



COURSE OUTLINE SOCIAL STUDIES

DEPARTMENT OF HUMANITIES

GRADE: 8

TERM 1: September 2025 – December 2025

National Goals:

1. Jamaicans are empowered to achieve their fullest potential.
2. The Jamaican society is secure, cohesive, and just.
3. Jamaica's economy is prosperous.
4. Jamaica has a healthy natural environment

RE: LESSON PLANS

1. *Please ensure the integration of other subjects and differentiated instructions.*
2. *For EACH lesson, please ensure that you include ONE or TWO of the FOUR core VISION 2030 NATIONAL GOALS.*

THEME: LIVING TOGETHER

UNIT 1: TIME	SUBTOPIC	OBJECTIVES	ACTIVITIES/ ASSIGNMENT	NATIONAL GOALS TO BE INSERTED IN YOUR LESSON PLANS FOR EACH TOPIC	COMMENTS

Sept. 8 – 19, 2025	Nationalism and Development	<u>Objectives: Students will:</u> <ol style="list-style-type: none"> 1. Develop working definitions and use concepts/terms; nation, nationalism, development, sovereignty. 2. Justify the need for nationalism. 3. Differentiate between nationalism and citizenship. 4. Recall the description of the profile of a Jamaican Citizen. 5. Explain the Vision 	<ol style="list-style-type: none"> a. List the four goals of Vision 2030 (H.W) b. Explain the Vision 2030. (H.W. 10%) <p>Vision 2030</p> <p>Jamaica is a strategic road map to guide the country to achieve its goals of Sustainable development and prosperity by</p>	<ol style="list-style-type: none"> 1. Jamaicans are empowered to achieve their fullest potential. 2. The Jamaican society is secure, cohesive and just. 3. The Jamaican economy is prosperous. 4. Jamaica has a healthy and natural environment 	
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		<p>2030. (H.W. 20%)</p> <p>6. List the four goals of Vision 2030</p> <p>7. Evaluate the strategies to achieve Vision 2030 Jamaica's Development Plan (Oral discussion)</p> <p>8. Develop strategies to increase awareness and participation in national development efforts</p> <p>9. Explain how individual behaviours and decision-making affect national goals. (oral discussion) Group</p>	<p>2030. Vision 2030</p> <p>Jamaica is in line with the inclusive development paradigm of the United Nations that integrates the standards and principles of human rights – participation, non-discrimination and accountability.</p> <p>The comprehensive vision of the</p>		
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		collaboration)	<p>national</p> <p>development plan</p> <p>is to make</p> <p>Jamaica the place</p> <p>of work to live, do</p> <p>business and raise</p> <p>a family.</p>		
Sep 22 - October 03, 2025	<p><u>Communication</u></p> <p><u>and Media</u></p> <p><u>Literacy</u></p>	<p>Objectives Students will:</p> <p>1. Define correctly the related concepts/terms:</p> <p>sender, receiver, message, transparency, communication,</p>	<p><u>Forms of communication</u> -</p> <p>A. verbal (Oral/Spoken</p> <p>B. Written (books, letters etc.</p> <p>Forms of communication can be formal or informal</p> <p>1. FORMAL - speeches, meetings</p>		

		<p>mass media, media literacy, decision-making, social media, pressure groups</p> <p>2. Classify the forms of communication</p> <p>3. Assess the influence of the mass media on social life and values</p> <p>4. Distinguish among fact, opinion and propaganda (Gleaner clippings etc.), videos</p> <p>5. Analyse the impact of access to information</p>	<p>2. INFORMAL- friends, co-workers etc.</p>		
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Oct. 6 – 18, 2025		<p>on social and economic life in Jamaica</p> <p>6. Discuss the role of mass media in decision-making</p> <p>7. Evaluate the role of social media in the society</p> <p>8. Explore and analyze the intention of authors in print, verbal, visual or multi- media</p> <p>9. Evaluate media's explicit and implicit</p>			
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		<p>messages against</p> <p>societal norms, ethical,</p> <p>moral and/or</p> <p>democratic principles</p> <p>10. Demonstrate</p> <p>responsible use of</p> <p>social media</p> <p>HEROES' HOLIDAY</p> <p>SCHOOL</p> <p>RESUMES</p>			
Oct. 20 – 31, 2025		<p><u>Learning Outcomes-</u></p> <p><u>Students will be able to:</u></p> <p>1. Correctly define</p> <p>terms and use</p> <p>appropriately in a</p> <p>variety of contexts</p> <p>2. Given reports and</p>			

