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INTRODUCTION

The National Council for Social Studies in the summary of their report on Early Childhood/Elementary Social Studies¹ stated, “If young people of this nation [U.S.A.] are to become effective participants in a democratic society, then Social Studies must be an essential part of the curriculum, in the early childhood/elementary year . In a world that demands independent and cooperative problem solving to address complex social, economic, ethical and personal concerns, Social Studies is as basic for survival as reading, writing and computing. Knowledge, skills and attitudes necessary for informed and thoughtful participation in society require a systematically developed program that focuses on concepts from History and the social sciences.” The situation for the students of St. Martin is no different. Our society is in a state of increasing social and technological change. The Social Studies curriculum is crucial if we expect the students to become active, responsible citizens with the democratic values on which this island nation is based. The ability to make personal and socially productive decisions does not happen automatically. It requires the knowledge, skills and attitudes introduced through the Social Studies program.

Social Studies is the study of political, economic, cultural and environmental aspects of society in the past, present and future. Social Studies equips the students with the knowledge and understanding of the past which is necessary for coping with the present and for planning the future. It also enables them to understand and participate effectively in their world and explain their relationship to others. The goals of the Social Studies curriculum is to:

- Foster attitudes that help students to become responsible and productive members of society;
- Develop organizational, cognitive and social skills;
- Ensure that the knowledge which each citizen needs is acquired.

In this curriculum the attitudes that need to be fostered are:

- Self concept and reliance

¹Taken from ‘Social Studies for Early Childhood and Elementary School Children: Preparing for the 21st Century. Retrieved from <http://www.socialstudies.org/positions/elementary> . 7/5/2010

- Social responsibility and caring for others
- Good citizenship and respect for the law
- Recognition and respect for the beliefs, customs and rights of others
- A willingness to critically examine and appraise the ideas and values of others
- Respect for the environment and recognition of the need for conservation

While the skills that need to be taught include:

- Collecting, evaluating and using information
- Comparing, organizing, classifying and presenting information and ideas
- Articulating ideas intelligently
- Listening attentively to the ideas of others
- Memorizing key information
- Forming theories and generalizations from data
- Forming a conclusion after reviewing information on a topic
- Reading, drawing and using maps and diagrams
- Making and displaying models
- Sequencing events on a timeline
- Sharing tasks during group work

Many of the skills that need to be developed are reinforced in other domain areas, hence making Social Studies the ideal vehicle for providing themes for an integrated approach to learning. A strategy that is recommended for developing Social Studies themes is the Project Approach. This should be undertaken at least twice per school year. Group work is essential if the students are to develop citizenship skills, such as seeing others' points of view, accepting responsibility and dealing with conflict. The ability to understand democratic norms and values (justice, equality etc.) in the context of family, classroom and community, enables the student to transfer this knowledge to the nation and the world.

The curriculum is based on the principle of 'expanding horizons'. Cycle I focuses on the student, the family, neighbourhood and community and Cycle II on economics, geography, government and citizenship, history and people and culture in different regions. The focus in Year 1 (Group 5) is St. Martin; Year 2 (Group 6) – the Netherlands Antilles and Aruba; Year 3 (Group 7) – The Caribbean and Year 4 (Group 8) – the World.

The writers of this Social Studies curriculum hope that this document provides the teachers with enough information to plan meaningful Social Studies sessions for their students. It is to be used as a guide for creating interesting, vibrant and fun-filled lessons.

SOCIAL STUDIES

CITIZENSHIP

Standards

DOMAIN A: The Individual, Development and Identity (History):

2 The student understands and knows how to use historical sources for research.

DOMAIN A: The Individual, Development and Identity (Civic):

3 The student understands what his/her rights, obligations, and responsibilities are.

DOMAIN B: Groups and Institutions:

6 The student understands the importance of values and standards of society.

DOMAIN D: Culture and a Multicultural Environment:

#13 The student understands that culture and a multicultural environment in the Netherlands Antilles are not independent of each other, but are embedded in a broader relationship.

#14 The student can recognize and explain the multicultural environment in the Netherlands Antilles.

DOMAIN F: Democratic Structures and Processes:

#17 The student can assess critically the values of democratic basic rights, generally as well as for the prevailing political system.

DOMAIN H: Time, Continuity and Change: #22 The student knows in broad outline the most important historical and present day developments of our islands.

#23 The student understands that historical sources can be contradictory or differ from each other.

#24 The student is able to place periods and events from history on a time table and is able to use indicators of time and periods.

Essential Understandings

- Citizenship is a basic human right.
- Citizenship identifies a person as a member of a country, state or other political community.
- Citizenship can be obtained by birth, lineage or naturalization.
- Citizenship is determined by the laws of the state of the political community in which one lives.
- A citizen has certain rights, privileges and responsibilities.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<ol style="list-style-type: none"> a) Define citizen b) Identify how citizenship is acquired c) List the required legal documents that citizens must have Identify and explain the citizen's: <ol style="list-style-type: none"> Rights/Privileges Responsibilities Demonstrate good citizenship Identify and demonstrate respect the symbols of our country 	Definition of a citizen/citizenship Rights/privileges – to vote; to have basic human needs met; to be protected; freedom of expression, assembly religion and association; equality Responsibilities of a citizen – obey the laws of the land; to vote during an election; military service Why rights and responsibilities are important to the country, nation Respect for national symbols (e.g. flag, song, coat of arms) Skills Communication Critical thinking	Citizen, national, subject, community, state, kingdom, nationality, rights, privileges, responsibilities, maternal, paternal, birth, allegiance, residence Non-national, alien, foreigner, stranger, immigrant Birth, descent, naturalization, dual citizenship, voluntary, renounce/renunciation, consulate Citizenship, status, passport, identification card (ID), expiration date Privileges/Rights – vote, human needs, protection, minorities, indigenous people, freedom of speech, religion, equality, declaration, charter Responsibilities – obedience, cast ballots, public office, military service, government, elected officials, productive, respect, concern, cooperation, resources,	The teacher records when a student: <ul style="list-style-type: none"> • Defines citizen/citizenship • Identifies the rights, privileges and responsibilities of citizens • Demonstrates examples of good citizenship • Identifies and demonstrates respect the symbols of our country

	Problem solving Research	environment, community service Patriotism, symbols	
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Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>1A.</p> <ul style="list-style-type: none"> • Research and discussion • <i>Curricular Link – Mathematics</i> Conduct a survey to see how many children hold citizenship of the same country/state, have dual citizenship, no citizenship • Discuss the difference between citizenship and nationality • Ask a legal advisor, lawyer, civil servant (from the Office of the Lieutenant Governor) to speak to the students about Dutch citizenship • Visit the Civil Registry and/or study it through the Project Approach <p>2A.</p> <ul style="list-style-type: none"> • <i>The teacher helps the students to distinguish between wants, needs and rights.</i> Let the students brainstorm things that they want. <ul style="list-style-type: none"> • After each group has presented their Charter of Rights, the students vote on which rights will 	<p>1A.</p> <ul style="list-style-type: none"> • Students form small groups. Each group is given a word to define, e.g. citizen, national, resident, non-national, non-citizen, alien. After a given time, two groups with synonyms e.g. citizen/national, compare and contrast their definitions and report using a graphic representation (<i>Mathematics and Science and Technology Links</i>) • Groups of students can be given different countries and research the laws on citizenship. Groups can then classify the countries according to how citizenship can be obtained. • Let the students interview an indigenous citizen, a naturalized citizen, a non-national, a resident who has Dutch and French nationality and create questions to ask them such as: <ul style="list-style-type: none"> ○ How do you feel about St. Maarten? ○ What does being/not being a Dutch citizen mean to you? ○ Why/How did you become a Dutch citizen? <p><i>Curriculum Link – Language and Communication</i></p> <ul style="list-style-type: none"> • Compare and contrast different passports and/or identification cards. The students can also create their own class/school passport. <i>The teacher discusses with the students the importance of the passport/ID card, care of the passport and uses of the passport.</i> <p>2A.</p> <ul style="list-style-type: none"> • In small groups, the students can create their own Charter of Rights for their classroom. 	<p>Computers with Internet <u>Web Sites</u> United States Office of Personal Management Investigations Service - <i>Citizenship Laws of the World</i> http://web.archive.org Education for Global Citizenship, A Guide for Schools www.oxfam.org/uk</p> <p>Posters of the UNESCO Declaration of Human Rights and The Rights of</p>

<p>be included in the final class charter. For each right they write the accompanying responsibility. E.g. <i>We have the right to learn and the responsibility not to prevent others from learning.</i></p> <ul style="list-style-type: none"> • Show a video clip, read a newspaper article or interview someone who has been a victim of theft. The class can discuss the effect of theft on the victim, (<i>Some students may have had their home burglarized</i>), the offender, the law, and the consequences of breaking the law. • Use the story of ‘Goldilocks and the Three Bears’ or any other suitable story and discuss it from the point of view of the bears being victims of vandalism and theft. • Discuss how a responsible citizen cares for the environment and organize or take part in a community clean-up campaign • Organize a mock election after researching the electoral process and/or follow a local election • Let the students discuss the consequences of lack of respect for 	<ul style="list-style-type: none"> • In small groups review the list of wants and decide if some of them are needs. They also add other needs they can think of. When they have listed the needs they can extract all the needs which are shared by every human being and list them as human rights. <i>Help the students to understand that rights come with responsibilities e.g. citizens have the right to vote and they have the responsibility to cast their vote during elections. (Older students can discuss the ‘Universal Declaration of Human Rights’ and the Declaration of the Rights of the Child (available from the UNESCO web site)</i> <p><i>Curriculum Link – Science and Technology Create a poster using ICT</i></p> <p><i>Curriculum Link – Philosophy of Life</i></p> <ul style="list-style-type: none"> • The students can collect articles from the newspapers that show infringement of human rights and discuss them. They can also discuss what their responsibilities are if they see another student being treated unfairly in school, e.g. being bullied. <p><i>One of the responsibilities of a citizen is to obey the laws of the country. During this topic a discussion can be held as to why rules and laws are important.</i></p> <ul style="list-style-type: none"> • Project – Citizen City² <ul style="list-style-type: none"> • Ask the students to create a symbol for a community helper which they would like to be. Have a community council meeting and let each person talk about what they have been doing. Make a list of professions on the chalk board. <i>The teacher can also add professions.</i> • <i>The teacher prompts question to promote discussion, e.g. What would happen if there were no teachers?</i> 	<p>the Child</p> <p>Newspapers, magazines</p> <p>Bulletin Board, coloured paper, tape, glue, scissors, rulers, pencils, cut out paper houses, markers</p>
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² Adapted from Democracy Project Retrieved from <http://pbskids.org/democracy/parentseducators/citizenshipcity.html>

<p>school property. The teacher can use examples of vandalism that has occurred at one of the schools. Let the students discuss what happens after the vandalism occurs and the effects of vandalism. The students can develop an action plan to curtail vandalism in their school.</p> <p><i>Curriculum Link – Mathematics</i> Let the students calculate the cost of replacing items that were vandalized or stolen.</p> <p>3A.</p> <ul style="list-style-type: none"> • The students can discuss and define the term ‘good citizen’ They can then give examples of when they exhibited good citizenship. • Identify local citizens who have contributed to the good of the community. If they are alive, interview them. If not, research their life. Present the information to the class. 	<p>What other community helpers can you name?</p> <ul style="list-style-type: none"> • What do good citizens and good neighbours do to help each other? • Students can gather in small groups to make definitions for <i>citizen</i> and <i>community service</i>. • Each child will be given a small paper house to decorate and place their name on. On the back of each house the student must write their own ‘Community Pledge’ which is how they plan to fulfill a community responsibility, e.g. cleaning a street in their community, donating goods. The completed ‘houses’ will become part of a ‘Citizenship City’ bulletin board. • The students will form groups to carry out some form of community service. • They can also make stickers, buttons, flyers to distribute throughout the community to encourage others to participate in community events that benefit others or the less fortunate. <p>• Divide the students into groups and let them research National symbols including the Flag. Let them present their information to a Cycle I class.</p> <p>3A.</p> <ul style="list-style-type: none"> • Each student or group of students can identify two or three specific actions that he or she can accomplish to demonstrate good citizenship. 	<p>Examples of Items for a Good Citizenship Survey³</p> <ul style="list-style-type: none"> ○ I was friendly to a child from a different country. ○ I helped clean a beach. ○ I helped to pass out voter flyers. ○ I collected used toys and clothes for children in the Children’s home. ○ I walked away from a fight. ○ I said, “No!” when a friend asked me to steal. ○ I wear my seat belt when I sit in the car. ○ I obey traffic rules when I ride my bicycle.
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³ Adapted from ‘20 Ideas for Teaching Citizenship to Children’ by Leah Davies, M. Ed Retrieved 28th June, 2010 from <http://www.kellybear.com/teacherarticles>

GLOSSARY

Alien	A non-naturalized resident living in a country that is not of his/her birth
Allegiance	The loyalty that citizens owe to their country
Cast a ballot	To indicate one's choice on a document used by voters to indicate their vote in an election or electoral event
Charter	A document incorporating an institution and specifying its rights
Citizen	A person who is a member of a country or state either through birth, parentage, place or having been made a member by law; Citizens have certain rights and responsibilities
Citizenship	Citizenship is the state of being a citizen of a particular social, political, or national community
Community	A group of people living in a particular local area
Community service	A service that is performed for the benefit of the public or its institutions
Concern	A feeling of sympathy for someone or something
Consulate	An office of a government in a foreign city that oversees the distribution of visas and provides assistance to nationals
Cooperation	Joint operation or action; the practice of cooperating
Declaration	Statement that is emphatic and explicit (spoken or written); announcement: a formal public statement
Descent	Hereditary derivation; lineage
Dual citizenship	The status of an individual who is a citizen of two or more nations
Elected official	An official who won the office in a free election

Environment	The area / surroundings in which something exists or lives
Equality	A state of affairs in which all people within a specific society or isolated group have the same status
Expiration/expiry date	The last date on which the rights attached to an option may be exercised
Freedom of speech	The freedom to speak without censorship and/or limitation
Government	The group of people in charge of ruling or managing a country, state, city or other place
Human needs	The elements required for survival, normal mental and physical health, e.g. food, water, shelter, protection from environmental threats, love
Identification card	An identity document (also called a piece of identification or ID) is any document which may be used to verify aspects of a person's personal identity
Immigrant	A person who comes to a country where they were not born in order to settle there
Indigenous people	The original inhabitants of an area and their descendants; any ethnic group who inhabit a geographic region with which they have the earliest known historical connection
Kingdom	
Maternal	Relating to or derived from one's mother
Military service	Service by an individual or group in an army, whether as a chosen job or as a result of an involuntary draft
Minority	Any subgroup that does not form a numerical majority
National	Relating to or belonging to a nation or country

National symbol	A symbol intended to unite people by creating visual/verbal representations of the national people, values, goals, They are designed to be inclusive and representative of all the peoples of the national community, e.g. flag, coat of arms, motto, national colours /song
Nationality	The status of belonging to a particular nation by birth or naturalization
Naturalization	The process of granting full citizenship to one of foreign birth
Non-national	A person who is not a national of the country in which he/she resides
Passport	A document issued by a country to a citizen allowing that person to travel abroad and re-enter the home country
Paternal	Relating to or derived from one's father
Patriotism	
Privilege	A special entitlement granted by a government or other authority to a restricted group, either by birth or on a conditional basis
Productive	Yielding positive results
Protection	The activity of protecting someone or something
Public office	A position or occupation established by law or by the act of a government body, for the purpose of exercising the authority of the government in the service of the public
Renounce	To give up
Renunciation	An act (spoken or written) declaring that something is surrendered or disowned
Residence	The place or country where one lives
Resident	A person who lives and works in a particular place and is not a visitor

Resources	Available source of wealth; a new or reserve supply that can be drawn upon when needed; <i>natural resources</i> are supplied by nature
Respect	Behaviour intended to please; a positive feeling of esteem for a person or other entity; an attitude of admiration or esteem
Responsibility	Something that one is supposed to do or take care of
Rights	What is demanded by law, justice or one's conscience; that which is due to anyone by just claim, legal guarantees, moral principles
State	The territory occupied by a nation; a set of institutions that possess the authority to make the rules that govern the people in one or more societies
Status	A set of social conditions or relationships created and vested in an individual by an act of law
Stranger	Anyone who does not belong in the environment in which they are found
Subject	A person who owes allegiance to a nation or country
Symbol	Something representing something else by association resemblance or convention
Voluntary	Done by choice; not forced or compelled
Vote	To express one's preference for a candidate, a measure or a resolution

CHECKLIST FOR CITIZENSHIP

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Define citizen													
Identify how citizenship is acquired													
List the required legal documents that citizens must have													
Identify and explain the rights/privileges of a citizen													
Identify and explain the responsibilities of a citizen													
Demonstrate good citizenship													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Define citizen		I⁴	D³	M³		Identify and explain the rights/privileges of a citizen			I	D	M
Identify how citizenship is acquired			I	D	M	Identify and explain the responsibilities of a citizen			I	D	M
List the required legal documents that citizens must have		I	D	D	M	Demonstrate good citizenship	1	D	D	D	M

⁴ I = introduce; D = develop; M = mastery

SOCIAL STUDIES

INSTITUTIONS

Standards

DOMAIN A: The Individual, Development and Identity (History):

- # 1 The student understands and knows how to place individual and historical periods on a time line and knows how to use time and time periods
- # 2 The student understands and knows how to use historical sources for research.

DOMAIN B: Groups and Institutions:

- # 4 The student understands and can explain certain aspects of groups and institutions in our community.

DOMAIN D: Culture and a Multicultural Environment:

- #13 The student understands that culture and a multicultural environment in the Netherlands Antilles are not independent of each other, but are embedded in a broader relationship.
- #14 The student can recognize and explain the multicultural environment in the Netherlands Antilles.

DOMAIN H: Time, Continuity and Change: #22 The student knows in broad outline the most important historical and present day developments of our islands.

- #23 The student understands that historical sources can be contradictory or differ from each other.
- #24 The student is able to place periods and events from history on a time table and is able to use indicators of time and periods.

Essential Understandings

- Institutions are an essential part of society.
- Institutions change over a period of time.
- Institutions can be customs and traditions that are important to society, formal organizations of government or public service and a place such as a hospital

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>5. Define ‘institution’</p> <p>6. Identify and list types of institutions found in the community</p> <p>7. Examine the formation of institutions</p> <p>8. Explain the role of institutions</p> <p>9. Explain how the various institutions affect their lives and influence their thinking</p>	<p>Definition of institution</p> <p>Identification of the types of institutions</p> <p>History and formation on institutions</p> <p>Roles of institutions:</p> <p>* <i>ensuring respect of human rights</i></p> <p>* <i>determining kinship</i></p> <p>* <i>transmitting knowledge, culture, customs</i></p> <p>* <i>regulating the use of power</i></p> <p>* <i>regulating the distribution of goods and services</i></p> <p>* <i>regulating the relationship to the spiritual</i></p> <p>Effect of institutions on daily life and behaviour</p> <p style="text-align: center;">Skills</p> <p>Communication</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Research</p>	<p>Institution, organization, custom, tradition, government, public service</p> <p>Types – marriage, family, religious, educational, medical, legal, penal, military, political, service clubs, mass media, financial, economic, scientific, corporations/factories, cultural/aesthetic, governmental</p> <p>Formation – structure, constitution, shareholder, shares, membership, board, president, superintendent, director, CEO (chief executive officer), manager, council</p> <p>Role – service, human needs, law enforcement, control of behaviour patterns, education, socialization, rehabilitation, trade</p> <p>Effect – rules, laws, rights, responsibilities</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Defines ‘institution’ • Identifies and lists types of institutions found in the community • States how institutions are formed • Explains the role of institutions • Explains how the various institutions affect his/her life and influence his/her thinking

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>5 - 9A <i>Much of this topic will be built on what was learnt in Cycle I as they studied community helpers. The teacher will access the students' knowledge and decide which individual or group of institutions will be studied.</i></p> <ul style="list-style-type: none"> • The students will use reference material and Internet to define the term 'institution'. • After deciding on a definition the students will brainstorm and list different institutions. • They will then categorize the institutions listed. 	<p>5 – 9A <i>In this topic the emphasis is placed on researching and gathering information about the local community, territory, or country. Therefore it is recommended that the Project Approach Strategy (see Appendix) is used to facilitate learning. There will be curricular links to other domains depending on the institutions being investigated.</i></p> <p>The students will be grouped according to what is being studied (an individual institution or group of institutions). The following information must be researched about each institution:</p> <ul style="list-style-type: none"> • Official name and type • Location / type of building housing the institution • History of the institution • Structure of the institution • People who work in the institution • Role and purpose of the institution • How the institution functions • The effect of the work of the institution on the community • How they can relate to and support the work of the institution • The influence that the institution has on their lives <p>Some of the activities that the students will be engaged in:</p> <ul style="list-style-type: none"> • Internet research • Field trips • Interviews • Photography • Multi-media presentations • Creating models, drawings and other art works 	<p>Computer with Internet Digital camera, tape recorders, projectors and other technological aids Libraries Mass media tools Historical resources For teachers-publications about The Project Approach</p> <p>Sample Project Approach curriculum webs (see Appendix) 'A School Like Mine-A unique celebration of schools around the world' UNICEF(www.dk.com)</p>

GLOSSARY

Aesthetic	The study or philosophy of beauty; having to do with the arts
Board	An organized body of administrators
CEO	Chief Executive Officer; the corporate executive responsible for the operations of the firm or company
Constitution	A set of rules for government, often codified as a written document, that enumerates and limits the powers and functions of a political entity
Corporation	A business firm whose articles of incorporation have been approved in some state
Council	An assembly of persons called together for consultation, deliberation, or discussion
Cultural	Relating to the arts and manners that a group favours
Custom	A way of acting that became accepted by many people
Director	A member of a group of persons chosen to control or govern the affairs of an institution or corporation
Economic	Having to do with management of the income and expenditures of a household, private business, community or government
Education	The act or process of gaining knowledge; the knowledge or skill obtained or developed by a learning process
Educational	Having to do with education
Enforcement	To compel observance or obedience; the control of behaviour patterns
Factory	An industrial building where workers manufacture goods or supervise machines processing one product into another

Family	A group of people who are related and who live together
Finance	The management of money, banking, investments, and credit
Financial	Relating to the management of money and other assets
Government	The group of people in charge of ruling or managing a country, state, city or other place
Governmental	Relating to or dealing with the affairs or structure of government, politics or the state
Human needs	The elements required for survival, normal mental and physical health, e.g. food, water, shelter, protection from environmental threats, love
Institution	An organization founded for a specific purpose; an established law, custom, practice, e.g. marriage, church; an establishment consisting of a building or complex of buildings where an organization for the promotion of some cause, is situated
Law	A rule of conduct or procedure established by custom, agreement, or authority
Legal	Authorized by or based on law
Marriage	The state of being united to a person as husband or wife in a consensual and contractual relationship recognized by law
Mass media	Refers to media that are designed to be consumed by large audiences through the agencies of technology
Medical	Having to do with doctors and medicine
Membership	The state of being a member
Military	Relating to or characteristic of members of the armed forces
Organization	A group of people joined together for a particular purpose

Penal	Relating to, or prescribing punishment, as for breaking the law
Political	Relating to your views about social relationships involving authority or power
President	One appointed or elected to preside over an organized body of people, such as an assembly or meeting
Public service	A service that is performed for the benefit of the public or its institutions
Rehabilitation	To restore the good name or reputation; restoration
Religion	A belief or worship of God; A particular system of belief and worship
Religious	Showing devotion to a religion
Responsibility	Something that one is supposed to do or take care of
Rights	What is demanded by law, justice or one's conscience; that which is due to anyone by just claim, legal guarantees, moral principles
Rules	An authoritative regulation for action, conduct, method, procedure and arrangement
Scientific	Having the quality of being derived from, or consistent with, the scientific method
Service	An act of helpful activity
Service clubs	Non-profit organizations where members meet regularly to perform charitable works either by direct hands-on efforts or by raising money for other organizations
Shareholder	One that owns or holds a share or shares of stock; a stockholder
Shares	A part or portion belonging to, distributed to, contributed by, or owned by a person or group
Socialization	The process whereby a child learns to get along with and to behave similarly to other people; to place under government or group ownership or control

Structure	An organization; anything composed of parts arranged together in some way
Superintendent	A person who has the authority to supervise or direct an organization, office etc.
Trade	The act or an instance of buying or selling
Tradition	The practice of passing down customs, beliefs, or other knowledge from parents to their children
Transaction	An exchange of one thing for another

CHECKLIST FOR INSTITUTIONS

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Define 'institution'													
Identify and list types of institutions found in the community													
Examine the formation of institutions													
Explain the role of institutions													
Explain how the various institutions affect their lives and influence their thinking													

SUGGESTED SCOPE AND SEQUENCE⁵

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Define 'institution'			I	D	M	Explain the role of institutions			I	D	M
Identify and list types of institutions found in the community			I	D	M	Explain how the various institutions affect their lives and influence their thinking			I	D	M
Examine the formation of institutions			I	D	M						

⁵ This Scope and Sequence chart is a **guide** . Some pupils in Cycle 2, year I may be able to understand the concept if taught at **an appropriate level**.

SOCIAL STUDIES

GROUPS

Standards

DOMAIN A: The Individual, Development and Identity (History)

2 The student understands and knows how to use historical sources for research.

DOMAIN B: Groups and Institutions:

4 The student understands and can explain certain aspects of groups and institutions in our community.

(Geography)

#5 The student understands the nature, distribution and migration of human populations.

DOMAIN D: Culture and a Multicultural Environment:

#13 The student understands that culture and a multicultural environment in the Netherlands Antilles are not independent of each other, but are embedded in a broader relationship.

#14 The student can recognize and explain the multicultural environment in the Netherlands Antilles.

DOMAIN E: Economic Processes and Structures:

#15 The student can describe and explain essential and important developments of the economy.

#16 The student can describe and explain some aspects of labour.

DOMAIN H: Time, Continuity and Change: #22 The student knows in broad outline the most important historical and present day developments of our islands.

#23 The student understands that historical sources can be contradictory or differ from each other.

#24 The student is able to place periods and events from history on a time table and is able to use indicators of time and periods.

