



COMMONWEALTH OF THE BAHAMAS
MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING

PRIMARY SOCIAL STUDIES

CURRICULUM GUIDELINES

GRADES 4-6

2022-2027

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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:

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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.

Adapted from: the Ministry of Education's *Shared Vision for Education 2030*

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.

<http://www.ibe.unesco.org/sites/default/files/resources/ibe-glossary-curriculum.pdf>

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 “ <i>region</i> ”? 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 increasingly 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.

<https://www.socialstudies.org/>

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

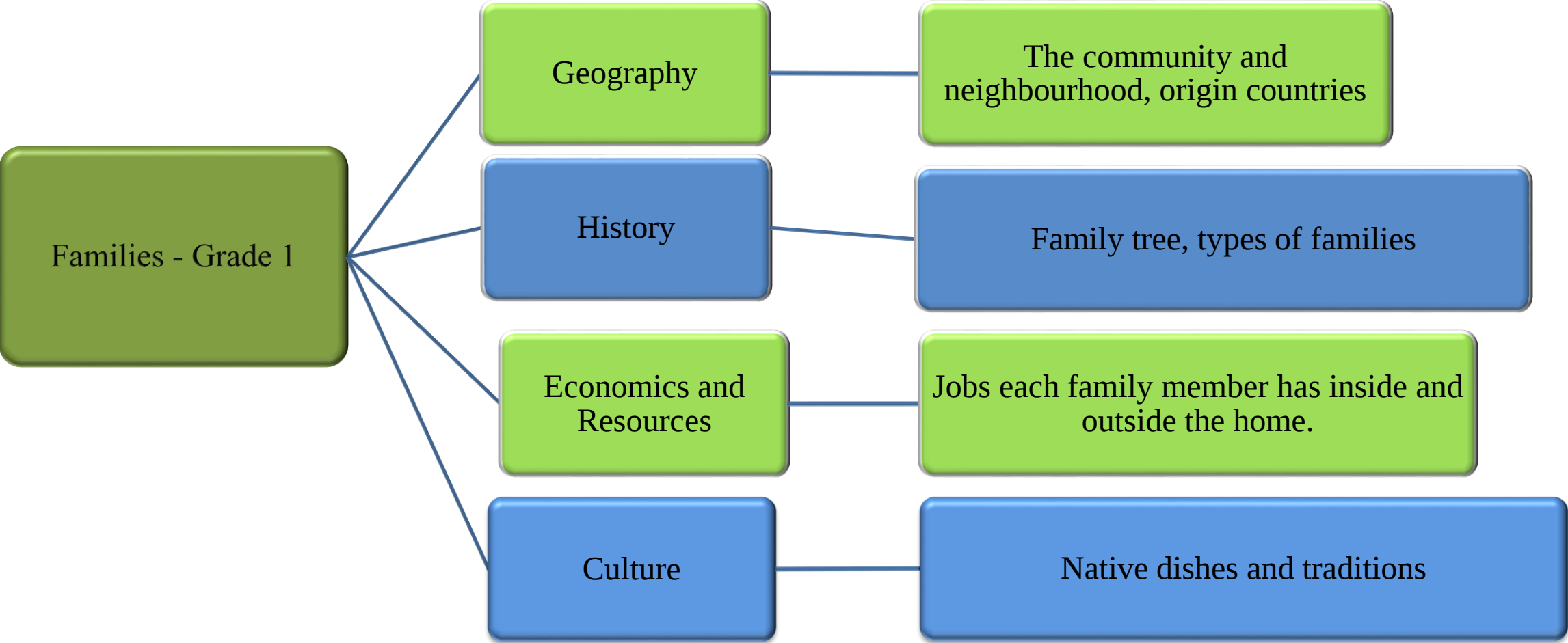
The curriculum document includes topics which incorporate the international and local Social Studies standards and framework:

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

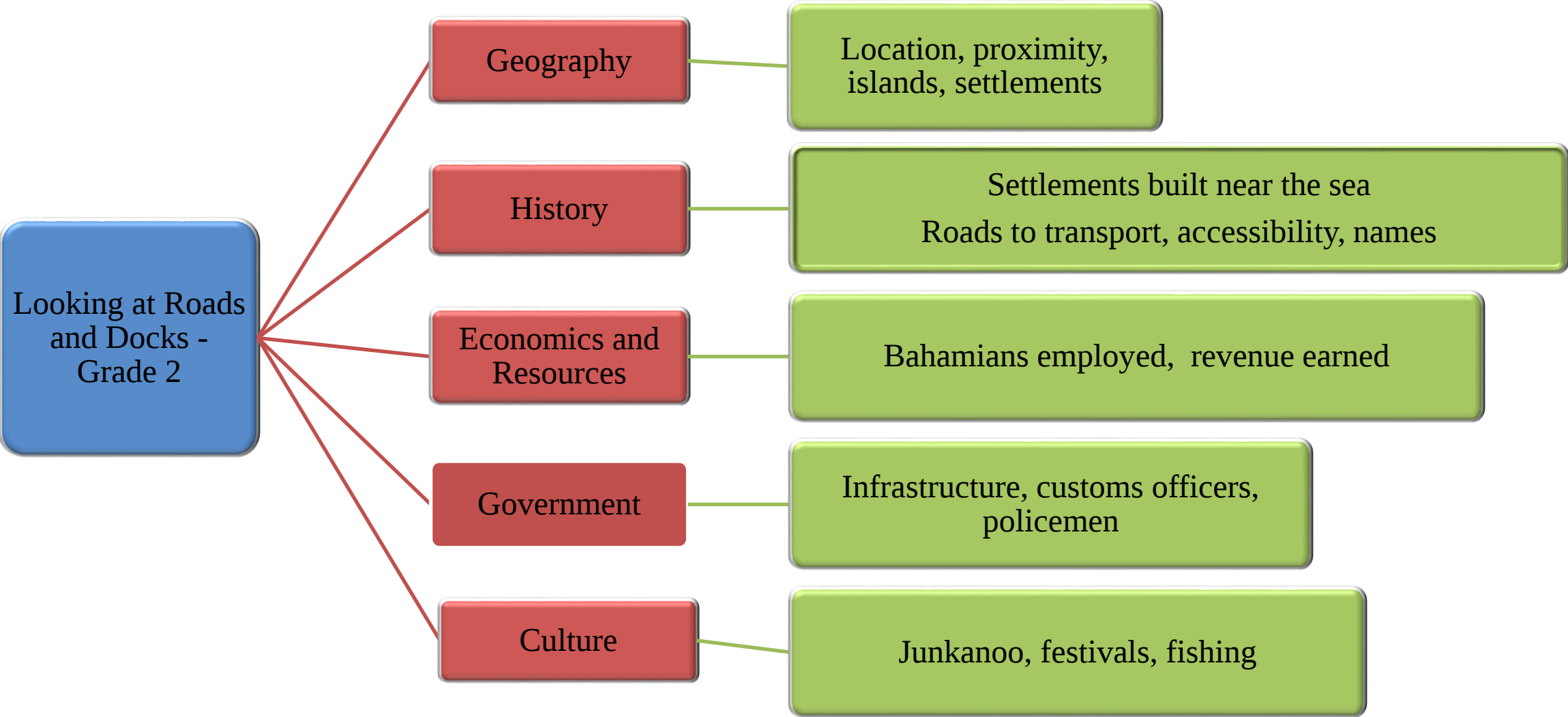
The following are guidelines to assist in utilizing this document in its full capacity:

- ✓ 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 the 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.

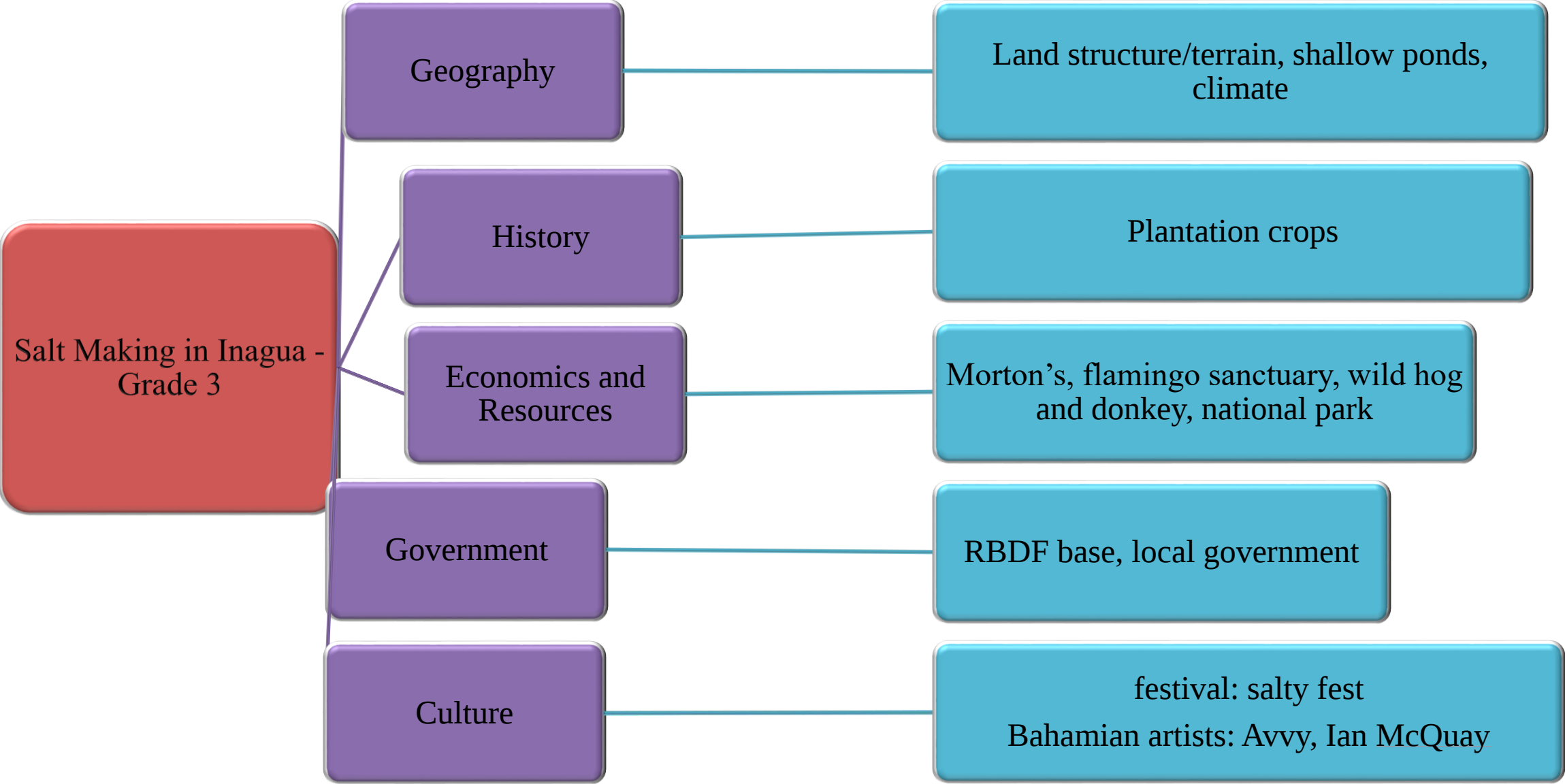
A sample of mapping strands using a given topic



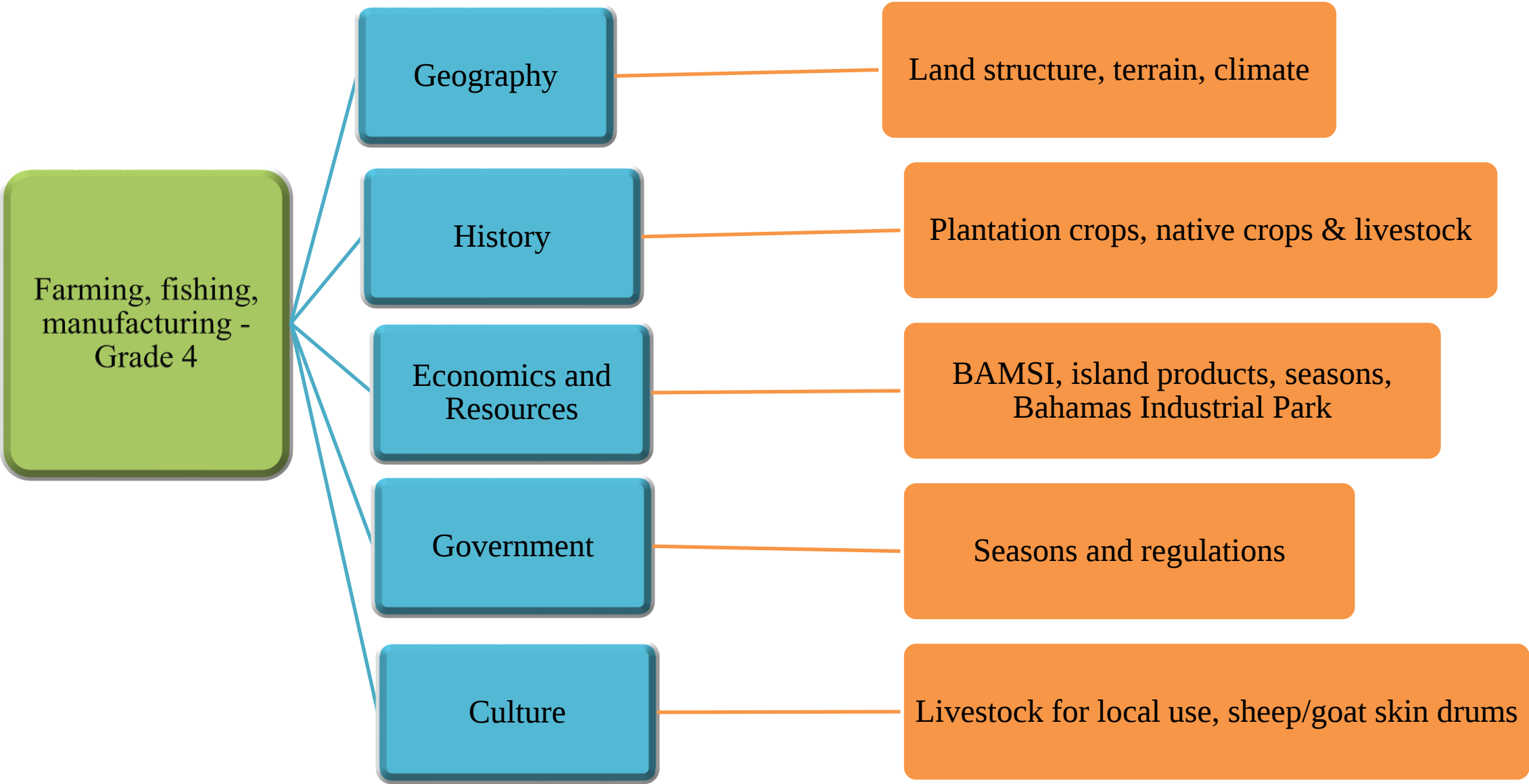
A sample of mapping strands using a given topic



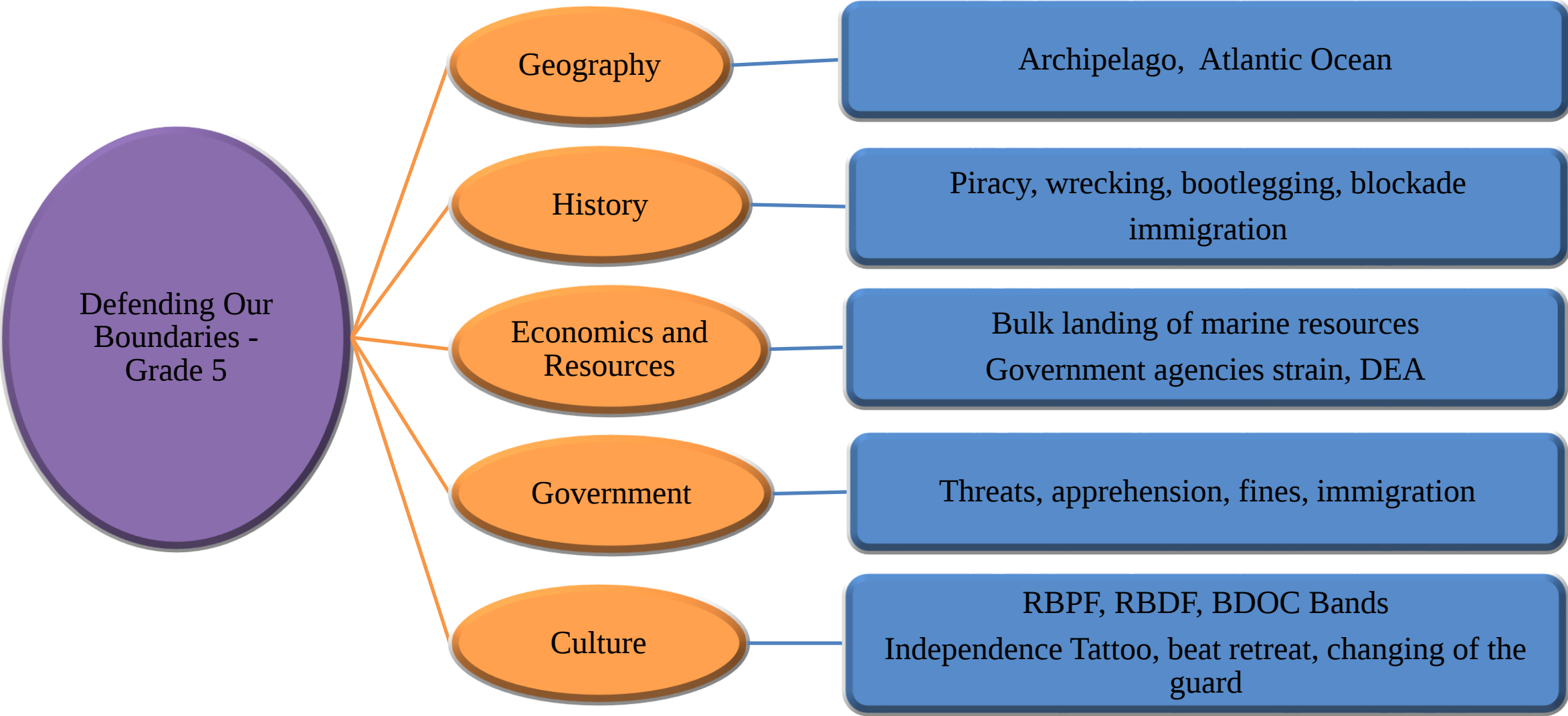
A sample of mapping strands using a given topic



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 and European influence

Government

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

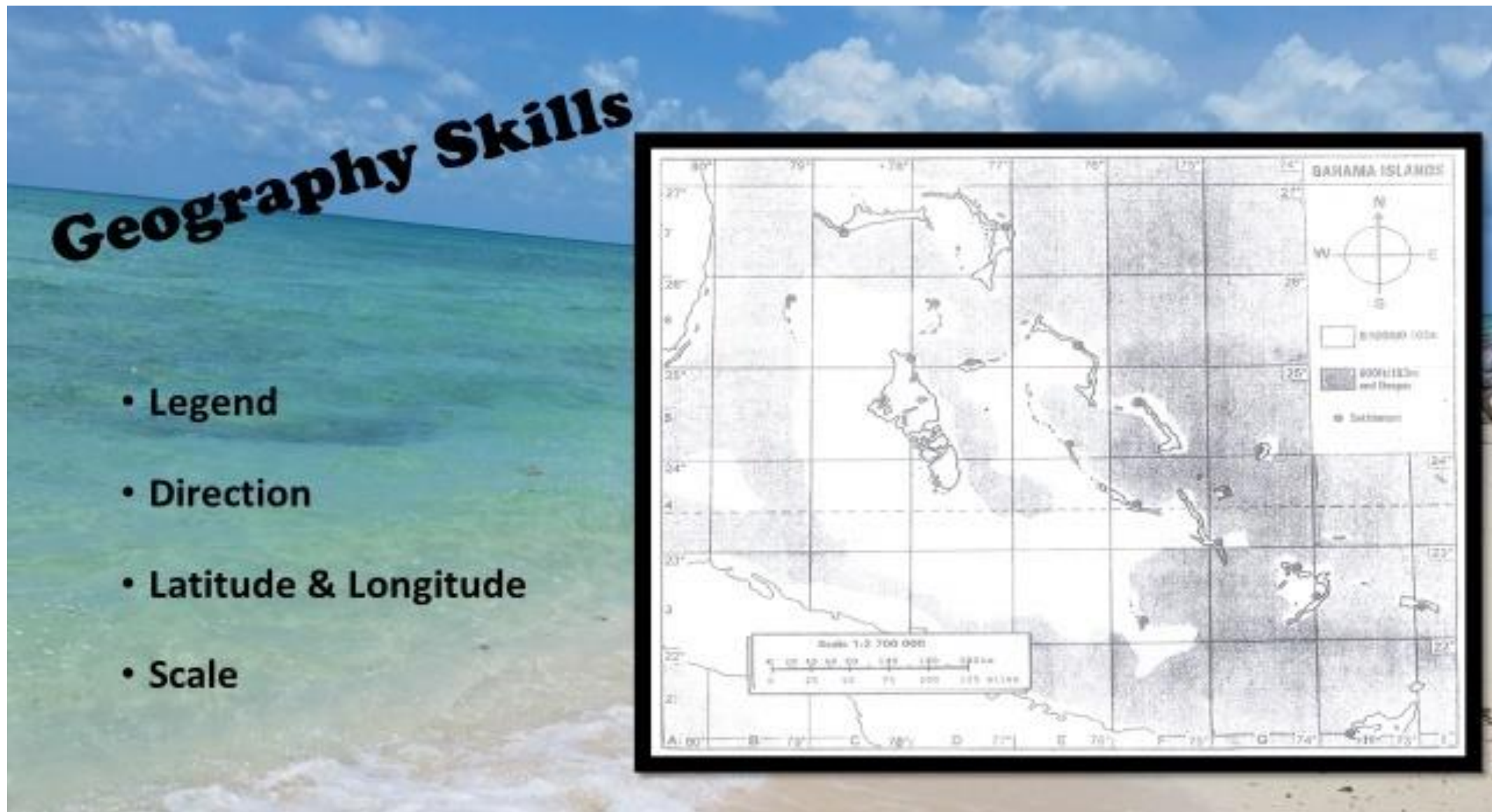
Economics and Resources

- Land and 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 ofThe 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 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?	Our Government Since Independence 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?	Families In Other Lands 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. Locate and identify the major land forms and bodies of water on maps of The Bahamas, the Caribbean and the World
2. Compare and contrast the geographical and environmental elements of various regions of the world.

