<https://www.bahamas.gov.bs/wps/wcm/connect/b395d5a0-8636-4a7a-af82-fe3a20ca7526/Road+to+Majority+Rule.pdf?MOD=AJPERES>

<https://youtu.be/7lpzGSpd5Z8>