Essential Understandings

- Many different ethnic and cultural groups form our society.
- The groups came at various times from different countries and islands.
- People or groups migrate for diverse reasons
- Migration often leads to changes within the host community
- Migration affects the life of the individual families.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>10. Identify and describe the life of the earliest inhabitants of St. Martin⁶ and neighbouring Caribbean islands</p> <p>11. Compare and contrast groups that migrated to St. Martin at different time periods</p> <p>12. Demonstrate an understanding of modern migratory patterns</p> <p>13. Describe the positive</p>	<p>The life of the indigenous peoples – Ciboney, Arawaks / Tainos, Caribs</p> <p>Map Skills</p> <ul style="list-style-type: none"> • Identifying countries on a globe or a variety of maps • Use of cardinal points to locate places • Locate continents and oceans on a map • Use a map scale to ascertain distance between places • Map the journeys of migrants • Use a map to show where migrant settlements were located <p>Groups of peoples who came to live in St. Martin and other Caribbean islands</p> <ul style="list-style-type: none"> • Europeans – Spanish, French, English, Dutch, Portuguese, Danish etc. • Jews • Africans • Indians / Chinese • Lebanese / Syrians <p>Reasons/ Effects /Influences of migrants</p>	<p>Amerindians, Ciboneys, Tainos, indigenous people, pottery, archaeologists, settlements, mainland, Orinoco River, Lesser/Greater Antilles</p> <p>Arawaks - manioc, cassava, pepperpot, agouti, rodent, maniocou, bohio, cacique, zemi, duho, hammock</p> <p>Caribs – carabet, ouboutou, roucou dye, canoua, couliana, cannibal</p> <p>Europeans – Columbus, New World, Spanish, French, English, Dutch</p> <p>Africans – slavery, Slave Trade, plantations, triangular trade, Middle passage, Emancipation</p> <p>Indians / Chinese / Portuguese – immigrants, contract workers, indentured labourers,</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Identifies and describes the life of the earliest inhabitants of St. Martin and neighbouring Caribbean islands • Compares and contrasts groups that migrated to St. Martin at different time periods • Demonstrates an understanding of modern migratory patterns • Describes the positive

⁶ St. Martin refers to the whole country

and negative effects of migration on the host society	Skills Communication; Critical thinking Problem solving; Research Map reading	Colonialism, independent, autonomy, ethnicity, culture, languages, clothing, festivals, agriculture, tourism, religion, architecture	and negative effects of migration on the host society
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Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>10A Curriculum Link ICT</p> <ul style="list-style-type: none"> Compare and contrast the Carib & Arawak lifestyles, then compare and contrast their lifestyle with life today. Take part in the annual Arrowroot Jollification held by the Nature Valley Colombier Association, St. Martin or invite a representative of the organization to speak about the use of cassava. <p>11A</p> <ul style="list-style-type: none"> Field trips to museums to research information about each group Field trips to St. Eustatius, Bonaire and Curacao to see sites where these groups lived <p>12A /13A</p> <ul style="list-style-type: none"> Visit the Civil Registry and Central Bureau of Statistics to find out information about the different ethnic groups that are living in and have migrated to St. Martin during the nineteenth, twentieth and twenty-first 	<p>10A</p> <ul style="list-style-type: none"> Look at a world map and a Caribbean map and trace the journeys of the Amerindians from across continents to the Caribbean. Older students can draw their own maps showing the journeys. <i>Curriculum Link – Language and Communication</i> Pretend you are an Arawak or Carib. Write about one day in your life. <i>Curriculum Link – Visual Arts</i> Build an Amerindian settlement Research and then cook foods that Arawaks ate. <p>11A</p> <ul style="list-style-type: none"> Small groups can undertake mini-projects and research the following <ul style="list-style-type: none"> Time period when each group arrived in St. Martin / Caribbean Major events in their history Historical and cultural contribution of the group The influence of each group on life today Evidence of the group’s presence in St. Martin / Caribbean <p>12A / 13A</p>	<p>Computer with Internet World Map Caribbean Maps</p> <p>‘The Caribbean People’ Book One, Two Three by Lennox Honychurch published by Nelson Caribbean</p> <p>Carlong Primary Social Studies ‘Caribbean Neighbours Year 5’ by Sybil Leslie, Jennifer O’Sullivan-Sirjue and Sonia Robinsin-Glanville</p> <p>‘St. Martin Yesterday Today’ by Jose Speetjens</p> <p>‘In Search of St. Martin’s Ancient Peoples Prehistoric Archaeology’ by Dr. Jay B. Havisier</p>

<p>centuries.</p> <ul style="list-style-type: none"> • Create a time line showing the arrival of the different groups. • Compare the cultures of the migrant groups and discuss similarities and differences between migrant cultures and the culture of the host country. • Debate whether the host country has adopted some of the cultural practices of the migrants. • Debate whether the migrants have assimilated the cultural practices of the host country. 	<ul style="list-style-type: none"> • Interview recent migrants and find out their reasons for migrating to St. Martin. Compare and contrast the responses and tabulate the results. • <i>Curriculum Link – Language and Communication</i> Write about a personal experience of migration or Write from the perspective of family members, friends or neighbours. • List the positive and negative effects of migrant groups on the host society. (<i>Link -Topic Citizenship</i>) 	<p>‘History of Sint Maarten and Saint Martin’ by Dr. J. Hartog</p> <p>‘Golden Rock - The First Indian village on St. Eustatius’ by St. Eustatius Historical Foundation</p> <p>‘St. Maarten, Saba, St. Eustatius’ by Dr. J. Hartog</p>
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GLOSSARY

Africans	The people of Africa
Agouti	Agile long-legged rabbit-sized rodent of Central America and South America and the West Indies
Agriculture	The science and business of raising crops and farm animals
Amerindians	The indigenous peoples of the Americas are the pre-Columbian inhabitants of North, Central, and South America; the descendants of the Amerindians and many ethnic groups who identify with those peoples
Arawaks	The first inhabitants of the Antilles
Archaeologist	A person who studies the way humans lived long time ago
Architecture	The science, art or profession of designing buildings
Autonomy	The capacity of a system to make a decision about its actions without the involvement of another system or operator
Bohio	Small square houses thatched with palm
Cacique	The chief of the <i>Arawaks</i>
Cannibal	A person who eats human flesh
Canoua	A large <i>Carib</i> canoe, dug out of logs that could hold thirty to forty people
Carabet	Large hut used for meetings by <i>Caribs</i>
Caribs	An Amerindian people whose origins lie in the southern West Indies and the northern coast of South America
Cassava/manioc	A plant; starch made by leaching and drying the root of the cassava plant

Chinese	A native or inhabitant of Communist China or of Nationalist China
Ciboneys	Members of an American Indian people who formerly inhabited the Greater Antilles.
Clothing	Things worn to cover the body
Colonialism	The building and maintaining of colonies in one territory by people from another territory
Columbus	A navigator, colonizer, and explorer from Genoa, Italy, whose voyages across the Atlantic Ocean led to general European awareness of the American continents in the Western Hemisphere
Contract workers	Contract workers are hired to perform specific functions in a contractual relationship and usually for a defined period of time
Couliana	A small <i>Carib</i> canoe
Culture	The arts, beliefs and customs that make up the way of life for a group of people
Duho	A ceremonial stool used by the <i>cacique</i> (<i>Arawak</i> chief) during religious celebrations
Dutch	The people of the Netherlands
Emancipation	Freeing someone from slavery or the control of another person
English	The people of England
Ethnicity	An ethnic group is a group of people whose members identify with each other, through a common heritage that is real or assumed; sharing cultural characteristics
Europeans	Of Europe or the people who were born or live there
French	The people of France

Festivals	Celebrations or holidays
Hammock	A swinging bed hung between two trees or poles
Immigrant	A person who comes to a country where they were not born in order to settle there
Indentured labour	A process of contracting labour for a set time
Independent	Free from external control and constraint;
Indigenous people	Indigenous peoples are any ethnic group who inhabit a geographic region with which they have the earliest known historical connection; the original inhabitants of an area and their descendants
Languages	Spoken or written words
Leeward Islands	The northern islands of the Lesser Antilles chain of islands, part of the West Indies. They are situated where the Caribbean Sea meets the western Atlantic Ocean
Lesser/Greater Antilles	The <i>Greater Antilles</i> are the four largest islands in the northwestern portion of the Caribbean Sea and include Cuba, Hispaniola (Haiti and the Dominican Republic), Jamaica, and Puerto Rico. The <i>Lesser Antilles</i> include the smaller islands of the Caribbean - the Virgin Islands and the Windward Islands and Leeward Islands
Mainland	A continent or the main part of a continent as distinguished from an offshore island
Manicou	This common opossum, is a species living in the area from the south of Mexico to Bolivia
Middle passage	The Atlantic crossing between Africa and the Americas where countless enslaved Africans died en route
Migration	The movement of persons from one country or locality to another
New World	The <i>New World</i> is one of the names used for the Western Hemisphere

Orinoco River	It rises on the western slopes of the Parima Mountains along the border between Venezuela and Brazil. It flows in a giant arc through Venezuela for about 1,700 miles (2,740 km) and enters the Atlantic Ocean near the island of Trinidad. It forms part of the border between Colombia and Venezuela.
Ouboutou	The chief of the <i>Caribs</i>
Pepperpot	A spicy stew
Plantations	An estate where cash crops are grown
Portuguese	A native or inhabitant of Portugal
Pottery	Things made from clay
Religion	Belief or worship of God or gods
Rodent	Relatively small mammals having a single pair of constantly growing incisor teeth specialized for gnawing
Roucou dye	A bright red dye from the annatto tree that was used by the <i>Arawaks</i>
Settlement	A small village or community
Slavery	The practice of owning slaves; the condition of being a slave
Slave trade	The capturing, transporting, buying, and selling of people as slaves;
Spanish	The people of Spain
Tainos	The Taínos were pre-Columbian inhabitants of the Bahamas, Greater Antilles, and the northern Lesser Antilles. It is believed that the seafaring Taínos were relatives of the <i>Arawak</i> people of South America
Tourism	Travel for recreational, leisure or business purposes

Triangular trade Is a historical term indicating trade among three ports or regions, e.g. Slave Trade from Europe-Africa-Caribbean

Windward Islands The southern part of the Lesser Antilles chain of Caribbean islands

Zemi The sacred images of the tribe; god

CHECKLIST FOR GROUPS

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Identify and describe the life of the earliest inhabitants of St. Martin and neighbouring Caribbean islands													
Compare and contrast groups that migrated to St. Martin at different time periods													
Demonstrate an understanding of modern migratory patterns													
Describe the positive and negative effects of migration on the host society													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Identify and describe the life of the earliest inhabitants of St. Martin and neighbouring Caribbean islands		I	D	D	M	Demonstrate an understanding of modern migratory patterns				1	D
Compare and contrast groups that migrated to St. Martin at different time periods		I	D	D	M	Describe the positive and negative effects of migration on the host society			1	D	D

SOCIAL STUDIES CHANGE

Standards

DOMAIN C: Man and the Environment

- # 7 The student understands that all kinds of social phenomena have consequences for the environment.
- # 8 The student can indicate three-dimensional phenomena on a map and name the spreading patterns.
- # 9 The student can name and explain the elementaries of the geology of his island and the other islands of the Netherlands Antilles and Aruba.
- #10 The student can observe, describe and explain the various manmade elements in his own environment.
- #12 The student can read the map of his own island, the region and other countries that are important to us.

DOMAIN G: Technology and Globalization: #19 The students can investigate and explain a number of technological products from his own living environment

- #20 The student understands global developments, technological and environmental issues.
- #21 The student understands and can explain that due to modern means of communication, means of transportation and technology, the interaction between countries has been increased and the world is becoming more and more a global society.

DOMAIN H: Time, Continuity and Change: #22 The student knows in broad outline the most important historical and present day developments of our islands.

- #23 The student understands that historical sources can be contradictory or differ from each other.
- #24 The student is able to place periods and events from history on a time table and is able to use indicators of time and periods.

Essential Understandings

- Change is a part of life.
- There are many different kinds and levels of change.
- Change can be positive or negative.
- Change can be accepted or rejected.
- People develop different strategies to cope with change.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>14a. Identify ways in which change has occurred in their families</p> <p>14b. Describe and tell how these changes have affected their lives</p> <p>15. Give examples of ways in which past events have changed or affected the lives of communities</p> <p>16. Explain how ideas and actions of people in the past have changed the lives of others</p> <p>17. Predict how actions of the present would affect the lives of others in the future</p> <p>18. Describe ways in which technology has influenced their lives</p> <p>19. Explain how past changes are recorded and remembered</p>	<p>Identification of Social Change – personal, family, communal</p> <p>Effects of change on individuals, families, communities, countries</p> <p>Positive / negative change</p> <p>Change management</p> <p>Technology and its impact on daily life</p> <p>Methods of coping with change</p> <p>Map Skills</p> <ul style="list-style-type: none"> • Identify use the symbols, map key, compass rose, and cardinal direction maps to locate places on maps • Identify various kinds of specialized maps and the different purposes of each • Recognize information that specialized maps provide • Interpret and make a grid map <p>Skills</p> <p>Communication; Critical thinking</p> <p>Problem solving; Research; Map reading</p>	<p>Change – social, environmental, technological, personal, family, communal/community, global</p> <p>Effects – consequences, decision making, improvement, transition, economy</p> <p>Environmental, pollution, oil spill, landforms, architectural, mangroves, wetlands, beaches, coral reefs, natural disasters, hurricanes, devastation, resources, depletion, topography</p> <p>Technological change – telecommunications, social networking, Internet</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Identifies ways in which change has occurred in their families • Describes and tells how these changes have affected their lives • Gives examples of ways in which past events have changed or affected the lives of communities • Explains how ideas and actions of people in the past have changed the lives of others • Predicts how actions of the present would affect the lives of others in the future • Describes ways in which technology has influenced their lives • Explains how past changes are recorded and remembered

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>14A</p> <ul style="list-style-type: none"> Discuss with the class changes that may have occurred in the lives of the students. The changes can be grouped; e.g. births/deaths, relocation, family additions and transitions. The students can create concept maps of their feelings about change. <p>15A</p> <ul style="list-style-type: none"> Let the students brainstorm changes that have impacted their communities e.g. demolition of buildings, new buildings (casinos), the effect of hurricanes (Luis), political changes (laws affecting children) etc. Invite or interview a senior citizen (e.g. Neville Lake (Doc); Irene Hodge; Mathias Voges) and ask them to speak about life in St. Maarten when they were young. Comparisons can be made with life today. <p>17A</p> <ul style="list-style-type: none"> The students are to discuss specific events or persons that caused significant changes to the island, Caribbean region or the World. <p>18A</p> <ul style="list-style-type: none"> Help the students to predict how present changes will affect the population in the future. <i>The teacher presents the students with a picture of</i> 	<p>14A <i>When discussing family change, the teacher needs to be sensitive to individual student's social/emotional situations.</i></p> <ul style="list-style-type: none"> Students can create family trees that show deaths as fallen leaves and births as buds. Students can interview family members and record how each felt about a certain change, e.g. birth of a child, and how they prepared for and adapted to the change. Students can write their own feelings in a journal. Students can create family albums that portray major events that impacted the family Students can also make a timeline of major events that changed family life <p><i>If the students are Year 4 students who are moving on to secondary education, the discussion can revolve around preparing for the transition to secondary school. Using the secondary school handbooks, ask the children to research practical information relating to the new schools. Ex-students can be invited to give information about the secondary schools that they attend. Discuss with the students things they are looking forward to and any concerns about the change. Let them think of ways to deal with and/or prepare for things that they are concerned about.</i></p> <p>15A</p> <ul style="list-style-type: none"> Let the students research historical changes e.g. Emancipation of slaves, evolution of tourism, political autonomy and how they affected the daily life of the people of St. Martin. Older students can study the effects of Caribbean or global events (wars) on the lives of people. Results can be presented as a multi-media presentations. Let students ask their parents / grandparents or senior citizens about the games they used to play when they were young. The students can learn how to play the games and then play them. An 'Old Time 	<p>Collected photographs Digital camera Art paper for creating a family tree Journals Example of a time line</p> <p>Photographs of St. Martin in earlier times (available at the museum or library) 'St. Martin in Maps & Prints' by Henry Coomans, Maritza Coomans-Eustatia</p> <p>'Memories of Gold St - Maarten 1945-1960' by Neville Smith</p>

<p><i>a certain area or place in St. Maarten, e.g. Salt Pond and then prompts discussion by asking “What if....” Questions, e.g. What if we filled in more of the Great Salt Pond?(Encourage the students to analyze changes in terms of population and environment)</i></p> <p>18A <i>Curriculum Link – Social and Emotional Development</i></p> <ul style="list-style-type: none"> • Discuss the use of leisure time created by technological advance. <p>19A Students will list the different ways in which past events are recorded and give examples of each;</p> <ul style="list-style-type: none"> • Spoken word – drama, narratives, poems, • Written word - letters, newspapers, magazines • Mass media – CDs, video, telecasts, podcasts 	<p>Games Day’ can be organized.</p> <ul style="list-style-type: none"> • A fashion pageant can be held in which the students dress in clothing of the past. • The students will browse pictures of St. Martin in the past. Then the students can take an island tour and observe how the environment has changed. On return to the classroom they will analyze the changes observed and discuss if they are harmful or beneficial to the environment and population <p>16A</p> <ul style="list-style-type: none"> • Students can interview related persons and/or read about e.g. <ul style="list-style-type: none"> ○ Burning of the Government Building ○ The accomplishments of influential persons e.g. Claude Wathey, Ian Valz ○ Cessation of the salt industry ○ Selling of land for hotel projects and infrastructural changes to discover the effect on the lives of persons living in St. Maarten. <p>18A <i>Curriculum Link – Science and Technology</i> <i>The advent of technological advances has impacted and will continue to impact everyday life. The students will not understand the impact if they do not understand the rapidity of technological innovations.</i></p> <ul style="list-style-type: none"> • The students can be grouped and study certain inventions. Each group can create an illustrated timeline of the invention e.g. television, radio, computer, household appliances, telephone etc. Ask how their lives would be affected if these items were not invented. 	<p>‘Historic Tour Guide Sint Maarten’ by Saskia de Kock of The Sint Maarten National Heritage Foundation</p>
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GLOSSARY

Architectural	Pertaining to the art and science of architecture
Beach	A geological landform along the shoreline of a body of water
Change	To cause to become different; cause a transformation
Community	A group of people living in a particular local area
Communal	Relating to a small administrative district or community
Consequences	Something that logically or naturally follows from an action or condition
Coral reefs	Carbonate minerals structures produced by living animal colonies
Decision making	The cognitive process of reaching a decision
Depletion	The act of decreasing something drastically
Devastation	The state of being decayed or destroyed
Economy	The system of production, distribution and consumption
Effects	The results of an action or event
Environmental	Relating to the external conditions or surroundings
Family	A social unit living together
Global	Involving the entire earth

Hurricanes	A tropical cyclone; a storm system characterized by a large low-pressure centre and numerous thunderstorms that produce strong winds and heavy rain
Improvement	A change for the better; progress in development
Internet	An electronic communications network that connects computer networks and organizational computer facilities around the world
Landform	A natural feature of the earth's surface
Mangroves	Trees and shrubs that grow in saline coastal habitats in the tropics and subtropics
Natural disaster	An event which happens naturally causing a direct or indirect threat to the health and safety of the general public e.g. flood, tornado, volcano eruption earthquake, or landslide
Oil spill	The release of a liquid petroleum hydrocarbon into the environment due to human activity; a form of pollution
Personal	Particular to a given individual
Pollution	An undesirable state of the natural environment caused by contamination with harmful substances as a consequence of human activities
Resources	Available source of wealth; a new or reserve supply that can be drawn upon when needed; <i>natural resources</i> are supplied by nature
Social	Relating to human society and its members
Social networking	A means of communicating and sharing information between two or more individuals on an online community
Technological	Relating to a practical subject that is organized according to scientific principles

Technological change

A term that is used to describe the overall process of invention, innovation and diffusion of technology or processes

Telecommunications

Systems used in transmitting messages over a distance electronically

Topography

The configuration of a surface and the relations among its man-made and natural features

Transition

Passage; the act of passing from one state or place to the next

Wetlands

An area of land whose soil is saturated with moisture either permanently or seasonally

CHECKLIST FOR CHANGE

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Identify ways in which change has occurred in their families													
Describe and tell how these changes have affected their lives													
Give examples of ways in which past events have changed or affected the lives of communities													
Explain how ideas and actions of people in the past have changed the lives of others													
Predict how actions of the present would affect the lives of others in the future													
Describe ways in which technology has influenced their lives													
Explain how past changes are recorded and remembered													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Identify ways in which change has occurred in their families	I	D	D	M	M	Describe and tell how these changes have affected their lives	I	D	D	M	M
Give examples of ways in which past events have changed or affected the lives of communities		I	D	D	M	Explain how ideas and actions of people in the past have changed the lives of others		I	D	D	M
Predict how actions of the present would affect the lives of others in the future				I	D	Describe ways in which technology has influenced their lives		I	D	D	M
Explain how past changes are recorded and remembered		I	D	D	M						

SOCIAL STUDIES

CLIMATE

Standards

DOMAIN C: Man and the Environment

- # 8 The student can indicate three-dimensional phenomena on a map and name the spreading patterns.
- #11 The student can describe the spread of the most important climates on earth.
- #12 The student can read the map of his own island, the region and other countries that are important to us.

DOMAIN I: The Environment:

- #25 The student can describe and explain the interaction between man and the environment.
- #26 The student interacts with the environment in a responsible way.

Essential Understandings

- Climate is the total weather pattern occurring over a period of time in a given place.
- There are different types of climate and climatic zones in the world.
- Earth's climate has been consistently but slowly changing over thousands of years.
- Human behaviour affects the Earth's climate.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>20. Identify the similarities and differences between the climates of different regions</p> <p>21. Read and interpret and diagrams that show what affects climate</p> <p>22. Describe how climate affects people</p> <p>23. Identify regions of the world that are affected by extraordinary climatic conditions</p> <p>24. Tell how people prepare for and adjust to extraordinary climatic conditions</p> <p>25. Explain ‘climate change’ and describe how it affects the environment</p>	<p>Definition of climate</p> <p>Climatic zones / regions</p> <p>Types of climate</p> <p>Effects of Climate on people and the environment</p> <p>Climate Change - global warming, greenhouse effect</p> <p>Map Work</p> <ul style="list-style-type: none"> • Compare and contrast regions on a physical map • Locate continents and oceans on a map • Differentiate between the different types of maps • Use physical and topographical maps to identify features that may impact the weather • Use latitude and longitude to identify climatic zones • Draw ‘free-hand’ maps to show factors that influence the weather • Track hurricanes /cyclones on a map • Locate on a map landforms that influence climate <p>Skills</p> <p>Communication; Critical thinking</p> <p>Problem solving; Research</p> <p>Map reading</p>	<p>Climate – weather pattern, Trade Winds, region/al, latitude, longitude, Northern /Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, equator, degrees (°), temperature, prevailing winds, fronts, depression, landform, altitude, windward side, pressure (high/low), conventional / relief rainfall, topography, dry, moist/ure, humidity, destruction, current, landslides</p> <p>Climatic Zones – polar, temperate, tropical, bodies of water, oceans</p> <p>Maps – physical, climate, economical/resource, topographical, atlas, globe, features, key, symbols, cardinal points, compass rose, scale, coordinates, grid</p> <p>Hazardous weather – hurricane, Saffir-Simpson scale, cyclone, season, tornado, monsoon, flood, drought, heat wave, heatstroke, sunburn, meteorologist</p> <p>Climate change – El Nino, greenhouse effect, global warming, ecosystem, frequency, strength, acid rain, solar radiation, UV rays,</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Identifies the similarities and differences between the climates of different regions • Reads and interprets maps and diagrams that show what affects climate • Describes how climate affects people • Identifies regions of the world that are affected by extraordinary climatic conditions • Tells how people, in his/her own region, prepare for and adjust to extraordinary climatic conditions • Explains ‘climate change’ and describes how it affects the environment

Suggested Experiences																		
Whole Class	Small Group / Centres	Resources																
<p>20A</p> <ul style="list-style-type: none"> Let the students locate climatic regions on a world map. (<i>This can be done on the Internet.</i>) <p>21A</p> <ul style="list-style-type: none"> Let students research factors that affect climate. During hurricane season have the students track hurricanes. <p>22A</p> <ul style="list-style-type: none"> <i>Language and Communication Link</i> Pretend you are in a polar/temperate /tropical zone. Write a journal entry on how the different weather patterns affect you. <i>ICT Link</i> Create a PowerPoint presentation to show how climate affects people. <p>23A</p> <ul style="list-style-type: none"> The students can collect newspaper articles about 	<p><i>This unit integrates with the Science & Technology 'Weather'</i></p> <p>20A</p> <ul style="list-style-type: none"> Give the students a copy of a world map. Let them label each climatic zone with the type of climate and a brief description of each. Choose two countries from different climatic zones and compare and contrast the weather conditions. Let the students complete a chart⁷ about several cities. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Name of Place</td><td></td></tr> <tr><td style="text-align: center;">Name of Country</td><td></td></tr> <tr><td style="text-align: center;">Continent</td><td></td></tr> <tr><td style="text-align: center;">Climatic Zone</td><td></td></tr> <tr><td style="text-align: center;">Weather Conditions</td><td></td></tr> </table> <p>21A</p> <ul style="list-style-type: none"> Small groups of students can create posters which show the prevailing winds and ocean currents that affect the Caribbean region. Students research and discuss how relief rainfall affects the weather. After doing the research, they can make a diorama to show how it occurs. <p>22A</p> <p>Divide the class into small groups. Each group can tabulate the effects of the different climates on daily life e.g. recreation, clothing, housing, work habits</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Climates</th> <th style="text-align: center;">Type of</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Temperate</td> <td></td> </tr> <tr> <td style="text-align: center;">Tropical</td> <td></td> </tr> </tbody> </table> <p>23A</p> <p><i>Curriculum Link - Science & Technology</i></p>	Name of Place		Name of Country		Continent		Climatic Zone		Weather Conditions		Climates	Type of	Temperate		Tropical		<p>Maps Globes Atlases Copies of a world map Hurricane tracking maps Hurricane / earthquake awareness booklets issued by Island Government, GEBCO and other local companies Web sites www.epa.gov www.interactivegeography.co.uk www.metoffice.gov www.worldclimate.com www.worldweather.org www.bbc.co.uk/schools/whatisweather/ www.geography.learnontheinternet.co.uk www.pbs.org/now/classroom/global-warminglesson-plan National Geographic videos</p>
Name of Place																		
Name of Country																		
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Climates	Type of																	
Temperate																		
Tropical																		

⁷ Adapted from "My Passport to the World" retrieved from www.bbc.co.uk/schools/whatisweather/ 16th July, 2010

global hazardous weather conditions and locate the areas on a world map. They then discuss how / why these events take place.

24A

- Invite a member of any organization that assists with hurricane preparedness or relief (Red Cross, Disaster Management Organization) to speak to the class about his/her work.

25A

- Introduce the topic climate change by letting the students view the movie 'Ice Age'.
(*Curriculum Link – Language and Communication Viewing Skill*)

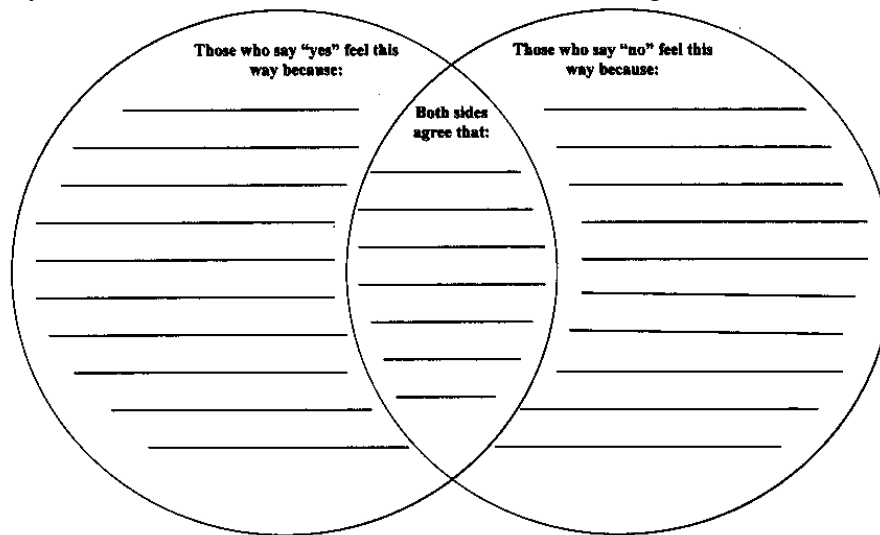
- Compile a 'Hurricane or Earthquake Preparation' brochure or poster or prepare a hurricane kit.