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- Coloursand 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	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	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.	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.ER1 Identify the natural resources in our country and some products found on farms and explain how we use these products daily.	4.ER1 Describe the importance of industries in The Bahamas and identify the islands associated with various industries.	4.ER1 Identify food items produced and manufactured in The Bahamas and analyze the reasons for the types of food manufactured.	4.ER1 Identify resources produced, manufactured and traded by The Bahamas.	4.ER1 Compare Bahamian manufacturing industry to those of countries around the world
	4.ER2 Who is a tourist?	4.ER2 Why do tourists come to The Bahamas?	4.ER2 How do tourists travel to The Bahamas?	4.ER2 How does tourism help The Bahamas? What is the influence that Sir Stafford Sands has on the tourism industry in The Bahamas?	4.ER2 Differentiate between domestic and international tourism.	4.ER2 Define eco-tourism and other types of tourism and discuss the influence they have on our country.
	4.ER3 Identify various forms of land transportation and explain their importance in everyday life.	4.ER3 Compare forms of transportation and discuss the advantages of using these forms of transportation to transport produce around the country.	4.ER3 Explain and describe the impact of inter-island transportation.	4.ER3 Discuss international transportation.	4.ER3 Discuss the function, advantages and disadvantages of the Container Port.	4.ER3 Draw conclusions about how transportation relates to communication around the world.
	4.ER4 Compare and contrast the ways food is sold between city life and family island life.	4.ER4 How do the locals benefit from natural resources found on their island?	4.ER4 How do people benefit from manufacturing in The Bahamas?	4.ER4 Identify the economic impact of farming and migration in The Bahamas.	4.ER4 Recognize that the economy of The Bahamas depends on our ability to manage our resources.	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.CH1 Identify and describe the structure of different types of families in The Bahamas.	5.CH1 Identify members that make up their family tree descending from grandparents.	5.CH1 Identify surnames associated with certain family/settlements.	5.CH1 Identify Caribbean surnames and trace their origins.	5.CH1 Explain the effects of families on societies and vice versa.
	5.CH2 Display pride in their environment, classroom and school.	5.CH2 Display pride in their community.	5.CH2 Define what it means to have ‘national pride’ and identify ways and reasons for having national pride.	5.CH2 Display patriotism for national symbols.	5.CH2 Explain from a personal experience, what it means to be Bahamian.	5.CH2 Identify various aspects of Bahamian culture.
	5.CH3 Articulate the correct singing of the national anthem and recite accurately the words of the national pledge.	5.CH3 Identify all national symbols and explain the significance of the colors of the flag.	5.CH3 Identify elements that make up the national Coat of Arms.	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.CH3 Analyze national symbols.	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.CH4 Identify various nation builders in education, sports, music and the arts	5.CH4 Identify various nation builders in education, sports, music and the arts	5.CH4 Identify various nation builders in education, sports, music and the arts	5.CH4 Identify various nation builders in education, sports, music and the arts	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.CH5 Identify major Junkanoo groups and their leaders.	5.CH5 Discuss the origin of Junkanoo and identify instruments used to create Junkanoo music.	5.CH5 Research the origin of the Junkanoo festival and classify instruments used in Junkanoo. Describe the method used to paste Junkanoo costumes.	5.CH5 Discuss how Junkanoo affects the revenue of The Bahamas.	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.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.CH6 Explain the significance of Independence and Emancipation Days. Bone fishing Tournament, regatta/homecoming	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.CH6 Explain the significance of Gambier and Fox Hill Day. Explain Rake and Scrape	5.CH6 Distinguish the difference between national and international holidays. Explain and compare and contrast Rake and Scrape and Goombay
	5.CH7 Identify various characters in traditional stories.	5. CH7 Discuss traditional & modern ring plays.	5. CH7 Compare toys and games long ago with ones that children do and use today.	5. CH7 Explain similarities and differences of various Bahamian dishes.	5 CH 7Discuss the similarities and differences of various cultural aspects locally.	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.	5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for medicinal use.	5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for medicinal use.	5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for tea.	5 CH8 Identify native plants (often referred to as ‘bush’) used in The Bahamas for medicinal use i.e. common ailments.	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.1.1Recognize the flag and state the colours.	N.S.1.1 Explain the significance of the colours of the flag. N.S.1.2Recite 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. M2.3 Recognize the map of The Bahamas. M1.4Locate 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.	M1.1Recognize 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.	M1.1Review 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 boards 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 and 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.

STRAND	PRESCHOOL	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GOVERNMENT	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 and Wellness.			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.2Name 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.1Health 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 and 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 Free Trade	International Conflict Resolution \\

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 public holidays 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 FOUR

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: NATIONAL PRIDE

OBJECTIVE	CONTENT	SUUGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘National Pride’ and ‘patriotism’. 2. Discuss how patriotism is shown in your island.	National Pride is to have and show respect for one’s country. Patriotism is love and loyal support of one’s country. We show patriotism by standing at attention for the singing of the national anthem. We place our right hand on our heart when reciting the national pledge. We give respect to the flag by raising it high, not allowing it to touch the ground. The national flag should not be mutilated, defaced in any way. We defend and speak well of our country at all times.	• Create signs and posters to encourage cleanliness and pride • Organize a cleanup day in the school/community • Discuss criteria for judging appearance of public buildings/personal property • Create a comparison web comparing your Island to another in the Bahama Chain • Draw an island crest using things unique to your island. • Write what your new crest represents	National Pride Association Ministry of Tourism’s Office Phone Book Preserving our Heritage Series Internet	Poster competition Debate Speech Essay

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: NATIONAL PRIDE

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
3. Discuss the diversity of our nation islands 4. Identify ways we unite to show patriotism. 5. Identify various aspects of Bahamian culture.	Recognize that our country is made up of many islands and that each island has a unique equality. However, through events like the Island crests, various home comings and tourism slogans, we highlight the diversity of the islands under one nation. During other celebrations we emphasize our unity e.g. Bahama games, national sporting events, independence celebrations and other major national events.			

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: SYMBOLS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Analyze the words and meaning of the pledge and national anthem.	All independent nations display their countries independence through their flag, national anthem and coat of arms. In 1973, The Bahamas became an independent nation. Timothy Gibson composed the national anthem of our country. It begins by asking us to hold our heads high as a Bahamian people. We are reminded of our place in the world as an independent nation. Our national anthem encourages us to set goals and move steadily toward them. It explains that we can only excel as a nation through love, unity and recognizing our God.	• After reciting the pledge discuss what it means to you • Create a classroom pledge identifying a goal you as students can achieve. • Create a cartoon strip depicting the lines of the pledge or national anthem.	National Symbols Preserving Our Heritage Series Primary Social Studies and Tourism Education for The Bahamas Book 4 Internet	Worksheets Crests Write a paragraph Drawing symbols Display

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: SYMBOLS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
2. Identify the elements and significance of the objects in the Coat of Arms.	Our national Coat of Arms was designed by Rev. Hervis Bain. It is a badge, a sign of identity; it is a distinction of honour. It symbolizes our past and a hope for a bright future. It depicts our National Bird, Fish, and other symbols that are indigenous to our country. The conch shell and the Blue Marlin fish identify the marine life, palms represent the flora, the Santa Maria represents the arrival of Christopher Columbus, and the sun represents the natural resources. At the base of The Bahamas’ national Coat of Arms is the motto of The Bahamas- <i>‘Forward, Upward, Onward, Together’</i> .	Color the Coat of Arms and identify other national symbols	Posters Internet Primary Social Studies and Tourism Education for The Bahamas Book 4	Worksheet

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: SYMBOLS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	If we commit to achieving these, then our country continues to march on as a united country. Rev. Dr. Philip Rahming wrote the national pledge of The Bahamas. The national pledge of The Bahamas identifies us as a people, Bahamians, it entreats us to be loyal and live by the ideals of our nation. Although divided by waters, the pledge also suggests that we are one under the flag of our nation. We then pledge our lifelong commitment to serve our country, in love and unity.	- Brainstorm aspects of Bahamian culture. - Classify things recognized as parts of Bahamian culture according to major categories e.g. dance, music, food, old sayings, Etc.	Primary Social Studies and Tourism for The Bahamas Level 4 Posters Internet	Poster Worksheet

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: SYMBOLS

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
3. Identify various aspects of Bahamian culture.	Culture is the way of life. It includes the way we dress, the food we eat, the way we celebrate our festivals and our religion. Things that identify us as Bahamian include; • our currency • the way we greet people • the structure of our houses • our artistic expression including visual arts, music, dances • our language and expressions and anything which identifies us as Bahamians. Junkanoo is only one aspect of Bahamian culture.	• Brainstorm aspects of Bahamian culture. • Classify things recognized as parts of Bahamian culture according to major categories e.g. dance, music, food, old sayings etc.	National Symbols Preserving Our Heritage Primary Social Studies and Tourism Internet	Display

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LUCAYANS ANDELEUTHERAN ADVENTURERS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Define colony, freedom, religion 2. Identify the contributions of the Lucayans to the Bahamian culture.	Colony - a place that is ruled by another country Freedom - the quality or state of being free Religion - a particular system of faith and worship The Lucayans were very good sailors and fishermen. They lived in huts and slept in hammocks. They were a peaceful people who lived off the land in harmony with nature. Bahamians have adapted some aspects of their way of life. People all over the world now use hammocks.	• Using a graphic organizer, brainstorm things that we do or use today which originated with the Lucayans • Discuss the symbols used in the Cacique awards • Research any artifacts from the time of the Lucayans which have - make models, prepare a presentation	Social Studies and Tourism Education for The Bahamas Book 4	• Cacique award programme • Presentation • Map • Research

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LUCAYANS ANDELEUTHERAN ADVENTURERS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Recognize the influence of the Eleutheran Adventurers on Bahamian culture.	The Eleutheran Adventurers, after they landed in The Bahamas, named the island the landed on, Eleuthera, and settled there. Life on the island was not easy so the group began to trade wood for supplies, as farming was not an option. Eventually, Captain Sayle left Eleuthera and moved to an island he called Sayle Island which was later renamed Providence. We now call this island New Providence. These people began the practice of trading and salvaging things from wrecked ships. As more people came to the island, the Eleutheran Adventurers established settlements both on Eleuthera and New Providence islands.	• Research origins of the names of various places in Eleuthera and New Providence that date back to the time of the Eleutheran Adventurers • List family names associated with the Eleutheran Adventurers and their importance to this group’s story. • Imagine you were alive during the time of the Eleutheran Adventurers. Conduct an interview with Captain William Sayle or Captain Butler.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Internet Posters	• Map • Worksheet • Research Paper • Time Capsule

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LOYALIST

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘plantation’. 2. Identify the events that lead to the arrival of the loyalists in The Bahamas.	Plantation is a large area of land where crops are grown. By the 1780s, the United States was no longer an English colony. The Loyalists were a group of men who wanted to continue to be loyal to the king of England. Therefore, they left, the now independent America and travelled to The Bahamas that was still a British colony at that time. The Loyalists established cotton plantations on the family islands. These plantations comprised of a house, large fields and slaves. Large amounts of cotton were exported to America and in the off seasons, slaves were made to rake salt from the pans.	- Construct a model of a loyalist plantation. - Reenact a day in the life of various people of that time e.g. master, field slave, house slave, mistress of the household etc. - Research buildings constructed in the time of the loyalist, identify common architectural styles. - Identify traditions of the loyalist that still exist today. - Research Loyalist surnames and tell why and where they still exist today.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Making of The Bahamas	Class display Posters Worksheets Venn Diagram Re-Enactment Research

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LOYALIST

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Discuss the contribution the Loyalists made to nation building in The Bahamas. 4. Discuss how the arrival of the loyalist affected slavery in The Bahamas.	Not all Loyalists were plantation owners, some Loyalists were fishermen. Many of these settled in Abaco and Eleuthera. Most Loyalists were Anglicans. They built Christ Church Cathedral and St. Matthew’s Anglican Church. They started schools in our islands. John Wells set up a newspaper.	• Write the story of a Loyalist slave. • List the contributions made to Bahamian culture and lifestyle by the Loyalists • Compare and contrast the life, the reasons for relocating, contributions made by the Eleutheran Adventurers and the Loyalists. • Compare and contrast the Eleutheran Adventurers and the Loyalists.		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: SLAVERY

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms ‘slaves’, ‘Middle Passage’ and ‘Slave Trade’.	Slaves - People who are denied their personal rights and freedom. Middle Passage - The voyage of enslaved Africans across the Atlantic Ocean from West Africa to America Slave Trade -The business of procuring, transporting and selling black Africans as slaves from the 16th to 19th centuries.		Primary Social Studies and Tourism Education for The Bahamas Book 4 YouTube – ‘Oh Freedom’ and The History of the Negro Spirituals videos Map of the world.	

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: SLAVERY

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Describe the events which led to slavery in The Bahamas 3. Explain the impact of slavery on The Bahamas 4. Identify aspects of Bahamian culture influenced by slavery.	From the 16th to 19th centuries Africans were shipped to the New World as part of the Atlantic slave trade. Ships departed Europe for African markets with manufactured goods, which were traded for purchased or kidnapped Africans, who were transported across the Atlantic as slaves. The slaves were then sold or traded for raw materials, which would be transported back to Europe to complete the voyage. Slaves in The Bahamas came via different routes. Some came direct from Africa enduring the middle passage. The middle passage was a perilous part of the voyage. Some slaves also came with the Loyalists from America.	- Sequence the events which led to the arrival of slave in The Bahamas - Record the journey of slaves to The Bahamas on a map - Locate areas on The Bahamas map inhabited by slaves. - Visit Clifton Heritage Park. - Classroom skits involving slaves and master roles. - Recount the story of the Middle Passage - Identify some cultural contributions that slaves have added to Bahamian traditions	Negro spirituals	- Worksheets - Write ‘A day in the life of....’ - Venn diagram - Present a news report on slavery - Enactment

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: SLAVERY

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
	Freed slaves from America came and settled in The Bahamas, while others arrived here by accident after being ship wrecked. Slaves brought new ethnic groups and traditions to The Bahamas.	Choose a contribution and trace its origin.		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: GEOGRAPHY/ENVIRONMENTS

BENCHMARK/STANDARD: SOUTH EASTERN ISLANDS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the eight points of the compass rose. 2. Define scale and explain the function of a map scale. 3. Measure distance on a map using scale. 4. Use latitude and longitude to locate places on a map.	The compass rose shows the intermediate points between the cardinal points on a compass. There are four intermediate points. They are north -west, north- east, south-west and south -east. Scale models and drawings are smaller than the real thing. In this way they fit on a page or a sheet of paper and can be carried or stored easily. A scale tells you the size or a plan, map or drawing or model compared with what it represents. Lines of latitude and longitude help us to locate places on a map. The islands of The Bahamas are located between latitude 20°N and latitude 28°N and longitude 72°W and 80°w.	• Draw and label the eight-point compass rose. • Play directional game. • Locate towns and settlements using the compass rose. • Create a scaled model or drawing. • Using the scale convert a scaled drawing to its actual size. • Make a scaled map or plan of one of the islands of The Bahamas.	Google Earth Atlas Plans Compass	Worksheets Oral and Written Location Scale Drawings Game Game Weather Report

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: GEOGRAPHY/ENVIRONMENTS

BENCHMARK/STANDARD: SE ISLANDS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Identify the tropics and their relationship to The Bahamas.	The tropics is the region of the Earth surrounding the Equator. It is limited in latitude by the Tropic of Cancer in the northern hemisphere at 23.5 °N and the Tropic of Capricorn in the southern hemisphere at 23.° S. The tropic of Cancer runs through Great Exuma and Long Island. There are seven continents: Africa, Europe, Asia, Australia, South America, North America, Antarctica.	• Use lines of longitude and latitude to pin point the location of given places. • Locate and label the islands of The Bahamas on a map using the lines of latitude and longitude. • Locate the islands through which the tropic of cancer runs.		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: GEOGRAPHY/ENVIRONMENT

BENCHMARK/STANDARD: BODIES OF WATER

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Locate and explain the significance of the Little and Great Bahama Banks. 2. Discuss the uses of the Great and Little Banks relating to the tourism and fishing industries. 3. Name and locate the southern islands.	The Great Bahama Bank is east of Andros and the Little Bahama Bank is along the north coast of Grand Bahama. The great Bahama Bank holds one of the world’s largest barrier reefs extending some 140 miles. Due to its location rich marine resources these shallow banks provide The Bahamas with the potential to become one of the world’s leading economies. Southern Islands • Crooked Island • Acklins • Mayaguana • Inagua • Long Cay	• Mark and colour the Little Bahama Bank and the Great Bahama Bank on a map of The Bahamas. • Locate the Little Bahama Bank and the Great Bahama Bank on a map using coordinates. • Write a tourist brochure to advertise activities that can take place in the Little Bahama Bank and the Great Bahama Bank. • Write a mnemonic to remember names of the islands and their order.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Internet	• Display • Presentation • Worksheets • Venn diagram

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

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

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
4. Compare the southern islands to other islands of The Bahamas.	The southern islands have less rainfall than other parts of The Bahamas. As a result, there is a limited amount of vegetation. Population is also less than in other areas.	Compare and contrast aspects of these islands to that of the other islands of The Bahamas.		Venn Diagram

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: FOOD/NATURAL RESOURCES

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘Natural Resources’. 2. Identify some natural resources processed in The Bahamas. 3. Identify food items produced and manufactured in The Bahamas.	Natural Resources – raw materials from nature The Bahamas has many natural resources. In the past, sisal and sponging were the main resources used to build the economy. Today, we also produce food items for consumption and export. Food items grown or caught locally are sold fresh or preserved by canning, bottling, freezing or dried. They are sold or exported both locally and internationally.	- Make a collection of natural resources found in The Bahamas. - Write the process used to harvest some natural resources. - Make a chain to link resources to our life and to realize what we would miss if that resource did not exist. - List food items manufactured in The Bahamas. - Find items that are produced, grown or manufactured in your island.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Plants Posters Bahamas National Trust Internet	Exhibition Display Tasting Session

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: FOOD/NATURAL RESOURCES

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
4. Analyze the reason for the types of food manufactured. 5. Discuss the impact of natural resources on The Bahamas.	Due to the climate and soil, only certain crops grow well in The Bahamas. Produce is collected in local packing houses and shipped to New Providence for distribution locally and internationally. Some raw materials are used in The Bahamas and others are shipped abroad for manufacturing purposes. Examples of raw materials shipped abroad are cascarilla, aragonite, and salt. Fishing and farming are the main resources which provide employment for citizens on most islands of The Bahamas.	• Visit a food store and list items grown produced or manufactured in The Bahamas. • Locate and label manufacturers on different islands. • Research different ways of preserving food. • Display items in various states of manufacture. • List natural resources used in The Bahamas.	Internet	Exhibition Display Tasting Session Poster Display Worksheet

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: FOOD/NATURAL RESOURCES

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	It provides both direct and indirect jobs by way of support areas for the industries. Those resources used mainly for export do not provide as many jobs for Bahamians but they do provide income to our economy.	• Research direct jobs related to an industry using natural resources conducted on your island • List indirect jobs related to natural resources • Survey local food items bought compared to items originating from elsewhere		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: TOURISM

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Analyse how Tourism helps The Bahamas 2. Discuss the influence of Sir Stafford Sands on Tourism 3. Explain the importance of tourism to The Bahamas. 4. Identify people who work in tourism	The tourism industry consists of businesses that provide services to people. It is the number industry in The Bahamas and over half the workforce is directly or indirectly employed by tourism. Sir Stafford Sands was responsible for the development of tourism in The Bahamas. He arranged the development of Freeport with Wallace Groves. Through the introduction of air conditioning, increased advertising tax incentives and the improvement in air transportation in the early 1960s, tourists began to visit The Bahamas year round instead of only in the winter months.	- Brainstorm, list and categorize ways tourism benefits our country - Conduct a class survey to find how many parents are employed in tourism - Record on a graph - Using phone book list jobs related to tourism - Research the history of Sir Stafford Sands and the beginnings of modern tourism in The Bahamas - Make a time line of tourism	Phone Directory Statistics from Department of Statistics Ministry of Tourism	Paragraph Worksheet Collage Timeline Report

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: TOURISM

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	These rich people travelled to The Bahamas for winter (winter residents). Tourists at this time stayed in hotels with electricity and plumbing. In the 1950s tourism became a business. Sir Stafford Sands, the Father of Tourism, was in charge of the Development Board. He aimed to increase visitor arrival and make tourism a year round business. He encouraged hotels to install air-conditioning. Gambling was legalized and casinos were built in Nassau, New Providence and in Freeport, Grand Bahama. A massive advertising campaign was carried out in the United States of America, Canada and in Europe to promote The Bahamas as a tourist destination.	• View commercials on how to treat visitors to our country. • Create brochures promoting tourism in the 1900s • Cooperatively create a market research form • Brainstorm • Role play various jobs related to tourism • Construct a web to show how a job is linked to tourism		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: TOURISM

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	From 1969 to 1979, a market research was implemented. It was used to improve tourism through staff training, courtesy campaigns and the planning of new tourism programmes in hotels. Tourism is the number one industry in The Bahamas. Most of The Bahamas’ revenue is obtained from tourism and many citizens are employed in this sector. There are many different kinds of jobs in the tourism industry. Some of the jobs in the tourism industry include; The Ministry of Tourism, marketing and advertising, the travel industry, the building maintaining managing and running of hotels, entertainment, etc.			