		<p>media clips</p> <p>differentiate between</p> <p>fact, opinion and</p> <p>propaganda</p> <p>3. Place types of</p> <p>communication into</p> <p>categories using</p> <p>specific criteria</p> <p>4. Draw conclusions</p> <p>about the impact of</p> <p>access to information</p> <p>via the world wide</p> <p>web on social and</p> <p>economic life of</p> <p>Jamaicans</p> <p>5. Use reasoned</p>			
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		<p>arguments and</p> <p>evidence to</p> <p>demonstrate the effect</p> <p>of mass media on</p> <p>decision-making</p> <p>6. Present credible</p> <p>evidence to show the</p> <p>impact of social media</p> <p>on individuals and</p> <p>groups</p> <p>7. Examine messages</p> <p>and determine the</p> <p>author's intentions</p> <p>8. Examine messages</p> <p>and identify obvious</p> <p>and hidden messages</p>			
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		9. Use social media in a responsible way.			
Nov 3- Nov. 14	<u>Jamaica's</u> <u>Culture and</u> <u>Heritage: Our</u> <u>Cultural Icons</u>	<p>Specific Objectives</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Construct meaning for the term cultural icon, cultural identity 2. Create a list of criteria for selection of cultural icons. 3. Recall the meaning of the terms: culture, heritage, ancestors 	<p>(PROJECT) GROUP WORK.</p> <p>EACH GROUP research FOUR ICONS. 20%</p> <p>Begin practical the last week in September.</p> <p>Bob Marley, Usain Bolt, Dennis Brown, Louise Bennett, Rex</p>		

		<p>4. Identify and describe the elements of culture</p> <p>5. Identify the National Heroes and the parishes they are from.</p> <p>6. Know Jamaican musicians, artists, artistes.</p> <p>7. Have knowledge of the main events in Jamaica's history</p> <p>8. Discuss the influences that have helped to shape Jamaica's culture</p> <p>10. Identify and outline the events in Jamaican</p>	<p>Nettleford, etc (Music, dance, etc.</p> <p>OR</p> <ul style="list-style-type: none"> • Create an album depicting any ONE of the heroes/heroine. <p>The following information should be in the album.</p> <ul style="list-style-type: none"> • Cover page/design-picture of the hero <p>(4marks)</p> <ul style="list-style-type: none"> • Map of Jamaica and circle the birthplace of the hero. (2 marks) • A brief biography of 		
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		<p>history which have contributed to our culture .</p> <p>11. Outline the life and work selected cultural icons in Jamaica</p> <p>12. Evaluate the contributions of selected persons to Jamaican culture in the areas of music, art, dance, sports, language.</p> <p>13. Express appreciation for the work of individuals who have</p>	<p>the hero (6 marks)</p> <ul style="list-style-type: none"> • 6 pictures of the hero engaged in various activities/events. <p>(Please label each picture) (6marks)</p> <ul style="list-style-type: none"> • Spelling and grammar (2marks) 		
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		<p>contributed to</p> <p>Jamaica's culture.</p> <p>FIRST SESSIONAL TEST</p>			
Nov 17 – 28, 2025		SECOND SESSIONAL TEST			
	<p>TOPIC: The Impact of Human Activities on Caribbean Landscape</p>	<p>1. Explain the terms and concepts: rock, soil, topography, bauxite, karst landscape, limestone, volcanic, settlement, communication, mining, quarrying</p> <p>Describe the characteristics</p>	<p>Teacher SHOULD show videos- for example bauxite. Volcanoes etc.</p> <p>Show students videos on the rock types- NASA has some videos on YOUTUBE OR For any videos, please liaison on with the teachers who are teaching the same classes.</p>		

		<p>of the main rock types found in the Caribbean</p> <p>Account for the relationship between topography and settlement, communication, and economic activities</p> <p>3. Assess the different ways in which human activities impact the landscape</p> <p>4. Propose solutions to remedy the negative impact of human activities on the landscape</p> <p>5. Analyse maps, tables, charts</p>			
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		<p>6. Work cooperatively to complete task</p> <p>8. Appreciate the similar yet diverse Caribbean landscape and its influence on human activities</p>			
Dec		END OF TERM EXAM			