25A

- After discussing and researching information about climate change, the students can create a timeline of climate change.
- List the effects of climate change in a flyer to alert people to the dangers of global warming.

Curriculum Link - Science & Technology

- Create a food web showing how global climate changes affect the food chains or ecosystems.
- Create a display of ways that we can help to prevent global warming.
- Interview different persons and ask them if they feel that human activity has caused the world's climate to change over the past 100 years. Tabulate the results and discuss the findings.



GLOSSARY

Acid rain	Rain containing acids that form in the atmosphere when industrial gas emissions (especially sulfur dioxide and nitrogen oxides) combine with water
Altitude	Elevation especially above sea level or above the earth's surface
Atlas	A collection of maps in book form
Bodies of water	Any significant accumulation of water, usually covering the Earth or another planet
Cardinal points	The four main points of direction on a compass- North / 360 degrees; East / 90 degrees; South / 180 degrees; and West / 270 degrees.
Climate	The average weather conditions of a place or region throughout the year
Climate change	A regional change in temperature and weather patterns
Climatic Zones	Any of the eight principal zones, roughly demarcated by lines of latitude, into which the earth can be divided on the basis of climate
Compass rose	A design on a map that shows directions. It shows north, south, east, west, northeast, northwest, southeast, and southwest
Convictional rainfall	Occurs when the energy of the sun heats the earth's surface and causes water to evaporate changing to water vapour
Coordinates	A set of numbers that describes a given position for a given coordinate grid system
Current	Horizontal and vertical circulation system of ocean waters produced by gravity, wind friction, and water variations in different parts of the ocean

Cyclone	A violent rotating windstorm
Degrees (°),	A degree, usually symbolized by the symbol °, is a measurement of a location along a sphere like the Earth
Depression	An air mass of lower pressure
Destruction	The termination of something by causing so much damage to it that it cannot be repaired or no longer exists
Drought	A shortage of rainfall
Dry	Free from liquid or moisture
Economical/resource	Economic: using the minimum of time or resources necessary for effectiveness
Ecosystem	A system formed by the interaction of a community of organisms with their physical environment
El Nino	Warm ocean current that flows along the equator
Equator	The boundary between the northern and southern hemispheres
Features	A prominent attribute or aspect of something; the map showed roads and other features
Flood	The rising of a body of water and its overflowing onto normally dry land
Frequency	The number of occurrences within a given time period
Fronts	Fronts are zones of transition between two different air masses
Global warming	An increase in the average temperature of the earth's atmosphere
Globe	Sphere on which a map (especially of the earth) is represented
Greenhouse effect	Warming that results when solar radiation is trapped by the atmosphere

Grid	A pattern of regularly spaced horizontal and vertical lines
Hazardous weather	A meteorological summary containing information that is considered significant but not included in a current hazardous weather advisory broadcast
Heat wave	A wave of unusually hot weather
Heatstroke	Defined as a temperature of greater than normal due to environmental heat exposure with lack of thermoregulation
Humidity	Wetness in the atmosphere
Hurricane	A severe tropical cyclone usually with heavy rains and winds moving a 73-136 knots
Key	A list of words or phrases that explain symbols or abbreviations
Landform	Any feature of Earth's surface having a distinct shape and origin
Landslides	A slide of a large mass of dirt and rock down a mountain or cliff
Latitude	An imaginary line around the Earth parallel to the equator
Longitude	An imaginary great circle on the surface of the earth passing through the north and south poles at right angles to the equator
Maps – physical	Visual representation of an area
Meteorologist	A specialist who studies processes in the earth's atmosphere that cause weather conditions
Moist	Damp: slightly wet
Moisture	Wetness caused by water

Monsoon	Any wind that changes direction with the seasons
Mountainous	Containing many mountains
Northern Hemisphere	The half of a planet that is north of Equator
Polar	Located at or near or coming from the earth's poles
Pressure	The force applied to a unit area of surface
Prevailing winds	Winds that blow mostly from one direction
Saffir-Simpson scale	A scale that measures the damage potential and intensity of a hurricane using a scale of 1 to 5
Scale	The scale represents the ratio of a distance on the map to the actual distance on the ground
Season	A division of the year, marked by changes in weather, ecology, and hours of daylight
Solar radiation	Radiation from the sun
Southern hemisphere	The half of a planet that is south of the equator
Strength	The property of being physically or mentally strong
Sunburn	A browning of the skin resulting from exposure to the rays of the sun
Region/al	Any large area or territory
Relief rainfall	Rainfall caused by moist air being forced to rise over higher ground where it cools and condenses
Temperate	free from extremes; mild; or characteristic of such weather or climate

Temperature	The degree of hotness or coldness of a body or environment
Topographical	Concerned with topography
Topography	The configuration of a surface and the relations among its man-made and natural features
Tornado	A localized and violently destructive windstorm occurring over land characterized by a funnel-shaped cloud extending toward the ground
Trade Winds	Any of a consistent system of prevailing winds occupying most of the tropic constituting the major component of the general circulation of the atmosphere, and blowing northeasterly in the Northern Hemisphere and southeasterly in the Southern Hemisphere
Tropical	Relating to or situated in or characteristic of the tropics
Tropic of Cancer	A line of latitude about 23 degrees to the north of the equator
Tropic of Capricorn	A line of latitude about 23 degrees to the south of the equator
UV rays	Ultraviolet rays from the sun
Weather pattern	A long term weather pattern that is sometimes can be understood as climate. Weather patterns can also be understood as the state of the atmosphere at a particular place during a short period of time
Windward side	The side of a hill that is facing into the direction that the wind is coming from

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Identify the similarities and differences between the climates of different regions				I	D	Identify regions of the world that are affected by extraordinary climatic conditions				I	D
Read and interpret maps and diagrams that show what affects climate				I	D	Tell how people prepare for and adjust to extraordinary climatic conditions		I	D	D	M
Describe how climate affects people and people affect climate		I	D	D	M	Explain 'climate change' and describe how it affects the environment		I	D	D	M

SOCIAL STUDIES

POLLUTION

Standards

DOMAIN I: The Environment:

#25 The student can describe and explain the interaction between man and the environment.

#26 The student interacts with the environment in a responsible way.

Essential Understandings

- Pollution comes from many different sources.
- Many forms of pollution are human made.
- Pollution has a negative effect on the environment and daily life.
- Humans can reduce the amount of pollution.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>26. Identify the</p> <p>a. Types</p> <p>b. Sources of pollution</p> <p>27.</p> <p>a. Detect signs of pollution</p> <p>b. Describe the impact of pollution on living things and the environment</p> <p>28. Explain ways in which human beings can reduce the negative impact of pollution</p>	<p>Pollution :</p> <ul style="list-style-type: none"> • Definition • Types • Detection • Causes • Effects <ul style="list-style-type: none"> ○ Health ○ Ecological • Reduction and prevention <p>Skills</p> <p>Communication;</p> <p>Critical thinking</p> <p>Problem solving;</p> <p>Research</p> <p>Map reading</p>	<p>Pollution - noise, air, land, water, pollutants, excessive, littering, deforestation, fossil fuels, emissions, exhaust, carbon monoxide, diesel, urban run-off, domestic waste, smoke, greenhouse gases, sewage, septic system, toxic/hazardous waste, pesticides, fertilizers, oil spills, garbage, CFCs (chlorofluorocarbons)</p> <p>Effects - quality, impact, waterborne diseases, contamination, typhoid, intestinal parasites, diarrhea, viruses, hookworm, diphtheria, algae, ozone, depletion, respiratory diseases, birth defects, acid rain, aerosol sprays, bush fires, factories, refineries, combustion, contaminant, smog, solvent, vapour, landfills, nutrients, ph level, ecosystem</p> <p>Reduction / prevention – reduce, recycle, reuse, conservation, alternate energy source, biodegradable, compost, sustainable development</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Identifies the types and causes of pollution • Describes the impact of pollution on living things and the environment • Explains ways in which human beings can prevent pollution

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>26A, 27A, 28A</p> <ul style="list-style-type: none"> • Invite a speaker from any local environmental agency (Nature Foundation, Pride Foundation, E.P.I.C.) to speak to the class about pollution. • Ask the students to discuss and 	<p><i>Curriculum Link - Science & Technology – The environment. This unit can also be integrated with the unit on Climate.</i></p> <p>26A</p> <ul style="list-style-type: none"> • After an introductory session, the students can be divided into small groups. Each group will do a mini-project on a different form of 	<p>Web Sites</p> <p>http://www.windows2universe.org/earth/atmosphere/pollution_sources.html</p> <p>http://www.epa.gov/recyclecity/</p> <p>http://www.thomasrecycling.com/kids.html</p>

<p>formulate a definition for pollution.</p> <ul style="list-style-type: none"> • <i>ICT Link</i> The students can research major world events (this century) that have caused pollution and affected people’s lives, e.g. BP Gulf Oil Spill, smog in major cities, Chernobyl nuclear power plant disaster. • Take a walk in the school neighbourhood and look for signs of pollution. Note observations and discuss on return to the classroom. • <i>The following activity can be done to help the students realize the impact and effects of pollution.</i> Let the students form a circle in a large space. Divide the circle with string, rope, masking tape. One side represents land and the other water. Divide the students into 5 groups <ul style="list-style-type: none"> ○ Group 1-humans ○ Group 2-plants ○ Group 3-fish ○ Group 4-herbivores ○ Group 5-omnivore Group 1 is given pasta to scatter in both halves of the circle. The pasta represents exhaust, garbage, oil, pesticides and other pollutants. Group 1 rejoins the circle and Group 2 enters the circle and picks 	<p>pollution, i.e., air, land, water, noise. They can investigate the cause of each type of pollution. Each group will present their findings (poster, booklet, song, rap) and a Venn diagram can be made showing the similarities and differences between the causes.</p> <ul style="list-style-type: none"> • Conduct a survey in the school to find out what types of pollution are present in the school environment and create ways to reduce it (Target behavior 26). <p>27A</p> <ul style="list-style-type: none"> • Small groups can research and find the impact of each type of pollution. • Take a field trip to assess the impact of pollution on local bodies of water (ponds, lagoon, the sea). During the trip take photographs, water samples and collect evidence of the pollution. Collate the findings and present them to local authorities and/or the media. <p>28A</p> <ul style="list-style-type: none"> • For one week, count the number of sheets of paper that are used by your class/group. Discuss ways of reducing the amount of paper used and act on your plan. Discuss the results. • Collect old newspapers and use them to make your own paper. (Instructions for doing this can be found at http://www.make-stuff.com/recycling/paper.html . • Design bumper stickers to create awareness about pollution. • Research and then make an energy 	<p>http://www.epa.gov/kids/ Books Bright Ideas Student’s Books 3, 4, 5 & 6 by David and Penny Glover Macmillan Caribbean Primary Science Internet connection Video – ‘Protecting Our Planet’</p>
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<p>up the pasta. Groups 3 & 4 enter the circle and ‘eat’ a plant by linking hands with a Group 2 member. Group 5 enters the circle and eats a herbivore or carnivore by linking arms with a Group 3 or 4 member. Group 5 then steps into the circle and eats a plant. Discuss the exercise. (<i>Who created the pollution? What happens after the land and water become polluted? How was the pollutant passed on? Which group was not affected by pollution?</i>)</p>	<p>conservation poster (include electricity and water).</p> <ul style="list-style-type: none"> • Create a pollution prevention newspaper, flyer or brochure. • Research ways to prevent water land and air pollution. Write a paper and send it to the relevant authorities. • Make a list of common pollutants found in your home, e.g. aerosols, toxic cleaners.etc. Investigate products that can replace them and persuade your parents to buy them. 	
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GLOSSARY

Acid rain	Rain containing acids that form in the atmosphere when industrial gas emissions (especially sulfur dioxide and nitrogen oxides) combine with water
Aerosol sprays	A type of dispensing system which creates an aerosol mist of liquid particles
Air	A mixture of gases (especially oxygen) required for breathing
Alternate energy source	Any energy source outside the electric grid
Biodegradable	Capable of being decomposed by e.g. bacteria
Bush fires	A fire that occurs in the bush
Carbon dioxide	A colorless, odorless, incombustible gas, CO ₂ , formed during respiration, combustion, and organic decomposition and used in food
Carnivore	Any animal that feeds on flesh; meat eater
FCs (chlorofluorocarbons)	Man made compounds containing chlorine, fluorine and carbon mostly used in aerosols, refrigerators and air conditioners
Climate	The total weather pattern occurring over a period of time in a given place
Conservation	An occurrence of improvement by virtue of preventing loss or injury or other change
Contaminant	A substance that contaminates
Contaminate	Pollute; make impure

Combustion	A process in which a substance reacts with oxygen to give heat and light
Compost	A mixture of decaying vegetation and manure; used as a fertilizer
Contamination	The state of being poisoned or harmed
Deforestation	The state of being clear of trees; the removal of trees
Depletion	The act or process of emptying, exhausting
Diarrhea	Frequent and watery bowel movements
Diesel	The type of gasoline designed to power a diesel engine
Diphtheria	A serious bacterial infection which causes a sore throat and fever and may lead to further complications or fatal diseases
Domestic waste	Wastewater from restrooms and sanitary conveniences of residences
Ecosystem	A system formed by the interaction of a community of organisms with their physical environment
Effect	Consequence; a phenomenon that follows and is caused by some previous phenomenon
Emissions	Giving out or off light, heat, smell etc.; something given out
Excessive	Beyond normal limits
Exhaust	Gases ejected from an engine as waste products
Factory	An industrial building where workers manufacture goods or supervise machines processing one product into another. ...
Fertile	Producing fruit or vegetation in abundance; fruitful; able to produce abundantly

Fertilizer	Any substance such as manure or a mixture of nitrates used to make soil more fertile
Fossil fuels	Energy sources formed in the earth's crust from the remains (fossils) of plants and animals that lived on earth many millions of years ago. Coal, oil and natural gas are fossil fuels
Garbage	Waste (also referred to as rubbish, trash, refuse, garbage, or junk) is unwanted or unusable materials
Greenhouse gases	Gases that prevent heat from escaping from the atmosphere. This makes the earth warmer.
Hazardous	Involving risk or danger
Herbivore	Any animal that feeds chiefly on grass and other plants
Hookworm	Parasitic bloodsucking roundworm, having hooked mouth parts to fasten to the intestinal wall of human and other hosts
Impact	A forceful consequence
Intestinal parasites	Parasites that populate the gastro-intestinal tract in humans and other animals
Oil spill	Sudden, localized release of petroleum into the environment
Omnivore	An animal that feeds on both animal and vegetable substances
Land	The solid part of the earth's surface
Landfill	A method of solid waste disposal in which refuse is buried between layers of dirt so as to fill in or reclaim low-lying ground
Littering	Making a place messy by throwing garbage around
Manure	Material, especially animal (farmyard animals) dung used to fertilize soil
Noise	Sound of any kind

Nutrient	A chemical that an organism needs to live and grow or a substance used in an organism's metabolism which must be taken in from its environment
Oil spill	Sudden, localized release of petroleum or other fuels into the environment
Ozone	Colourless gas (O ₃) soluble in alkalis and cold water
Pesticides	Chemicals used to kill pests (e.g. rodents or insects)
Petroleum	A liquid that is found underground, sometimes we call it oil
Ph level	A measure of the acidity or alkalinity of a solution
Pollutants	Waste matter that contaminates the water, air or soil
Pollution	Undesirable state of the natural environment being contaminated with harmful substances as a consequence of human activities
Prevention	The act of impeding or preventing; a hindrance; an obstacle
Purify	To rid of foreign or objectionable elements; the act or an instance of cleansing
Quality	A essential and distinguishing attribute of something or someone
Recycle	Use again after processing;
Reduce	Cut down on
Reduction	The act of decreasing or reducing something
Refinery	An industrial plant for purifying a crude substance
Respiratory disease`	A disease affecting the respiratory system

Reuse	To use items more than once
Septic system	A system used to dispose of human sanitary waste or effluent from dwellings, businesses, community centres or other places where people congregate
Sewage	Waste matter carried away in sewers or drains
Smog	Air pollution by a mixture of smoke and fog
Smoke	A cloud of fine particles suspended in a gas
Sustainable development	Improving the quality of human life while living within the carrying capacity of supporting ecosystems
Typhoid	Serious infection marked by intestinal inflammation and ulceration
Toxic waste	Poisonous waste materials
Urban run-off	Pollutants from automobiles, salt or silt from roadways
Vapour	A visible suspension in the air of particles of some substance
Virus	Infectious agent that replicates itself only within cells of living hosts
Water	A clear, colorless, odorless, and tasteless liquid
Waterborne diseases	Diseases that a person gets by drinking polluted water. These diseases are climate sensitive because weather events can cause water contamination

CHECKLIST FOR POLLUTION

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Identify the types of pollution													
Identify the causes of pollution													
Detect signs of pollution													
Describe the impact of pollution on living things and the environment													
Explain ways in which human beings can reduce the negative impact of pollution													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Identify the types of pollution	I	D	D	M		Identify the causes of pollution	I	D	D	M	
Detect signs of pollution											
Describe the impact of pollution on living things and the environment	I	D	D	M		Explain ways in which human beings can reduce the negative impact of pollution	I	D	D	M	

SOCIAL STUDIES

ECONOMICS

Standards

DOMAIN C: Man and the Environment: #10 The student can observe, describe and explain the various manmade elements in his own environment.

DOMAIN E: Economics Processes and Structures:

15 The student can describe and explain essential and important developments of the economy.

#16 The student can describe and explain some aspects of labour.

DOMAIN I: The Environment:

#25 The student can describe and explain the interaction between man and the environment.

#26 The student interacts with the environment in a responsible way.

Essential Understandings

- Economics affects everyone's life.
- Every country has an economic system by which it provides for the needs and wants of its population.
- Economic systems are organized for the production, distribution and consumption of goods and services.
- People produce, distribute and consume goods and render services.
- Money enables people to produce, distribute, consume and render services.
- Through work people earn income (money) to help meet their needs and wants.
- People and governments make decisions on how to satisfy their needs and wants.
- The economic systems of the world have become an interdependent network.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>29. Identify and describe the role of the consumer in the economic system</p> <p>30. Demonstrate an understanding of the terms produce, consume and distribute</p> <p>31. Differentiate between human and natural resources and goods and services</p> <p>32. Explain different processes by which resources, goods and services are exchanged</p> <p>33 Recognize and explain that the ability to obtain goods and services is dependent on income</p> <p>34. Explain the relationship between income and work</p> <p>35. Demonstrate an understanding of factors that influence people’s access to goods and services</p> <p>36. Tell how world economic systems have become interdependent</p>	<p>Role of the Consumer</p> <ul style="list-style-type: none"> • Work to earn money to purchase goods and services needed or wanted • Make choices about goods and services needed/wanted. • Make decisions about how to spend money earned. <p>Definition of economics and related terms</p> <p>How goods and services are exchanged</p> <p>Methods of exchange, trade, barter</p> <p>Income</p> <ul style="list-style-type: none"> • How income is derived • Decision making on how to spend income • Budgeting <p>Factors that influence the economics</p> <p>Interdependence of world economic systems</p> <p style="text-align: center;">Skills</p> <p>Communication</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Research</p> <p>Map Work</p>	<p>Consumer – needs, wants, purchase, income, work, decisions, choice, limitations, capital</p> <p>Economics – produce/r, consume/r, goods, services, economics, distribute, marketing, advertizing, promotion, rights, receipt, invoice, refund, non-refundable, natural resources, population, human resources, skills, expertise, knowledge, talents, abilities, labour force</p> <p>Exchange - barter, trade, salary, finance, financial</p> <p>Ability - dependent, career, profession, labourer, salary, wages, budget, purchasing power, employer, employee</p> <p>Factors – scarcity, natural disasters, famine, misuse, sustainable development, exploitation, supply and demand, productivity , competition, price, quantity</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Identifies and describes the role of the consumer in the economic system • Can explain the terms produce, consume and distribute • Differentiates between human and natural resources and goods and services • Can explain different processes by which resources, goods and services are exchanged • Recognizes and explains that the ability to obtain goods and services is dependent on income • Explains the relationship between income and work • Demonstrates an understanding of factors that influence people’s access to goods and services • Tells how world economic systems have become interdependent

Suggested Experiences														
Whole Class	Small Group / Centres	Resources												
<p>29A <i>In order for the students to understand their role as consumers the following role play can be done.</i> Set up 3 different shops. Each one of them sells juice. Choose 3 students to be shopkeepers. Shopkeeper A – sells natural juices in a 7oz. cup for \$1. Shopkeeper B – sells artificial juice in a 10oz. cup for \$1.50 Shopkeeper C – sells juice cocktails (20% real juice), three 5oz. cups for \$1.25 Choose 10 students to be consumers. Give each \$2 to spend. The rest of the class can observe. After each consumer has bought some juice they have to tell the audience their reasons for buying from Shopkeeper __. The responses are recorded. The audience notes which shopkeeper sold the most cups of juice or made the most profit. During discussion about the activity the shopkeepers must tell how they would increase their sales. <i>The teacher helps the students to understand that the consumer influences what is sold and that people have to make decisions about what to buy.</i></p> <p>30A <i>Let the students experience being a producer (supplier), consumer (buyer) and distributor (seller).</i></p> <ul style="list-style-type: none"> Encourage the students to produce goods for sale, e.g. juices made from natural resources 	<p>29A <i>Curriculum Link – Language and Communication</i></p> <ul style="list-style-type: none"> Research the rights of the customer as a consumer. Write a letter, as a consumer, to complain about a defect in an item bought. <p>30A</p> <ul style="list-style-type: none"> Make a chart that shows the relationship between producer, distributor and consumer. <table border="1"> <thead> <tr> <th>Producer</th> <th>Distributor</th> <th>Consumer</th> </tr> </thead> <tbody> <tr> <td>Hair products company</td> <td>Cosmetic store</td> <td>women</td> </tr> <tr> <td>Car manufacturer</td> <td>Car dealership</td> <td>vehicle drivers</td> </tr> <tr> <td>Name brand sneakers</td> <td>Sports store</td> <td>teenagers</td> </tr> </tbody> </table> <p><i>Curriculum Link – Drama (Cultural & Artistic Development)</i></p> <ul style="list-style-type: none"> Create a skit in which a producer, distributor or consumer are engaged in a discussion about a product. <p>31A</p> <ul style="list-style-type: none"> Provide the students with a mixed list of goods and services and let them categorize them into resources, goods and services. The students must explain their choices and then define the terms goods and services. <i>(The teacher can provide a definition for</i> 	Producer	Distributor	Consumer	Hair products company	Cosmetic store	women	Car manufacturer	Car dealership	vehicle drivers	Name brand sneakers	Sports store	teenagers	<p>Fruits, sugar, water, essence, cups, jugs or other containers, spoons Paper/card to make advertizing materials Magazines, newspapers Caribbean & world maps Board games such as ‘Monopoly’ and ‘Allowance’</p> <p>Web sites http://www.mcwdn.org/ECONOMICS/ http://www.kidseconposters.com www.toystogrowon.com www.moneyinstructor.com</p>
Producer	Distributor	Consumer												
Hair products company	Cosmetic store	women												
Car manufacturer	Car dealership	vehicle drivers												
Name brand sneakers	Sports store	teenagers												

(lime, tamarind, soursop, guava, and passion fruit). The students collect the fruit and buy the other ingredients, e.g. sugar, essence, cups etc. (*Curriculum Link – Mathematics*). The students sell their products at a profit. They will also have to advertise by making posters, business cards, flyers etc. (*Curriculum Links – Visual Arts, ICT*). The students continue to produce and sell their product until they have collected enough money to buy something needed in their classroom/school, hence becoming consumers. (*The students can make other items to sell.*) In discussing the activity the students should name the persons who were producers, consumers and distributors.

31A

- Let the students list human and natural resources found in the school.
- Identify on a Caribbean map where natural resources are found. Compare and contrast the natural resources of different Caribbean islands
- Research and write about how these natural resources contribute to the economy of the islands/countries.
- Complete a chart to list the human resources needed for the different economic sectors in the community, e.g.

Sector	example	example
Banking	Tellers	clerks
Clothing		

self checking). The students can then create their own lists of goods and services.

- The students can also list different types of goods, i.e. consumer (*satisfy human needs and wants*), producer (*raw materials /tools used to make consumer goods*) capital (*machinery used to produce producer goods*) goods.
- Small groups of students can collect pictures to create a collage or slide show to show the difference between natural and human resources.
- Small groups can discuss why it is important for a country to have human resources (*natural resources cannot be developed without human resource*) and investigate the availability of human resources in St. Martin. The results can be analyzed and graphed. (*Curriculum Links – ICT and Mathematics*)
- Choose a local natural resource and illustrate the process from natural resource to finished product for sale, e.g. arrowroot to starch. (*A visit can be made to Colombier, St Martin*).

32A

- Research ‘bartering’. List examples from history, e.g. Romans, Slave trade, Salt-picking Industry. (*Relate this to the student’s experiences*)

33A/34A

- The class is divided into groups. Each group is given a task card outlining a family and

Pictures of natural and human resources

Index cards, markers

Task Cards

- Single parent family with 3

Construction		
Education		
Health	doctors	nurses

- Discuss with students the services that they can render in the community. Involve the students in a community service project.

32A

- Discuss with the students personal experiences of trading. Introduce a story that involves trading e.g. ‘Saturday Sancocho’ by Leyla Torres. (*In this story the characters barter for ingredients to make a special type of stew.*) Decide on something that has to be made e.g. a cake and 4 basic ingredients flour, sugar, eggs, milk. List some ingredients that may or may not be needed to make a cake. Let each student make ingredient cards for the cake he/she wants to make. (They must include the four basic ingredients and two others.) Place all cards in a bag and let each student take six cards.

The objective is for them to trade until they have the four basic ingredients and 2 more for the cake of their choice.

Discuss the activity. (*Was it difficult to get your six cards? Did you make a trade for something you did not want? What would make getting the ingredients easier?*

Money).

In the second activity each student is given 3 coins. Each ingredient costs one coin. Once again each student is given 6 cards. During the trading, they can buy a card

the monthly income (See resources). The students have to write a budget that includes rent/mortgage payments, utilities, food, day care/school/work daily costs, car gas, phone bills, insurance costs, cable fees, clothing, and savings. Each group must justify their budget when they present it to their peers.

35A

- Discuss with the students some factors, (*supply and demand, price, availability, scarcity, poverty*) that influence access to goods and services and let them brainstorm in small groups other factors. After a list has been generated, let the students classify them into economic versus social factors.
- Discuss and research any governmental restrictions/ laws on the use/misuse of natural resources e.g. catching of lobster or fish, picking coral. Explain why these restrictions are in place. (*This can be local, regional or global.*)
- Ask the students to give examples from their experiences of times when a higher demand for goods resulted in a higher price, e.g. sale of hurricane shutters during or just before the hurricane season. Older students can debate whether the examples are fair from the point of view of a customer or distributor/salesman.
- Prepare 5 – 7 paper bags containing different amounts of items in each. Divide the class into groups of 4 – 5 students. Give each group a bag. In 10 -15 minutes they

primary school-age children. Income is Naf15,00. The car is being repaired and rent has to be paid.