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: TRANSPORTATION

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss international forms of transportation 2. Analyze the benefits of international transportation 3. Discuss technological advances in transportation and communication	International transportation between The Bahamas and other countries has to be by sea or air. There are many forms of transportation which includes both commercial and private vessels. By sea there are cruise ships, cargo containers, cargo ships, yachts and pleasure boats of all kinds. Air transportation is mainly commercial but many private planes fly into the numerous airports on many of our islands. The proximity of The Bahamas to the USA makes it easy for people and goods to travel quickly to and from The Bahamas to all parts of the world.	• Visit an air or sea port • Conduct a survey of the number and type of vessels seen • Determine the reason for their arrival • Visit a dock, marina or airport list countries that the vessels belong to • Locate countries represented on a map • Brainstorm reasons or purpose for the arrival of the vessel	Flight Maps Sea Routes Shipping Companies Props for Dramatization Scene including Straw Items Tourism Today commercials - ZNS	Paragraph World Map Presentation Display

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: TRANSPORTATION

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	This makes it easy for people and things to move as needed for business or pleasure. Through the use of GPS, it is no longer necessary to use maps to locate place. Technology also helps us to avoid severe weather conditions such as hurricanes. With advanced warnings, planes and cruise ships can be diverted and local people can make ample preparation to keep everyone as safe as possible.	• Go on a trip using GPS in vehicle or on phone • View weather apps/ messages and information available for severe weather send fake package message		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: ECONOMIC IMPACT OF FARMING AND FISHING

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the economic impact of farming and fishing in The Bahamas	Fishing is a lucrative industry in The Bahamas as we have vast areas of rich fishing grounds.	Conduct a survey of people involved in the fishing industry in class	Ministry of Agriculture Ministry of Finance	Presentation Write an expository paragraph
2. Discuss reasons for and ways to preserve the economic value of farming.	Fishing generates much foreign exchange and employs people on all islands.	Conduct a survey of people involved in the farming industry in class	Ministry of Immigration Department of Statistics Internet	Venn diagram Poster
3. Identify ways and groups that help to preserve farming The Bahamas	Farming can also be a good source of income for The Bahamas as we have large areas of flat land which are good for farming. Various forms of farming have been traditionally conducted on Andros, Abaco, Long Island, Exuma and Eleuthera.	- Research islands, the type of farming historically conducted there. Compare to current farming being conducted in your island. - State the process of a type of farming conducted on your island - Estimate the number of people involved and the cost of producing various food items		Advertisement

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: ECONOMIC IMPACT OF FARMING AND FISHING

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	In order to preserve and protect our ability to sustain the farming industry, we must ensure that our farm products remain economically viable by maintaining modern processes, ensuring that there is a viable and cost effective work force and that imported goods do not undercut the price or quality of our produce. The Ministry of Agriculture and Marine Resources, the Ministry of Immigration and the Ministry of Finance all have a part to play ensuring that our farm industry remains viable.	• Conduct a survey of produce sold in your island and Compare the cost of items grown locally or imported. • Outline ways the Ministry of Agriculture helps farmers to modernize their farming practices. • List and give reasons why the Ministry of Immigration restricts and keeps records of migrant farm workers. • List the laws and restrictions enforced by the Ministry of Finance designed to protect farm produce.		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LEADERS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify all Governors General and Prime Ministers from 1973 to present.	As of 2021, there has been 12 Governors General in The Bahamas since independence. They are: Sir John Warburton Paul Sir Milo Boughton Butler First Bahamian Governor General Sir Gerald Cash Sir Henry Milton Taylor Sir Clifford Darling Sir Orville Turnquest Dame Ivy Dumont - First Female Governor General of The Bahamas The Hon. Paul L. Adderley The Hon. Arthur Dion Hanna Sir Arthur Foulkes Dame Marguerite Pindling Sir Cornelius A. Smith	- Make a class mnemonic to recall the Governors-General in order. - Reenact - A day in the life of the Governor-General - Outline what will be your personal goals if you were to hold the position of Governor General - Give the pros and cons of being a Prime Minister - Write a job description for the office of Prime Minister	Primary Social Studies and Tourism Education for The Bahamas Book 4 The Bahamas Handbook (various editions) Internet	Mnemonic Acrostic Sequence Chart Job description Biography

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LEADERS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
	There have been 4 Prime Ministers since independence to date. The Rt. Hon. Sir Lynden Oscar Pindling is the first Bahamian Prime Minister. He served for 5 consecutive terms. The Rt. Hon. Hubert Alexander Ingraham has served for 2 terms. The Rt. Hon. Perry Gladstone Christie has served 3 terms. The Most Rt. Hon. Hubert Alexander Minnis served 1 term. The Rt. Hon. Philip Edward Davis is the present Prime Minister of The Bahamas. (Ensure that the information remains current).	• Research the life of the minister. • Reenact a day in the life of the minister. • Outline what you believe to be an important project that the minister should consider at this time.		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LEADERS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Identify the present Minister of Youth Sports and Culture and his role/her.	The Minister of Youth, Sports and Culture is _____. The Minister of Youth, Sports and Culture is responsible for the development of youth, youth services and training, sports and sporting events, culture including the promotion of art, music the performing arts and Junkanoo and historical sites.	Plan and conduct a cultural event in your school		Cultural Event

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LAWS/ CORRECTIONAL INSTITUTION

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Name the correctional institutions found in The Bahamas. 2. Locate the correctional institutions in The Bahamas.	All citizens have rights. When laws are broken by adults they go to state prison, when children break the law they are sent to special schools. Both institutions are correctional centers. In the Bahamas, there are three correctional institutions. They are the Simpson Penn Centre for boys, Willie Mae Pratt Centre for girls, The Bahamas Department of Correctional Services, for adults. They are located in the Fox Hill area of New Providence.	Interview a police officer in your area	Primary Social Studies and Tourism Education for The Bahamas Book 4	Interview Report

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LAWS/ CORRECTIONAL INSTITUTION

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Identify and discuss the rights and responsibilities of a citizen.	All police stations have holding cells for individuals charged with an infringement on the rights of another. The constitution of The Bahamas outlines the following rights of a citizen. These rights are: • Freedom of Speech • Freedom of Religion • Freedom political preference. • A right to protection of property and privacy.	• Make a poster advertising the rights of a citizen of The Bahamas.	The United Nations Rights of a Child and Human Rights Constitution of The Bahamas	Poster (scroll)

**CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LAWS/ CORRECTIONAL INSTITUTION

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
4. Recognize that countries and communities have conflicts. 5. Discuss current global events.	Within countries and communities conflicts may arise from time to time. They range from disputes over land to noisy parties or stray dogs. Even neglect by a government or community of its people or disputes over assets or other things can cause a problem and result in some form of conflict. There are always events occurring. Conflicts between countries which may affect only a few countries or many at one time. Conflicts often arise as a result of issues and disagreements over land, religion, shortage of resources, power and control.	• Reenact a conflict that might happen in your community. • Discuss amiable was to resolve the problem. • Suggest some changes we could make to laws. • As agreed by class, list in order of importance, current issues and events. • Analyze the common or main causes of conflict • Class debate • Display the of issue of the week/month.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Harcourt Health and Fitness Textbook News Papers Internet Media Broadcasts Class Newspaper featuring current events/issues	Dramatization Newspaper headlines Debate Display

CURRICULUM GUIDELINES

GRADE 4

SCOPE OF WORK

STRAND: CULTURE/HERITAGE

BENCHMARK/STANDARD: BAHAMIAN NAMES/ NATION BUILDERS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Review Bahamian names and their origins. 2. Identify surnames with islands.	The history of the people who came to The Bahamas plays an important part in defining who we are as a people. It is this heritage that enables us to trace the origin of many of our names back to slavery or Loyalists times. Certain islands tend to have particular family names based on how the island was settled by the people who went there. One can often tell which island a person is from based on their surname. It takes a long time and many people to build a nation. Nation builders ensure that our country thrives and is strong. These people lead in many different fields and make significant contributions.	• Make a map showing the possible movement around the islands by the various settlers based on the names associated with each island • Conduct interviews with older family members and identify origin of various names either first or surnames. • Research origins of your family name • Create a family tree and associate various surnames with the island • Make a flag for various islands showing common family names	Primary Social Studies Book 4 Telephone Directory Internet	Map Worksheet Family Trees

**CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK**

STRAND: CULTURE/HERITAGE

BENCHMARK/STANDARD: BAHAMIAN NAMES/ NATION BUILDERS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Identify and research various nation builders in sports, music, the arts, religion and education.	Some of the contributors to nation building are: <u>Sports</u> - Andy Knowles and Arianna Vanderpool-Wallace <u>Music</u>- Joseph Spence and Blind Blake (Alphonso Higgs) <u>Art</u> - Alton Lowe <u>Religion</u> - Bishop Michael Eldon - first Anglican Bahamian Bishop Archdeacon William Thompson - Anglican Bishop <u>Education</u> – research an educator who is a/your school patron	Group Activity: Research the life and contribution of a nation builder. State the area of contribution, background of the nation builder, his/her contribution, notable works, legacy, Etc.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Internet Interviews	Presentation Poster

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: CULTURE

BENCHMARK/STANDARD: JUNKANOO

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss Junkanoo instruments and how they evolved. 2. Classify instruments used in Junkanoo. 3. Describe the method used to paste Junkanoo costumes.	The origin of Junkanoo go as far back as the days of slavery. This tradition breaks all social and economic barriers and brings us all together especially during the main Junkanoo season of Christmas and the New Year’s Day. The instruments used include the goatskin drums, cowbells, horns, whistles, conch shells, and a brass section containing instruments such as the tuba, trombone and trumpet. Junkanoo costumes are worked on most of the year. They are works of art made out of cardboard, fringed crêpe paper, paint and embellishments such as feathers, sparkling tricks.	• Listen to Junkanoo music and identify the instruments used. • Play the drum rhythms and make a band • Make some instruments that could be used in Junkanoo • Create a Junkanoo costumes • Class /school rush out	Primary Social Studies Bk. 4 Bahamas Handbook Internet Demonstration from member of a Junkanoo Group	Musical Timeline Belt Costume

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: CULTURE

BENCHMARK/STANDARD: CELEBRATIONS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. List the public holidays celebrated in The Bahamas	There are eleven public holidays on the Bahamian calendar. Some are religious holidays and others are historical holidays. ▪ New Year's Day ▪ Majority Rule Day - 10th January ▪ Good Friday ▪ Easter Monday ▪ Whit Monday ▪ Randol Fawkes Labour Day - first Friday in June ▪ Independence Day - 10th July ▪ Emancipation Day - first Monday in August ▪ National Heroes' Day (Formerly Discovery Day) - 12th October ▪ Christmas Day - 25th December ▪ Boxing Day - 26th December	• Categorize holidays according to religion, political and historical connection.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Bahamian Calendar	Calendar Worksheet

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: CULTURE

BENCHMARK/STANDARD: CELEBRATIONS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Outline the significance of Whit Monday Holiday	Whit Monday is a religious holiday celebrated after Pentecost. It is a movable feast in the Christian calendar because it is determined by the date of Easter. It gets its English name from 'Whitsun' or 'Whit Sunday'. On Randol Fawkes Labour Day, Bahamians take time to reflect on the efforts made by thousands of people in the 20th century to help bring equality and better labour standards to the country. Workers march through the streets to show worker solidarity and to draw attention to the current struggles of workers. The day also recognizes the efforts of men like Randol Fawkes the ‘father’ of the labour movement in The Bahamas.	Describe Whit Monday activities in your community.	TV News and Documentaries	Poem
3. Outline the significance of Randol Fawkes Labour Day Holiday		- Draw a picture or write a poem about Whit Monday activities in your community. - Describe what your family usually does on Randol Fawkes Labour Day. - Watch the news, TV broadcasts or view YouTube videos of Labour Day marches over the years. - Research the history of Randol Fawkes Labour Day - Interview people in the labour movement - Debate labour issues of today	Internet TV, News Documentaries Internet Interview	Debate Worksheets Descriptive Paragraph

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: CULTURE

BENCHMARK/STANDARD: FESTIVALS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Describe the various festivals held on different islands	<u>Island festivals</u> ▪ Salty Fest - Inagua ▪ Conch Fest -various islands ▪ Regattas and Home-comings- all islands Inagua's Salty Fest is a family-oriented event for Inagua and is also a homecoming event for former residents of the island. There is an opening ecumenical church service, a gospel concert, live entertainment with visiting artists, salty games, dominos tournament, ball games, youth talent competitions, karate demonstrations, a cultural extravaganza, tours of the Morton Salt Company, the Inagua National Park and the Inagua Lighthouse tours,	• Write a story or poem about a festival you have visited • Hold a contest for the best conch salad • List and categorize activities found at fests.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Ministry of Tourism Tourism Brochures Bahamas Handbook Series Internet Interviews Photographs Internet YouTube	Poem/ Story Mini Exhibition

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: CULTURE

BENCHMARK/STANDARD: FESTIVALS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
	fishing trips, a Junkanoo rush-out, fireworks, and lots of indigenous food and drinks for sale. It is held every year during the Emancipation Day holiday weekend. Various conch fests are held in different islands. They combine a celebration of cultural activities and provide family fun with an emphasis on conch. Events include contests such as conch cracking and competitions for the best conch salad, tropical conch salad and scorched conch.			

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: CULTURE

BENCHMARK/STANDARD: FESTIVALS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Analyze the purpose of festivals and regattas.	These festivals serve two main purposes. They get people together socially and boosts or improve the economy of the island. Regattas are sloop races which take place on many islands of The Bahamas. Like festivals they bring people together for a lot of fun filled activities and food on land during and after they enjoy watching the boat races. They also provide opportunity for sailors to learn and perfect their skills. They provide a useful sporting activity and promote the sport of sailing.	• Discuss the purpose of festivals and regattas and decide what you think are the most important. • Research the various type of boats used during regattas • Make a model a boat • Conduct a boat race using boat models • List and categorize activities found at regattas and compare to those found at fests.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Boat builders in the local community Internet Pictures	Venn Diagram Models

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: CULTURE

BENCHMARK/STANDARD: FESTIVALS

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Explain and discuss various Bahamian dishes.	Throughout the islands of The Bahamas there are dishes which are common to all but with slight variations. Most native dishes rely on food available locally such seafood, peas, corn, cakes and breads. Most Bahamians eat some form of peas and rice; fish either boiled or fried, grits, corn, johnny cake, potato bread, and coconut or pineapple tarts. Recipes may be different due to personal taste family traditions based on availability of food items or family heritage.	• Make a graph of favourite Bahamian foods • Exchange recipes for a Bahamian dish with family or schools on other islands • Make the recipes and compare to your own recipe • Brainstorm the reason for the differences • Listen to the song ‘The Buffet’ by Eddie Minnis	Primary Social Studies and Tourism Education for The Bahamas Book 4 Bahamian Recipe Books Interview local chefs, food vendors and cooks Internet Buffet by Eddie Minnis	Tasting Buffet Display Graph Song

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

STRAND: CULTURE

BENCHMARK/STANDARD: BUSH

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘bush’. 2. Identify plants that are commonly used in the Bahamas for beautification.	Bush - shrubs and plants commonly found growing in The Bahamas Some plants are often used to make hedges and to beautify yards and gardens in The Bahamas. Plants grown must be able to withstand periods of low rainfall as well as high temperatures in the summer months. Plants used for hedges include the coco plum, sea grape, croton, hibiscus, buttonwood and ficus. They grow easily and serve as hedges if kept trimmed. In yards people plant perennials and annuals for beautification e.g. periwinkle, yellow elder, jasmine and other plants. Trees are also planted to beautify communities.	- Brainstorm plants which grow well in The Bahamas - List plants you have seen used for hedges in your community - List plants used to beautify gardens and yards in your community - List some trees that are used for beautification in your community - Make a display of plants state name and how used - Listen to Bahamian song – ‘We got to stay in the bush’ or any other song that refers to the flora of The Bahamas.	Primary Social Studies and Tourism Education for The Bahamas Book 4 Internet Flowers of The Bahamas and Caribbean Basin published by Island Merchants Ltd. Books by Betty Hanna and Lesley Higgs	Display Poster

GRADE FIVE

**CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK**

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: NATIONAL PRIDE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘citizen’. 2. Discuss the importance of being Bahamian. 3. Describe personal significant aspects of being Bahamian. 4. Explain from a personal perspective what it means to be Bahamian.	A citizen is a person who has full rights in a country or commonwealth by birth or naturalization. (Oxford Student Dictionary 2001. Ed. University Press) All citizens of the Commonwealth of The Bahamas are responsible for protecting the Bahamian identity. The Bahamas is a part of the Caribbean and has a diversity of Caribbean culture. Bahamians must maintain their uniqueness while embracing cultural differences.	- Discuss what it means to be Bahamian - Create crests, banners, slogans, advertisements or fliers promoting national pride. - Locate Caribbean countries from which some cultural aspects have been integrated into the Bahamian society. - Listen to Bahamian songs that promote The Bahamas - Analyze Bahamian population census graph	CDs of Bahamian songs: ‘<i>Proud to be a Bahamian</i>’, ‘<i>Oh My Island</i>’ by Phil Stubbs. Atlases (Map of the Caribbean) Graph of Bahamian population census Gloves and garbage bags <u>How to be a True True Bahamian</u> by Patricia Glinton Meicholas Internet My Five Cents video clip What it Means to Be Bahamian-ZNS Network, YouTube	Banner Crest, Slogan Commercial Observation

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: NATIONAL PRIDE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	What makes you proud to be a Bahamian? Individuals have different opinions on what it means to be Bahamian. They may refer to knowing Bahamian history or displaying culture or pride.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: NATIONAL SYMBOLS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Analyze the national symbols of The Bahamas.	A symbol is a thing thought of as representing or standing for something. National symbols help to identify a country. After 1973, The Bahamas used its own national symbols. The colours of the Bahamian flag are black, gold and aquamarine. The black represents the strength, vigor and force of a united people. The triangle, pointing towards the body of the flag, represents the enterprise of the Bahamian people and their determination to develop and possess the rich resources of the land. The rich resources of sun and sea are symbolized by gold and aquamarine respectively.	- Recite the national anthem and pledge accurately - Illustrate the national symbols - Research and compare Bahamian national symbols to that of other Caribbean nations (fish, bird, Coat of Arms) - Compose poems that describe The Bahamas - Create models of national symbols	Displayed replicas/ photos of national symbols around the classroom Cassette recording of the national anthem and pledge for proper pronunciation Video of the national anthem of The Bahamas - '<i>March On Bahamaland</i>' Sand, rice and grits, grains, Styrofoam, cardboard, beans, papier mâché for models 'Flying the Pride' by Cheryl C. Strachan	Recitation Anthem Worksheet Mini research Models Quiz

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: NATIONAL SYMBOLS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
2. Discuss the significance of the various features on the Coat of Arms	There are some significant phrases expressed in the national anthem and pledge. The significance of the flag and motto is reinforced by the national anthem and pledge. <u>Coat of Arms:</u> • Conch shell - represents marine resources • Palm fronds - represents natural vegetation • Royal Helmet – national sovereignty (power) • Shield - a) Sun - the climate and bright future of the islands;			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: NATIONAL SYMBOLS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	b) Maria (Columbus’ flag ship) - represents the meeting of old and new worlds c) The wavy barrulets of blue symbolize the waters of The Bahamas. • Blue Marlin and Flamingo in their habitats • Motto - "Forward Upward Onward Together" heralds to the direction and manner in which the Bahamian nation should move is draped across the base of the coat of arms.			

**CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: EARLY SETTLERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Sequence the arrival of early settlers in The Bahamas. 2. Discuss the contributions made by early settlers in The Bahamas.	<u>Early Settlers</u> Review early settlers in The Bahamas 1. Lucayans and Columbus 2. Eleutheran Adventurers 3. Loyalists 4. Slaves	• Construct a time line of early settlers in The Bahamas. • Create a table of early settlers and their contributions to The Bahamas • Dress like any of the early settlers and role play a historic scene • Illustrate/ create a Lucayan settlement • Design a flyer or advertisement to sell a slave • Compose poem/ rap/ jingles about early settlers	Graphic organizer Models of blank time lines. Primary Social Studies and Tourism Education for The Bahamas - Book 5 Making of The Bahamas by Don Maples	Mini research Flyers Presentation of advertisement Poem/rap/jingle Dramatization

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: AFRICIANS FREEDS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term emancipation 2. Describe how former masters and former enslaved persons viewed and treated one another 3. Discuss how freed Africans responded to the challenges they faced after emancipation in The Bahamas	A slave is a person who is the legal property of another and is forced to obey them. (Oxford Student Dictionary 2001. Ed. University Press). Slaves received the news of emancipation in The Bahamas in 1835. Some slave settlements were Adelaide, Gambier, and Fox Hill. The Bahamas celebrates Emancipation Day on the first Monday in August, annually. After emancipation many freed slaves still returned to former slave owners to work. Some of them got land from their former owners.	- View clips of slavery related movies - Discuss the advantages and disadvantages of being enslaved and free - Dramatize a slave scene at Vendue House, on a plantation, on the Middle Passage - Discuss how former slave owners and enslaved people viewed and treated one another. - Field trips: Vendue House, Antiquities and Monument Museum	‘Redemption Song’ by Bob Marley DVDs: The Colour Purple; Roots and Twelve Years a Slave (*select sections for viewing) Martin Luther King Jr. I have A Dream Speech- YouTube	Role play Narrative essay- Journal entry style: <u>A Day in the Life of a Slave</u> Poem/rap/jingle on freedom

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: AFRICIANS FREEDS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	They faced challenges for better education, decent living and business. Whites controlled most of the businesses. When the plantations went out of business they had to turn back to fishing and farming. Blacks could only vote if they owned property. Black people were only allowed in certain establishments and schools in the Caribbean. Most of the schools were at elementary levels for blacks. The Government High School was established to give black people in The Bahamas more than an elementary education.			

**CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: PIRATES AND BUCCANEERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
- Identify the pirates and buccaneers of this century. - Discuss the activities of pirates and the effects they had on the people of The Bahamas. - Summarize the role Woodes Rogers played in eradicating the pirates from The Bahamas.	In the 17th century (1600s), many buccaneers lived in the Caribbean. They were a mixed group of English, French and Dutch men and women who were shipwrecked and marooned off the coast of Hispaniola. They hunted wild boar and cattle and learned how to cure meat from the Carib people. The meat was cured over a boucan near a slow burning fire. The sailors sold the meat to passing ships and therefore, they were called buccaneers. Later Spaniards chased the buccaneers off Hispaniola and they took to the sea and became pirates.	- Role play a piracy attack. - Locate places with names related to pirates and Buccaneers on the map of The Bahamas. - View clip – ‘Pirates of the Caribbean’. - Create jingles/ rap about pirates and piracy. - Write a persuasive paragraph on Why/why not become a pirate. - Write a persuasive letter to Woodes Rodger stating why/why not allow the pirates to stay in The Bahamas.	Primary Social Studies and Tourism Education for The Bahamas Book 5 Preserving our Heritage Level 2 Part 2 School Atlas for the Commonwealth of The Bahamas TV and DVD- <i>Pirates of the Caribbean</i> Poems Song- Crime Doesn’t Pay- By K.B. Kirkland Bodie	Presentation of jingles Wanted posters Narrative essay: Newspaper Headline: <u><i>Notorious Pirate Captured!</i></u> Persuasive essays: - Describe why piracy was a lucrative career in the 1600s (The Advantages of Being a Pirate) - Convince a friend not to become a pirate

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: PIRATES AND BUCCANEERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Some famous pirates who live in The Bahamas were: Edward Teach- (<i>Blackbeard</i>), Anne Bonny, Mary Reade, Jack Rackham- (<i>Calico Jack</i>), Stede Bonnet, Henry Morgan, and Charles Vane Woodes Rogers, the first Royal Governor of The Bahamas, rid The Bahamas of pirates by offering them a pardon to stop attacking ships and by capturing, imprisoning and hanging those who refused to do so. After this, trade was restored and the motto written in Latin was <i>Expulsis Piratus - Restituta Comercia</i>. (When pirates were driven out trade was restored)			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: ESTABLISHMENT OF RELIGIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term 'denomination'. 2. Discuss religious denominations in The Bahamas. 3. Compare and contrast practices of religious groups.	In The Bahamas, there are many religious denominations or groups. These include Anglican, Baptist, Brethren, Church of God, Islam, Jehovah Witness, Methodist, Pentecostal, Presbyterian, Rastafarianism, Roman Catholic, and Seventh Day Adventists. Most of these groups are Christian groups. The first church built on New Providence was Christ Church Cathedral which made Nassau a city.	• Dramatize a church scene- wedding, funeral, christening, Baptism. • Classify churches into denominations. • Research denominations using jigsaw method. • Research and compare and contrast the beliefs and practices of religious denominations. • Field trip- Historic churches • Attend a church service as a class.	Primary Social Studies and Tourism Education for The Bahamas Book 5 Telephone directories Cable/Internet Crossword puzzle of religious denominations Word Find puzzle Tablets Pictures of Churches	Narrative Essay - <u>A Service at My Church</u> Venn diagram Dramatization

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: ESTABLISHMENT OF RELIGIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The largest group of worshippers is the Baptists. This denomination was founded by a slave named Prince William. Bethel Baptist is the second oldest and St Matthews is the third oldest place of worship on New Providence. St Matthews has the oldest original structure. Scottish settlers founded St Andrews Presbyterian Kirk (kirk means church in Scotland). Rastafarianism is a religion and a way of life which originated in Jamaica. Muslims comes from the religion of Islam. Each religion has its own beliefs and practices.	• View church services on television • Take pictures of churches on your island		

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LORD PROPRIETORS 1629-1718

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss the historical connection between settlers in America and The Bahamas.	In 1629, King Charles I of England gave the lands of the American Carolinas and The Bahamas to his chief legal advisor, Attorney – General Sir Robert Heath making them British territories. Settlers in The Bahamas obtained advice, help and trade from the settlers in North America. In return, the Adventurers donated money to help build Harvard College in Massachusetts. In 1670, King Charles II gave The Bahamas to the Lord Proprietors of Carolina.	• State the advantages of having allies. • Create a time line. • Discuss the advantages and disadvantages of taxes (calculate Value Added Tax - V.A.T. on totals).	Primary Social Studies and Tourism Education for The Bahamas Book 5 World map and atlases Calculators	Written Quiz Timeline

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LORD PROPRIETORS 1629-1718

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
.	The Proprietors took over The Bahamas to make money but they had very little interest in the islands. People living here were expected to pay some of their wages to the Proprietors but often the people refused to pay. The rule of the Lord Proprietors ended in 1718 when Woodes Rogers was appointed as the first Royal Governor of The Bahamas.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: WRECKING 1648

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Describe the activities of wrecking. 2. Discuss the impact of wrecking upon communities in New Providence and the Family Islands.	Wrecking is attracting ships to cays and reefs, and then taking away the goods on board to sell. Wrecking was a big business in The Bahamas in the mid-1600s. Many ships were caught in the tricky currents around these islands and they were swept ashore or into reefs. Sometimes wreckers deliberately attracted ships onto cays and reefs by false lights. Once the ship was wrecked, the goods were taken away and sold. Many people made a living from wrecking.	• Dramatize a wrecking scene. • Locate places on the maps of the Bahamas that would be good for wrecking. (Focus on reefs, rocky where there might be currents.) • Construct a model of a light house or a wreck scene in cooperative groups. • Visit a lighthouse on their island or a nearby island • Use persuasive techniques to create advertisements to sell salvaged goods	Primary Social Studies and Tourism Education for The Bahamas Book 5 Map of The Bahamas Lanterns/flashlight ZNS documentary of San Salvador Lighthouse Briga-dam- bam game – Department of Education’s Junka and Noo Games	Sales advertisement Models of wreckage scene

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: BLOCKADE 1861-1865

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Describe the nature and location of the blockade. 2. Describe the impact of blockade running upon Nassau.	Blockade means that access to a country's port is prevented. During the American Civil War, between 1861 and 1865, the American president Abraham Lincoln declared a blockade on the ports of the southern states (Confederacy). These states were more plantation states with few industries. They needed to use the ports to export their cotton produce to Europe to trade for guns and ammunition which they could not manufacture, but needed in order to fight the northern states.	- CD song 'War What is it God For?' by Edwin Starr - Label a diagram of blockade running. - Discuss the advantages and disadvantages of blockade running. - Write a summary of Blockade Running. - Discuss reasons for fighting/wars - View clips of World War I, World War II- YouTube	Primary Social Studies and Tourism Education for The Bahamas Book 5 World Map and atlases Briga-dam- bam Department of Education's Junka and Noo Games Model simulation of blockade	Summary Worksheet

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: BLOCKADE 1861-1865

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The Bahamas was used as a route by which the Southerners could get these items from Europe. The Bahamas also became richer; many businesses flourished and infrastructure was improved from the money made during the blockade. Unfortunately, crime also increased due to population growth.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: BOOTLEGGING1920

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms ‘Bootlegging’ and ‘Prohibition’. 2. Describe the activities of bootlegging. 3. Compare and contrast the impact of bootlegging upon different communities in The Bahamas.	Bootlegging also referred to as rum-running is the business of smuggling or transporting of alcoholic beverages illegally. In 1919 the American government passed an act which prevented its citizens from manufacturing, selling, importing or exporting liquors anywhere in the United States. Many people in The Bahamas were involved in smuggling liquor into America from 1920 to 1933. This period was called prohibition. Many people made a living from bootlegging.	- Listen to songs about the effects of alcohol and view DVD of song ‘<i>Do Right In</i>’ and ‘<i>Stagger Lee</i>’ - Discuss how alcohol abuse affects families - Role play a sober and drunken scene. - Debate whether alcohol should be made illegal - Sequence the events of The Bahamas’ early connections with America - Cooperatively create flyers/posters to discourage alcohol and drug use	Primary Social Studies and Tourism Education for The Bahamas - Book 5 CD ‘<i>Alcohol</i>’ by Eddie Minnis ‘<i>Do Right In</i>’ by Soulful Groovers ‘<i>Stagger Lee</i>’ by Geno D Empty bottles of liquor as samples Kalik /Sands beer commercial Briga-dam-bam game- Junka and Noo	Posters or flyers Worksheet Quiz

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: BOOTLEGGING 1920

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Money was used to improve living conditions for the rich as well as infrastructure for tourists. Some communities flourished, especially the touristic/downtown area. The ‘Over the Hill’ areas did not benefit as much.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: BAHAMIAN HISTORY

BENCHMARK/STANDARD: TOURISM (After the 1920s)

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss the relationship between bootlegging and elite tourism. 2. Compare and discuss the infrastructure provided for the elite tourist and the ordinary Bahamians. 3. Explain the importance of tourism to The Bahamas.	Tourism began in the 1740's in The Bahamas. The first tourists to The Bahamas were invalids who came to restore their health. The first hotel, the Royal Victoria Hotel was built in 1861 and this resulted in an increase of visitor arrivals. In 1900, the <i>Colonial Hotel</i> was built and the Miami - Nassau Winter Steamship service began. This resulted in rich and famous visitors. These rich people travelled to The Bahamas for winter (winter residents).	- Listen to the song 'Where Ya Gonna Go Next Year'; 'Once is Not Enough' - Analyze graphs of tourist arrivals in The Bahamas. - Construct/illustrate models of hotels/tourist accommodations - Act out/Dramatize a scene (negative and positive) directly related to tourism - View commercials on how to treat visitors to our country. - Create brochures promoting tourism in the 1900s	Primary Social Studies and Tourism Education for The Bahamas - Book 5 CD Song 'Where Ya Gonna Go Next Year' by The Esquires; 'Once is Not Enough' by King Eric Gibson Props for dramatization scene including straw items Tourism Today commercials - ZNS	Written Graph Analysis Tourism Market Research Brochures Models

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: BAHAMIAN HISTORY

BENCHMARK/STANDARD: TOURISM (After the 1920s)

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Tourists at this time stayed in hotels with electricity and plumbing. Revenue from customs duty on liquor during the bootlegging period was used to improve infrastructure: deepening the harbor, providing running water and electricity in order to make tourists comfortable. The ordinary Bahamians, however, did not have these luxuries. They still used outside toilets and tin tubs, and well manual hand pumps and wells. In the 1950s tourism became a business. Sir Stafford Sands, the ‘Father of Tourism’ was in charge of the Development Board.	Cooperatively create a market research form		

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: BAHAMIAN HISTORY

BENCHMARK/STANDARD: TOURISM (After the 1920s)

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	He aimed to increase visitor arrival and make tourism a year round business. He encouraged hotels to install air-conditioning, gambling was legalized and casinos were built in Nassau and Freeport. A massive advertising campaign was carried out in the USA, Canada and Europe to promote The Bahamas as a tourist destination. From 1969 to 1979 a market research was implemented. It was used to improve tourism through staff training, courtesy campaigns and the planning of new tourism programmes in hotels. Tourism is the number one industry in The Bahamas. Most of The Bahamas’ revenue is obtained from tourism and many citizens are employed in this sector.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LINKS WITH THE USA

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term ‘ally’. 2. Discuss the importance of embassies to countries. 3. Explain the connections between The Bahamas and the USA. 4. Explain the importance of having allies.	The Bahamas and the USA are allies. An ally is a friendly country. Each country has an embassy that is headed by an ambassador in the other’s country. Embassies keep their government aware of political events occurring in the host country. Embassies also assist their citizens who may experience difficulties while traveling. They issue visas to the citizens in whose country they reside. Visas allow the citizens to travel to other countries.	• Sing the song ‘The More We Work Together’. • Collect items that The Bahamas imports from the US. • Discuss American franchises business in The Bahamas. • Create a collage to depict each link between The Bahamas and the USA.	Primary Social Studies and Tourism Education for The Bahamas Book 5 World map Passport/Visa Pictures or movie maker video of American Fast food franchises/businesses in The Bahamas. Magazines	Group Collage Written- Worksheet

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: LINKS WITH THE USA

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Because of our location/proximity, The Bahamas and the USA are further connected by education, tourism, trade business and culture. Political: Exchange of information on political developments, treaties, etc. Education: scholarships and student exchange National Security: Smuggling (drugs, humans, etc.) Tourism: Vacation and Business/conferences Trade: exchange of goods Culture: changes in Bahamian way of life (music, dress, dance, food, etc.)			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GEOGRAPHY

BENCHMARK/STANDARD: ISLANDS OF THE CARIBBEAN

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify and label the islands of The Bahamas. 2. Recognize maps, legends and keys, hemispheres, scales, lines of longitude and latitude, eight-point compass and coordinates. 3. Locate Bahama Islands and Islands of the Caribbean using coordinates. 4. Compare and contrast, the size and population of the Bahama Islands to Caribbean countries.	There are more than 700 islands and Cays in The Bahamas. The Bahamas lies in the Atlantic Ocean in the northern hemisphere and western hemisphere of the globe. The Prime Meridian or Greenwich Meridian is 0 ° longitude. The Prime Meridian and the International Dateline at 180° longitude form a circle that divides the globe into eastern and western hemispheres. Lines of longitude are measured east or west of the Prime Meridian.	• CD or YouTube - ‘The Good Lord’ by Nita Ellis • Read map legends • Locate places using latitude and longitude, grid squares and compass • Measure distances between countries of the Caribbean • Play location relay game. • Create pamphlets on Bahamian and Caribbean Islands and countries. • Assemble a map of The Bahamas.	Primary Social Studies and Tourism Education for The Bahamas-Book 5 Map of The Bahamas Map of the Caribbean Bahama Islands cut outs and Flannel Board School Atlas for The Commonwealth of The Bahamas Internet	Maps Coordinates Worksheet Research Pamphlets

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GEOGRAPHY BENCHMARK/STANDARD: ISLANDS OF THE CARIBBEAN

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	- Letter and number grid - Bodies of water - Tongue of the Ocean - NW/NE Providence Channel - Atlantic Ocean - Caribbean Sea AUTEC- Atlantic Undersea Testing Evaluation Center, an American military research agency, is located in Andros. It uses the depth of the water in the Tongue of the Ocean to test their military equipment.	Assemble a map of the West Indies.	Internet School Atlas for the Commonwealth of The Bahamas	Map

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: PAST AND PRESENT PARLIAMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. State the purpose of parliament. 2. Identify Woodes Rodgers as first Royal Governor of The Bahamas and outline his duties.	Woodes Rogers, the first Royal Governor to The Bahamas established the first Parliament. The first session of Parliament was on 29th September, 1729. There were 24 members representing three islands: New Providence, Eleuthera and Harbour Island. John Colebrooke was the first Speaker of the House of Assembly. The speaker rules or maintains order in the House of Assembly. The purpose of parliament is to create laws to help run the country and maintain order.		Primary Social Studies and Tourism Education for The Bahamas - Book 5	

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: PAST AND PRESENT PARLIAMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
3. Create a flow chart of the pre-independence parliament structure and post-independence. 4. Identify the making bodies of the present Bahamian government. 5. Compare the past parliament to today’s parliament.	The way our country is run is set out in a special document called the Constitution. The Bahamas is a Constitutional Democracy. The Queen is our Head of State and she is represented by the Governor-General. However, as an independent nation, The Bahamas makes its own laws which come into effect after it has been signed by the Governor-General. There are two chambers Parliament: I. <u>The House of Assembly</u>—consists of Members of Parliament (MPs) who are	• Conduct a Mock Parliament session. • Watch a session of Parliament on television. • Create a comparison chart of the present and past Parliaments. • Field trip – House of Assembly • Create a comic strip of a Parliament session • Cooperatively produce campaign speeches and jingles • Compare school rules to laws of our country	Paraphernalia of political parties Cassette of election songs/jingles Song- ‘Politics’ by Patrick Rahming Chart of structure of Parliament Parliamentary Channel - Cable TV	Dramatization Written- flow chart Venn Diagram/comparison table

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: PAST AND PRESENT PARLIAMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	elected by the people. The number of MPs are determined by the number of constituencies. These include Cabinet Ministers who are selected by the Prime Minister to run the various ministries of the countries. They suggest laws and projects to make their ministries more effective. II. <u>Senate</u>- consists of 16 senatorswho are appointed by the Governor-General on the advice of the Prime Minister with some advice from the Leader of the Opposition.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: PAST AND PRESENT PARLIAMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Together, these two chambers write, debate and pass laws so that the country can function well. The bill is introduced in and read in parliament first and sent to the Senate to be read and examined. This occurs three times to make sure that it is flawless. The bill is then sent to the governor general to be signed. Only then it becomes law. Laws are enforced by the police and law courts.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LAW ENFORCEMENT AGENCIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the three main law enforcement organizations in the Ministry of National Security. 2. Compare and contrast the Royal Bahamas Police Force and the Royal Bahamas Defence Force.	The Ministry of National Security is responsible for protecting and enforcing the laws of our land and sea. Three law enforcement agencies found under this ministry are: 1. Royal Bahamas Police Force (RBPF): Any offence made on an island of The Bahamas is first investigated by the police officer. Their main duties include keeping law, order and the peace within the community and among the citizens. The leader in this organization is the Commissioner.	- Field trip to a police station, The Royal Bahamas Defence Force Base and the Bahamas Department of Corrections - Discuss and identify some offences that might put each agency into action - Create laws for the classroom or playground, assign classroom officers for various offenses - Conduct a talk show with the law enforcement officers (role playing) - Listen to the song - Crime Doesn't Pay	Primary Social Studies and Tourism Education for The Bahamas Book 5 Preserving Our Heritage Level 2 Part pt. 2 Guest speakers from the agencies - RBPF, RBDF, BDOCS Song- 'Crime Doesn't Pay' by KB (YouTube or CD) ZNS clips of members of the Royal Bahamas Defence Force apprehension of drug smugglers or illegal immigrants at sea via ZNS online	Written Interview

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LAW ENFORCEMENT AGENCIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	2. Royal Bahamas Defence Force (RBDF): This organization patrols the territorial waters within the territorial boundaries of The Bahamas. They prevent threats (poachers, drugs, illegal immigrants, weapons) from entering our territorial waters by boats. Poachers may pay a fine and or be imprisoned and their catch confiscated. Illegal immigrants are deported to their own country. They also investigate fishing vessels and ensure that fishing laws are being adhered to.	View clips of Defence Force (The USA Coast Guard) interception or apprehension at sea and police arrests on land		

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LAW ENFORCEMENT AGENCIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The leader in this organization is the Commodore. Sometimes this organization is assisted by the US Drug Enforcement Agency (DEA) and Coast Guards. 3. Bahamas Department of Corrections: This group keeps the prison community organized. Officers are responsible not only for maintaining order among prisoners but ensure opportunities for rehabilitation and education, and due process is awarded to prisoners that qualify. The leader of this organization is the superintendent.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: LAW ENFORCEMENT AGENCIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	They were formerly known as Prison Officers. The immigration and custom officers are also a part of this ministry. Immigration Officers check travel documents to ensure that there are no illegal immigrants entering the country. Custom Officers check baggage and containers to ensure that there are no illegal items entering the country.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CARIBBEAN AND COMMONWEALTH ORGANIZATIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. List member countries of the Commonwealth. 2. Define the terms organization and CHOGM leader, and identify leaders of the Caribbean. 3. Explain the role of the Caribbean events/ and organizations. 4. Discuss the advantages and disadvantages of being a part of the Commonwealth. 5. Discuss how the purposes of CHOGM and CARICOM are similar.	A leader is a person who heads or controls or guides a group or organization. An organization is a group of people who gets a job done. All organizations have leaders and a purpose. The Bahamas is a member of many organizations. These include the following: CARIFESTA – Caribbean Festival of Creative Arts began in 1972. It brings all the cultures of the Caribbean together and develops a greater appreciation and knowledge of Caribbean culture	• Listen to the songs ‘<i>Our Commonwealth</i>’ by Dawn Sands and ‘<i>Reaching Out</i>’ by Hershall Small; ‘<i>Heal The World</i>’ by Michael Jackson • Research the organizations of CHOGM and CARICOM • Illustrate the flags of Commonwealth member countries • Create a magazine cover or group poster promoting the Commonwealth theme • Create a time line from the 1500s to the 1900s of major Caribbean events/organizations.	Primary Social Studies and Tourism Education for The Bahamas Book 5 Commonwealth Day poster Internet Atlases World Map Map of the Caribbean	Mini project Magazine cover Poster

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CARIBBEAN AND COMMONWEALTH ORGANIZATIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	CARIFTA- Caribbean Free Trade Association began in 1972. It promotes trade among member country using the duty-free incentive. Caribbean Development Bank is a regional bank that provides loans to Caribbean countries for special projects. CARICOM- Caribbean Community and Common Market began in 1973. Its main aims are • To encourage trade between member countries • To cooperate in economic development			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CARIBBEAN AND COMMONWEALTH ORGANIZATIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	- To coordinate foreign policies - To find solutions to problems facing members of CARICOM - To exchange information and work together particularly in areas of health, education, sports and communications CHOGM- Commonwealth Heads of Government Meeting began in 1971. The prime minister or presidents of CARICOM countries attend this meeting which is held every two years. All major decisions are made at this conference.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CARIBBEAN AND COMMONWEALTH ORGANIZATIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	CTO- Caribbean Tourism Organization helps to promote tourism in CARICOM member countries through trade shows and exhibitions. It also collects information about tourists and hotels in the region and trains people in the tourism industry. Common Market Council of Ministers- These ministers are responsible for trade between CARICOM countries			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CARIBBEAN AND COMMONWEALTH ORGANIZATIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Commonwealth of Nations- This organization began in 1947 and consists of countries that were once former British colonies. As of 2011, there were 53 member countries in five regions: Americas, Africa, Europe, Asia and Pacific. Queen Elizabeth II is the head. Commonwealth Day is celebrated by member countries the second Monday in March annually. The Commonwealth works for equal rights of men and women, for world peace and to reduce ignorance, disease and poverty in its member countries. (Check updates on the number of member countries to date).			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CITIZENSHIP IN COLONIAL RULE

OBJECTIVES	CONTENT	SUGGESTEDACTIVITIES	RESOURCES	ASSESSMENT
1. Define the term citizen. 2. List the duties of a citizen and explain their importance.	A citizen is a person who has full rights in a country or commonwealth by birth or naturalization. (Oxford Student Dictionary 2001. Ed. University Press) Citizens of The Bahamas have the patriotic responsibility to follow the laws in our constitution. Before independence people in The Bahamas were ruled by Britain. They showed respect to the British national symbols and had British passports. They pledged their loyalty to England.	- Discuss the traits of a good citizen - Dramatize positive and negative citizenship - List the responsibilities and rights of a good citizen	Primary Social Studies and Tourism Education for The Bahamas Book 5 Sample of a birth certificate on transparency Song- ‘Ya Born There’ by Smokey 007	Mini project Venn Diagram Advertisements

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CITIZENSHIP IN COLONIAL RULE

OBJECTIVES	CONTENT	SUGGESTEDACTIVITIES	RESOURCES	ASSESSMENT
3. Locate Britain on a world map. 4. Compare and contrast The Bahamas and Britain.	Britain is located on the continent of Europe. It is also known as the UK and England. It is an archipelago of islands and London is its capital. The UK has a damp cool climate. Great Britain is a constitutional monarchy with Queen Elizabeth II as the head of state. The prime minister is the country’s leader. It has a parliament that is made up of a House of Commons and House of Lords.	• Listen to the song ‘You born There’ by Smokey 007. • Research the national symbols of Britain • Read pen pal letters in reader’s theatre format • Play London Bridge • View landmarks in Britain using Google Earth, such as Big Ben, River Thames, Buckingham Palace.	World map and atlases Internet Google Earth YouTube - ‘You born There’ by Smokey 007 Tablets/Devices	Worksheet

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CITIZENSHIP IN COLONIAL RULE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Britain is an industrialized nation (shipbuilding, coal mining, manufacturing in motor industry, steel and textile, chemical and pharmaceuticals), financial services especially in banking and insurance and tourism. The currency of the UK is the pound sterling, represented by the symbol £.	• Compare and contrast The Bahamas and Britain		

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: CONFLICT RESOLUTION

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss conflict resolution in the Caribbean.	Sometimes countries have conflict. In the Caribbean there are organizations that assist countries in resolving conflicts. CARICOM - Caribbean Community and Common Market and CHOGM - Commonwealth Heads of Government Meeting are two such groups. These groups meet at scheduled times to discuss problems countries are experiencing and projects that their country would like to undertake. The countries offer each other advice and help. Sometimes a vote may be taken to obtain a final decision. (See Links with the Caribbean in the text).	- Round table discussion on solving classroom conflicts - Round Table discussion on countries’ concerns: Example: immigration, AIDS/health, loans for development of services and infrastructure - Display social maturity and leadership traits during discussions	Primary Social Studies and Tourism Education for The Bahamas Book 5 Guest Speakers - guidance counselor, police officer Song - ‘Bain Town Woman (Big Fight in Bain Town)’ by Patrick Rahming YouTube Internet	Worksheet Observation

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRANDS: GOVERNMENT /ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: GLOBAL EVENTS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss current, local and global events.	There are always significant events occurring around the world that make headlines. The media, including the internet, circulate this information globally. These events may affect The Bahamas directly or indirectly.	• View news reports. • Locate countries on a globe and or world map. • Discuss local and global events. (Issues of The Day- IOD) • Collect and post articles from newspapers on current events board.	Newspaper Internet Current events display board View news reports on various stations, recorded or sing the APPs e.g. ZNS News, CNN World map or globe	Current events display board Summary cards

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRANDS: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: MARINE RESOURCES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms ‘import’ and ‘export’. 2. Identify resources produced, manufactured and traded by The Bahamas 3. Identify the marine resources exported by The Bahamas. 4. Explain the importance of the fishing seasons. 5. Explain how various methods of fishing affect the coral reef. 6. Categorize seafood as shell fish or scale fish.	All countries must have items or products to sell in order to import (bring into the country) the items they cannot produce themselves. If they have too much of anything, they can export (send out of the country) it. The buying and selling of goods and services is called trade . Countries that trade products with each other are called trading partners. <u>Marine Resources</u> The Bahamas is an archipelago. Its surrounding water provides an abundance of marine resources,	• Illustrate and label Bahamian marine life. • Visit a dock to observe and examine sea food. • Cooperatively compose poems about a sea food product such as rhyming couplets, cinquain, haiku and limericks. • Cooperatively graph the export sales of marine products: e.g. line graph, bar graph, pictograph. • Research seasons for marine resources. • Re-enact the sponging process.	Poem by Telcine Turner Rolle- ‘Fisherman’- Book - Song of the Surrey Poster of Marine Resources- BREEF Song ‘ <i>Sponger Money</i> ’ by George Symonette Marine Export Figures (statistics)- Ministry of Agriculture and Marine Resources Marine sponges, clothes dye Synthetic sponge items Song: ‘Sponger Money’ by George Symonette	Line Graph Worksheet Poems Compilation of paragraphs in book form Paragraphs

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRANDS: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: MARINE RESOURCES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	coral reefs, beaches and food; all of which supports its economy. Some marine resources are great sources of revenue. The Ministry of Agriculture and Marine Resources has created closed seasons to help conserve or marine resources. Some marine resources that are protected by the law are the Nassau Groper, the spiny lobster and turtles (e.g. Green, Hawksbill, Loggerhead). The fishing season is time allowed for the maturing young species to grow to adulthood. Land and sea parks are located on		Internet Briga-dam- bam Junka and Noo game - Department of Education The Making of The Bahamas by John Maples	

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRANDS: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: MARINE RESOURCES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	many islands to help conserve species for future generations. Poachers are punished if apprehended. Some popular seafood include: Shell fish: crawfish, conch; scale fish: grouper, grunt, snapper Explosive and chemicals destroy coral reefs. These are banned for fishing. Aragonite is a fine calcium carbonate mined off the shores of Bimini. It is used to manufacture glass, cement and as soil neutralizer. Salt is also a marine product that is harvested by the Morton Salt Company found on Great Inagua.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRANDS: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: MARINE RESOURCES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
7. Explain why marine resources are important to the Bahamian economy	<u>Sponging</u> The sea offers a lot of resources from which income can be made. A Frenchman named Gustave Renouard introduced sponging to The Bahamas. In the 1800s sponges were sold to Greek merchants who in turn sold them to other merchants who cleaned, clipped, dyed sorted and pressed them into bales to be exported. In 1938, a strange fungus attacked the sponge bed. After the disease, synthetic sponges were made so there was little market demand for the natural ones.	Field trip to a dock to observe and examine sea food		

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRANDS: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: MARINE RESOURCES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
8. Describe the process of sponging. 9. Explain why Bahamians went sponging. 10. Discuss some advantages and disadvantages of sponging for sponger men and merchants.	Today, sponging is now done on a small scale in The Bahamas. The legal size of sponges is 5½” or larger. <u>Process of sponging:</u> - Hook sponges - Soak in a Kraal (shallow water closure) - Beaten - Scraped During the hurricane season, fishermen are unable to go to sea and salt production can be hindered by heavy rains, therefore some revenue is lost.	- Research the advantages and disadvantages of sponging. - Make a list of and collect items from which synthetic sponges are made. - Create sponge prints. - Write a descriptive/ narrative paragraph entitled ‘The Day in the life of a Sponge.’		

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: MANUFACTURING SISAL AND STRAW

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Sequence the process of the preparation of sisal and straw. 2. Produce a straw Product.	Straw is the main material harvested and prepared to make today’s straw hats and bags. Straw bags produced by Harl Taylor, a former local designer and manufacturer, have been sold for as high as three hundred dollars. Straw is harvested, dried and stripped and plated into fanners (rolls). After products are made, some straw works are shellac to increase the longevity of the straw. Sisal is a large leafed plant used to produce fiber found in rope. After browning, brown grainy fibers were bundled and sent to rope making factories abroad. The plant is harvested, retted in brackish water, and then beaten on rocks until only the fiber remained.	• Research the process of preparing sisal and straw. • Collect straw items. • Field trip: straw market • Strip and plait four to six strand plaits. • Create straw items such as bags, place mats or belts.	Silver top and coconut tree leaves Fanners, straw items and sisal items Guest speaker- Straw vendor The Making of The Bahamas by Don Maples	Project Straw plait-e.g. seven strings, silver string

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND:
ECONOMICS AND RESOURCES

BENCHMARK/STANDARD:
BANKS AND INSURANCE COMPANIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Differentiate between off shore and commercial banks.	The financial services sector is the second largest industry in The Bahamas. The Bahamas is one of the most important off shore banking centers for North and South America. The Central Bank of The Bahamas regulates all the other banks in The Bahamas and is responsible for issuing out new Bahamian notes. The Bahamian dollar has a ‘dollar value’ that is almost equal to the American dollar. In The Bahamas, the American dollar is exchanged equally for a Bahamian dollar. Banks provide services such as deposits, withdrawals,	• Role play a bank scene • View commercials of banks in The Bahamas • Describe Bahamian currency of different value • Calculate money amount using four operations • Round money amounts to the nearest thousand to hundred thousand • Round table discussion on the importance of having insurance	Pictures and logos of various banks and insurance companies Bahamian currency chart - Bank of The Bahamas. Bahamian currency ZNS DVD of bank commercials: BOB by Avvy Mortimer, Fidelity Bank, Commonwealth Bank, etc.	Worksheets Venn Diagram

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: BANKS AND INSURANCE COMPANIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	cheques (cashing and issuing), loans and interests, safety deposit boxes, Etc. A commercial bank is a bank which main functions are to accept demand deposits and to make loans which help to put money into the economy. An offshore bank is a bank that operates outside the country of the depositor. These banks provide legal and financial advantages for the depositor. Insurance companies provide life, health, accident, home, vehicle and marine insurance.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: BANKS AND INSURANCE COMPANIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
2. Explain the importance of insurance companies in The Bahamas.	Clients are assisted with payment of medical and repair bills or are compensated for their losses. Insurance companies also provide retirement plans. Insurance holders can claim for hurricane damage to property as long as they have hurricane coverage. Claims must be accompanied by photographs.	• View pictures and video clips of hurricane damages. • Illustrate a before and after hurricane scene.	Pictures of fire and hurricane damages - ZNS Network, The Nassau, Guardian, The Tribune Internet Hurricane Katrina and Hurricane Dorian - YouTube Insurance Agencies Jingles and Advertisements	

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: INTERNATIONAL AND DOMESTIC TOURISM

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Differentiate between domestic and international tourism.	Domestic tourists travel within their own country. Example, island to island, state to state, or province to province. Domestic tourists in The Bahamas travel by air or sea to the Family Islands. Most of the travelling occurs during holidays and regatta/homecomings. An international tourist is a person who travels outside their county to another country. This usually requires travel documents such as passports and/or visas. They travel by airlines and cruise ships. Those who travel by air from far distances usually stay longer and spend more money than those who travel by cruise ships.	• Sing the chorus - ‘They Coming by Boat’ • Create traveling scenes for domestic and international tourists and dramatize • Measure distances between destinations • Discuss the advantages and disadvantages of domestic and international travel • Fill out travel documents • Discuss the advantages and disadvantages of each tourist accommodation	Song- ‘They Coming by boat’ by New Sensation Band Bahamas, Caribbean and World Maps View homecoming clips (ZNS, Native Stew/Show) Passports Passport and immigration forms	Written Dramatization Group Debate

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: INTERNATIONAL AND DOMESTIC TOURISM

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
2. Compare and contrast accommodations for tourists.	<u>Tourist Accommodations:</u> • Resorts – Largest of accommodations, usually on the shore, all amenities provided • Hotels- Smaller than a resort with less amenities, may be on shore or on land • Villas – Luxurious house usually near the sea, self-service or hired help • Guest House – Rented bedrooms, shared kitchen and sometimes shared bathrooms, self-service, usually inland near public transport			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: ECONOMICS AND RESOURCES

BENCHMARK/STANDARD: INTERNATIONAL AND DOMESTIC TOURISM

OBJECTIVE	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	<i>Timeshares</i> - Property owned by several different groups of people. During a hurricane, most tourists opt out of travelling. Hurricanes can result in flight and booking /reservation cancellation. Some properties shut down and tourists are advised to return home. This can result in loss of revenue for these properties.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: ECONOMIC AND RESOURCES

BENCHMARK/STANDARD: TRANSSHIPMENT AND CONTAINER PORT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the island where the container port is located and list its function. 2. Discuss the advantages and disadvantages of the container port.	The container port is located in Grand Bahama. The port provided jobs for many Bahamians contributing 25 -30 million dollars annually to the local community in wages alone. It is the main western hemisphere transshipment port for more than 10% of all global container traffic annually. Hence, increasing world trade. Unfortunately, drugs and weapon smuggling are threats to any port.	• Create paper ships. • View DVD clip of the Grand Bahama Container Port. • Debate the advantages and disadvantages of the container port. • Collect labels of items traded/shipped through The Bahamas and connect to world map.	Primary Social Studies and Tourism Education for The Bahamas Book 5 School Atlas for the Commonwealth of The Bahamas DVD of Grand Bahama container port Internet	Group debate Worksheet

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: NATION BUILDERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify nation builders. 2. Describe the traits of nation builders.	A nation builder is a citizen who has made significant contribution to his/her country. Contribution could be in many forms and results in national or world recognition. Nation builders come from many sectors of society. Example: • Education- S. C. McPherson, A. F. Adderley • Religion- Baptist: W. H. Brown, Rev. Charles Saunders • Sports (sailing) - Sir Durwood Knowles • Music- Phil Stubbs, Patrick Rahming, Region Bells • Arts/Junkanoo- Antonius Roberts, Steve Burrows	• Class discussion • Compose poems /jingles about nation builders • Listen to songs: Bahamian Heroes and Legends; Hero; World's Greatest; Sailor Man Song • Poem "From the Pond to Government Hill" • Create a collage of nation builders • View documentary on local and international nation builder	Primary Social Studies and Tourism Education for The Bahamas Book 5 Poster of Olympic teams Photos of nation builders Songs: 'Bahamian Heroes and Legends' by Phil Stubbs; 'Hero' by Mariah Carey; 'World's Greatest' by R Kelly; 'Sailor Man' Song by Basil Smith "From the Pond to Government Hill" by Blind Blake Nation Builders poems and songs Legends - Television Programme - ZNS Network	Mini research Oral presentation Poems

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: NATION BUILDERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Sloop sailors- Eleazor Johnson, Rolly Gray, Sheldon Gibson Nation builders are honest, hardworking, helpful and unselfish. They are usually recognized or rewarded by their country having buildings, streets, events and organizations named in their honour. Many nation builders have been honoured posthumously.	View clip of sloop sailing in Montague Bay or at a family island regatta.		

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: LINKS WITH OTHER COUNTRIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify Caribbean surnames and trace their origins.	Many surnames in Caribbean countries are similar. Slaves inherited names from slave masters (Scottish, Irish, English, French - European names). Because of migration/colonization some surnames are common in more than one country. English- Bain, Fowler, Fox, Gray, Ingraham, Johnson, Kemp, Lewis, Lowe, Paul, Russell, Roberts, Sawyer, Taylor, Thompson, White, Young French- Delaney, Deleveaux, Deveaux, Paul, Poitier, Solomon	- Locate countries on map - Research Bahamian surnames from European origins - Discuss the effects of migrants to The Bahamas - Create a time line to show the arrival of different immigrants in The Bahamas - Listen to the song <i>We Are Family</i>	World map and atlases Internet Telephone directories (Bahamas, Jamaica, Turks and Caicos) Song - ‘We are Family’by Sister Sledge <i>www.behindthename.com</i>	Family Tree Worksheet

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE BENCHMARK/STANDARD: LINKS WITH OTHER COUNTRIES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Scottish- Brown, Campbell, Ferguson, McKenzie, McKinney, Munroe, Thompson, Wallace, Young Irish- Kelly, MacDonald, Murphy, Murray, O’Brien, Smith, Thompson, They are also similar because people migrated to The Bahamas. People migrate for different reasons. The Greeks came to The Bahamas to work in the sponge industry. The Chinese came because of political reasons. The Haitians came for political reasons and a better way of life. Other immigrants also came and are still coming to The Bahamas for a better way of life.			