- Dual parent family with 2 children (primary and secondary school). Income is Naf13,000. They have a car and pay rent.
- A grandmother and her primary school grandchild. Owes own home but has no car. Income is Naf1600.
- A couple with no children. The wife does not work. They are paying a mortgage and have 2 cars. Income Naf10,000
- A teenage mother with a baby. She has no car and earns Naf1800

Brown paper bags
Edible items such as wrapped candy, party favours, pencils

<p>they need or sell a card they do not want for a coin. As they get the 6 cards that they need, they sit.</p> <p>Discuss the activity. <i>(It is important that the students understand the two forms of exchange and that people chose to exchange for things that they want.)</i></p> <p>33A / 34A</p> <ul style="list-style-type: none"> • Discuss the following scenario with the students. A child saved \$50 to buy gifts for 4 family members (mother, father and twin sisters). He went shopping with his father to buy the gifts. He knew that his father’s gift was \$18. He wants to buy something special for his mother. Let the students talk about the boy’s options and the choices he must make before spending his money. • Ask the students to write a budget for an allowance of \$10 per month 	<p>must record several ways of distributing the items among the group members. Problems with the ideas and how they can distribute the items in a way that is acceptable to each group member. <i>(The objective is to help the students to realize that scarcity requires people to make choices.)</i></p> <p>36A</p> <ul style="list-style-type: none"> • Let the students collect 5 or 6 items that they find in their homes. Group the collected items into types, e.g. toiletries, food items, household cleansers etc. The students will read the labels to see where each item was made and locate them on a world map. Discussion can follow on global economic interdependence. 	
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GLOSSARY

Abilities	The qualities required to do something or get something done
Advertizing	A form of communication intended to persuade an audience to take some action
Barter	The exchange of goods without involving money
Consume	Spend extravagantly; use up (resources or materials)
Consumer	A person who uses goods or services
Distribute	Give to several people
Economics	The branch of social science that deals with the production and distribution and consumption of goods and services and their management
Exchange	The act of giving something in return for something received
Expertise	Great skill or knowledge in a particular field or hobby; advice or opinion of an expert
Exploitation	The act of making some area of land or water more profitable or productive or useful; an act that exploits or victimizes someone (treats them unfairly)
Factors	Anything that contributes causally to a result
Famine	A severe shortage of food resulting in violent hunger and starvation and death
Finance	To obtain or provide money for something
Goods	That which is produced, then traded, bought or sold, then finally consumed

Human resources	The individuals who comprise the workforce of an organization, business, country or nation; the division of a company that is focused on activities relating to employees
Invoice	A commercial document issued by a seller to the buyer
Knowledge	Expertise, and skills acquired by a person through experience or education
Labour force	The collective group of people who are employed
Marketing	The exchange of goods for an agreed sum of money
Misuse	An incorrect, improper or unlawful use of something
Natural disaster	The effect of a natural hazard that affects the environment
Natural resources	The things we use that are provided in the natural environment
Non-refundable	Not subject to refunding or being refunded
Population	The people who inhabit a territory or state
Produce	Create or manufacture a man-made product
Producer	Someone who manufactures something
Productivity	A measure of output from a production process, per unit of input
Promotion	A message issued on behalf of some product, cause, idea, person or institution; act of raising in rank or position
Receipt	A written acknowledgement that a specified article or sum of money has been received as an exchange for goods or services
Refund	Money returned to a payer

Rights	Powers or privileges granted by an agreement or law
Salary	A form of periodic payment from an employer to an employee
Scarcity	A small and inadequate amount
Services	Work done by one person or group that benefits another
Skill	An ability that has been acquired by training
Supply and demand	An economic model of price determination in a market
Sustainable development	Development that uses natural resources in a way that they do not run out and the environment is not harmed
Talent	An unusual innate ability in some field or activity
Trade	The commercial exchange of goods and services

CHECKLIST FOR ECONOMICS

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Demonstrate an understanding of the terms produce, consume and distribute													
Differentiate between human and natural resources and goods and services													
Explain different processes by which resources, goods and services are exchanged													
Demonstrate an understanding of factors that influence people's access to goods and services													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
				I	D	Explain different processes by which resources, goods and services are exchanged				I	D
Demonstrate an understanding of the terms produce, consume and distribute				I	D	Demonstrate an understanding of factors that influence people's access to goods and services				I	D
Differentiate between human and natural resources and goods and services											

SOCIAL STUDIES

INDUSTRY

Standards

DOMAIN C: Man and the Environment:

- # 7 The student understands that all kinds of social phenomena have consequences for the environment.
- #10 The student can observe, describe and explain the various manmade elements in his own environment.
- #12 The student can read the map of his own island, the region and other countries that are important to us.

DOMAIN E: Economics Processes and Structures:

- # 15 The student can describe and explain essential and important developments of the economy.
- #16 The student can describe and explain some aspects of labour.

DOMAIN G: Technology and Globalization:

- #19 The student can investigate and explain a number of technological products from his own living environment.
- #20 The student understands global developments, technological and environmental issues.
- #21 The student understands and can explain that due to modern means of communication, means of transportation and technology, the interaction between countries has been increased and the world is becoming more and more a global society

DOMAIN H: Time, Continuity and Change: #22 The student knows in broad outline the most important historical and present day developments of our islands.

DOMAIN I: The Environment: #25 The student can describe and explain the interaction between man and the environment.

#26 The student interacts with the environment in a responsible way.

Essential Understandings

- Industry is important to the existence of every country.
- Some countries rely on cottage and key industries.
- Industries provide financial stability.
- Industry involves the manufacture, sale and distribution of goods and in some cases services.
- Countries import raw materials and other resources in order to meet the needs of the country and its industries.
- Countries export goods in order to support their economies.
- Tourism is important to the island of St. Martin

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>37a. Define ‘industry’</p> <p>37b. List the different types of industries</p> <p>38. Explain how industries provide livelihood for the inhabitants of the country</p> <p>39. Describe the relationship between resources and industry</p> <p>40a. Identify key industries in St. Martin, the Caribbean and other world regions</p> <p>40b. Identify imports and exports of St. Martin, the Caribbean and other world regions</p> <p>41. Describe the effects of a key industry on people and the environment</p> <p>42. Identify cottage industries in your community</p> <p>43. State why tourism is important to St. Martin</p> <p>44. Identify the different types of tourism in St. Maarten</p>	<p>Definition of ‘industry’</p> <p>Identification of the different types of industries</p> <p>The importance of industry to life in modern society</p> <p>Key industries of St. Martin, the Caribbean and other world regions</p> <p>Industry and its effects on the environment and its natural resources (positive-provides work etc.; negative-pollution, etc.)</p> <p>Definition and identification of cottage industries in the local community</p> <p>Importance of tourism to St. Martin</p> <ul style="list-style-type: none"> • Provides opportunities for employment /career • Increases the GNP • Provides opportunities for relations with people from other countries and cultures <p>Importance of treating tourists with respect</p> <p style="text-align: center;">Skills</p> <p>Communication</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Research</p> <p>Map work</p>	<p>Company, commercial, commerce, enterprise, manufacture</p> <p>Types – agriculture, fisheries, construction, real estate, retail, wholesale, transportation, utilities, tourism, ecotourism, conventions, travel, resorts</p> <p>Levels – primary, secondary, tertiary,</p> <p>Livelihood, products, commodities, work force, basic needs, clothing, shelter, supply and demand, savings, invest, investment, profession, occupation, career, finances, contribute, economy, entrepreneurs, budget, merchandise</p> <p>Resources, natural resources, renewable and non-renewable resources, industry, impact, imports, exports, GNP (gross national product), economy, trade, scarcity, infrastructure</p> <p>Key industry, development, cottage industry</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Defines ‘industry’ and lists different types • Explains how industries provide a means of survival for the inhabitants of a country • Describes the relationship between resources and industry • Identifies key industries in St. Martin, the Caribbean and other world regions • Describes the effects of a key industry on people and the environment • Identifies cottage industries in the local community • States why tourism is important to St. Martin • Identify the different types of tourism in St. Maarten

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>37A</p> <ul style="list-style-type: none"> • Researching and brainstorming to define industry • Developing a concept map for ‘Industry’ • Invite a speaker from the local Chamber of Commerce to speak to the class about the local industries. <p>39A</p> <ul style="list-style-type: none"> • <i>In order to help the students think about the relationship between natural resources and industry, the teacher writes the following sentence on the chalkboard: ‘The beaches, climate and entertainment are important resources that impact the life of everyone in St. Martin and the Caribbean islands.’</i> Let the students make a list of jobs or employment opportunities that arise from each natural resource mentioned, i.e. beaches (jet skiing, diving, sale of beach chairs). They can also list jobs from the entertainment industry. • Discuss ways of preserving our natural resources in order to prevent the loss of the tourism industry. <p><i>The teacher should help the students to make the connection between the demise of the salt industry and the potential fall of the tourism industry, (if precautions are not taken and management strategies are not in place).</i></p> <p>40aA</p> <ul style="list-style-type: none"> • Create brochures for St. Martin’s tourism industry. • Make a timeline of the development of St. Martin’s tourism industry. • Study a world map and list the key industries of different regions. Research factors that influence the key industries, e.g. tourism (climate, resources, economics). Tabulate the 	<p>38A</p> <ul style="list-style-type: none"> • List some of the present day industries in St. Martin. Compare the list with a list of industries of the past. • Create a virtual museum based on industries of the past (local and regional). The students will research and then create different types of shops to sell products of the past. They will list products that may have been sold (e.g. crochet, lace, kerosene oil, rugs, madras clothing) and then make some of them out of local and natural resources, (<i>Curriculum Links – Language and Communication, Science & Technology, Visual Arts</i>), e.g. clothing from crocus bags, brooms from coconut palm leaves. • Research and list reasons for changes in industries after the abolition of slavery in the Caribbean. Develop a timeline to show how the key industries changed. • Group the students and give each group a natural resource to research. Let each group list industries that arise from them. <p>40aA</p> <ul style="list-style-type: none"> • Collect brochures and other artifacts from other tourism destinations and compare them. • Research and create posters about the key industries of different Caribbean islands/and or other world regions. • Divide the class into small groups. Let each group study a map of the island and locate hotels. Give 	<p>Internet access Collected brochures from hotels and other businesses Tourism paraphernalia</p>

<p>results.</p> <p>40bA</p> <ul style="list-style-type: none"> • Make a list of products found in the classroom or food items eaten during the day and create a chart to show where the products were made. Discuss with the students which items were imported to St. Martin and which were manufactured on the island. • Research exports of St. Martin. (<i>This activity will be extended to other Caribbean islands.</i>) • Interview managers of local companies to find out what raw materials or machinery are imported to manufacture their commodities. <p>41A</p> <ul style="list-style-type: none"> • Discuss with the class the positive and negative effects of tourism. <p>42A</p> <ul style="list-style-type: none"> • Create a questionnaire and make a survey to find out which cottage industries have emerged because of the tourism industry. Categorize the industries. • Invite persons who have cottage industries to display their goods in a mini-exhibition. • Develop a class cottage industry. <p>43A</p> <ul style="list-style-type: none"> • Invite someone from the St. Maarten Hotel and Tourist Association (SHTA) to speak to the class. Let the students prepare questions beforehand. • Engage in the Project Approach and visit one or two resorts, hotels or guesthouses. • Research how much income is derived from the tourism industry. Compare this to other St. Maarten industries. Find out the figures from the last five years and create a graph to show the results. Discuss the percentage of the 	<p>reasons for the choice of the location. Present the information to the rest of the class.</p> <p>41A</p> <ul style="list-style-type: none"> • After the whole class discussion, let each group of students create charts to show the positive (<i>provides employment, contributes to the GNP</i>) and negative (<i>pollution, crime, unsustainable development, damage to the environment</i>) effects of tourism. The students must be able to justify their points. <p>42A</p> <ul style="list-style-type: none"> • Select one cottage industry and do in-depth research. <ul style="list-style-type: none"> <i>Information to be sought</i> <ul style="list-style-type: none"> ○ <i>Type of industry (primary, secondary, tertiary)</i> ○ <i>Number of workers employed</i> ○ <i>Does it have a sole owner or is it a company?</i> ○ <i>What is produced (goods or services)?</i> ○ <i>Is it local or does it have branches on other islands?</i> ○ <i>How are the goods distributed?</i> ○ <i>Where are the raw materials obtained?</i> ○ <i>Is it home-based or not?</i> <p>43A</p> <ul style="list-style-type: none"> • List the job/career opportunities that arise from the tourism industry in St. Maarten. Form pairs and then create a role play that shows an interaction between a person doing one of the jobs on the list and a tourist, e.g. a hair weaver and a teenage tourist. (<i>The teacher stresses the</i> 	
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<p>GNP that tourism earns.</p> <ul style="list-style-type: none"> • Visit the two main ports of entry for the tourists. (Project Approach) Whilst at the airport or the harbour, interview some tourists and ask where they plan to stay and what they plan to do during their vacation. <p><i>Curriculum Link – Language and Communication</i></p> <ul style="list-style-type: none"> • Write an essay titled ‘Why Would you Encourage a Tourist to Visit St. Martin?’ • Make a tourist guide book outlining the ten best places to visit on St. Martin. 	<p><i>importance of showing respect and friendliness and not harassing the tourist into buying your product or service.)</i></p> <p>44A</p> <ul style="list-style-type: none"> • Let the students investigate the different types of tourism that exist in St. Maarten. Divide the students into groups and allow them to do a mini project on one of the types, e.g. ecotourism, shopping, sports, business (convention, conferences, meetings), entertainment (Carnival). 	
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GLOSSARY

Agriculture	A large-scale farming enterprise
Basic needs	The absolute minimum resources necessary for long-term physical well-being
Budget	A sum of money allocated for a particular purpose; a budget is a description of a financial plan
Career	The particular occupation for which you are trained
Clothing	A covering designed to be worn on a person's body
Commerce	Transactions (sales and purchases) having the objective of supplying commodities (goods and services)
Commercial	A term used to refer to any party or organization involved in producing, transporting, or merchandising a commodity
Commodity	A physical substance, such as food, grains, and metals which investors buy or sell

Company	An institution created to conduct business
Construction	The art, trade, or work of building
Convention	A formal assembly or meeting of members, representatives or delegates of a group, e.g. a political party
Contribute	Provide; to give or supply in common with others; give to a common fund
Cottage industry Development	Small-scale industry that can be carried on at home by family members using their own equipment Act of improving by expanding, enlarging or refining
Economy	Activities related to the production and distribution of goods and services in a particular geographic region
Ecotourism	Tourism to exotic or threatened ecosystems to observe wildlife or to help preserve nature
Enterprise	A business organization; a purposeful or industrious undertaking
Entrepreneur	Someone who organizes a business venture and assumes the risk for it
Export	Sell or transfer abroad
Exports	Goods and services that are produced domestically and sold to buyers in other countries
Finance/s	The commercial activity of providing funds and capital; money
Fishery	A workplace where fish are caught, processed and sold
GNP (gross national product)	The total market value of goods and services produced by all citizens and capital during a given period (usually one year)
Impact	A forceful consequence; a strong effect; to affect or influence, especially in a significant or undesirable manner

Imports	Commodities (goods or services) bought from foreign countries
Industry	The people or companies engaged in a particular kind of commercial enterprise
Infrastructure	The basic structure or features of a system or organization, e.g. buildings, roads etc.
Invest	To commit money in order to gain profit or interest
Investment	The act of investing; laying out money or capital in an enterprise
Key industry	An <i>industry</i> that plays a critical role in a nation's economy
Livelihood	The financial means whereby one lives
Manufacture	To make or process (a raw material) into a finished product, especially by means of a large-scale industrial operation
Merchandise	Goods bought and sold in business
Natural resources	Resources (actual and potential) supplied by nature
Non-renewable resource	Natural resource such as coal, gas, or oil that, once consumed, cannot be replaced
Occupation	The principal activity in your life that you do to earn money
Profession	Occupation, practice, or vocation requiring mastery of a complex set of knowledge and skills through formal education and/or practical experience
Primary	Of first rank or importance; the <i>primary sector of the</i> economy involves changing natural resources into primary products. Most products from this sector are considered raw materials for other industries.
Products	Commodities offered for sale

Renewable resource	Any natural <i>resource</i> (e.g. wood or solar energy) that can be replenished naturally with the passage of time
Resort	A place visited by people for relaxation or recreation
Resource	A person, asset, material, or capital which can be used to accomplish a goal
Retailer	The person who sells (in small quantities) directly to the customer
Savings	A fund of money put aside as a reserve
Scarcity	A small and inadequate amount of ...
Secondary	Being of second rank; this sector of the economy generally takes the output of the primary sector and manufactures finished goods or where they are suitable for use by other businesses, for export, or sale to domestic consumers
Shelter	A structure that provides privacy and protection from danger; home
Supply and demand	An economic model of price determination in a market
Sustainable development	Improving the quality of human life while living within the carrying capacity of supporting ecosystems
Tertiary	Third; the tertiary sector of the economy involves the provision of services to other businesses as well as final consumers
Trade	The commercial exchange (buying and selling on domestic or international markets) of goods and services
Utility	A basic service such as electricity, gas, or water, or the company that provides such a service
Wholesaler	In commerce, a wholesaler buys goods in large quantities from their manufacturers or importers, and then sells smaller quantities to retailers, who in turn sell to the general public
Work force	All the people working or available to work

CHECKLIST FOR INDUSTRY

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Define 'industry'													
List the different types of industries													
Explain how industries provide livelihood for the inhabitants of the country													
Describe the relationship between resources and industry													
Identify key industries in St. Martin, the Caribbean and other world regions													
Identify imports and exports of St. Martin, the Caribbean and other world regions													
Describe the effects of a key industry on people and the environment													
Identify cottage industries in your community													
State why tourism is important to St. Martin													

Identify the different types of tourism in St. Maarten													
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SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Define 'industry'		I	D	D	M	List the different types of industries		I	D	D	M
Describe the relationship between resources and industry				I	D	Explain how industries provide livelihood for the inhabitants of the country			I	D	D
Identify imports and exports of St. Martin, the Caribbean and other world regions		I	D	D	M	Identify key industries in St. Martin, the Caribbean and other world regions		I	D	D	M
Identify cottage industries in your community			I	D	D	Describe the effects of a key industry on people and the environment			I	D	M
State why tourism is important to St. Martin	I	D	D	M	M	Identify the different types of tourism in St. Maarten		I	D	D	M

SOCIAL STUDIES

GOVERNMENT⁸

Standards

DOMAIN A: The Individual, Development and Identity (History):

- # 1 The student understands and knows how to place individual and historical periods on a time line and knows how to use time and time periods
- # 2 The student understands and knows how to use historical sources for research.

DOMAIN A: The Individual, Development and Identity (Civics)

- # 3 The student understands what their rights, obligations, and responsibilities are.

DOMAIN F: DEMOCRATIC Structures and Processes:

- #17 The student can assess critically the values of democratic basic rights, generally as well as for the prevailing political system.
- #18 The student knows some essentials of political systems.

DOMAIN H: Time, Continuity and Change: #22 The student knows in broad outline the most important historical and present day developments of our islands.

#23 The student understands that historical sources can be contradictory or differ from each other.

#24 The student is able to place periods and events from history on a time table and is able to use indicators of time and periods.

⁸ In October 2010, St. Maarten will be entering into a new governmental system, therefore teachers will need to research and update information

Essential Understandings

- Every country has a governing body.
- There are different forms of government.
- Government has different branches / levels.
- Governments are needed to maintain social order, provide public services, security and make /enforce laws.
- Governments join together to form regional and global organizations

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
45a. Define government 45b. List different forms of government 46. Describe the role of government 47. Define and explain the democratic form of government 48. Outline the system of government on St. Maarten, Netherlands Antilles and the Kingdom of the Netherlands 49. Outline the different branches of government 50. Differentiate between local governmental system and those of other neighbouring islands	Government <ul style="list-style-type: none"> • Definition • Different forms of government • Role of government • Democracy • Local, Federal and Kingdom systems of government • Comparisons of neighbouring systems of government • History of St. Maarten's governing parties. 	Forms – monarchy, democracy, republic, aristocracy, dictatorship, democratic republic Roles – social order, public service, security, revenues, taxes, justice system, protect, rights, law enforcement, ordinance Democracy, infringe, democratic, choice, elections, vote, majority, representatives, polls, politicians, political leaders, issues, ballot, eligible, postulate Local democracy - political party, commissioners, senators, councilmen/women, ministers, Island Council/Territory, civil servant/service, Executive Council, island secretary, Lieutenant Governor, crown, constitution (<i>Staatsregeling</i>), ERNA (Island regulation), Attorney General, legislative, parliament (Legislative Council), seat, function, supervisory, president, advisors, rules of order, delegates, judiciary, candidate, portfolio, constituency Executive, legislative, judicial, island, federal, kingdom, resolution, motion, decision, Central Committee Governing party, opposition Organizations – OECS (Organization of East	The teacher records when a student: <ul style="list-style-type: none"> • Defines government • Identifies and lists the different types of government • Explains the democratic form of government • Outlines the system of government in St. Maarten, Netherlands Antilles and the Kingdom of the Netherlands • Outlines the different branches of government • Differentiates between local governmental system and those of other neighbouring islands • Identifies regional and

<p>51. Outline the history of St. Maarten’s governing political parties</p> <p>52. Identify regional and global organizations and their purposes.</p>	<p>Regional and global organizations</p> <p>Skills</p> <p>Communication;</p> <p>Critical thinking</p> <p>Problem solving;</p> <p>Research</p>	<p>Caribbean States); WHO (World Health Organization); NATO (North Atlantic Treaty Organization); UN (United Nations); CARICOM (The Caribbean Community); UNESCO (United Nations Educational Scientific and Cultural Organization); INTERPOL (International Criminal Police Organization); International Court of Justice</p>	<p>global organizations and their purposes.</p>
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Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>45A</p> <ul style="list-style-type: none"> The teacher writes on the chalkboard ‘<i>Create a government</i>’ sits down and waits. If the students ask what to do the teacher repeats the instruction. After ten minutes they are to present what they created to their peers and discuss. Let the students look up different definitions of government, compare and create their own <p>46A</p> <ul style="list-style-type: none"> Take the students for a walk around the school (walkways, playground, classrooms). On return to the classroom, discuss what was observed. Ask the students if they know any rules for these areas. Ask questions to prompt thought; <ul style="list-style-type: none"> What are the rules? How did they come about? 	<p>45A</p> <ul style="list-style-type: none"> The teacher gathers information about each form of government and creates centres, e.g. monarchy, with the information. The class is divided into six groups. Each group goes to a centre and is responsible for learning the material (a role should be assigned to each group member, e.g. recorder, spokesperson, timekeeper). During following sessions the groups present the information to the other groups in any way that they choose e.g. PowerPoint, drama, song, poster. <p>46A</p> <ul style="list-style-type: none"> <i>Curriculum Link – Drama.</i> Let the students create scenarios of a society without rules (<i>teacher guidance is vital</i>). Divide the class into actors and audience. The audience is to observe and give written feedback on the consequences of a society 	<p>Web sites</p> <p>http://learningtogive.org</p> <p>http://www.eduref.org/Virtual/Lessons/SocialStudies</p> <p>http://kids.clerk.house.gov</p> <p>Dictionaries</p> <p>Internet access</p> <p>Brown lunch bags, markers, construction paper and other craft supplies</p> <p>Democracy Statements⁹ for 37A</p> <ul style="list-style-type: none"> Democracy is

⁹ Adapted from What is Democracy retrieved from www.guangzhou.usembassy-china.org.cn

<ul style="list-style-type: none"> ○ Are they good or bad rules? ○ What or whom do they protect? ○ Why do you think we have rules? <p>Through discussion, help the students to understand rules give order, ensure fair play (games) and protect people’s rights. Let the students imagine a rule whereby only children with brown eyes can enjoy recess. Discuss with the students whether this is a fair or unfair rule and why. Stress that the best rules protect the rights of all concerned. Explain that one of the roles of government is to make laws (rules).</p> <p>47A</p> <ul style="list-style-type: none"> ● Help the students to define and understand the term ‘democracy’ Give students statements about democracy (see Resources). Each statement will be cut into two parts (like a jigsaw puzzle). The parts will be distributed among the students. Their task is to match the parts. (<i>The teacher ensures that each statement is cut differently.</i>) ● Let the class take part in a mock election from the process of postulation to campaigning and the election of officials. Explain that elections are an integral part of democratic governments. ● Compare and contrast dictatorships and democracies using a Venn diagram, giving examples of each. <p>49A</p> <ul style="list-style-type: none"> ● Discuss the different branches of government (legislative, judicial and executive). Get a Philipsburg street map and locate the different 	<p>without rules. The teacher uses this activity as an introduction to the judicial role of government.</p> <ul style="list-style-type: none"> ● <i>Curriculum Link</i> – Visual Arts/ Drama Discuss with the students the role of each member of government at an Island Council meeting. (Ask a member of the Island Council to visit the class and explain the role of each person.) Divide the class into small groups to make paper bag puppets of people who attend the Island Council meeting, (Lieutenant Governor, leader of government, Commissioners, Island Council members, a member of the staff of the Island secretary). Work with each group to create a script for a mock Island Council meeting. After each group has performed, have a follow-up session where the roles are further discussed. <p>48A</p> <ul style="list-style-type: none"> ● Research the different levels of government (island, federal and kingdom) and create an hierarchical outline. ● The teacher uses the frame of a ladder to explain the different levels of government. The kingdom government is marked with a Dutch flag and is the top rung of the ladder. The federal level is a middle rung and marked with an Antillean flag. The island level is marked with the St. Maarten flag and is on a lower rung. The class is divided into groups and each group has to list problems, issues and needs faced by citizens of the country. Groups exchange their lists and make a ‘G’ by those that need to be addressed by government. The next day discuss the list and see which level of government is responsible for addressing the 	<p>government in which power and civic responsibility are exercised by all citizens.</p> <ul style="list-style-type: none"> ● Democracy is a set of principles and practices that protect human freedom. ● Democracy rests upon the principles of majority rule. ● Democracies understand that one of their prime functions is to protect basic human rights such as freedom of speech and religion. ● Democracy subjects governments to the rule of law and ensures that all citizens receive equal protection under the law. ● There are many types of democracies reflecting each nation’s unique political, social and cultural life. ● Citizens in a democracy not only have rights, they also have the responsibility to vote. ● Democratic societies are committed to the values of tolerance, cooperation and
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<p>government departments. Give each student an enlarged copy of the Philipsburg street map and let them label it with the different departments. Colour code each department according to the branch of government it deals with.</p> <p>51A</p> <ul style="list-style-type: none"> The students will research and then create a timeline to show the history of political parties and leaders of government. <p>52A</p> <ul style="list-style-type: none"> <i>Curriculum Link – Language and Communication</i> Give the students acronyms of regional and global organizations and let them research the name of the organization, its function, its membership, location of the headquarters, logo/flag if any and the relationship to the local government if any. 	<p>things marked with a ‘G’.</p> <p>49A</p> <ul style="list-style-type: none"> A large 3-column chart is made and placed in a central area. Each column is labeled (Legislative, Judicial and Executive) Distribute terms such as makes laws, senator, parliament, enforces laws, interprets laws, judges, Executive Council, Island Council, ministers, Staten(parliament), constitution, police, Prime Minister, the Court, Office of the Lieutenant Governor <p>50A</p> <ul style="list-style-type: none"> Divide the class into groups. Let each group research the government structure of different countries. Each group reports their findings. The countries are written on index cards. The cards are then categorized according to the government structures. 	<p>compromise.</p> <p>‘An Introduction to Government, Island Territory of St. Maarten’ by Louis Duzanson</p> <p>‘Know Your Political History’ by Edgar and Julian Lynch</p> <p>The government’s Office of General Affairs</p> <p>Copies of a Philipsburg street map</p>
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GLOSSARY