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: JUNKANOO

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Discuss how Junkanoo affects the revenue of The Bahamas.	Junkanoo is a Bahamian Street Parade that is identified by colorful costumes and rhythmic pulsating music made by percussion and wind instruments. It is said to be named after John Canoe an African Chieftain. Junkanoo promotes cultural tourism. Junkanoo is held several times throughout the year on New Providence and the Family Islands. The parades in New Providence and Grand Bahama attract domestic and international tourists as well as residents who pay to sit and watch. This creates revenue for The Bahamas, individuals participating in the parade and vendors.	• Participate in a Junkanoo rush out. • Create Junkanoo mask/ costumes • View a clip of a Junkanoo parade. • Compose a cinquain poem about Junkanoo • Collaboratively solve mathematical problems related to revenue obtained from Junkanoo (example: Junkanooers, spectators, vendors, ministry)	Junkanoo CD’s and DVD’s Junkanoo supplies: cardboard, T-shirts, glue/paste, crepe paper, tricks YouTube Internet Primary Social Studies and Tourism Education for The Bahamas Book 4	Costume Mini project

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL MYTHS

OBJECTIVES	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
	If you point at the grave yard your finger will fall off. Open an umbrella in your house your mother will die. <u>Obeah</u> Obeah is a term used in the West Indies to refer to folk magic, sorcery, and religious practices derived from West African. Obeah is associated with both kind and harmful magic, charms, luck, and with mysticism in general. In some Caribbean nations. Obeah refers to folk religions brought to the new world by African slaves. Obeah includes a mixture of Christian symbolism and practice introduced by European colonials and slave owners. Obeah terms: e.g. ‘to fix’	• Research Bahamian and Caribbean traditions • Listen to the song ‘Old Sayings’ and ‘It’s A Bahamian Thing’ YouTube • Discuss events that take place in Gambier and Fox Hill as well as other villages and settlements • Discuss the meanings of old sayings • Dramatize various superstitions • Create posters depicting Bahamian superstitions	Primary Social Studies and Tourism Education for The Bahamas Book 5 Internet YouTube	Dramatization Posters

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL PRACTICES

OBJECTIVES	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
	<u>Asue</u> Asue is a way of saving money without using a bank. It is a tradition from our African ancestors. Each person in the asue is a hand. Whatever the hand puts into the asue is multiplied by the total number of hands participating. Each hand gets a draw on a scheduled time. Asue hands may receive draws weekly or monthly. <u>Rake n Scrape</u> Rake n scrape is a type of music made by bending and scraping a saw with a nail, beating a goat skin drum and playing melodious tunes on the concertina. It is played at homecomings.	• Hold a class asue • Create rake n scrape music in cooperative groups • Collect samples of bush medicine • Illustrate the bushes		Asue Worksheet

CURRICULUM GUIDELINES
GRADE 5
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: BUSH MEDICINE FOR COMMON AILMENTS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
2. Identify bush used in The Bahamas for common ailments.	<u>Bush Medicine for Common Ailments</u> The leaves of most bushes are brewed as tea or applied topically. - Common cold- cerasee, aloe, croton, Gumbo Limbo - Burns – aloe - Skin Rashes- yellow sage, shepherd needle - High blood pressure- Breadfruit tree - Diarrhea- lemon grass - Constipation- arrow root - Flatulence - Jumbey Plant (wild tamarind) - Fever- Fever/Lemon Grass - Aloe Vera or Aloes – used for burns, wounds, infections, blood circulation, upset stomach (Add to the list as needed)	- View ‘Rhythms of The Bahamas’ via Internet source. - Listen to the song ‘Boom Pine, Apple, Wine’. - Collect samples of bush medicine. - Illustrate the bushes using coloured pencils. - Dicsuss passages, descriptions and photos using ‘Bush Medicine’ by Martha Smith.	Links: Bush Medicine of The Bahamas; Bush Medicine of Belize, Central America and the Caribbean ‘Bush Medicine’ by Martha Smith	Project Illustrate old sayings/proverbs Booklet Posters Group presentation

GRADE SIX

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: WORLD AND BAHAMIAN HISTORY

BENCHMARK/STANDARD: NATIONAL SYMBOLS-AN INDEPENDENT NATION

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms: symbols, national pride and ambassadors. 2. Identify all national symbols of The Bahamas. 3. Compare and contrast the colonial symbols of the past with the national symbols of today.	Pride is one's ability to respect self, others and country. It is an awareness of the events of history that forms the country we know and love. Each Bahamian must see himself/herself as an ambassador for and of his/her country. Each ambassador promotes his or her culture whether at home or abroad. Prior to 1973, The Bahamas was one of many British colonies, therefore, the flag and national symbols of that time reflected a British heritage. Songs like 'God Save Our Gracious Queen' was sung to show pride and commitment to the colonial the monarch.	- Listen to prominent Bahamians talk about what it means to be Bahamian. - Dramatize the various workers interacting with the tourist displaying national pride. - Discuss national pride. - Sing songs that instill national pride. - View National Choirs and Police Band Performances at Smithsonian and various sites.	National Anthem lyrics and music Primary Social Studies and Tourism Education for The Bahamas Book 6 Preserving Our Heritage Level 3, page 1 Ministry of Tourism Guest speakers, historians, living legends Show via YouTube or DVD: 'These are Bahamians'-ZNS network 'Portraits'- Cable Bahamas Guest Speakers - (RBDF and/or RBPF bands)	Poster/ Pamphlets Questionnaire Venn Diagram

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: WORLD AND BAHAMIAN HISTORY

BENCHMARK/STANDARD: NATIONAL SYMBOLS-AN INDEPENDENT NATION

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
4. Identify Bahamians who have contributed to producing our national symbols. 5. Evaluate contributions made by model Bahamians to an independent Bahamas	1973, ushered a new era in Bahamian history. The Bahamas was an independent nation and for the first time displayed to the world its own national flag and symbols. <u>March on Bahamaland</u> an anthem by the late Timothy Gibson, became the National Anthem of an independent Bahamas. Today, our Coat of Arms stands as the official seal of our country. It displays on the left and right sides respectively the nation bird and national fish of The Bahamas. The center displays a crest which symbolizes the historical Columbus land fall to The Bahamas and a blazing sun to represent the climate of the islands.	• Research flags of various countries • Compare the artifacts that held the seal of Britain prior to 1973 to those of today (e.g. Birth certificates, marriage certificates, passports) • Play concentration Game (Identify the flags) • Special Assembly e.g. Commonwealth Day • Discuss the importance of our symbols in a global community • View a video clip entitled ‘United Nations’ and ‘Commonwealth of Nations’	Internet Tape recorder World Flags - chart Flags of the World - YouTube	Models of National Symbols Research

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: WORLD AND BAHAMIAN HISTORY

BENCHMARK/STANDARD: NATIONAL SYMBOLS-AN INDEPENDENT NATION

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The crown above the crest of the coat of arms depicts our monarch link - with the palm and conch shell symbolic of the natural vegetation and marine resources respectively. The crest is set on a base which spells the national motto of The Bahamas written by Hervis Bain. National Symbols represent their countries. Sometimes they are similar in color in their region. They are also different in many ways they represent each country's uniqueness. The Bahamas, although independent, remained a part of the Commonwealth of Nations as did many other British colonies.	Interview historians, living legends		

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: WORLD AND BAHAMIAN HISTORY

BENCHMARK/STANDARD: NATIONAL SYMBOLS-AN INDEPENDENT NATION

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
6. Identify the flags of the United Nations and the world e.g. Japan, Switzerland, Australia, Brazil, and South Africa	The Bahamas is a member of The United Nations. Member states around the world are linked together under this umbrella to ensure that all nations receive equal rights for citizens, and world peace. The organization’s aims to reduce ignorance, disease and poverty in its members. The United Nations are the maintenance of international peace and security, the promotion of the well-being of the people of the world.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: WORLD AND BAHAMIAN HISTORY

BENCHMARK/STANDARD: EARLY CONNECTIONS - PAST AND PRESENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Next, the Loyalists, or Tories who settled on these islands from the United States. They wanted to remain loyal to Britain. They built Christ Church Cathedral, established the first newspaper, the Gazette, and organized law and order in the community. In the 1600s pirates took over these islands. They attacked ships carrying merchandise, stealing the goods and selling them. The group was said to have destroyed the island’s reputation until Woodes Rodgers, the first Royal Governor, rid the islands of this menace. Under his leadership, the islands organized its first parliament in 1729.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: WORLD AND BAHAMIAN HISTORY

BENCHMARK/STANDARD: EARLY CONNECTIONS- PAST AND PRESENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The first Speaker of the House of Assembly was John Colebrook and twenty-four (24) members made up the House of Assembly The world issues entered our colony. Bootlegging or Rum-Running is the business of smuggling or transporting alcoholic beverages illegally, usually to avoid taxation or prohibition. After prohibition laws affected the flow of transporting liquor, bootlegging became an economic benefit to the growing colony.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: THE CONTRACT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Explain the term ‘The Contract’ or ‘The Project’ 2. Discuss the effects the Contract had on family life, the economy and The Bahamas. 3. Analyze how the Contract impacted the lives of Bahamians	During the second World War (1939-1945) many Americans went to Europe to join the troop. It was a difficult time for farms and factories in the United States, as farms and factories lacked the workers to be productive. The result was called ‘The Contract’ or ‘The Project’. This was the arrangement between the governments of the United States and The Bahamas to trade workers. Bahamian men and women left their homes and families to travel and work on the farms and in factories in the United States. Bahamian workers would send the money they earned home to their families.	• Create job applications for ‘The Contract’ • Watch the video ‘The Contract’ with various interviews with former Contract workers - ZNS Network or the University of The Bahamas • Discuss the advantages and disadvantages of ‘The Contract’ on Bahamians and The Bahamas • Interview and record various Bahamians who were involved or impacted by the ‘Contract’	Video of interviews featuring Bahamians who were involved or impacted by the ‘Contract’ Internet Google Earth	Project Worksheet

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: MAJORITY RULE-INDEPENDENCE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
- Discuss the events that led to Majority Rule - Explain the reasons for the events and how they were resolved - Identify the role of Sir Randol Fawkes as the Father of Labour - Analyze the main concerns of the citizens that led to Majority Rule	Prior to 1942, labour pays varied according to sex and race. Unskilled workers, at that time, earned four shilling or 31 cents for men and 2 shilling or sixteen cents for women. In 1942, The Bahamas Federation of Labour was established to represent general workers in The Bahamas. The Bay Street merchants controlled the payment of labour at that time. American workers were paid more than Bahamian workers who were doing the same job. Although, the American company was willing to adjust to equal pay, the Bay Street merchants forced the American company to conform.	- Read the passage detailing the key events of the Burma Road Riot- Preserving Our Heritage Level 3 Part 1 - Listen to the song ‘ Goin’ Down Burma Road’ by Ronnie Butler - Debate the issues surrounding Majority Rule - Sequence main events surrounding Majority Rule - Discuss the Bahamas’ Journey to Majority Rule video	.CD ‘Goin’ Down Burma Road’ by Ronnie Butler Bahamas Independence and Beyond pages 72-75 Preserving Our Heritage Level 3 Part 1 Video / YouTube – Bahamas’ Journey to Majority Rule The Road To Majority Rule (1942-1967) by Arthur Dion Hanna- Former Governor General of The Bahamas - Primary Social Studies Curriculum Appendices page xxi	Project Majority Rule Web Majority Rule Timeline Persuasive Essay

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: MAJORITY RULE-INDEPENDENCE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
5. Discuss Majority Rule 6. Sequence the events that led to the independence of The Bahamas	This action led to the Burma Road Riot of 1942. The working people of The Bahamas withdrew their labour and demonstrated by marching from the area known as Oakes Field between the airport site of that day to Bay Street. The Riot Act was read. Five days later, workers reported back to work and an increase in wages was established.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: MAJORITY RULE-INDEPENDENCE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
7. Name the political heroes that played a role in the road to independence and list their contributions 8. Analyze the significance of each event that eventually led to independence	The makeup of the Bahamian colony prior to 1973 comprised of the white political class, the white social elite, loyal admirers of the above mentioned groups and the vast ‘coloured’ population. - The Progressive Liberal Party was established in 1953, and their slogan was PLP all the way! This would be the first political group to represent the black populous which was the majority. - A group of women formed an organization call the Woman’s Suffrage Movement to fight for women’s rights. The Burma Road Riot, the General Strike, labour movement, majority rights were all contributors to the	- Create a timeline using dates and events prior to independence - Discussion on the effects the event had on the people of that time and how this event led to majority rule and governance in 1973 - Sequence main events that lead to majority rule. - Create a picture	Preserving Our Heritage Book L3 p.36-39 Preserving Our Heritage Book L3 p. 82-83 Women’s Suffrage Movement Website Video	Graphic Organizer Questionnaire

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: MAJORITY RULE-INDEPENDENCE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
.	formation of the Women’s Suffrage Movement in The Bahamas. Mary Ingraham was the first president and Georgianna Symonette was the vice president. • A group of women formed a movement for women’s rights in The Bahamas. Ruby Ann Cooper Darling, Mrs. Marguerite Pindling (Dame Marguerite Pindling), Mrs. Janet Bostwick (Dame Janet Bostwick), and others were successful in 1962. Women were allowed to vote for the first time. • Ruby Ann Cooper Darling was the first woman to register to vote.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: MAJORITY RULE-INDEPENDENCE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
.	• Tuesday April 27th, 1965 was a demonstration of the power of the people, political heroes such as Sir Cecil Wallace Whitfield, Sir Lynden Pindling and Sir Milo Butler. The proceedings of the house were stopped when Sir Lynden threw the mace out of a window into the crowd of Bahamians gathered below, followed by Sir Milo who threw out the hour glass. Black Tuesday, as it was called, symbolized that the power of the House of Assembly. • In 1967, the PLP won the election, bringing majority rule to The Bahamas for the first time. Sir Lynden Pindling then became the first black Premier of The Bahamas.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: MAJORITY RULE-INDEPENDENCE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
.	• In 1969, the road to independence was established as the title, Premier, was changed to Prime Minister and The Bahamas became The Commonwealth of The Bahamas. • In 1973, The Bahamas officially became an independent nation with Sir Milo Butler as the Governor General of The Bahamas and Sir Lynden Pindling the elected Prime Minister. The Progressive Liberal Party became the governing party of The Bahamas.			Scroll Worksheet

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GEOGRAPHY

BENCHMARK/STANDARD: OCEANS AND CONTINENTS OF THE WORLD

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms continents and countries, hemisphere, equator. 2. Identify, locate and label continents according to their hemisphere. 3. Locate The Bahamas using hemisphere, continents and ocean. 4. Identify and locate the following countries according to continent and oceans: Japan, Brazil, Australia, Switzerland, and South Africa.	Continents are the bodies of land that makes up the earth. There are seven continents that make up the World Map. These are South America, North America, Africa, Australia, Europe and Asia (Eurasia.)The continents are surrounded by Oceans: Arctic Ocean, Pacific, Atlantic and Indian Ocean and Southern Ocean. The globe which is a model of the world is divide into two parts; the northern and southern hemisphere. An imaginary line called the equators separates these hemispheres. North and south on the compass rose helps us name and locate the hemispheres.	• Map Activity - color code continents • Map Game - Countries and their capital City • Compare and contrast countries according to location, land mass population and seas. • Map Puzzle or Felt Board Project • Graphic organizer – label the continents oceans and line of latitude found on the world map. • Draw and label five countries landlocked, in or near the continents. • Match countries to their capital city.	Students Atlas Globe Continent Map (Teacher Map)	Map

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GEOGRAPHY

BENCHMARK/STANDARD: OCEANS AND CONTINENTS OF THE WORLD

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	A country may find itself a part of a continent, near a continent or the country itself may be a continent. Japan and Great Britain, like The Bahamas, is a chain of islands. Switzerland is a landlocked country found on the continent of Europe. Bolivia, Botswana and Paraguay are also landlocked countries. Australia is a country and a continent.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GEOGRAPHY

BENCHMARK/STANDARD: POLITICAL/PHYSICAL MAPS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Differentiate between political and physical maps. 2. Use lines of latitude and longitude to locate countries in the world. 3. Use the physical and political maps to identify boundaries, population and mountains and rivers found in Japan, South Africa, Brazil, Australia, and Switzerland.	Maps are displayed in various ways to give different information. A political map simply outlines the boundaries of various continents and countries. Clear thick lines show where one country begins and ends. Major bodies of water are identified. A physical map highlights the physical change in the land. It will show the location of mountains, rivers and other bodies of water. Using colours, shades and lines, the height of land can be displayed or the length of rivers traced within the land.	• Compare aspects of a physical and political map. • Research and compare the population of five countries studied. • Display political or physical map information in a graphic way. • Identify physical features on a map of The Bahamas, • Discuss some ways Cat Island and Inagua can be changed to display natural land changes. • Create a key to show special features found on various islands using a map of The Bahamas.	School Atlas for the Commonwealth of The Bahamas. Class globe World map displaying the continents	Bar graph of the population or highest elevation of five countries studied. Physical/political map and key Worksheet

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GEOGRAPHY

BENCHMARK/STANDARD: POLITICAL/PHYSICAL MAPS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Very little emphasis is placed on territorial boundaries. Continents are the focus. The sea levels are also distinguished on a physical map as water levels are displayed with different shades of blue. Most important to understanding a physical map is the map key which guides how information is depicted and should be read.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GEOGRAPHY

BENCHMARK/STANDARD: NATURAL DISASTERS AND GLOBAL WARMING

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms natural disasters and global warming 2. Connect natural disasters to the specific land forms and regions. 3. Identify and compare the natural disasters found around the world, Japan, Brazil, Switzerland and Australia. 4. Create simulation of a natural disaster 5. Explain how global warming affects the weather.	Global warming is the warming up of the earth's atmosphere. The main cause of global warming is the greenhouse effect. Gases such as oxygen, carbon dioxide, nitrogen and hydrogen are trapped in the atmosphere. The sun shines and heats these gases to form a blanket of warmth and light which is essential to earth. But power stations, factories and vehicles are making new forms of gases. These new gases are attracting more and more of the sun's heat warming the earth excessively. This warming is melting our ice caps which will result in increased sea levels.	• Draw a picture that represents global warming and the greenhouse effect. • Create a simulation of a Tornado or an Avalanche. • Write a descriptive essay on a past hurricane experience.	Primary Social Studies and Tourism Education for The Bahamas Book 6	• Definition Quiz-Word Match • Outline the process • Worksheet

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GEOGRAPHY

BENCHMARK/STANDARD: NATURAL DISASTERS AND GLOBAL WARMING

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The ozone layer is a part of the atmosphere called the stratosphere. This is a form of oxygen that takes in much of the harmful ultraviolet radiation from the sun. There is a thinning of this protective coat caused by chemicals found in manufactured goods like aerosol spray cans and air conditioners. Natural disasters: hurricanes, tropical storms, tornadoes (tropic zones), earthquakes (Japan), and avalanches (Switzerland). Global warning has resulted in increased occurrences of natural disasters.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GEOGRAPHY

BENCHMARK/STANDARD: CONSERVATION – HUMAN RESOURCES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the phrase ‘human resources’. 2. Explain the affects good government, economics and employment/labor have on the quality of life. 3. Give examples of how poorly managed human resources affect some countries in the world. 4. Examine how countries use each other to restore and conserve human resources.	Human resources is the use of labor to build and enhance the country’s economic and social structure. The objective of human resources is to maximize the investment from human capital and minimize economic and social risk. It is the responsibility of employers to conduct these activities in an effective, legal, fair, and consistent manner. Discuss: • Define and compare trained and untrained laborers • What are contracted laborers? • Who are civil servants? • How are wages determined? • Effective use of unions for bargaining and handling workers disputes. • How economy affect workers?	• Role play careers in our community. • Dress as various workers and discuss reasons for the career choice • Listen to the Song ‘Civil Servants’ by K. B. (Kirkland Bodie)	Guest Speakers Primary Social Studies and Tourism Education for The Bahamas Various posters depicting various types of careers and jobs	Oral Presentations

PRIMARY SOCIAL STUDIES CURRICULUM

SCOPE AND SEQUENCE CHART

Key: Introduction (I)

Development (D)

Advance (A)

Reinforcement (R)

STRAND: Government

- i. Over Arching Goal: Understand the purpose of government and how it is organized on a national, local and international level and appreciate how government protects the rights of individuals and contribute to a peaceful lifestyle.