Advisor	An expert who gives advice
Aristocracy	The most powerful members of a society
Attorney General	The chief law officer of a country or state
Ballot	A document listing the alternatives that is used in voting
Candidate	A politician who is running for public office
CARICOM	The Caribbean Community
Central Committee	The elected decision-making body of the Island Council
Choice	The act of choosing or selecting
Civil servant	A public official who is a member of the civil service
Civil service	The body of employees in any government agency other than the military
Commissioner	A government administrator
Constituency	The body of voters who elect a representative for their area
Constitution (<i>Staatsregeling</i>)	Fundamental law: law determining the fundamental political principles of a government
Councilman/woman	A man or woman who is a council member; a member of the Island Council
Crown	The symbol of the power and authority of a monarchy

Decision	The act of making up your mind about something
Delegate	A person who speaks or acts on behalf of an organization
Democracy	The political system of government by the people or by their elected representatives
Democratic	Based upon the principles of democracy or social equality
Dictatorship	A form of government in which the ruler has absolute power (not restricted by a constitution or laws or opposition etc.)
Election	A formal decision-making process by which a population chooses an individual to hold public office
Eligible	Qualified for, allowed or worthy of being chosen
ERNA	Island regulation
Executive	The executive branch of government with the authority and responsibility for the daily administration of the territory; a person responsible for the administration of a business
Executive Council	A council that is the administrative body of the Island Council
Federal Government	The layer of government which is responsible for governing the Netherlands Antilles
Function	A formal or official social gathering or ceremony; task
Governing party	The ruling party in a parliamentary system or a coalition of the majority in parliament
Infringe	Go against, as of rules and laws
International Court of Justice	A court established to settle disputes between members of the United Nations

INTERPOL	International Criminal Police Organization
Island	A land mass (smaller than a continent) that is surrounded by water
Island council	The legislative body of the government
Island secretary	The government official who signs documents on behalf of the Lieutenant Governor and heads the civil service
Issue	An important question that is in dispute and must be settled
Territory	A region marked off for administrative or other purposes
Judicial	The administrative office of the nation's court system
Judiciary	The system of law courts that administer justice and constitute the judicial branch of government
Justice system	The system of courts, prosecutors and police that is responsible for administering justice
Kingdom	The domain ruled by a king or queen; In the Kingdom of the Netherlands the queen is a ceremonial leader
Law enforcement	Ensuring obedience to the laws
Legislative	That branch of government which is responsible for making, or having the power to make, a law or laws
Lieutenant Governor	An official serving as the representative of the Queen in the Netherlands Antilles
Majority	In elections more than half of the votes; the property resulting from being or relating to the greater in number of two parts
Minister	A person appointed to a high office in the government

Monarchy	An autocracy governed by a monarch who usually inherits the authority
Motion	A formal proposal for action made to a deliberative assembly for discussion
NATO	North Atlantic Treaty Organization
OECS	Organization of East Caribbean States
Opposition party	A form of political opposition to a designated government
Ordinance	Regulation: an authoritative rule; a statute enacted by a government
Organization	A group of people who work together
Parliament (Legislative Council)	A legislative assembly in certain countries
Political party	An organization formed to gain political power
Politician	An individual who is involved in influencing public decision making
Politics	The activities and affairs involved in managing a state or a government
Poll	The place where people vote
Portfolio	The role of the head of a government department
Postulate	A formal message requesting something that is submitted to an authority; put forward as a reality (on a political party's list)
President	The person who holds the office of head of state
Protect	Shield from danger, injury, destruction, or damage

Public service	A service that is performed for the benefit of the public or its institutions
Representative	A person who represents others; a government leader is elected by the people to represent them
Republic	A political system in which the supreme power lies in a body of citizens who can elect people to represent them
Resolution	Formal expression by a meeting; agreed to by a vote
Revenues	Income that a company receives from its normal business activities usually from the sale of goods and services to customer
Rights	Powers or privileges granted by an agreement or law
Rules of order	A body of rules followed by an assembly
Seat	The legal right to sit as a member in a legislative or similar body
Security	The state of being free from danger or injury;
Senator	A member of parliament or a senate
Social order	A concept used in sociology, history and other social sciences; social structures, social institutions and social practices which conserve, maintain and enforce "normal" ways of relating and behaving
Supervisory	Of or limited to or involving supervision
Taxes	Money paid to the government for public purposes; a financial charge or other levy upon a taxpayer (an individual or legal entity) by a state
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization

Vote Express one's preference for a candidate or for a measure or resolution

WHO World Health Organization

CHECKLIST FOR GOVERNMENT

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Define government													
List different forms of government													
Describe the role of government													
Define and explain the democratic form of government													
Outline the system of government in St. Maarten, Netherlands Antilles and the Kingdom of the Netherlands													
Outline the different branches of government													

Differentiate between local governmental system and those of other neighbouring islands													
Identify regional and global organizations and their purposes													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Define government			I	D	M	Outline the system of government in St. Maarten, Netherlands Antilles and the Kingdom of the Netherlands			I	D	M
List different forms of government			I	D	M						
Describe the role of government			I	D	M						
Define and explain the democratic form of government				I	D	Outline the different branches of government			I	D	M
Differentiate between local governmental system and those of other neighbouring islands					I	Identify regional and global organizations and their purposes				I	D

SOCIAL STUDIES

TRANSPORTATION

Standards

DOMAIN A: The Individual, Development and Identity (History):

- # 1 The student understands and knows how to place individual and historical periods on a time line and knows how to use time and time periods.
- # 2 The student understands and knows how to use historical sources for research.

DOMAIN E: Economics Processes and Structures:

- #15 The student can describe and explain essential and important developments of the economy.
- #16 The student can describe and explain some aspects of labour.

DOMAIN G: Technology and Globalization: #20 The student understands global developments, technological and environmental issues.

- #21 The student understands and can explain that due to modern means of communication, means of transportation and technology, the interaction between countries has been increased and the world is becoming more and more a global society.

Essential Understandings

- Transportation is the movement of people, animals and goods from one place to another.
- There are many modes of transportation.
- As technology advances transportation continues to develop.
- Transportation affects a country's economic growth, communication and environment.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>53. List and classify different modes of transportation</p> <p>54. Explain the development of transportation</p> <p>55. Report how transportation affects economic growth, communication (speed) and the environment</p> <p>56. Explain how transportation affects the quality of life and safety</p>	<p>Transportation</p> <ul style="list-style-type: none"> • Modes • Development • Effects <ul style="list-style-type: none"> ○ Economic growth ○ Communication ○ Environment ○ Quality of life ○ Safety ○ Navigation <p style="text-align: center;">Skills</p> <p>Communication Critical thinking Problem solving Research Map reading</p>	<p>Transportation modes – vehicle, goods, automobile, hovercraft, amphibious vehicles, barge, vessel, hybrid vehicle, rickshaw, freight, cruiser, ferry, schooner, cargo, trawler, trolley, gliders, tram, windjammer, pipeline (oil), zeppelin, dinghy</p> <p>Development – terrestrial, pedestrian, carriage, motorized, diesel, bio-diesel, crank, dug-out, raft, canoe, coal, steam, submarine, cruise ships, tugboats, yachts, nautical aviation, supersonic</p> <p>Effects – diesel, unleaded gasoline, pollution, exhaust fumes, emissions, couriers, import, export, tourism, transcontinental, carrier, destination</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Lists and classifies different modes of transportation • Explains the development of transportation • Reports how transportation affects economic growth, communication (speed) and the environment • Explains how transportation affects the quality of life and safety

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>53A.</p> <ul style="list-style-type: none"> Brainstorm modes of transportation and then classify them. Collect old license plates and make a display. (<i>The teacher helps the students to sort them by year and letter ensuring that they understand what the letters stand for</i>). The students can investigate the reasons why vehicles and vessels are registered and how it is done.. <p>54A.</p> <ul style="list-style-type: none"> Allow the students to watch five- minute videos about the history of transportation? Let the students research St. Maarten’s transportation history and answer the following questions <ul style="list-style-type: none"> Did the island develop as a result of improvements in transportation/ technology Did the topography of the region affect transportation routes? Are there places of historical interest that were associated with transportation? Are they still used today? Compare how packages were transported (previously and presently). Invite a speaker from a local courier company to explain the process of transportation. <p>55A</p> <ul style="list-style-type: none"> Collect information about tourist arrivals for 2 quarters from the airport and the harbour (<i>from the Tourist Bureau</i>). Compare and contrast them. Discuss how a drop in tourist arrivals affects the economy. Invite the Commissioner of Tourism to speak on this topic. Discuss how the number of tourists visiting the island affects the flow of traffic on the roads. 	<p>53A</p> <ul style="list-style-type: none"> Let the students list the foods they have for snack. Using a world map track, the journey of each product from its origin to St. Maarten or from the producer to the supermarket. Make a graphic display of the results. Include on the display modes of transportation used. <p>54A.</p> <ul style="list-style-type: none"> Divide the class into small groups. Let each group chose a mode of transportation and develop an illustrated timeline with dates and labels showing the development of their chosen mode. <p><i>Curriculum Link – ICT</i></p> <ul style="list-style-type: none"> Research (Internet) and write about, transportation inventors, e.g. the Wright Brothers. <p><i>Curriculum Link – Visual Arts; Science & Technology</i></p> <ul style="list-style-type: none"> Let the students design and make a model / drawing of a vehicle/vessel of the future (a century from now. <p>55A</p> <ul style="list-style-type: none"> Create a chart showing the advantages and disadvantages of various modes of transportation. Ask the students to imagine and describe the types of transport they think might be available in 2100. Let them consider the effects that they would have on the community. <p>56A</p> <p><i>Curriculum Link – Language and Communication</i></p> <ul style="list-style-type: none"> Imagine a world without transportation. Write how your life would be affected. 	<p>Web Sites</p> <p>http://themes.ppst.com/transportation.html</p> <p>http://www.archaeolink.com/history_of_transportation.htm</p> <p>http://members.ozemail.com.au/~slacey/transport.htm</p> <p>http://www.abnet.net.au</p> <p>http://netsmartkids.org/tansportation</p> <p>http://5min.com/video/learn-about-The-History-Air-Transportation</p> <p>World maps</p>

GLOSSARY

Amphibious	Able to operate both on land and in water, e.g. <i>amphibious tanks</i>
Automobile	Wheeled motor vehicle used for transporting passengers, which also carries its own engine or motor
Aviation	The operation of aircraft to provide transportation
Barge	A long, large, usually flat bottom boat for transporting freight that is generally unpowered and towed or pushed by other craft
Canoe	A small and light boat; pointed at both ends; propelled with a paddle
Cargo	Goods carried by a large vehicle
Carriage	Passenger car: a railcar where passengers ride; a vehicle with wheels drawn by one or more horses
Carrier	One who transports or conveys passengers or goods
Coal	A fossil fuel composed of a mixture of carbon, hydrogen and oxygen that is used to produce heat and burned by some power plants to produce electricity
Courier	Messenger; a person who carries a message or goods to another person
Crank	A hand tool consisting of a rotating shaft with parallel handle
Cruiser	A car in which policemen cruise the streets; equipped with radiotelephonic communications to headquarters; a large fast warship, smaller than a battleship and larger than a destroyer; a large motorboat that has a cabin and plumbing and other conveniences necessary for living on board
Cruise ship	A passenger ship used for pleasure voyages

Destination	Finish; the place designated as the end (as of a race or journey)
Diesel	A fuel derived from petroleum that is heavier than gasoline/petrol
Dinghy	A small boat powered by sails, oars or a motor carried as a lifeboat or pleasure craft on a larger boat; a small rowboat; an inflatable rubber life raft
Dug-out	A boat or canoe made by hollowing out a log
Electric	Operated by electricity
Emissions	The substance discharged into the air, especially by an internal combustion engine
Exhaust fumes	Gases ejected from an engine as waste products
Export	Commodities (goods or services) sold to a foreign country
Ferry	A boat that transports people or vehicles across a body of water and operates on a regular schedule
Freight	Goods carried by a large vehicle
Glider	A light, engineless aircraft designed to glide after being towed aloft or launched from a catapult
Goods	Products that can be used to satisfy some desire or need, commodities
Hybrid car	This is a vehicle that makes use of two different resources of power, such as gasoline as well as electricity
Hovercraft	Air-cushion vehicle (ACV); A craft capable of travelling over surfaces while supported by a cushion of slow moving air; a vehicle used in low-level flight over land or water
Imports	Commodities (goods or services) bought from a foreign country

Motorized	Equipped with an engine or motor
Nautical	Relating to or involving ships, shipping, navigation or seamen
Pedestrian	A person who travels by foot
Pipeline (oil)	A pipe used to transport liquids or gases, a pipeline runs from the wells to the seaport
Pollution	Undesirable state of the natural environment being contaminated with harmful substances as a consequence of human activities
Raft	A flat float (usually made of logs or planks) that can be used for transport or as a platform for swimmers
Rickshaw	A small two-wheeled cart for one passenger; pulled by one person
Schooner	A sailing ship with two or more masts
Steamer	A ship powered by one or more steam engines
Submarine	A watercraft which travels beneath the surface of the sea
Supersonic	Greater than the speed of sound in a given medium (especially air)
Terrestrial	Relating to the Earth or its inhabitants; relating to land
Tourism	The business of providing services to tourists
Tram	A large vehicle for fare-paying passengers, usually a double-decker, pulled on rails, by horses and later by a steam engine.
Transcontinental	Spanning or crossing a continent

Transportation Modes	The various means of transportation consisting of both the specific types of vehicles used and the facilities needed for their movement
Trawler	A fishing vessel that uses an open-mouthed fishing net drawn along the sea bottom
Trolley	A street car; a small truck or car operating on a track and used in a mine, quarry or factory for carrying goods back and forth
Tugboat	A small powerful; boat designed for towing larger vessels
Unleaded gasoline	Gasoline that has not been treated with a lead compound
Vehicle	A device that is designed or used to transport people or cargo
Vessel	A watercraft bigger than a rowboat
Windjammer	A large sailing ship
Yachts	An expensive vessel propelled by sail or motor power and used for cruising or racing
Zeppelin	A large rigid airship, supported by internal gas cells, designed to carry passengers or bombs

CHECKLIST FOR TRANSPORTATION

Behaviours	Names of Children												
Write date when target behaviour is mastered													
List and classify different modes of transportation													
Explain the development of transportation													
Report how transportation affects economic growth, communication (speed) and the environment													
Explain how transportation affects the quality of life and safety													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
List and classify different modes of transportation	I	D	D	M		Report how transportation affects economic growth, communication (speed) and the environment				I	D
Explain the development of transportation	I	D	D	M		Explain how transportation affects the quality of life and safety			I	D	D

SOCIAL STUDIES

COMMUNICATION AND TECHNOLOGY

Standards

DOMAIN A: The Individual, Development and Identity (History):

1 The student understands and knows how to place individual and historical periods on a time line and knows how to use time and time periods.

2 The student understands and knows how to use historical sources for research.

DOMAIN A: The Individual, Development and Identity (Civic):

3 The student understands what his/her rights, obligations, and responsibilities are.

DOMAIN B: Groups and Institutions:

4 The student understands and can explain certain aspects of groups and institutions in our community.

DOMAIN G: Technology and Globalization: #19 The student can investigate and explain a number of technological products from his own living environment

#20 The student understands global developments, technological and environmental issues.

#21 The student understands and can explain that due to modern means of communication, means of transportation and technology, the interaction between countries has been increased and the world is becoming more and more a global society.

DOMAIN H: Time, Continuity and Change: #22 The student knows in broad outline the most important historical and present day developments of our islands.

#24 The student is able to place periods and events from history on a time table and is able to use indicators of time and periods.

Essential Understandings

- Communication is necessary in every society.
- People communicate verbally and non-verbally.
- Technology facilitates communication.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>57. Define communication</p> <p>58. Identify means of communication</p> <p>59a Outline the development of communication</p> <p>59b. Outline the history of communication technology</p> <p>60. Explain the importance of technology in communication</p>	<p>Communication</p> <ul style="list-style-type: none"> • Definition • Means of communication • History of communication • Importance of technology in communication <p style="text-align: center;">Skills</p> <p>Communication</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Research</p> <p>Map work</p> <ul style="list-style-type: none"> • Use symbols to locate places on a map. • Use latitude and longitude and scale to locate places • Locate continents and oceans on a map • Explain distance between place using map skills 	<p>Definition – communication, transmission, information</p> <p>Modes – verbal, non-verbal, exchange, barrier, sound waves, gesture, systems, Morse code, sign language, convey, channel, signal, encode, verbal, speech, intonation, symbols, personal, body language, visual, mass communication, media, newspaper, Internet, radio, television, video, tele-conference, broadcasting, journalist, audience, publication, telegram, giga/megabyte, recording, propaganda, advertisement, device</p> <p>History – symbols, cave paintings, petro glyphs, rock carvings, pictograms, telecommunications, semaphore, radio, telephone, computer, Internet</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Defines communication • Identifies means of communication • Outlines the development of communication • Outlines the history of communication technology • Explains the importance of technology in communication

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>57A.</p> <ul style="list-style-type: none"> • <i>The teacher will create task cards and ask pre chosen students to mime the actions, e.g. dialing a telephone, saying goodbye, typing, calling someone etc. After the students have completed the miming, ask the other students to think of a global term for the actions. When the term ‘communication’ has been presented let the students write their definition of communication.</i> • Stack the Deck¹⁰ <ol style="list-style-type: none"> 1. Shuffle a deck of cards well and distribute one to each student 2. Tell the students that no-one must see their card and talking is not allowed. 3. The task given to the students is to group themselves according to the suits (hearts, diamonds, spades, clubs) using non-verbal communication. 4. Once the groups are formed they must line up in order of rank, from ace to king. <p>Discuss the activity with the students.</p> 	<p>58A</p> <p><i>Curriculum Link – Mathematics</i></p> <ul style="list-style-type: none"> • Research the cost of telephone calls, e.g. landline, units per minute. Compare the prices of local telephone companies. Students must work out the difference in the number of ‘minute calls’ made to landlines, to other telephone company users using \$10 on a cell phone. <p><i>Curriculum Link – Language and Communication / Mathematics</i></p> <ul style="list-style-type: none"> • Let the students write a list of text messages. Choose several of the phrases and ask them to rewrite them in Standard English, e.g. R U gng 2 d mvs (Are you going to the movies?). The students can work out the difference in price between texting a message and making a call. • Divide the class into small groups. Let each group create an advertisement for their brand of bottled water. Each group must persuade the others that their brand is the best to buy. • Conduct a school wide poll of two businesses selling the same product, e.g. cell phone companies. Ask the 	<p>Web sites</p> <p>www.webopedia.com</p> <p>http://inventors.about.com/od/timelines/Timelines_of_Invention_and_Technology.htm</p> <p>http://www.calgaryherald.com/life/Translating+language+texting</p> <p>http://inventors.about.com/library/inventors</p> <p>http://www.buzzle.com/articles/history-of-communication.html</p>
<p>58A</p> <ul style="list-style-type: none"> • Discuss with the students why communication is important to the business sector. (It helps them to provide information to customers about their goods and services.) • Ask the students to journal the amount of time they have contact with the mass media. Each entry must include; <ul style="list-style-type: none"> ○ The item (name of print or TV/radio program) ○ The name of the medium (television, radio) ○ The amount of time spent with the medium ○ The context of the interaction (in the car, in the bedroom) ○ Why the interaction took place (homework, pleasure) 		

¹⁰ Taken from ‘Activities for Non-verbal Communication’. Retrieved from <http://homeworktips.about.com/od/mindandbody/a/nonverbal.htm>. 7/23/2010

<p>After five days the students can compute the amount of time spent with each mass medium and make a chart that includes the circumstances and reasons why.</p> <ul style="list-style-type: none"> • Compare and contrast a silent movie film with a recent movie. View each of them and compare and contrast them using a Venn diagram.¹¹ • Discuss the advent of the printing press and its affect on the life of the people. (<i>Other major communication inventions can also be discussed e.g. the typewriter.</i>) • Ask the students to list the kinds of products and services that are included in the communication production industry, e.g. CDs, web pages. Let them categorize the items listed, e.g. print, broadcasts, screen, and audio. Then let the students create a ‘communication technology’ concept map that includes all the equipment used to produce the products and services listed. (<i>This concept map can be generated over a few days.</i>) Further discussion can be held on the skills and knowledge needed to work in the communications /technology industry and the types of jobs available. 	<p>participants to say which they prefer and why. Students must prepare the questionnaire, carry out the poll and report the results.</p> <p>59A</p> <ul style="list-style-type: none"> • The students can make timelines on the history of communication. (<i>Teachers are free to state the parameters of the timeline.</i>) <p>60A</p> <ul style="list-style-type: none"> • Divide the students into small groups and let them discuss what it would be like if all global technology systems shut down. Talk about the effects on themselves, home life, community and the world. Let the students share their ideas and then create ‘What If...’ posters. The posters can include graphics and information from web sites 	
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¹¹ Retrieved from www.sasked.gov.sa.ca 25/7/2010

GLOSSARY

Advertisement	A public promotion of some product or service
Audience	A gathering of spectators or listeners
Barrier	Any condition that makes it difficult to make progress or to achieve an objective
Body language	Communication via the movements or attitudes of the body
Broadcasting	The distribution of audio and/or video signals which transmit programs to an audience
Cave paintings	Paintings on cave walls and ceilings
Channel	A path over which electrical signals can pass
Communication	The activity of conveying information
Computer	A programmable machine that receives input, stores data and provides output
Convey	Make known; pass on; to communicate; impart
Device	An instrument invented for a particular purpose
Encode	Convert information into a code
Exchange	The act of giving something in return for something received
Gesture	Motion of hands or body to emphasize or help to express a thought or feeling
Giga/Megabyte	Units of digital information in computing and telecommunications

History	A record or narrative description of past events
Information	Message received and understood; knowledge derived from study, experience, or instruction
Internet	Any set of computer networks that communicate using the Internet Protocol
Intonation	Rise and fall of the voice pitch
Journalist	A writer for newspapers and magazines
Mass communication	When a sender distributes messages to many people simultaneously
Media	The storage and transmission channels or tools used to store and deliver information or data
Morse Code	Either of two codes used for transmitting messages in which letters of the alphabet and numbers are represented by various sequences of dots and dashes or short and long signals
Newspaper	A daily or weekly publication on folded sheets
Non-verbal communication	The process of communication through sending and receiving wordless messages
Personal	Particular to a given individual
Petro glyph	A carving or line drawing on rock
Pictogram	A picture that represents a word or an idea by illustration
Propaganda	Information that is spread for the purpose of promoting some cause
Publication	The communication of something to the public; making information generally known

Radio	A communication system based on broadcasting electromagnetic waves
Recording	A storage device on which information has been recorded
Rock carvings	Images created by removing part of a rock surface
Semaphore	A system of signaling by means of two flags held in various position
Signal	Any nonverbal action or gesture that encodes a message
Sign language	A language that uses a system of manual, facial, and other body movements as the means of communication, especially among hearing impaired
Sound waves	Sound is made up of molecules of air which move. When they push together they form sound waves
Speech	The act of delivering a formal spoken communication to an audience
Symbol	Something such as an object, picture, written word, sound, or particular mark that represents something else by association
System	A set of interacting or interdependent entities forming an integrated whole
Telecommunications	The transmission of signals over a distance for the purpose of communication
Tele-conference	A type of meeting that is held over the telephone
Telegram	A message transmitted by telegraph
Telephone	A telecommunications device that transmits and receives sound
Television	A telecommunication system that transmits images of objects (stationary or moving) between distant points

Transmission	The act or process of sending a message, picture, or other information from one location to one or more other locations by means of radio waves, electrical signals, light signals, etc.; a radio or television broadcast
Verbalcommunication	Communication in the form of words
Video	The technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion
Visual	Any element of something that depends on sight

CHECKLIST FOR COMMUNICATION AND TECHNOLOGY

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Define communication													
Identify means of communication													
Outline the development of communication													
Explain the importance of technology in communication													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Define communication	I	D	M			Outline the development of communication			I	D	M
Identify means of communication	I	D	M			Explain the importance of technology in communication		I	D	D	M

SOCIAL STUDIES

CULTURE AND HISTORY OF SINT MAARTEN / SAINT MARTIN

Standards

DOMAIN B: Groups and Institutions: # 5 The student understands the nature, distribution and migration of human populations.

6 The student understands the importance of values and standards of society.

DOMAIN D: Culture and a Multicultural Environment:

#13 The student understands that culture and a multicultural environment in the Netherlands Antilles are not independent of each other, but are embedded in a broader relationship.

#14 The student can recognize and explain the multicultural environment in the Netherlands Antilles.

DOMAIN H: Time, Continuity and Change: #22 The student knows in broad outline the most important historical and present day developments of our islands.

#23 The student understands that historical sources can be contradictory or differ from each other.

#24 The student is able to place periods and events from history on a time table and is able to use indicators of time and periods.

Essential Understandings

- Culture is an integral part of every society.
- Culture promotes national unity and identity.
- Culture evolves over time.
- Multiculturalism is the peaceful coexistence of cultures in a society.
- Various individuals and groups have impacted and contributed to our culture.
- Events have influenced the development of culture.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>61. Define culture and multiculturalism</p> <p>62. List and explain the major components of culture</p> <p>63. Explain how culture is derived</p> <p>64. Identify our national symbols and tell how they promote unity and national identity</p> <p>65a. Identify aspects of Sint Maarten / Saint Martin culture</p> <p>65b. Differentiate between St. Maarten’s culture and the culture of other ethnic groups living on our island</p> <p>66. Identify the national</p>	<ul style="list-style-type: none"> • Defining ‘culture’ / ‘multiculturalism’ • Components of culture (<i>music, clothing, dance, food, religion, traditions, customs, values</i>) • Sint Maarten /Saint Martin culture • Origins of Sint Maarten/Saint Martin culture (<i>African, European, Caribbean</i>) • Different Cultural and Ethnic Groups (<i>on island</i>) • Similarities and differences between cultures • National symbols¹² (<i>flag, monuments, song, crest, bird, flower</i>) • National heroes • History – Amerindians (naming the island: Souliga, Oülichí), Spanish, Dutch, salt-picking industry, French, Treaty of Concordia, plantations (<i>tobacco, indigo</i>), slavery (<i>cotton, sugar-cane plantations</i>), 	<p>Culture, evolve, integration, heritage, society, festival, generation, celebration, jollification, festivities, cultivation, behavior patterns, identity, traditions, customs, portray, evident, aspect, appreciation, Multicultural, embrace, art form, depict, immigrant, tolerance, native, exchange, coexist,</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Defines culture and multiculturalism • Lists and explains the major components of culture • Explains how culture is derived • Identifies our national symbols and tells how they promote unity and national identity • Identifies aspects of the St Martin’s culture • Differentiates between the St. Martin culture and the culture of ethnic groups

¹² There are proposed changes to the national symbols but these have not yet been approved by the Executive Council (government)

<p>heroes and their contributions</p> <p>67. Outline the history of St. Maarten</p> <p>68. Describe events that have influenced the development of our culture</p>	<p>hurricane devastation (1819,1960, 1979, 1995), abolition of slavery (French 1848, slave uprisings, Dutch 1863), development of agriculture, building of airports, emigration of St. Maarten families (1860-St. Kitts; 1890-Greater Antilles; 1920 – Aruba/Curacao), 1950s –reorganization of the Netherlands Antilles, development of hotel infrastructure, tourism development, migration of groups to St. Maarten, referenda 2000/2003(decision to seek separate status)</p> <ul style="list-style-type: none"> • Events that Influenced St. Maarten’s culture (<i>establishment of the salt industry, Treaty of Concordia, abolition of slavery, emancipation, establishment of religious institutions, plantation development, emigration of St. Maarten’s families, development of infrastructure including schools, development of tourism industry, development of the media, immigration of other ethnic groups, carnival development</i>) <p style="text-align: center;">Skills</p> <p>Communication</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Research</p> <p>Map work</p> <ul style="list-style-type: none"> • Understand and use a variety of maps • Use map scales • Use longitude and latitude and cardinal points to locate places on maps 	<p>dignity, acceptance, host country, interact, national identity, integration</p> <p>Oral traditions, drama, art, storytelling</p> <p>Influence, ideas, ideologies, contribution, impact, cultural norms, religion</p> <p>National symbols – monument, Latin, motto</p> <p>National hero – symbol, component, derive, ethnic, ethnicity</p> <p>History – abolition, emancipation, emigration, colony, plantation, colonist, autonomy, Souliga, Oüalichi, referendum, referenda</p>	<p>living on our island</p> <ul style="list-style-type: none"> • Identifies the national heroes and their contributions • Describes events have influenced the development of our culture
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Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>61A.</p> <ul style="list-style-type: none"> Let students use the dictionary and internet to find the definition of ‘culture’. Then create a KWL chart with the students listing what they know about culture , what they want to know about culture and what they have learned. (<i>This can be done at the end of the unit.</i>) Define the word ‘culture’ on the chalk board. Divide the class into small groups. Have the class give examples of things that contribute to a country’s culture (music, food, dance etc). a) Give the students a definition of ‘multiculturalism’ (<i>several different cultures (rather than one national culture) coexisting peacefully in a single country</i>). c) School Wide project –Multicultural Day Each Group will be assigned a particular country (represented on St. Maarten) and they will cook the different national dishes, dress in the national costume, have music playing (representative of the country) and decorate their class or station with cultural items from the country. 	<p>61A</p> <ul style="list-style-type: none"> Let each group of students select a particular country that they would like to research and present its culture. Tell the students the things that must be included in the presentation such as examples of the country’s food, clothing, dance, music, literature etc. <p>62A</p> <ul style="list-style-type: none"> Divide the class into groups and give them a particular component of culture, e.g. music (Year 1 St. Maarten - string band; Year 2 Netherlands Antilles & Aruba – tambu; Year 3 Caribbean – steel pan; Year 4 World region Africa – drumming) to research and present to peers <p>63A</p> <ul style="list-style-type: none"> Divide the class into groups and let them brainstorm how cultural norms are passed from one generation to another class into groups, e.g. teaching children how to cook certain dishes, via storytelling, family reunions etc. <p>65bA</p> <ul style="list-style-type: none"> ¹⁵Split the class into small groups. Have each group make posters (‘half and half’ collage). On one side of the paper, they should paste articles, pictures and tourism advertisements representing St. Maarten’s / 	<p>Internet access Brochures, pamphlets, magazines(e.g. Discover), newspapers SOS Radio Public information brochure – ‘The Treaty of Concordia’ ‘Sint Maarten/Saint Martin published by Van Dorp</p> <p>‘History of Sint Maarten and Saint Martin’ Dr. J. Hartog</p> <p>‘Beyond the Tourist Trap, A Study of St. Maarten Culture’ by M. P. Sypkens Smit</p> <p>‘Histoire de/History of St. Martin/Maarten’ by Stanislas Defize</p> <p>‘Claude A Portrait of Power’ by Fabian Badejo</p> <p>‘Memories of Gold, St</p>

¹⁵ Adapted from www.eduref.org/Virtual?ISessions/Social_Studies/Multicultural_Education retrieved July, 2010

<p>64A</p> <ul style="list-style-type: none"> Let the students sing the national song at school assemblies. Display the St. Maarten Crest; discuss the symbols that comprise the crest (<i>pelican, Yellow Sage (flower), the border monument, the Courthouse. Ensure that the students know the translation of the Motto (Semper Pro Grediens- Always Moving Forward)</i>) Let the students draw the flag and write the meaning of the colours. The students should observe the hoisting and lowering of the flag and practice standing at attention while it is being hoisted. Ask a student who is a member of a uniformed group to demonstrate how it is done and how to fold the flag. Inform the students of the protocol surrounding the flag, e.g. not letting it touch the ground, keeping it clean etc. Discuss when and why it is flown at half mast. <p>65aA</p> <ul style="list-style-type: none"> Invite well known cultural icons to visit the class and talk about the cultural norms of St. Maarten (past) Invite an elder to show the students a particular tradition from the past, e.g. a ring 	<p>St. Martin’s culture. On the other side they should attach items that represent the wide variety of other cultures. Students should strive to find examples of several categories named in the definition for culture, e.g. dance etc.</p> <ul style="list-style-type: none"> Let small groups compare one aspect of culture, e.g. dance and find the similarities and differences between the dances of St. Maarten, and the Netherlands Antilles/Aruba, other Caribbean islands and World regions. ¹⁶Research and create a chart listing food, clothing and festivities from different cultures. <table border="1" data-bbox="858 699 1587 1063"> <thead> <tr> <th>Ethnic Group</th> <th>Language</th> <th>Food</th> <th>Music</th> <th>Dance</th> <th>Festivities</th> </tr> </thead> <tbody> <tr> <td>Indian</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Chinese</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>65aA, 65bA</p> <ul style="list-style-type: none"> Have students research the Carnival festival on the different islands. Compare aspects of these festivals Research how Carnival was celebrated on St. Maarten (interview the elderly) in earlier times. 	Ethnic Group	Language	Food	Music	Dance	Festivities	Indian						Chinese																		<p>Maarten 1945-1960 ‘by Neville York</p> <p>‘Golden Rock The first Indian village on St. Eustatius by St. Eustatius Historical Foundation</p> <p>‘Our Country, Our Future, Our Flag Sint Maarten’ by the Bureau of Constitutional affairs</p> <p>‘I’m Telling You Local Bush Medicine’ by St. Maarten Women awareness Movement</p> <p>‘35 Miles from Shore’ by Emilio Corsett</p> <p>‘Poetic Life Issue’s by Orlando Eights</p> <p>‘Folk Remedies on a Caribbean Island’ by Suzane Nielsen</p> <p>‘Cul-de-sac People A St. Martin Family’ Series by Mathias S. Voges</p>
Ethnic Group	Language	Food	Music	Dance	Festivities																											
Indian																																
Chinese																																

¹⁶ Adapted from “Caribbean Neighbours’ by Sybil Leslie

<p>game, how to cook a food item, to build a kite.</p> <ul style="list-style-type: none"> • Visit the French and Dutch museums. • Let the students read books written by St. Maarteners. • Invite one of our local artists to demonstrate their art works and teach the students one of their techniques, e.g. Ponum Dance, sculpture, craft, fish pots. • Invite older St. Maarteners, who cook national dishes, to the class to show the students how to prepare local dishes, e.g. peas and rice, fungi and fish, boiled fish, Johnny cakes, locree, stewed goat, saltfish, conchs and dumplings etc. • Have a St. Marten fashion show that showcases the different versions of the national dress. • Visit local monuments¹³. <p><i>Curriculum Link - Mathematics</i></p> <ul style="list-style-type: none"> • Have students create a questionnaire about St. Martin's Day What do you do on St. Martin's Day? Do you participate in any of the festivities? Do you dress in the national colours on that day? 	<p>Make a visual representation of the development of Carnival on St. Maarten then and now. How has it changed? Discuss what the reasons for change could be.</p> <p>66A</p> <ul style="list-style-type: none"> • Make a time line to show how Claude Wathey's vision influenced the development of tourism on St Maarten. (<i>This can be done for other national heroes or artists for their area of impact</i>) • Study a particular national hero or icon e.g. Tula. Create a rap, song, poem, drama about them <i>Curriculum Link – Language and Communication</i> • Write an essay – 'If it were not for St. Maarten would <p>67A</p> <ul style="list-style-type: none"> • Create an annotated timeline to show the major events of St. Maarten history. (<i>Suggested planning: Year 1- Amerindians to the arrival of the Spanish; Year 2 – European colonization to the abolition of slavery; Year 3- Abolition of slavery to development of tourism; Year 4- Review and present history.</i>) • Make a list of public holidays celebrated in St. Maarten (<i>St. Martin's Day, Kingdom Day, Queen's Birthday, Labour Day</i>) and relate them to important 	<p>'Lionel Bernard Scott – A Symbol of Strength' by Eugene Bernard Holiday</p> <p>'A Short History of St. Martin' by St. Maarten Historical Foundation</p> <p>'A Tropical Mirror – A series of reprints on the history of St. Martin in the Netherlands Antilles' by M. D. Teenstru</p> <p>'The Status Scandal' by Daniella Jeffrey</p> <p>'1963 A Landmark' by Daniella Jeffrey'</p> <p>House of Nehesi Publishers</p> <ul style="list-style-type: none"> • 'Mr. Bibi Pioneer in House Drawing & Design' • 'Chester York' • 'Father Alfie' • 'Cassy Champion Cyclist' • 'St. Martin Massive!'
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¹³ A national monument list is available at the Department of Education, Culture, Sports and Youth Affairs.

<p>Use a graph or a graphic organizer to present the results</p> <p>66A</p> <ul style="list-style-type: none"> Prepare a chart that shows different areas and identify persons who were and are influential. <i>(Charts can be made for the different regions) St Maarten¹⁴ (see below)</i> Produce a fact sheet on the biography of national heroes. 	<p>historical events.</p> <p>68A</p> <ul style="list-style-type: none"> Each class group will choose an important event from St. Maarten's history. Tell which aspect of culture it affected. Design a poster to share with class mates. <table border="1" data-bbox="863 402 1593 581"> <thead> <tr> <th>Event</th> <th>Aspect</th> </tr> </thead> <tbody> <tr> <td>Salt picking</td> <td>Dress</td> </tr> <tr> <td>Emancipation</td> <td>Music/dance</td> </tr> <tr> <td>Freed Slaves</td> <td>Religion</td> </tr> </tbody> </table>	Event	Aspect	Salt picking	Dress	Emancipation	Music/dance	Freed Slaves	Religion	<p>'Coming Coming Home' George Laming</p> <p>'Nativity' by Lasana Sekou</p> <p>'Rambling on Saint Maarten' by Prof. Theodore J. Lowi</p> <p>'The Home of the Spirits' by Claude Mauboux</p> <p>'Saint Martin & Sint Maarten from the Sky' by Guy Rose</p>
Event	Aspect									
Salt picking	Dress									
Emancipation	Music/dance									
Freed Slaves	Religion									

14

Paintings	Music	Politics	Poetry	Dance	Economy	Drama
Ruby Bute	Tanny and the boys	Claude Wathey	Deborah Jack	Clara Reyes	Vance James Sr.	Louis Laveist
Roland R'son	Mr. John Larmonie	Clem Labega	Lasana Sekou	Cees van Dolderen	Charles Vlaun	Ian Valz

GLOSSARY

Abolition	The act of putting an end to something
Acceptance	When a person agrees to experience a situation, to follow a process or condition
Appreciation	Admiration; a favorable judgment
Art	The products of human creativity
Art form	Form of artistic expression
Aspect	A distinct feature or element
Autonomy	The quality or condition of being self governed
Celebration	A joyful occasion for special festivities to mark some happy event
Coexist	Exist together
Colony	A region politically controlled by a distant country
Colonist	One that colonizes or settles in a new country
Component	An abstract part of something
Contribution	Act of giving to others for a common purpose especially to a charity
Cultivation	The process of fostering the growth of something
Cultural norms	Behavioral expectations and cues within a society or group

Culture	The totality of socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human work and thought typical of a population or community at a given time; a particular society at a particular time and place
Customs	Accepted or habitual practices
Depict	Describe or portray something in words, pictures; to represent; portray; give a description of
Derive	Come from
Dignity	The quality or state of being worthy of esteem or respect
Drama	Play; a dramatic work intended for performance by actors on a stage
Embrace	Include as part of something broader; have as one's sphere or territory
Emancipation	The act of freeing from bondage, oppression or restraint
Emigration	The act of leaving one's native country to live elsewhere
Ethnic	Cultural; denoting or deriving from or distinctive of the ways of living built up by a group of people
Ethnicity	A quality or affiliation resulting from racial or cultural ties
Evident	Apparent; clearly revealed to the mind, the senses or judgment
Evolve	Work out; to develop or achieve gradually
Exchange	The act of changing one thing for another thing
Festival	A day or period of time set aside for feasting and celebration
Festivity	Celebration: any joyous diversion

Generation	All the people living at the same time or of approximately the same age
Heritage	Practices that are handed down from the past by tradition
Host country	A nation in which representatives or organizations of another state are present because of government invitation and/or international agreement
Idea	The content of cognition; the main thing you are thinking about
Identity	The distinct personality of an individual; the collective aspect of the set of characteristics by which a thing is definitively recognizable
Ideologies	A set of aims and ideas that directs one's goals, expectations, and actions
Immigrant	A person who comes to a country where they were not born in order to settle there
Impact	A forceful consequence; a strong effect
Influence	A power to affect persons or events especially power based on prestige
Integration	The action of incorporating a racial or religious group into a community
Interact	Act together or with others
Jollification	Merrymaking: a boisterous celebration; a merry festivity
Latin	An Indo-European language of ancient Rome which was the most important cultural language of Western Europe until the end of the seventeenth century
Motto	a brief statement expressing a principle , goal or ideal
Multicultural	Relating to or including several cultures

National identity	The identity of a nation or grouping of people who share real or imagined common history, culture, language or ethnic origin
Native	An indigenous person who was born in a particular place
Oüalichi	The Amerindian name for St. Martin, meaning land of women
Oral traditions	Messages or testimony transmitted orally from one generation to another
Plantation	A large estate or farm on which crops are raised
Portray	Represent abstractly; to depict
Referendum	Submission of a proposed public measure or actual statute to a direct popular vote (plural referenda)
Religion	A strong belief in a supernatural power or powers that control human destiny
Society	An extended social group having a distinctive cultural and economic organization
Souliga	The Amerindian name for St. Martin, meaning land of salt
Storytelling	The conveying of events in words, images, and sounds often by improvisation or embellishment
Symbol	An arbitrary sign (written or printed) that has acquired a conventional significance
Tolerance	Recognition of and respect for the opinions, practices or behavior of others
Tradition	An inherited pattern of thought or action

SOCIAL STUDIES

CHECKLIST FOR CULTURE AND HISTORY OF SINT MAARTEN/SAINT MARTIN

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Define culture and multiculturalism													
List and explain the major components of culture													
Explain how culture is derived													
Identify our national symbols and tell how they promote unity and national identity													
Identify aspects of Sint Maarten / Saint Martin culture													
Differentiate between St. Maarten's culture and the culture of other ethnic groups living on our island													
Identify the national heroes and their contributions													
Outline the history of St. Maarten													
Describe events that have influenced the development of our culture													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Define culture and multiculturalism			I	D	M	Differentiate between St. Maarten’s culture and the culture of other ethnic groups living on our island	I	D	D	M	
List and explain the major components of culture			I	D	M						
Explain how culture is derived			I	D	M	Outline the history of St. Maarten		I	D	M	
Identify our national symbols and tell how they promote unity and national identity	I	D	D	M		Describe events that have influenced the development of our culture			I	D	M
Identify aspects of Sint Maarten / Saint Martin culture	I	D	D	M		Identify the national heroes and their contributions		I	D	M	

SOCIAL STUDIES

THE EARTH WE LIVE IN

Standards

- DOMAIN C: Man and the Environment:
- # 7 The student understands that all kinds of social phenomena have consequences for the environment.
 - # 8 The student can indicate three-dimensional phenomena on a map and name the spreading patterns.
 - # 9 The student can name and explain the elementaries of the geology of his island and the other islands of the Netherlands Antilles and Aruba.
 - #10 The student can observe, describe and explain the various manmade elements in his own environment.
 - #12 The student can read the map of his own island, the region and other countries that are important to us.
- DOMAIN I: The Environment:
- #25 The student can describe and explain the interaction between man and the environment.

Essential Understandings

- Landforms are features that make up the Earth's surface.
- Some landforms are created by the action of the wind, water and ice.
- Different communities have different landforms and bodies of water.
- People change and adapt to their surroundings.
- People modify their environment to meet their needs.

Target Behaviour	Content/Skills	Vocabulary	Assessment Opportunities
<p>69. Use geographical tools to locate major landforms and bodies of water</p> <p>70. Identify and describe several landforms</p> <p>71. Locate bodies of water on a map (St. Martin, Caribbean, World regions)</p> <p>72. Describe how the past physical environment has changed through: a) natural disasters and b) human intervention</p> <p>73. Describe how people in different communities adapt to and modify the physical environment</p> <p>74. Describe how the physical environment has helped or hindered human activities.</p>	<p>Location and identification of major landforms and bodies of water</p> <p>Human interaction with landforms and bodies of water</p> <ul style="list-style-type: none"> • Adaptation • Modification • Dependence on <p>Influence of the physical environment on human activities, e.g. shelter, transportation, development</p> <p style="text-align: center;">Skills</p> <p>Map work Use of geographical tools Communication Critical thinking Problem solving Research</p>	<p>Landforms – geography, topography, continent, country, region, island, cliff, border, hill, valley, mountain, mountain range, peninsula ,archipelago, isthmus, forest, atoll, canyon, coastline, cape, keys, beach, plain, plateau, swamp</p> <p>Bodies of water – sea, river, streams, lake, gulf, bay, ocean, lagoon, pond, delta, estuary, desert, glacier,</p> <p>Tools - maps – physical, political, thematic, globes, atlases, aerial, photographs, charts, key, legend, compass, compass rose, latitude, longitude, hemisphere, cardinal points</p> <p>Interaction – biome, habitat, environment, settlements, location, economic development, infrastructure, natural resources, industry, modification, adaptation, exploration, technology, cause/effect, transportation, barriers, vegetation, physical features, restrict, promote, irrigation, terrace, dam, reservoir, deforestation, erosion</p>	<p>The teacher records when a student:</p> <ul style="list-style-type: none"> • Uses geographical tools to locate major landforms and bodies of water • Identifies and describe several landforms • Locates bodies of water on a map (St. Martin, Caribbean, World regions) • Describes how the past physical environment has changed through: a) natural disasters and b) human intervention • Describes how people in different communities adapt to and modify the physical environment • Describe how the physical environment has helped or hindered human activities

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>69A, 70A, 71A</p> <ul style="list-style-type: none"> The teacher will distribute physical maps / atlases and allow students to locate different bodies of water, and landforms and can list them. The teacher gives clues and the students have to locate the landform or body of water, e.g. locate an island south of St. Martin, latitude 33°, locate the largest island on the globe. Give students a copy of a blank map of St. Martin. Let them locate the bodies of water on a physical map and then draw and label them on the blank map. Make an illustrated landforms/bodies of water dictionary. Go outside and look at a hill. <i>The teacher encourages the students to observe how the hill rises above the surrounding area and has a rounded top.</i> Compare and contrast different hills to see how the hilltops differ. <p><i>Curriculum Link – Language and Communication</i></p> <ul style="list-style-type: none"> Encourage the pupils to imagine living in a land completely different from St. Martin. (<i>The teacher prompts; How would life be different?.</i>) Let the students draw pictures, write stories or 	<p>69A, 70A, 71A</p> <ul style="list-style-type: none"> <i>The teacher creates and distributes flash cards with names of landforms and bodies of water to small groups of students.</i> The students have to: <ul style="list-style-type: none"> Define the landform/body of water. Use the map and give examples of it. Tell how to locate the body of water/landform using the cardinal points and or latitude/longitude. <p>69A.</p> <ul style="list-style-type: none"> Distribute pictures of different landforms/bodies of water and flash cards. Let the student/s match them. <p><i>Curriculum Link – Visual Arts</i></p> <ul style="list-style-type: none"> Challenge the students to create a model that shows each of the landforms (mountain, hill, valley and island) using salt dough. Visit a particular landform and draw sketches and make notes about the landforms. Present the information to peers. Give each group a different continent. Let them study a map of the continent and list landforms and bodies of water within the continent. Choose a way to present the information to other groups. Imagine you are a map maker living in a small country. The king of the country has asked you to make a tourist map. Your map must include an ocean, lake, river, pond, mountain, hill, valley and an island. Give the country and the landforms/bodies of water names. Create tourist posters that feature a major body of water and/or landform. 	<p>Physical maps of St. Martin, the Caribbean, the world Political maps Aerial photographs of St. Martin Globes, atlases Blank maps Word cards with bodies of water and landforms written on them Pictures of landforms /bodies of water from old calendars</p> <p>Salt Dough recipe 2 cups of flour 1cup salt 1/2tsp. salt A few drops of brown food colouring</p>

<p>write a letter about a typical day in the new environment.</p> <p>72A</p> <ul style="list-style-type: none"> • Use the Project Approach strategy. Each class or group chooses a location on St. Martin. The students must research the following: <ul style="list-style-type: none"> ○ Changes to the environment since the last major natural disaster ○ Reasons for the change, if caused by human intervention <p>The students will create a multi-media presentation to report information gathered.</p> <p>73A</p> <ul style="list-style-type: none"> • Research examples of how man has changed the environment by building structures, e.g. roads, bridges (Simpson Bay Bridge), tunnels (beneath the English Channel), dikes (Holland) and dams etc. <p>74A</p> <ul style="list-style-type: none"> • Research how the physical environment has restricted human activity and land use, e.g. volcanic eruption (Montserrat) causing people to migrate; rising sea levels (Indonesia) causing people to leave their homes, earthquakes (Haiti), oil spills causing business closures. 	<p><i>Curriculum Link – ICT</i></p> <ul style="list-style-type: none"> • ¹⁷Create a Power Point about landforms/bodies of water. <p>71A, 72A</p> <ul style="list-style-type: none"> • Give each group of students names of bodies of water or landforms. Have them discuss and record the positives and negatives of living near the particular body of water/landform, e.g. ocean, volcanic mountain <p>72A</p> <ul style="list-style-type: none"> • Student collect old photographs/pictures of St. Martin. The teacher selects some of them. The photographs are distributed to groups of students who have to identify the location of the landform/body of water. The students then go to the location and take photographs. On return to the classroom, the students compare and contrast the pictures to see what has changed. They also research to find out if the change was caused by natural disaster or human intervention. <p><i>Curriculum Link – Science and Technology (Earth Science)</i></p> <p>73A</p> <ul style="list-style-type: none"> • Divide the class into groups and give each group a particular biome (wetlands, rainforest, grasslands) and research how persons living in these biomes have adapted to the conditions and physical environment . 	
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¹⁷ The full activity can be found at <http://www.barrow.k12.ga.us/hes/classrooms/html/landforms.html> retrieved August 23rd, 2010

GLOSSARY

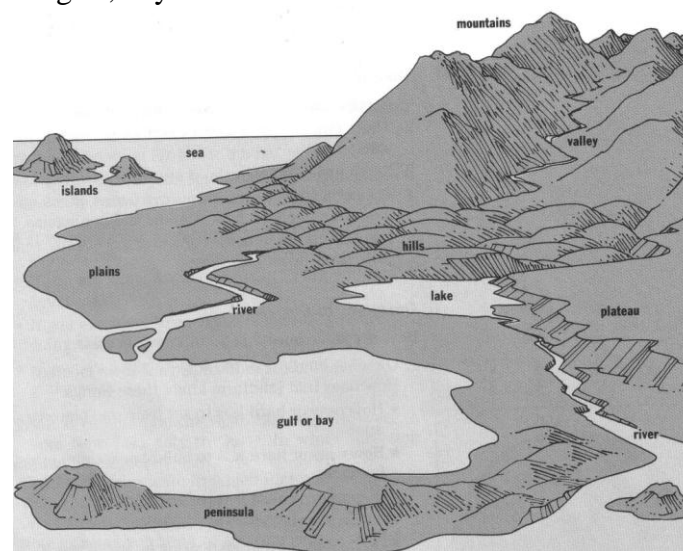
Adaptation	The process of changing to accommodate something (such as environmental conditions)
Aerial photograph	A photograph taken from high above the object looking down on it
Archipelago	A group of many islands in a large body of water
Atlas	An atlas is a collection of maps, it is typically a map of Earth or a region of Earth
Atoll	An island consisting of a circular coral reef surrounding a lagoon
Barrier	A structure or object that impedes free movement
Bay	An indentation of a shoreline larger than a cove but smaller than a gulf
Beach	An area of sand sloping down to the water of a sea or lake
Biome	A major biotic community characterized by the dominant forms of plant life and the prevailing climate
Border	Boundary line: a line that indicates a boundary
Canyon	A ravine formed by a river in an area with little rainfall
Cape	A strip of land projecting into a body of water
Cardinal points	The directions of north, south, east, and west, commonly denoted by their initials - N, S, E, W.
Cause/effect	A form of analysis that examines the causes and consequences of events and ideas
Chart	Navigational instrument for finding directions; a visual display of information

Cliff	A steep high face of rock
Coastline	The line where the land meets the sea
Compass	Navigational instrument for finding directions
Compass rose	A figure on a map or nautical chart used to display the orientation of the cardinal directions, — north, south, east, and west
Continent	One of the large landmasses of the earth
Country	A particular geographical region of indefinite boundary
Dam	A barrier constructed to contain the flow of water or to keep out the sea
Delta	A low triangular area of alluvial (material deposited by flowing water) deposits where a river divides before entering a larger body of water
Desert	Arid land with little or no vegetation
Economic development	The increase in the amount of people in a nation's population with sustained growth from a simple, low-income economy to a modern, high-income economy
Environment	The area in which something exists or lives
Erosion	The condition in which the earth's surface is worn away by the action of water and wind
Estuary	The wide part of a river where it nears the sea
Exploration	To travel for the purpose of discovery
Forest	The trees and other plants in a large densely wooded area

Geography	The study of the earth's surface; includes people's responses to topography and climate and soil and vegetation
Glacier	A slowly moving mass of ice
Globe	A sphere on which a map (especially of the earth) is represented
Gulf	An arm of a sea or ocean partly enclosed by land; larger than a bay
Habitat	The type of environment in which an organism or group normally lives or occurs
Hemisphere	Half of the terrestrial globe
Hill	A local and well-defined elevation of the land
Industry	The organized action of making of goods and services for sale
Infrastructure	The basic structure or features of a system or organization
Irrigation	Supplying dry land with water by means of ditches etc
Island	A land mass (smaller than a continent) that is surrounded by water
Isthmus	A relatively narrow strip of land (with water on both sides) connecting two larger land areas
Keys	Low off shore islands or reefs
Lagoon	A body of water cut off from a larger body by a reef of sand or coral
Lake	A body of (usually fresh) water surrounded by land

Landform

One of the features that make up the earth's surface, such as a plain or mountain, sometimes bodies of water such as gulf, bay are included

**Latitude**

The angular distance between an imaginary line around a heavenly body parallel to its equator and the equator itself

Legend

An explanatory caption accompanying a map, chart or illustration

Location

A point or extent in space

Longitude

The angular distance between a point on any meridian and the prime meridian at Greenwich

Map

A map is a visual representation of an area—a symbolic depiction highlighting relationships between elements of that space such as objects, regions, and themes

Modification

Alteration; the act of making something different

Mountain	A land mass that projects well above its surroundings; higher than a hill
Mountain range	A series of hills or mountains
Natural resources	Resources (actual and potential) supplied by nature
Ocean	A large body of water constituting a principal part of the hydrosphere
Peninsula	A large mass of land projecting into a body of water
Physical features	Landforms, bodies of water, climate, natural vegetation and soil of the earth
Physical map	A map that shows mainly physical features, such as mountains, rivers, elevation, valleys, etc
Plain	Land with relatively low relief
Plateau	A relatively flat highland
Political map	A map which shows countries, their borders and main cities
Pond	A body of standing water, either natural or man-made, that is usually smaller than a lake
Promote	Contribute to the progress or growth of
Region	A large indefinite location on the surface of the Earth
Reservoir	A body of water collected and stored for future use; a large or extra supply of something
Restrict	Limit access to
River	A large natural stream of water
Sea	A division of an ocean or a large body of salt water partially enclosed by land

Settlement	Establishment of a group of people in a new area or country; a small community
Stream	A natural body of running water flowing on or under the earth
Swamp	Low land that is seasonally flooded
Technology	The practical application of science to commerce or industry
Terrace	A narrow, flat stretch of land, often having a steep slope facing a sea or river
Thematic map	A map graphically portraying a particular theme or concept
Topography	The configuration of the surface of the earth and the relations among its man-made and natural features
Transportation	The movement of passengers or goods
Valley	A long depression in the surface of the land that usually contains a river
Vegetation	The plants of an area or region

CHECKLIST FOR THE EARTH WE LIVE IN

Behaviours	Names of Children												
Write date when target behaviour is mastered													
Use geographical tools to locate major landforms and bodies of water.													
Identify and describe several landforms													
Locate bodies of water on a map (St. Martin, Caribbean, World regions)													
Describe how the past physical environment has changed through: a) natural disasters and b) human intervention													
Describe how people in different communities adapt to and modify the physical environment													
Describe how the physical environment has helped or hindered human activities													

SUGGESTED SCOPE AND SEQUENCE

Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4	Target Behaviours	Cycle 1	Cycle 2 Yr.1	Cycle 2 Yr.2	Cycle 2 Yr.3	Cycle 2 Yr.4
Use geographical tools to locate major landforms and bodies of water.		I	D	M		Describe how people in different communities adapt to and modify the physical environment			I	D	M
Identify and describe several landforms		I	D	M		Describe how the past physical environment has changed through: a) natural disasters and b) human intervention			I	D	M
Locate bodies of water on a map (St. Martin, Caribbean, World regions)		I	D	M		Describe how the physical environment has helped or hindered human activities			I	D	M

APPENDIX

Social Studies Skills

In instructing in Social Studies, the teacher needs to incorporate the following skills as developmentally appropriate.