Benchmark	Grade1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Explore the formation of governance existing in The Bahamas from 1492 to independence in 1973.						R
2. Understands the characteristics of various types of government that exist throughout world.						I
3. Understands the concept of a constitution, the purposes this constitution serves.						D
4. Understands of the major characteristics of the shared powers found in the parliamentary system of government in The Bahamas.						D
5. Understands the major responsibilities of the government and the importance of various government ministries.						A
6. Demonstrates knowledge of how a government is chosen in The Bahamas.						I
7. Understands the purpose and function of law enforcers and courts of law play in the protection of individual rights and the establishment of a peaceful community						D
8. Recognizes the role international governing organizations play in maintaining world peace and protecting our world.						D

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: TYPES OF GOVERNMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms: ‘government’, ‘constitution’, ‘democracy’, ‘Monarchy’, ‘dictatorship’ and ‘republic’. 2. Identify and describe the four kinds of government. 3. Identify the kind of government that exists in The Bahamas and compare it to governments of different kinds around the world. 4. Explore how the constitution protects the rights of citizens.	The government is an organization that grows from the needs of the community. It is responsible for the running of a nation. There are four kinds of governments: <u>Democracy:</u> In a democracy there are free elections. There is freedom of speech, without fear of punishment. There are several political parties. Monarchy: A monarchy has a sovereign as a leader. This may be a king, queen, or emperor. The leader inherits the power to govern. <u>Dictatorship:</u> A dictatorship is ruled by one person or a small clique. The leader is called a dictator and holds power over people by force.	• Locate countries in the region and around the world and identify the kind of government that exists in Australia, Cuba, Brazil, Japan, Switzerland and the USA. • Collaborate in a group to solve a national problem under different types of government. • Create a comparison table with two of the four types of governments. • Role play different types of government	Primary Social Studies and Tourism Education for The Bahamas Book 6 Internet Video clippings of government in action e.g. The government of The Bahamas Parliamentary Channel	Mock government Problem Solving Role play Graphic Organizer

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: TYPES OF GOVERNMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
.	<u>Republic:</u> In a republic, the leader is the president who may or may not be elected by the people. Discuss these nations and their government: Cuba, United States, Britain, Japan In The Bahamas, we have a <u>constitutional monarchy</u>. This means we are in a democracy, but also we have a monarch as head of state. The way in which a country is governed is outlined in the <u>constitution</u>. It outlines the duty of the Prime Minister, the Cabinet, the House of Assembly, and the Senate.	• Write an essay on the type of leadership that governs your classroom. Explain its effectiveness or its ineffectiveness. • Use a map and identify the kind of government that exists in the Australia, Britain, Cuba, Japan, and Switzerland and the United States. • Group Activity: Solve national problems as from the perspective of different forms of government.	.	

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE ELECTORAL PROCESS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms: ‘government’, ‘dissolved’, ‘nomination’, ‘constituency’, ‘candidates’, ‘ballot’, and ‘election’. 2. Outline and sequence the electoral process. 3. Explain the role of the governor general following the election process. 4. Explain briefly the role the government, the opposition and the Governor-General in the constitutional monarchy of The Bahamas.	As a democratic country, we, the citizens use an election process to select the government of The Bahamas. Elections are held every five years. Citizens vote for the ideals of a political party (party politics) or for the ideals of a candidate that is vying to represent the constituency we are in. There are five steps in the election process. 1. Government is dissolved. At this step the present government closes business of the house to allow the electoral process to begin. A new government may be chosen or the old one may be reelected.	• Participate in a class election using the using the process • Connect vocabulary terms with descriptions or definitions • Sequence the election process • Create a flow chart using the election process. • Cooperatively create a mnemonic about the election process	Primary Social Studies and Tourism Education for The Bahamas Book 5 Preserving Our Heritage Textbook Series Vocabulary crossword puzzle	Flow chart Mock election Mnemonic Worksheet

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE ELECTORAL PROCESS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	2. Election Day is announced. To give all parties a fair chance to prepare for the election, this day must be announced at least 35-45 days before the date of a general election. 3. Nomination Day - The country is divided into ____ constituencies. Each political party vying in the elections selects names of responsible citizens to run for a constituency under the parties' symbol. Some persons also run independently. The candidate must submit name and pay a deposit of money which is returned once they receive 1/8 of the votes casted.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE ELECTORAL PROCESS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	4. Campaign- This can take three forms. Mass rallies, house to house visits and town meetings in various constituencies. It is at this time the parties and candidates present their policies and agenda should they be successful. 5. Election Day - The nation speaks by casting votes. Schools, church halls and other public building in the community are turned into polling stations. There, registered voters cast their votes on ballots by the candidates of their choice. At the end of this day successful candidates prepare to accept the new position and			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE ELECTORAL PROCESS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The political party having the majority of elected candidates becomes the new incoming government of The Bahamas. The Governor-General then swears in the new members of the House Assembly and the appointed members to the Senate for both the royal opposition and the new government. The Governor General is The Head of State who is appointed by Her Majesty The Queen on the advice of The Prime Minister. The Governor-General has special responsibilities but no ‘real’ power.			Worksheet

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: FORMING A GOVERNMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
- Define the following: ‘unconstitutional’, ‘debate’, ‘first-reading’, ‘act of parliament’. - Identify the three branches of government. - Identify the law making organizations in the government. - Discuss and explain the process of a bill becoming law.	The government of The Bahamas forms a democracy. After an election and the Prime Minister is sworn in, he/she is invited by the Governor General to form his/her new government. Although Governor General has no power over the selection of the members of the House of Assembly, he/she is responsible for selecting members for the senate and the cabinet. Each of these branches of government play an important role in the daily running of the country and forming the law.	- Define the vocabulary words. - Take a tour of Parliament Square and view the various government houses. - Watch the proceedings of the house on Cable TV. - Draw and label Parliament Square, colouring the house of government according to political significance. - Create flow chart showing the branches of government, identify where members of the senate, cabinet and house of assembly are found.	Primary Social Studies and Tourism Education for The Bahamas - Book 6 Preserving Our Heritage L3, P2	Worksheet Quiz Role Play

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: FORMING A GOVERNMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	<u>House of Assembly</u> (Green) is made up of the elected members of parliament. It consists of the governing party (elected majority), and the opposing party (elected minority). The members of the house then elect a speaker who presides over the session of the house. The chief business of the house is to discuss and amend bills. Judiciary: This branch consists of the Privy Council and the courts. Cabinet members are ministers for various ministries. e.g. Minister of Education, Minister of Health. These members assist the Prime Minister in carrying out the government's policies and programs.	• A visit to the commissioner's office on your island. • A visit to the House of Assembly • View the parliamentary proceedings via television or using other media platforms		

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: FORMING A GOVERNMENT

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Every minister is responsible for new laws and schemes for their ministries. A cabinet minister must belong to the house of assembly or the senate. These arms of government form the branches of our democratic government, headed by the Governor General: • Executive Branch • Legislative Branch • Judiciary Branch Family Island Administrators, formerly referred to as Out Island Commissioners, act as the link between government and people on the islands. They are assisted by the local board of works on their assigned island.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: ENFORCING THE LAW

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms - ‘defendants’, ‘jury’, ‘constable’, ‘justice of the peace’. 2. Identify the four courts found in The Bahamas. 3. Distinguish the difference between various courts. 4. Identify the role of Family Island Administrators 5. Explain the role of the local board of works.	There are four different types of courts in The Bahamas. The fifth court is found in London. On Family Islands, the administrator hears minor cases and can act as a judge on these cases. Courts in order from least to highest: Family Island administrators, Magistrates Court, Supreme Court, Court of Appeal, Privy Council. Other Systems: Juvenile Court. <u>Magistrate’s court</u>, hear minor offenses and civil matters such as traffic offenses or disputes between individuals. Magistrates may send the case to a higher court if needed.	• Invite one of the four law enforcement agents to the class to discuss his/her job. • Create a Flow Chart displaying the rank of the courts in the Bahamas • Visit a court house; discuss the role of the various workers, bailiff, judge, jury, lawyers, plaintiff and defendant. • Field Trip to Fox Hill Prison • Watch one of many courts on Cable TV; discuss the role of the persons in the case presented.	Primary Social Studies and Tourism Education for The Bahamas Book 6 Preserving Our Heritage Level 2,2	Flow Chart - Rank the courts from lowest to greatest Worksheet. Writing composition on possible solutions to crime and criminal reform

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: ENFORCING THE LAW

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Supreme court deals with criminal cases which are heard before 12 jurors which are made up of men and women. The majority ruling from this group decides the faith of the defendant. Court of Appeal is headed by a president, who is a justice and four other justices. This group hears criminal and civil appeals from the Supreme and magistrates’ courts. Privy Council is the final court a person can turn to if they feel the rulings have been unfair. This court is located in London and consists of five judges.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: ENFORCING THE LAW

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Explain the role of family island administrators.	Juvenile Court is special and deals only with case involving young people under the age of 18. No one under 18 can be sent to prison so young boys and girls are sent to the Simpson Penn Centre and Willie Mae Pratt Centre respectively. Administrator's Court: - The family island administrator is the chief representative of the government on that island and serves as the link between government and people on the island. Administrators are assisted by local Justices of the Peace and local constables. (i.e. police officers)	• Interview the Family Island Administrator on your island if available. • Use a flow chart to organize the structure of local government. • Visit the administrator's office. • Role play the some of the duties of the administrator.	Primary Social Studies and Tourism Education for The Bahamas Book 6 The Family Island Administrator	Flow Chart Worksheet Dramatization

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE CONSITUTION/CITIZENSHIP

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the words constitution, citizens, independence and constitutional reform. 2. Explain the importance of the constitution to our country. 3. State how the constitution identifies individuals as citizens of The Bahamas. 4. Outline the process of making a non-Bahamian a Bahamian. 5. Compare the constitution of The Bahamas to those of countries in the worlds. (Brazil, Australia, Japan, Switzerland.)	The constitution is a document which outlines the way a country should be governed. In The Bahamas, both the British and Bahamian government agreed to the constitution of The Bahamas in 1972 making that constitution the basis of all laws in The Bahamas. This document outlines the duty of the prime minister, the senate, cabinet, parliament and the courts of the Bahamas. It also protects the rights and freedom of citizens of The Bahamas. This document also outlines who are considered Bahamians. As a country matures, there may be a need for constitutional reform.	• Write a constitution for your class. • Court of Law game: using the constitution define yourself as Bahamian based on the 5 laws of the constitution. • Debate if suggested changes to the constitution should be considered. E.g. Juror numbers decreased magistrate issues. • Outline of constitutional rights of a people.	Primary Social Studies and Tourism Education for The Bahamas Book 6 Constitution of The Bahamas Our constitution outlines the rights of a people and determines who is a citizen. • You are Bahamian if you are born to Bahamian parents after 1973. • You are Bahamian if your father is Bahamian. • You are Bahamian if you marry a Bahamian man. • You are Bahamian if you have followed the naturalization laws of The Bahamas. (If you do not fall in categories above.) Internet	Worksheet

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE CONSITUTION/CITIZENSHIP

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Explain why laws are made. 2. Discuss the process of making a law.	In many countries, including The Bahamas, there are two types of laws. They are common law and statuelaw. Laws can also be subdivided into civil and criminal laws. A government decides when a new law is needed. It ensures that the law is not unconstitutional. The intended new law is called a bill. A bill is brought to parliament by a member. During the second reading, the bill is discussed or debated. At the end of the debate, during the third reading, a vote is taken.	- Define the bold vocabulary in the chapter: common law, statue law, civil law, criminal law, unconstitutional, bill, debate and first reading - List persons working in the House of Assembly	Primary Social Studies and Tourism Education for The Bahamas Book 6 A copy of the Constitution The Constitution of The Commonwealth of The Bahamas Preamble - Primary Social Studies Curriculum Appendices page xxiv	Worksheet

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE CONSITUTION/CITIZENSHIP

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
.	It is then passed to the senate for final approval, where the same process occurs. When the bill is approved and signed by the Governor General, it becomes an act of parliament. The Royal Bahamas Police Force and the Royal Bahamas Defence Force are organizations that help to enforce the law.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: ENFORCING THE LAW

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Evaluate the effectiveness of these two agencies and suggest way we can improve the system.	The customs department has the task of searching all goods and packages entering The Bahamas, for illegal drugs and weapons. They also search for prohibited items such as some types of food and plants. (Preserving Our Heritage 2.2) The prison officers are another arm of the law enforcement agency of The Bahamas. They control and seen to the reform of the prison population of The Bahamas. There are four different types of courts in the Bahamas. The fifth court is found in London. On Family Islands, the administrator hears minor cases and can act as a judge on these cases.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: ENFORCING THE LAW

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
2. Evaluate the effectiveness of these two agencies and suggest way we can improve the system.	The customs department has the task of searching all luggages entering The Bahamas for illegal drugs and weapons. They also search for prohibited items such as some types of food and plants. The prison officers are another arm of the law enforcement agency of The Bahamas. They control and seen to the reform of the prison population of The Bahamas. There are four different types of courts in The Bahamas. The fifth court is found in London. On Family Islands, the administrator hears minor cases and can act as a judge on these cases.	Guest speakers Preserving Our Heritage Textbook Primary Social Studies and Tourism Education for The Bahamas Book 6	Primary Social Studies and Tourism Education for The Bahamas Book 6 Internet Guest Speakers	Role play Worksheet

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE MINISTRY OF FINANCE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define ministry, finance, cabinet, banking, budget, and economy. 2. Identify minister of finance 3. Outline the responsibility of that ministry. 4. Identify the minister of environment. 5. Outline the duties and responsible of that ministry. 6. Discuss how these ministries link with global issues that affect the economy and the environment.	The Minister of Finance is the Honourable _____. These include the following: • Create and report the national Budget. • Suggest increase and enforce various taxes. • Regulate banking policies both local and off shore banks in The Bahamas. His office is located _____. He/She meets with the Prime Minister and other Cabinet Ministers at _____ for cabinet meetings. The main role of this ministry is to properly manage the government's resources and finances. The government borrows money for capital works example: roads and schools.	• Use a dictionary to define the following: terms: ministry, finance, cabinet, banking, budget and economy. • As the Minister of Finance, write a letter to the IDB requesting funds for a new project. • Role Play & Debate • Group Activity: Give each group a budget and allow them to create a budget report on capital works. Groups must be prepared to defend their spending. • Visit the Central Bank of The Bahamas. • Discuss under what conditions government borrow money and under what conditions the money is spent.	Primary Social Studies and Tourism Education for The Bahamas Book 6 Photograph of the Minister of Finance IDB Website	Business Letter (Letter of Request) Graphic Organizer Research

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: GOVERNMENT

BENCHMARK/STANDARD: THE WORLD GOVERNMENT - UNITED NATIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the role of the United Nations. 2. Discuss how present and pass political leaders worked with this organization to achieve a global goal. 3. Identify some major concerns of the united nations 4. Create a model of this body within their school.	The United Nations (UN) could be compared to a world government. Some aims of this organization are maintaining peace among nations and eradicating poverty and racial discrimination. One major concern of the UN is the welfare of children. UNICEF is a UN organization that oversees the needs of children. The United Nation meets in a general assembly to discuss and decide certain resolutions for peace and security and other principal issues.	• Research functions of UN organizations • Draw and label the logos of the United Nations and UNICEF	Internet	Illustrations Worksheets

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: ECONOMIC/RESOURCES

BENCHMARK/STANDARD: HUMAN RESOURCES (JOB MARKET)

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define human resources, civil servants, economy. 2. Identify the two forms of Human resources that make up The Bahamas labor force. 3. Discuss the impact of human resources on the Bahamian society. 4. Evaluate the effects of migration of Bahamian workers from one island to the next positively and negatively affect our resources. 5. Analyze the positive and negative influence of foreign workers to our country.	The Bahamas labor system is divided into who sectors, government sector and private sector. Human resources then are the man power behind the services offered in a country. The public officers or civil servants work directly for various government agencies. Private professionals are hired by private businesses. The contribution of all labourers in The Bahamas is important to ensure the country has sufficient workers to run effectively. Labor laws are in place ensuring all works are fairly compensation for services rendered. A strong educational system build a strong labor force with each generation, however, sometime a	• Sort businesses in the community according to the two labor sectors of The Bahamas. • Debate: the positive or negative effects of exchanging labor globally. • Project: Open a manufacturing Business, make decisions about the type of labors you would need, how many and their pay. Then price your goods.	Primary Social Studies and Tourism Education for The Bahamas Book 6 Internet	Worksheet

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: ECONOMIC/RESOURCES

BENCHMARK/STANDARD: MANUFACTURING

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
6. Define the term ‘manufacturing’. 7. Explain the economic impact of manufacturing products locally. 8. Identify goods and services offered at the main industrial park.	country is unable to supply the needed work force. It is at this time that countries recruit labors from other neighboring countries. These expatriates as they may be referred to are contracted workers. They are allowed to live in The Bahamas for a period of time, but job may become redundant upon the change in Bahamian work force. Manufacturing is the making of articles or products on a large scale using machinery.	View video clippings of goods and products being manufactured locally and internationally. Compare Bahamian manufacturing companies with countries around the world.	Primary Social Studies and Tourism Education for The Bahamas Book 6 Internet Posters	Worksheet

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: ECONOMIC/RESOURCES

BENCHMARK/STANDARD: TRANSPORTATION/COMMUNICATION WORLD WIDE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define communication, transportation. 2. Identify ways in which important packages and document move around the world. 3. Summarize how import and export services transport various forms of communication around the world. 4. Draw conclusions about how transportation relates to communication.	The Bahamas Customs Department is the government agency responsible for import and export of goods, packages documents and people, in and out of the country. The shipment of goods into The Bahamas is inspected daily at the various docks and entry ports throughout The Bahamas. In Nassau, Prince George is one port of entry for imports. Containers are off loaded and contents search before the recipient is able to retrieve it. Surface mail is another form of transporting documents and small packages around the world. These items arrive but daily flights into the capital.	Write an expository letter explaining one of the three ways to send packages, document and registered mail to a recipient.	Primary Social Studies and Tourism Education for The Bahamas Book 6 Internet Guest speaker	Worksheet

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: ECONOMIC/RESOURCES

BENCHMARK/STANDARD: TRANSPORTATION/COMMUNICATION WORLD WIDE

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The main post office is a port of entry for documents and small packages. Custom officers, open and search goods before release them to the owner. A small fee is charges on various items as a form of tax. Private import and export businesses are also located around the capital. They are responsible for transporting documents and packages around the world. The age of technology makes the <i>transportation of document</i> instantaneous. A form can be sent from a secure cite to a person somewhere in the world, filled out, returned with payment and verified by the sender in a matter of minutes. Making transportation and communication a one step process.			

PRIMARY SOCIAL STUDIES CURRICULUM

SCOPE AND SEQUENCE CHART

Key: Introduction (I) Development (D) Advance (A) Reinforcement (R)

STANDARD: UNDERSTANDING BAHAMIAN HISTORY

ii. Over Arching Goal: Know the History of The Bahamas from 1492 to 1973, and understand how people, places and events helped to shape the country we proudly call The Bahamas.

Benchmark	Grade1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Know Bahamian history prior to independence 1973.						R
2. Understand how history has impacted the society we now live in today.						A
3. Understands that history is continuously being made as the needs of the community grow.						I
4. Understands the role of people in making the history of The Bahamas and by extension the world.						R
5. Understands how democratic values are exemplified not only by people and events, but also symbols and heritage.						R

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms, history and time line. 2. Identify the various the people who occupy the islands of the Bahamian from 1492 to 1838. 3. Organize the dates and events that shape Bahamian history from 1492 to 1838.	History tells us of what has happened in the past. A long period in the past. A time line is an outline of dates and stories of history. The Lucayans (Arawaks) were the native inhabitants of the Bahama Islands before the land fall of Christopher Columbus on the island of San Salvador (Guanahani) in 1492. During the 1400 Europe which is considered the world, had no idea new lands existed west of the continent. Many schools of thought caused the discovery of the new world. 1. The world was flat and heading west would mean falling off the end of the world.	• Research if any aspects of the Lucayan life that may exist in out islands today. • Draw and color the old and new world drawing the route Columbus would take to fine the new world. • Create a timeline drawing symbols to display the event in Bahamian History.	The Usbourne Illustrated Atlas of World History By Lisa Miles Scholastic Preserving Our Heritage L2, P2. Primary Social Studies and Tourism Education for The Bahamas Book 4 Bahamian History Book 1 Macmillan Caribbean	Create a flow chart depicting the events that form the three eras of Bahamian history: • Discovery • Early Settlement • Colonial Governance Time line

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	2. Traveling west would create a new route to India the world primer export country at that time. 3. Our history tells us the landfall of Christopher Columbus in 1492 helped the European community to discover a new world. After Columbus’s arrival, many people would find refuge on these islands. These included: 1. Eleutheran Adventurers 2. Pirates 3. Loyalist 4. Slaves			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Each group would affect the islands either positively or negatively, hence contributing to the story of The Bahamas as we know it today. After the arrival Woodes Rodgers a new era seem to begin in The Bahamas. It became an organized society which would eventually lead to an independent Bahamian Society. The account of our history can be obtained in many ways. Events can be recorded in: 1. Autobiographies 2. Biographies 3. Historical Narratives.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define colonization and government. 2. Recognized that events in history happened because of the ideas of the people at that time. 3. Discuss how historical event changed The Bahamas and the world. 4. Evaluate the contributions each group that settled in The Bahamas made to Bahamian society.	All of the historical stories from the Lucayans to pre independence confirm that change begins with a single idea. The idea of a person or group can lead to an event that changes the future a country and the world. Christopher Columbus believed the world was round. This idea led to his journey westward in 1492, where he by chance discovered the new world. His idea led to the changes in maps, establishment of European territories, or colonization and eventually birth of new continents and nations. Each story in our history display the pattern of new ideas creating an event that changes the lives of people and places.	• Read Stories of Bahamian History. Write a Summary describing life in The Bahamas at that time and how the new historical event changed that picture. • Draw maps connected The Bahamas to the lands from where people in the story came. • Group Activity/ Project - Draw an event that happened in our past. Then draw something from today's society that connects to that event. E.g. Slave trade, Junkanoo. • Then write a paragraph explaining how the two are connected •	The Usbourne Illustrated Atlas of World History By Lisa Miles Scholastic Preserving Our Heritage L2, P2. Primary Social Studies Bk. 4 Bahamian History Bk. 1 Macmillan Caribbean	Multiple choice questions on historical facts. Illustrate a two page cartoon displaying how an event of the past is seen in an event of the present. Write an expository essay discussing the affects a group had on Bahamian History

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	These stories included: 1. Eleutheran Adventurers 2. Pirates 3. Loyalist 4. Slavery In 1684, the Eleutheran Adventurers came to the Bahama shores in search of Religious freedom. They inhabited island of Eleuthera naming it along with many settlements. After much hardship, the adventurer sailed to Virginia in the United States requesting food and supplies for the island. This venture established the first link to the united Stated which would be strengthened by other groups later in history. By 1700, Pirates took over these islands.	• Discuss what might have happened if an event was erased from Bahamian History.		