Map & Globe Skills	Sequencing & Chronology Skills	Critical Thinking Skills
Reading maps, legends, symbols and scales	Using the vocabulary of time and place	Comparing and contrasting
Using a compass rose, grids, time zones	Placing events in chronological order	Identifying cause and effect
Comparing maps and making generalizations	Sequencing events on a timeline	Drawing inferences and making conclusions
Interpreting and analyzing different kinds of maps	Creating timelines	Evaluating and decision making
Using cartographic tools	Researching time and chronology	Distinguishing fact vs. opinion
Drawing and creating maps	Understanding concepts of time, continuity and change	Finding and solving multi-step problems
Research and Writing Skills	Graph and Image Analysis Skills	Interpersonal and Group relation Skills
Getting Information	Decoding images (graphs, photographs, pictures)	Participating in group planning and discussion
Organizing information	Interpreting graphs and other images	Cooperating to accomplish goals
Looking for patterns	Drawing conclusions	Assuming responsibility to carry out tasks
Interpreting Information	Making predictions	Recognizing and avoiding stereotyping
Applying information		Supporting a position
Synthesizing information		

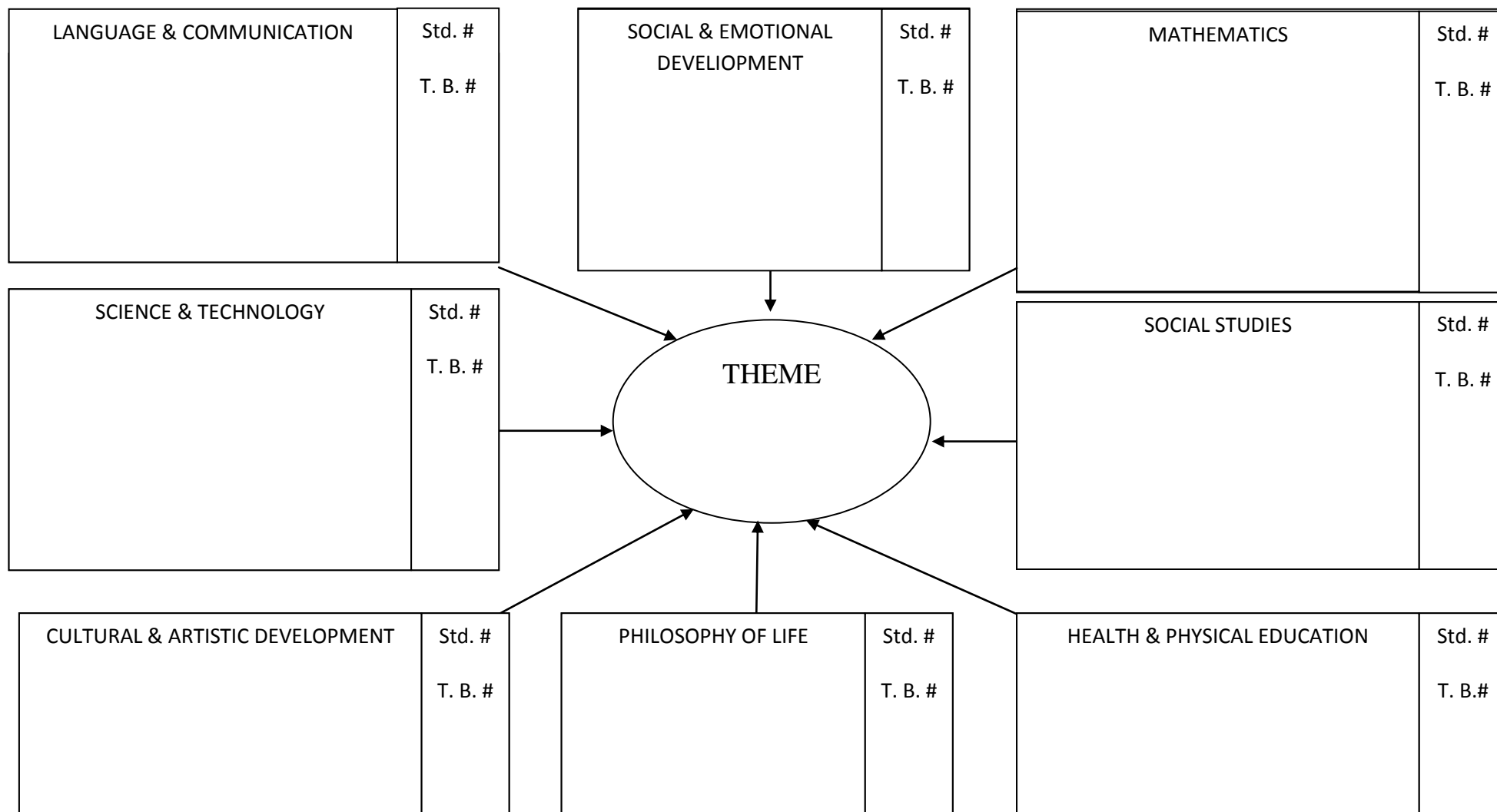
The Project Approach Phases¹⁸

Overview of Phases and Structural Features

	Phase 1	Phase 2	Phase 3
	BEGINNING THE PROJECT	DEVELOPING THE PROJECT	CONCLUDING THE PROJECT
DISCUSSION	<ul style="list-style-type: none"> • Sharing prior experience and current knowledge of the topic. 	<ul style="list-style-type: none"> • Preparing for fieldwork and interviews. • Reviewing fieldwork. • Learning from secondary sources. 	<ul style="list-style-type: none"> • Preparing to share the story of the project. • Reviewing and evaluating the project.
FIELDWORK	<ul style="list-style-type: none"> • Children talking about their prior experience with their parents and caregivers. 	<ul style="list-style-type: none"> • Going out of the classroom to investigate a field site. • Interviewing experts in the field or in the classroom. 	<ul style="list-style-type: none"> • Evaluating the project through the eyes of an outside group.
REPRESENTATION	<ul style="list-style-type: none"> • Using drawing, writing, construction, dramatic play to share prior experience and knowledge. 	<ul style="list-style-type: none"> • Brief field sketches and notes. • Using drawing, painting, writing, math diagrams, maps, to represent new learning. 	<ul style="list-style-type: none"> • Condensing and summarizing the story of the study to share the project with others.
INVESTIGATION	<ul style="list-style-type: none"> • Raising questions on the basis of current knowledge. 	<ul style="list-style-type: none"> • Investigating initial questions. • Fieldwork and library research. • Raising further questions. 	<ul style="list-style-type: none"> • Speculating about new questions.
DISPLAY	<ul style="list-style-type: none"> • Sharing representations of personal experiences of the topic. 	<ul style="list-style-type: none"> • Sharing representations of new experience and knowledge. • Keeping ongoing records of the project work. 	<ul style="list-style-type: none"> • Summary of the learning throughout the project.

¹⁸ Taken from The Project Approach Book Two by Sylvia C. Chard, PhD published by Scholastic

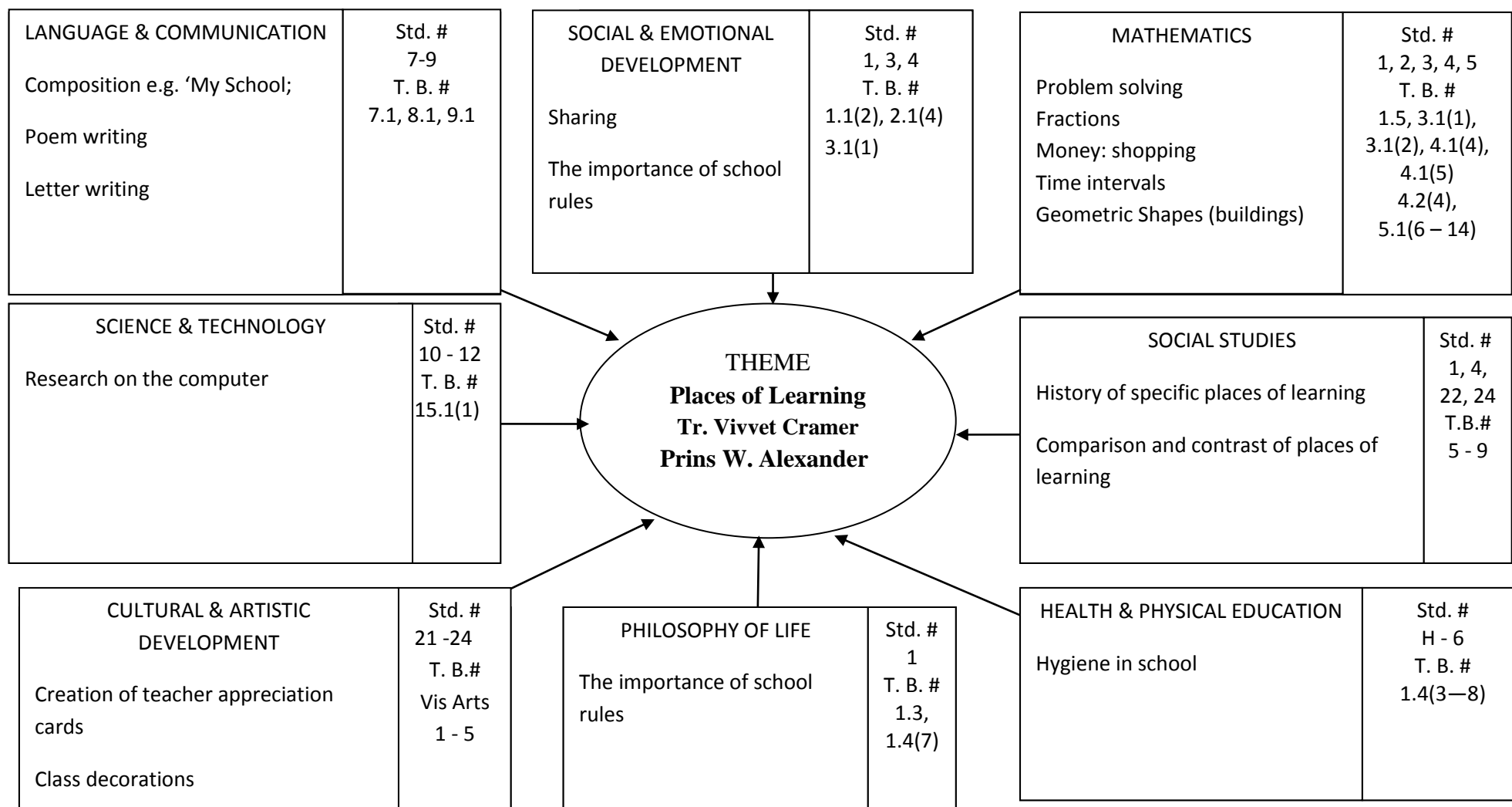
SAMPLE INTEGRATED CURRICULUM WEB¹⁹

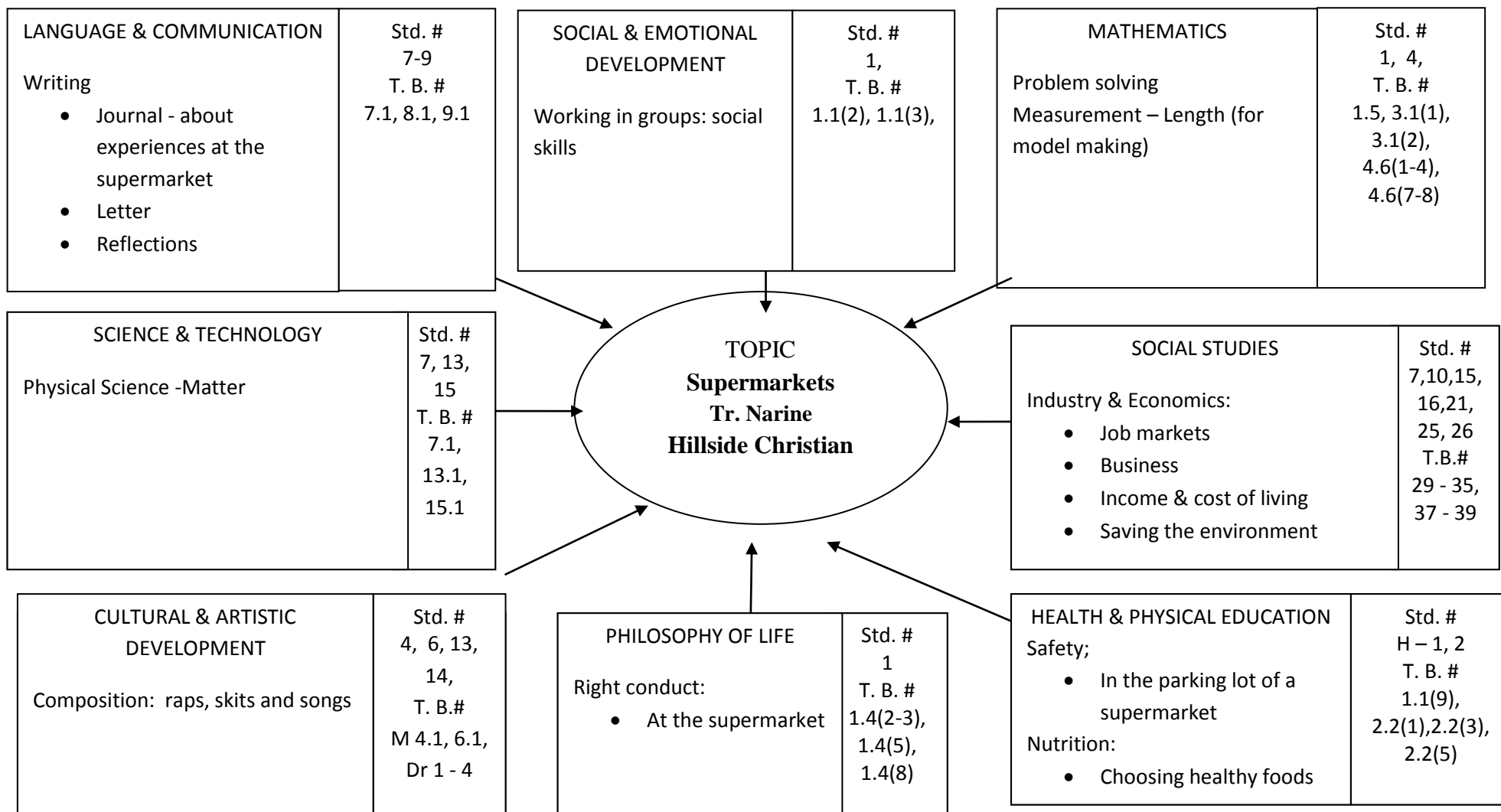


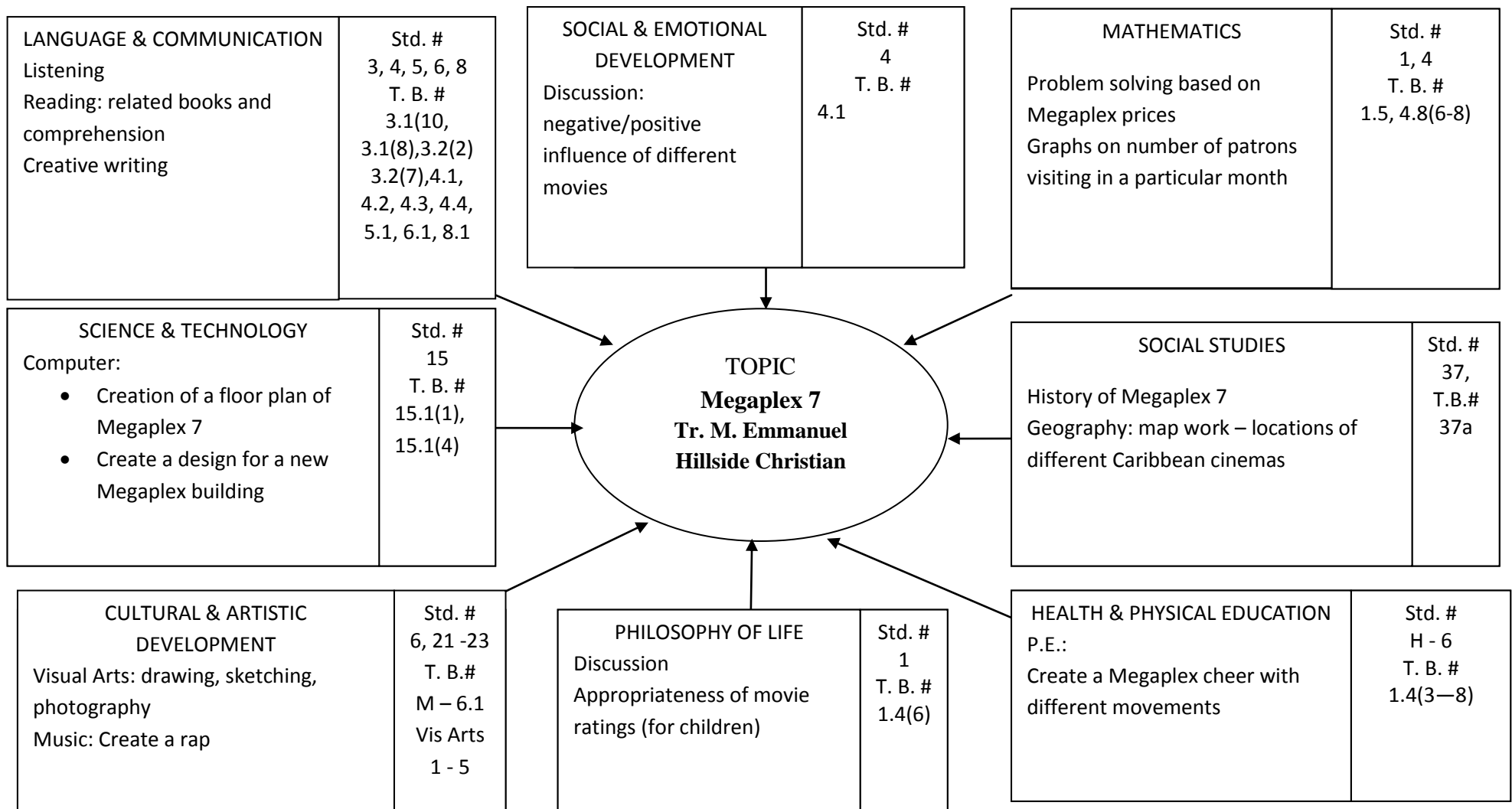
¹⁹ Std. = Standard; T.B. = Target Behaviour.

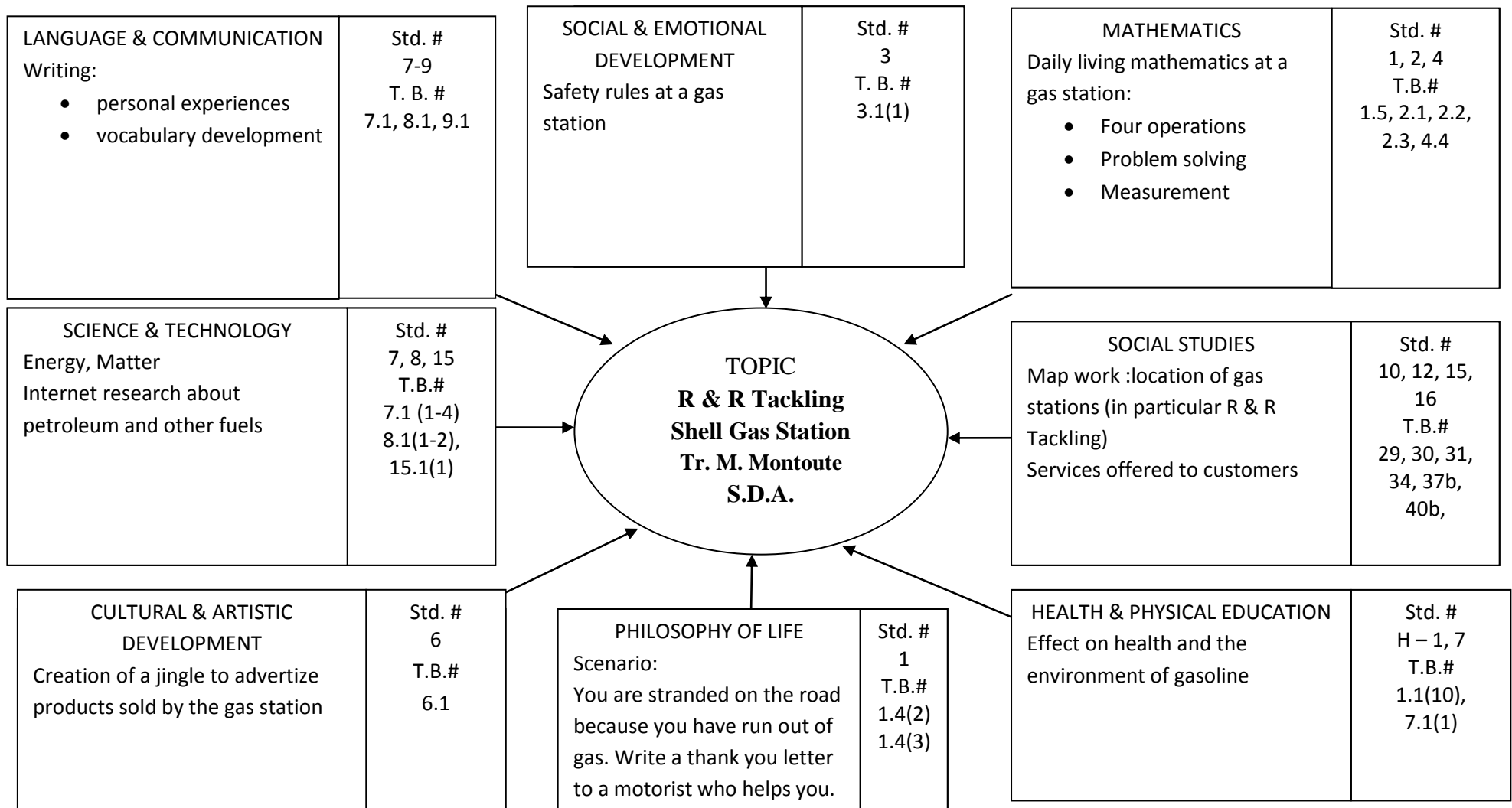
SAMPLE INTEGRATED CURRICULUM WEBS FROM T.R.U.P.