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	They attack ships carrying merchandise, stealing the goods and selling them. The group were said to have destroyed the islands’ reputation until Woodes Rodgers the first Royal Governor came to The Bahamas from Britain to rid the islands off piracy. Under his leadership, the islands organized its first formal government. As The Bahamas became more organized, and new country would soon immerge. America’s fight to gain independence from Britain sent another group to the shores of The Bahamas. The Loyalist or Tories settled on these islands from the United States to remain loyal to Britain.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	They built many churches, established the first newspaper and organized law and order in the community. They bought along with them many slaves. Freed slaves from America also chose these islands as their new home. This increased the African heritage already existing in The Bahamas from the slave trade and the period of slavery. Africa lies to the east of the Bahama Islands on the other side of the Atlantic Ocean. Today’s Bahamian descends from the Kongo Kingdom which lay south of the Kongo River. This tribe shares a common understanding with the Bahamian culture.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Both cultures share understanding that people should relate to one another. Both cultures insist that children should respect and yield to elders, and strangers should be treated with unwavering hospitality. Our history has been affected not only by the African culture, but by the people who came to our islands long ago. The slaves who worked and lived in The Bahamas established some of the older communities such as Adelaide, Fox Hill and Bain’s Town.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define colonization, independence and government 2. Identify the events that led to the independence of the Bahamas. 3. Determine how each event fulfilled a need in society and changed society as we know it today.	After the settlement of these islands and the development a colonial Bahamas was established, the new ideas of its occupants would initiate a new historical change called independence. The Bahamas seemed to follow the trend of the region as other neighboring countries had already obtained their independence from the European countries that ruled them. A series of events in Bahamian Political history would pave the road to independence. Independence is the move to self-governance. Burma Road Riot Prior to 1942, workers pays varied according to sex, race and nationality.	- Discuss the affect Burma Road Riot has on the labour laws of today. - Read the account of Black Tuesday. Discuss why change was necessary. - Invite the surviving members Woman’s Suffrage Movement to give an account of their story and the effects on Bahamian history. - Using the dates on the timeline, fill in the missing events that led to independence.	Bahamas Independence and Beyond Pages 72-75. Preserving Our Heritage BK L3.P1 Pgs. 36-39 Preserving Our Heritage Book L2, P1, Pgs. 82-83 Book L3 PT1 (Black Tuesday) The Road To Majority Rule (1942-1967) by Arthur Dion Hanna- Former Governor General of The Bahamas - Primary Social Studies Curriculum Appendices page xxi	Graphic Organizer Research

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY **BENCHMARK/STANDARD:BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973**

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Unskilled workers at the time made four shillings or thirty-one pence for men and two shillings or sixteen pence for women. In 1942, The Bahamas Federation of Labor was established to represent workers in The Bahamas. This action led to the Burma Road Riot of June 1942. The working people of The Bahamas withdraw their labor and demonstrated by marching to and demonstrating on Bay Street. The Riot Act was read. Five days later, workers reported back to work, with an increase in wages established. The makeup of the Bahamian society prior to 1973 consisted of the white political and social elite classes and the vast colored population.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	<u><i>New Political Era</i></u> The Progressive Liberal Party was established in 1953. This would be the first political group to represent the black population which was the majority in The Bahamas. The goal of this group was to create a country where all voices black and white could be heard. Their ideal of one man one vote lead to majority rule in_____. <u><i>Women’s Suffrage Movement</i></u> A group of women formed a movement for women’s rights in The Bahamas. The group w successful in 1962. Women were allowed to vote for the first time.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	<u><i>Black Tuesday</i></u> Tuesday April 27th, 1965 was a demonstration of the power of the people, political heroes Sir Cecil Wallace Whitfield, Sir Lynden Pindling and Sir Milo Butler while the house was in session, stopped the proceedings by throwing the mace and hour glass through the window into the crowd of Bahamians gathered below. Black Tuesday as it was called symbolizes that the power in the House of Assembly lie in the hands of the people. <u><i>Majority Rule</i></u> In 1967, the PLP won the election bring majority rule to The Bahamas for the first time. Sir Lynden Pindling then became the first black Premier of The Bahamas.		The Road To Majority Rule (1942-1967) by Arthur Dion Hanna- Former Governor General of The Bahamas - Primary Social Studies Curriculum Appendices page xxi	

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: BAHAMIAN HISTORY PRIOR TO INDEPENDENCE 1973

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	But The Bahamas was still a British colony. Under this new Bahamian Premier the Bahamas would follow the other Caribbean nations and become independent. In 1969, the road to independence was established as the title Premier was changed to Prime Minister. In 1973 The Bahamas officially became an independent nation with Sir Milo Butler as the Governor General of The Bahamas and Sir Lynden Pindling, Prime Minister. The Progressive Liberal Party formed the governing party of the Commonwealth of The Bahamas.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: NATIONAL BUILDERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define the terms ‘national builders’, and ‘national heroes’. 2. Identify two political heroes and discuss the role they that played in establishing The Bahamas as an independent nation. 3. Identify other nation builders on your island or community.	<u>Nation Builders</u> are persons who have worked hard in their chosen discipline to bring about a change in their community. Their success have changed the history of The Bahamas and left mark on Bahamian culture both national and internationally. Bahamians are proud as a people to retell their life story and the contributions they have made to the country. They become the models for Bahamians today and for future generations. <u>Political Heroes:</u> ‘Father of the Nation’ - Sir LyndenPindling ‘Father of Labour’ - Randol Fawkes	• Discuss the gift or talent of each national hero and how they used that gift or talent to build the nation. • Watch the re-run of the Golden Girls’ race or listen to the song written about their victory. • Describe how race made you feel. • Explain what the world saw as the Bahamian flag was hoisted. How did you feel? • Listen to the Song ‘I’m proud to be a Bahamian’. Identify a gift or talent you might have. Discuss how you might use that gift or talent to make your country proud.	Primary Social Studies and Tourism Education for The Bahamas Book 6 Preserving Our Heritage Series - L1, P2 Cultural Heroes L2, P1 Political Heroes L2, P2 Sports Heroes Internet	Project

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: HISTORY

BENCHMARK/STANDARD: NATIONAL BUILDERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
4. Discuss the contributions made to The Bahamas by nation builders in sports, culture and religion. 5. Explain ways in which Nation Builders are honored in Bahamian Society.	<u>Sporting Hero</u> • <i>Golden Girls</i> • <i>Golden Knights</i> • <i>Shaunae Miller-Uibo</i> • <i>Steven Gardner</i> <u>Mark Knowles</u> is a sporting legend in The Bahamas. He is the first Bahamian to enter the international tennis competition. <u>Cultural Heroes</u> <u>Eddie Minnis</u> is song writer and artist. His songs seem to mimic aspects of Bahamian society. Songs like naughty john tell the story of Bahamian family, while Church out and crab crawling identifies the economic survival of the Bahamian society. <u>Stanley Burnside</u> – Artist and Cartoonist	Select a Bahamian Nation Builder; write a research paper on his or her Life in their chosen field. Define that one moment that made him or her a nation builder. Discuss how this would change the Bahamian society for generations to come. Discuss, in small groups and as a class, the work and contributions of the various Bahamians.	Internet The National Art Gallery The Historical Society	Research Paper

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: HISTORY

BENCHMARK/STANDARD: NATIONAL BUILDERS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	<u>Religion Heroes:</u> <i>e.g. Rev. Angela Palacios-</i> <u>Community Heroes</u> Various islands can boast of heroes who have contributed to their society. e.g. Cat Island, Father Jerome architect of the hermitage; Mr. Oscar Johnson, former Member Parliament and first to establish the need for schools on the island.		Internet The National Art Gallery The Historical Society	Research Paper

An Overview of Units

Standard: Understanding Our Culture and Heritage

Grade SIX

I. Evidence of Our History in Culture

The First Bahamian Communities

II. Cultural Festivals & Holidays

National Festival

Island and Community Festivals

Celebrated Holidays

III. Bahamian Cultural Societies and their Traditions

IV. Regional Influence on Bahaman Culture

V. The Role of Culture in Family life

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL PRACTICES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Define culture, ancestors 2. Identify the two historical events that are still apart of Bahamian culture. 3. Discuss how these two historical events have influenced Bahamian Culture.	Culture is often defined as a way of life. The Usborne Atlas of the World defines culture as the shared ideas, belief and values of a group of people. Many element affect culture and history is one of the main components of our culture. It tells us where we have come from as a people and where we are going. In The Bahamas, our building and ruins tell the story of our cultural roots. In Nassau, the Vendue House now referred to as the Pompey Museum is proof that many of today’s Bahamians are likely descendants of Motherland Africa.	• Draw the first slave villages of the Bahamas. • Read stories about past cultures in The Bahamas and compare them to the culture of today. • Write a composition on culture. Discuss how cultural values have change and remain the same over the years.	Bahamian History Book 1 Preserving Our Heritage Series	Mini Project Guidelines - Interview an elder in your family or in your community. Discuss life growing up in their time (1960’s). Document some of the interesting things they did during that time. Write the interesting things you do now. Discuss how both interests may be the same or different. Identify things they did you think you might like to do now.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL PRACTICES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	It is the communities of Bain and Grants Town, Fox Hill, Adelaide and Gambier Village established the first slave communities in The Bahamas and today the simple houses and life style still exist. In these communities, although a modern flavor is evident, just as obvious are the cotton plants and native fruits can be seen in the yards of the Bahamians. The original native foods, fruits and artifacts are still sold Bahamian style via stalls and vendors along the road side. Products like dilly, sugar apples, okras, guineps and tamarind not sold in the large food stores can be found seasonally in these communities.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: **CULTURE AND HERITAGE**

BENCHMARK/STANDARD: **CULTURAL PRACTICES**

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The slave ruins in Cat Island - Deveaux Plantation, the Rolleville Plantation in Exuma and the Farquharson’s Estate in San Salvador are evidence of the slave influence in our culture. On our family islands the simple life style of the first slave communities may be more prevalent. Many continue to use the old slash and burn farming method to grow crops for sale in Nassau. On many islands, a packing house exists to collect the produce and ship them to Nassau. The farms are paid for their produce which is sold in food stores in Nassau. Many Islanders have also developed the skill of bottling produce to make preserves.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL PRACTICES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Tomatoes, lime and peppers and even tamarind sources are bottled and sold in the Bahamian market. Many families still maintain animals for the purpose of food. Goats are often killed to ensure that dishes like goat souse, and steamed mutton and grits remain a part of the Bahamian diet. As modernization and the global influence become more accepted in these communities, this beautiful aspect of our culture is slowly dying. The Bahamas is a country surrounded by water. Many people enjoy a vibrant fishing cultural experience. Although the sponger man of the sixties no longer, today the fishermen can be seen on docks, with the communities and along the road side.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL PRACTICES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	This aspect of our cultural identify has grow and matured over the years. The fisherman that once rode through the community peddling his fish no longer exists. Today’s Bahamian visit docks and stalls in the community to purchase the catch of the day. As we watch the parliamentary channel or listen to the radio station, the British elements that tell of the colonial years are visible today. Our political culture still holds tight to its British roots. The House of Assembly, Senate and the fact that we have a Governor General, speaks to our British culture.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL PRACTICES

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Public Buildings like the Princess Margaret Hospital (PMH) and historical sites like the Queen’s Staircase are all evidence of the value we place on our British roots. Although it is documented that many British residence may have returned to Britain, many Loyalists and other British did not return. Making some of our ancestors linked to British roots. Bahamian surnames can be attributed to the slave owners that once occupied these islands. It was the practice here in The Bahamas that slaves took on the names of their owners.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: JUNKANOO

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	There are many national celebrations in our country that still hold true to their origins. They continue to display the purest elements of our culture. Junkanoo, which has its roots in our slavery, is celebrated nationally twice a year, Boxing Day and New Year’s Day. This celebration combines the elements of dance, music and costumes creating a cultural experience found nowhere else in the world. Over years the years, the changes in costumes, music and dance has enhanced the festival. But the Junkanoo, even after modernization, remains a strong or maybe even a stronger celebration of culture today.			

**CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK**

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL CONNECTIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
1. Compare cultural aspects of the past African culture to the Bahamian culture of today. 2. Compare contrast The Bahamas to various cultures around the world. 3. Identify the main resources these countries offer to the global community. 4. Discuss how countries use their resources to build economies.	Different countries have different cultures. But they may share some aspect of your countries culture. We use location, population, government, festivals, resources and history to compare countries around the world to our country. Countries compared are Japan, Australia, Brazil, Switzerland and Africa. Located in different regions around the world, there are many differences but there are also amazing similarities. <u>Africa</u> lies to the east of the Bahama Islands on the other side of the Atlantic Ocean. Africa extends nearly twelve million square miles. It is a continent made up of many nations.	• Create Comparison Webs • View and listen to music, video of different culture. • Group: research and presentation on a different country.	Primary Social Studies Bk. 6 Tracy Thompson COB Article <u><i>Our Story as Bahamians</i></u>	Worksheet

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTRAL CONNECTIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Africa offers an array of rivers deserts, lakes, mountains, grasslands and forests. Today’s Bahamian descends from the Kongo Kingdom which lay south of the Kongo River. This tribe shares a common understanding with the Bahamian culture. Both cultures share understanding that people should relate to one another. Both cultures insist that children should respect and yield to elders, and strangers should be treated with unwavering hospitality. East of the continent Africa is the continent, island, country of <u>Australia</u>. Although in different hemispheres, the same line of latitude that runs through The Bahamas also runs through the northern part of Australia.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL CONNECTIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	The life style of the Aborigines people of Australia resembles that of the Lucayans that lived in The Bahamas long ago. West of Africa is the continent of South America. Covering half of that continent is the country of <u>Brazil</u>. Brazil is known for its cultivation of Coffee, rainforest and carnival. The carnival celebrations seem to mimic our Junkanoo, as groups compete for prizes. Costumes, dancers and set the theme for the parade are participants take to the streets late at night until early the next morning. Moving North west off South America in the Pacific Ocean lay the islands of <u>Japan</u>. Like The Bahamas, this country is made up of many islands.			

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

STRAND: CULTURE AND HERITAGE

BENCHMARK/STANDARD: CULTURAL CONNECTIONS

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	RESOURCES	ASSESSMENT
	Unlike the Bahamas, Japan has few natural resources therefore depend heavily on manufacturing as its major industry. The Bahamas imports lots of its cars, watches and electronics.			

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	PAGE NUMBERS
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
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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
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3	4. Majority Rule Independence	189 - 194
1	5. Oceans and Continents of the World	195 - 198
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1	9. Types of Government	203
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2	12. Enforcing the Law	212 - 219

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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
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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	Neighborhood/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 Crawlins - 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'Scrape - 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 withthis 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 AnndraAlday, 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 walkint'rough di alley
Walkint'rough di alley
Walkint'roughdi 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.....?
EenaMeenabuskareena?
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 byEddie Minis

CHORUS

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

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.
ByeByechoochoo 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 anuddersauchiss
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 stick 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
Nowhere 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 walkint'rough di alley

Walkint'rough di alley

Walkint'roughdi 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 gamewas 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"]

(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."

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

Map of the World



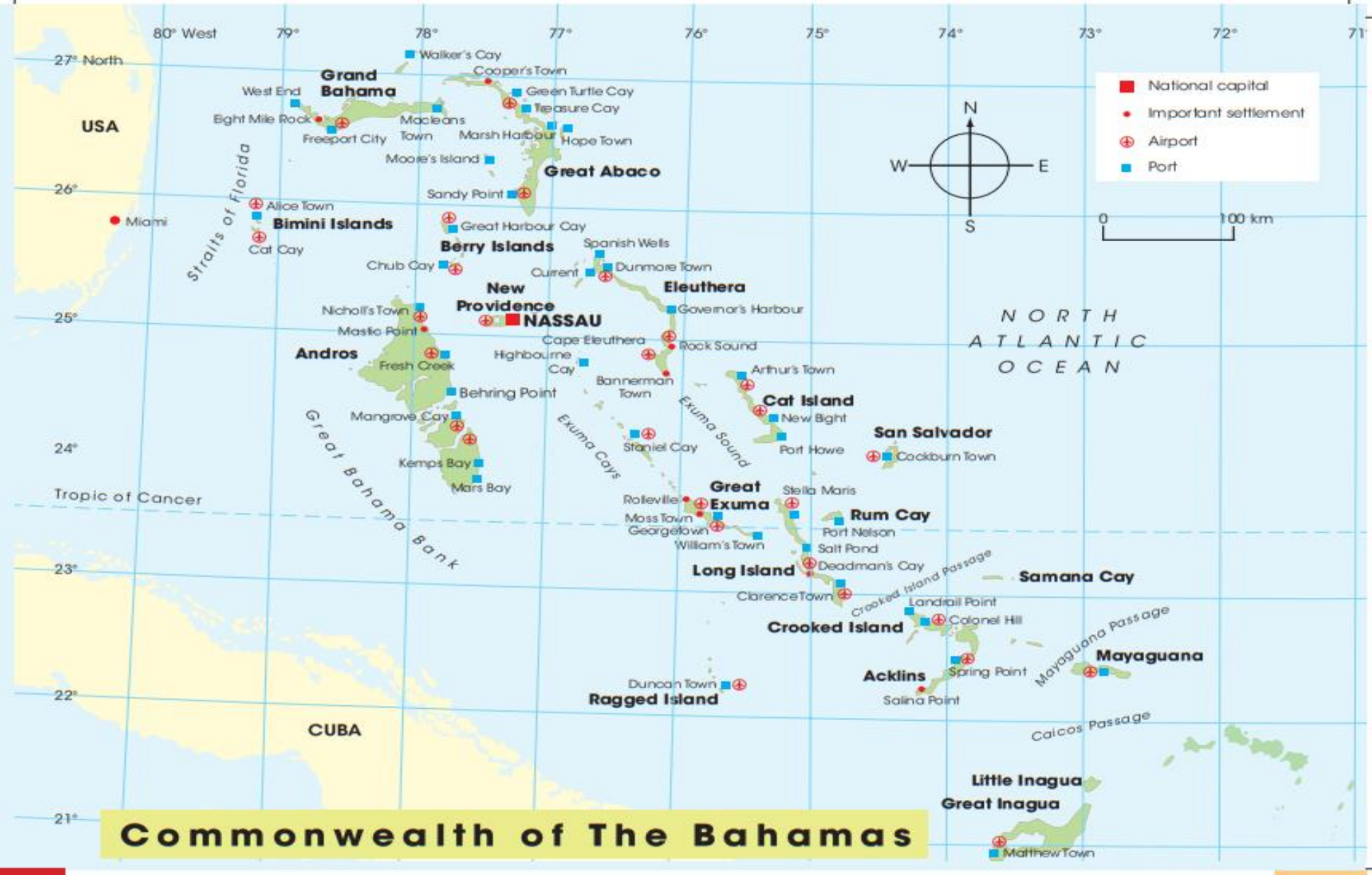
Source: 2012 Encyclopedia Britannica, Inc
<https://www.pinterest.com/pin/485192559829401548/>

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



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