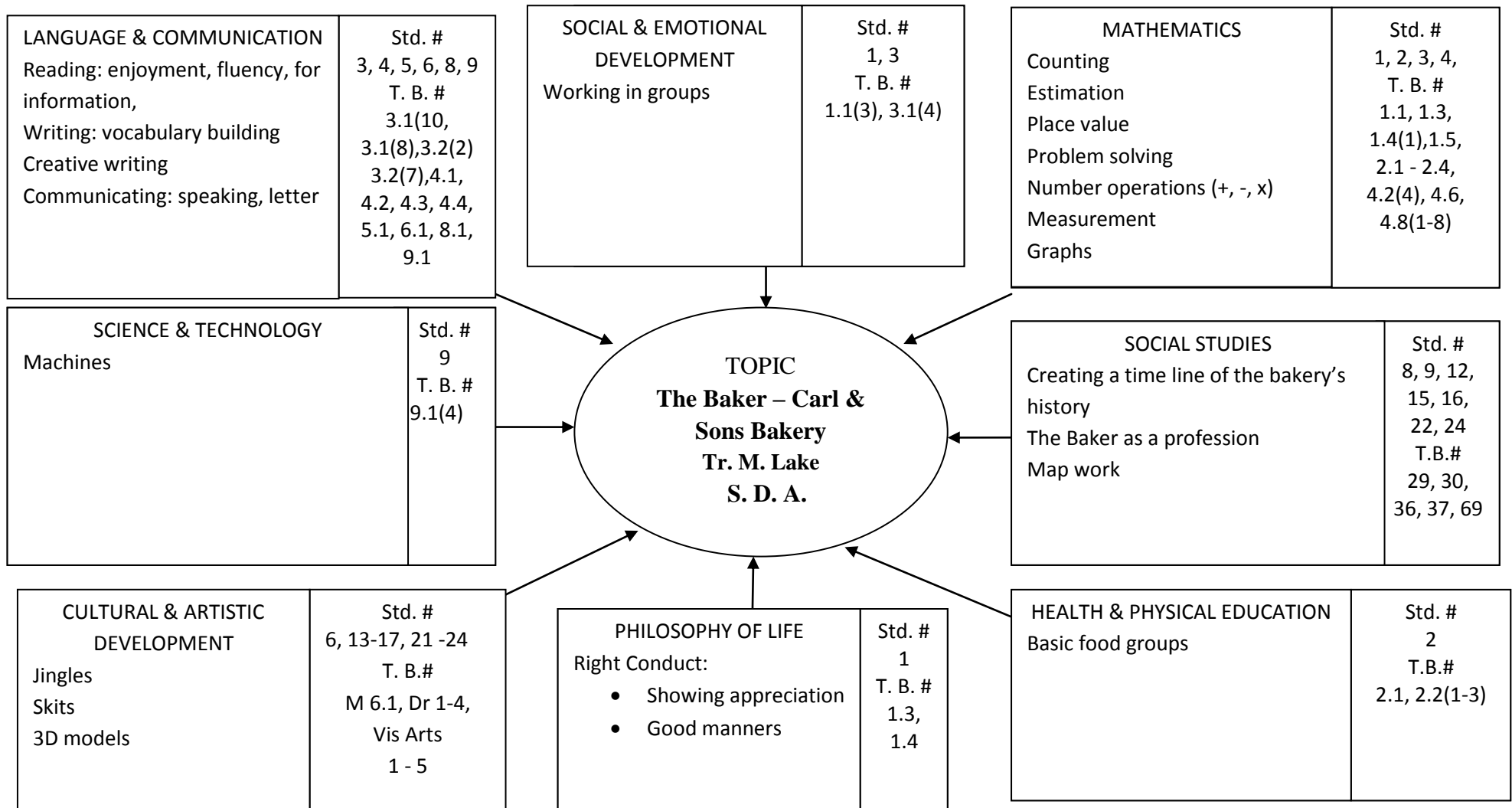
(Teachers' Retraining and Upgrading Program)

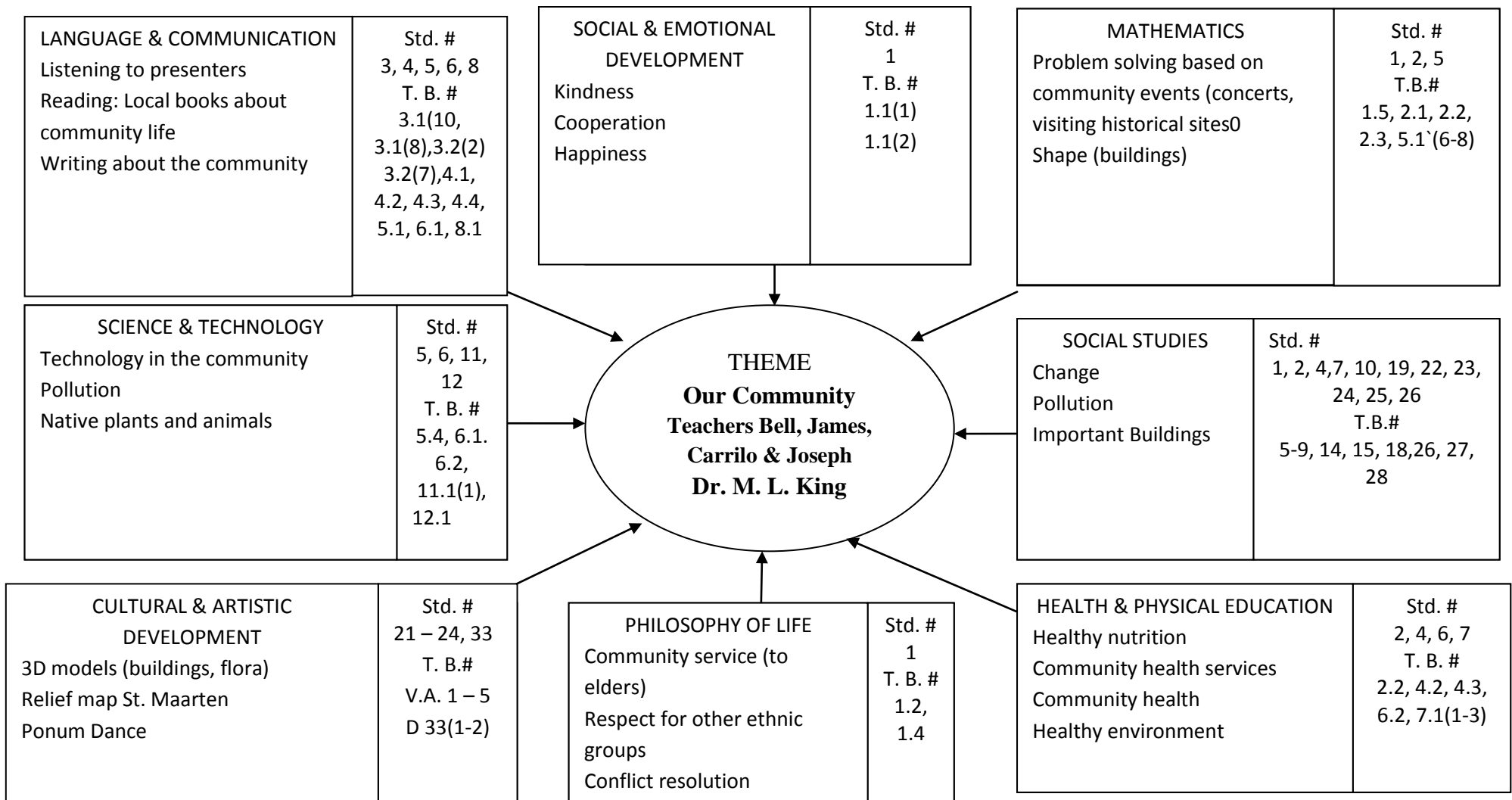


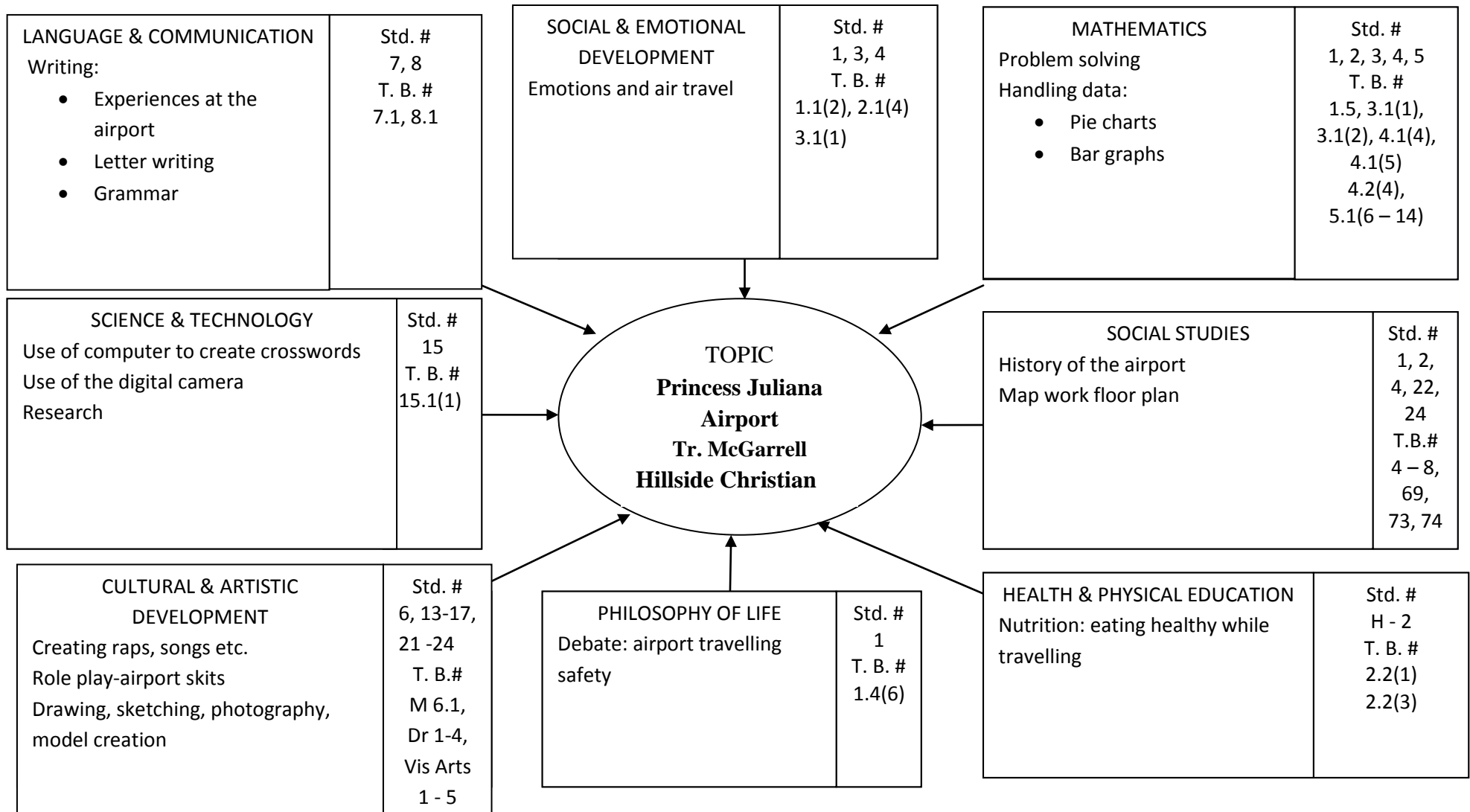


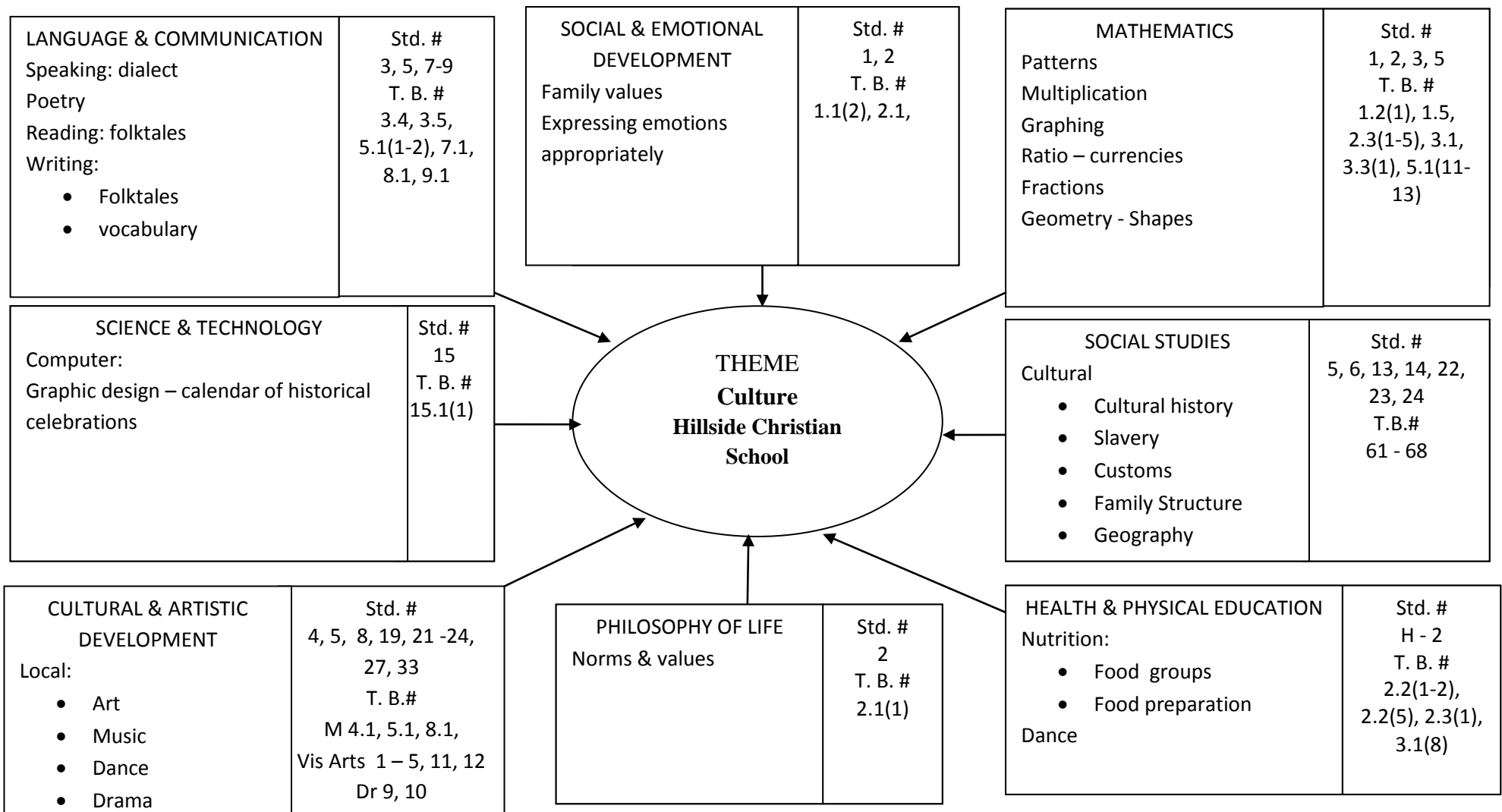


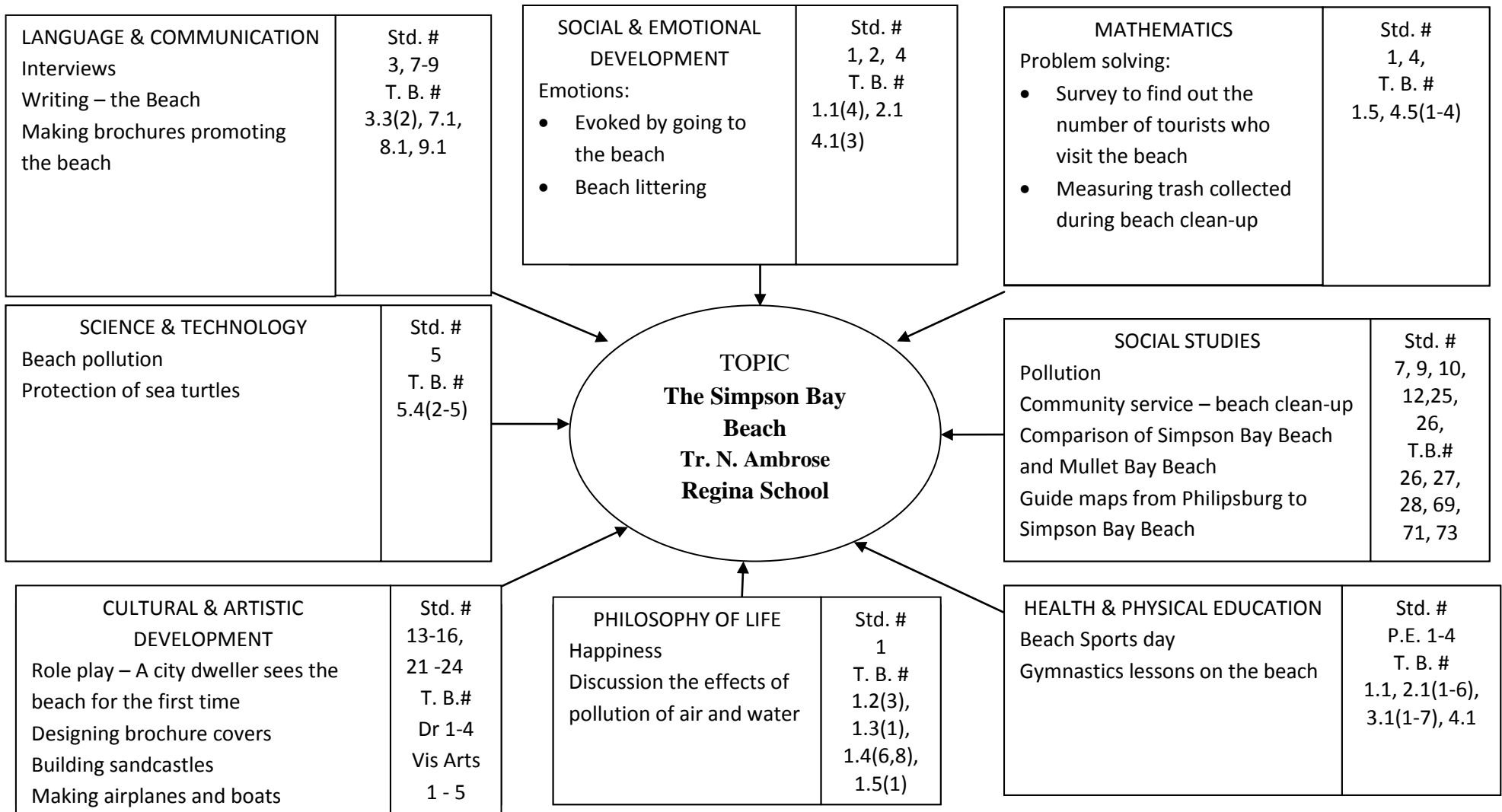


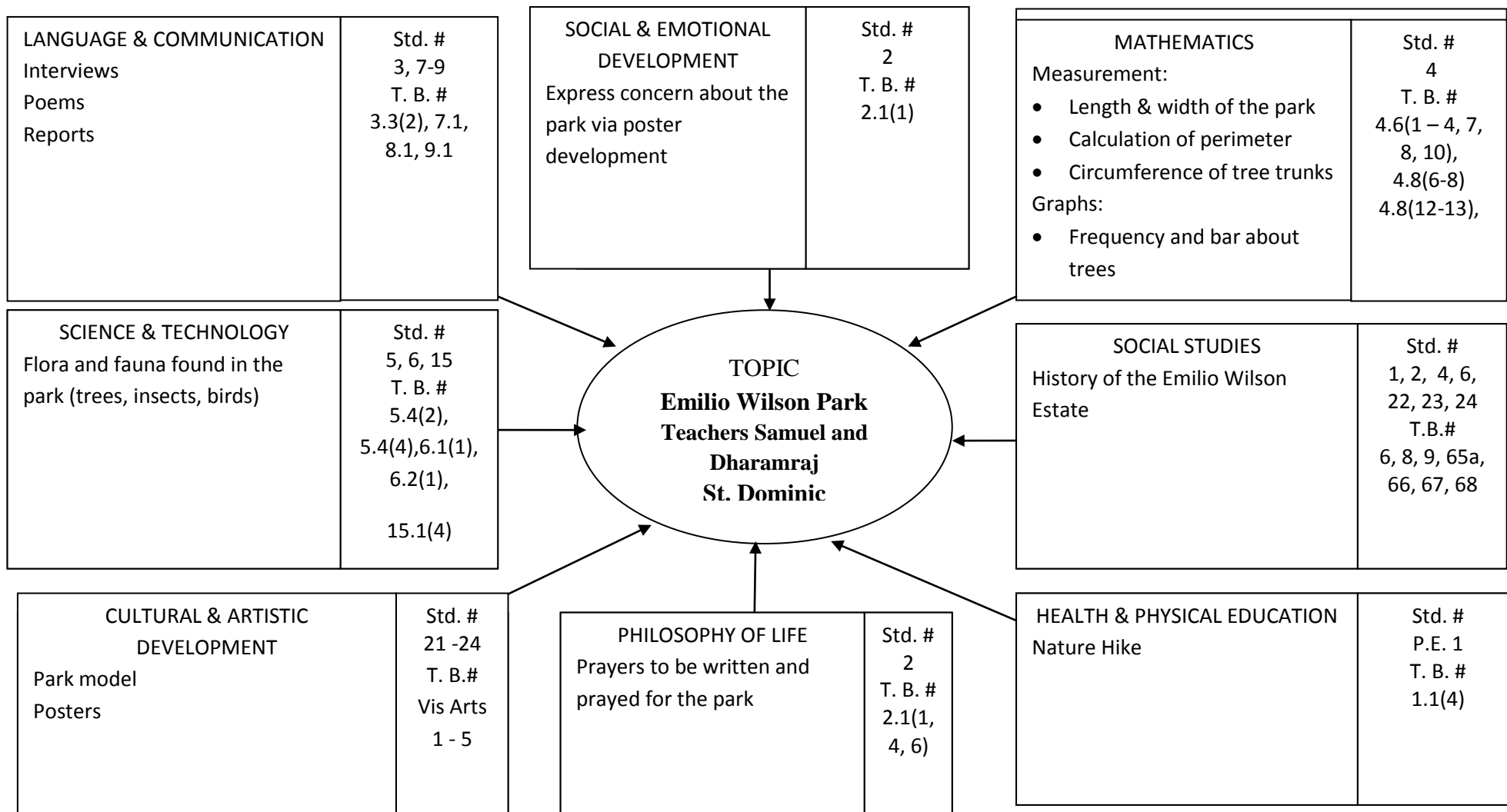


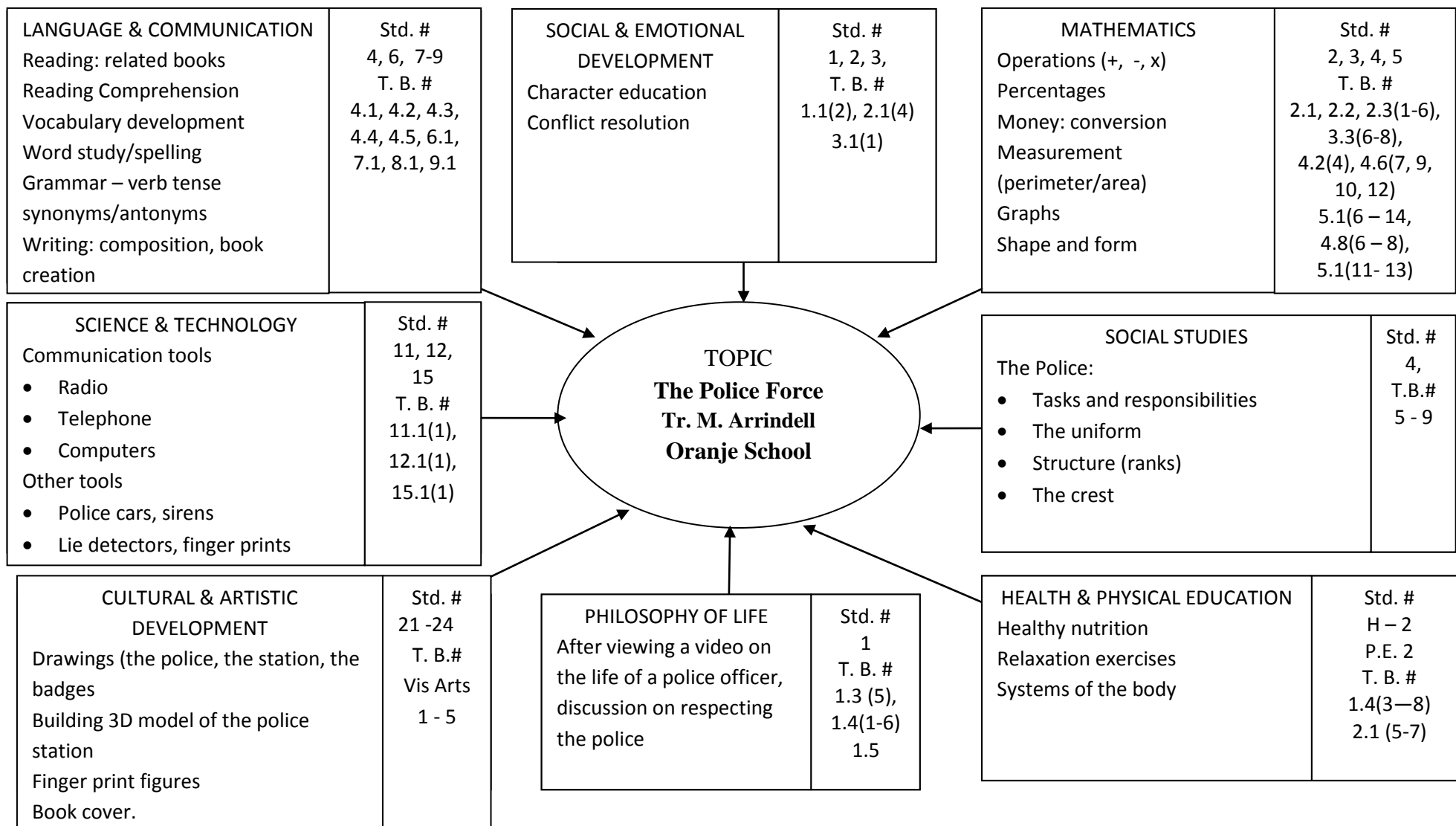


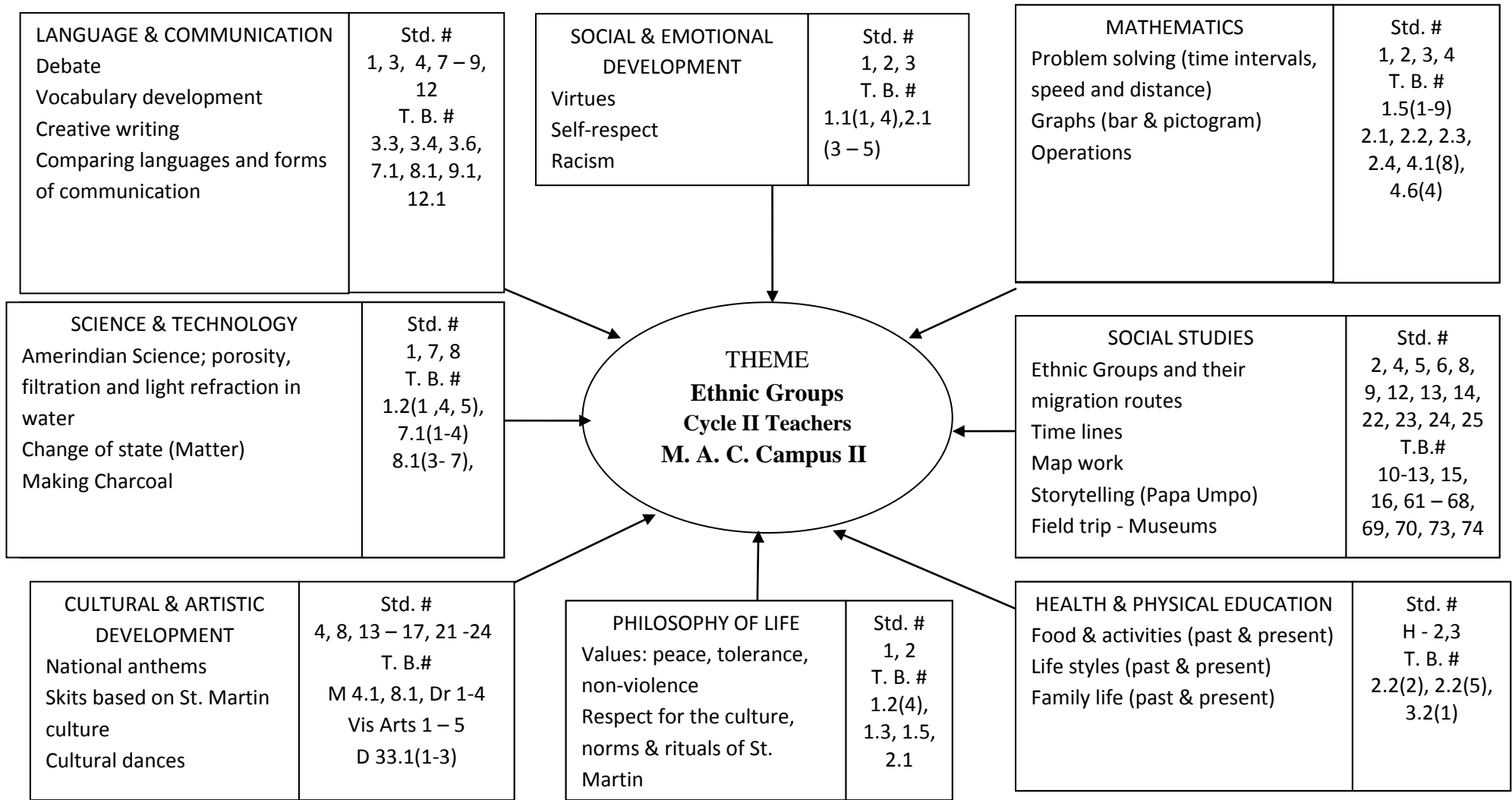












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