



## COURSE OUTLINE SOCIAL STUDIES

### HUMANITIES DEPARTMENT

SUBJECT: SOCIAL STUDIES      GRADE: 7

TERM 1: September 2025 – December 2025

THEME: LIVING TOGETHER

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.*

**Please FOLLOW the course outline carefully.**

**Term 1      Living Together (4 weeks)**

Dates	Topic	General Objectives	Specific Objectives	Summary of Content	NATIONAL GOALS TO BE INSERTED IN YOUR LESSON PLANS FOR EACH TOPIC

September 8,2024-September 26,2024	Rights and Responsibilities of a Citizen	1. Know and value the contributions of individual communities and institutions in fostering national development, regional integration and international cooperation.	1. Explain and use correctly the related concepts: citizen; active citizenship, global citizenship, digital citizenship, naturalization, alien, deportation, rights, responsibilities, freedom, dual citizenship	1. Rights and Responsibilities of the Citizen 2. Understand their role in becoming the educated Jamaican and global citizen who will: love to learn; be well rounded; be productive; contribute to nation building/national development	<b>1. Jamaicans are empowered to achieve their fullest potential.</b> <b>2. The Jamaican society is secure, cohesive and just.</b> <b>3. The Jamaican economy is prosperous.</b> <b>4. Jamaica has a healthy and natural environment</b>
			2. Explain the ways in which individuals can become a Jamaican citizen	<b>Evaluation Activities</b>	
			3. Demonstrate the attitudes and behaviors of the ideal Jamaican citizen  4. Identify breaches of the rights of a child as laid out in	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Group Presentations</li> <li>• Monthly Test</li> <li>• Crossword Puzzles</li> <li>• ROLE PLAY (Good Citizens and bad Citizens) GRADED</li> <li>• Scrapbooks</li> </ul> Create a scrapbook with pictures depicting the following: <ol style="list-style-type: none"> <li>Ways in which one can become a citizen of Jamaica.</li> <li>How active and participatory citizens behave.</li> </ol>	

			<p>the United Nations Convention on the rights of a child.</p> <p>5. Outline the functions of agencies that protect the rights of citizens</p> <p>6. Participate in activities to strengthen the common good based on assessment of possible choices for citizen's action.</p> <p>7. Explain how individual and collective responsibility affects the society</p> <p>8. Work independently and cooperate to accomplish goals.</p>	<p>c. The fundamental rights of a citizen.</p> <p>d. The main documents that every citizen should have. (This could be given as a practical-20%)</p> <ul style="list-style-type: none"> <li>• HOME WORK- 10%</li> <li>• Role play/watch or create videos relating to the attitudes and behaviours displayed by ideal citizens and attitudes and behaviours that are not ideal. Discuss the behaviours being displayed and suggest alternative actions that the individual who was not displaying the behaviour of an ideal citizen could have taken.</li> </ul> <p>(Give students critical thinking questions) For example- Suggest to your government TWO ways in which they can ensure that children are not abused.</p>	
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			<p><b><u>RESOURCES</u></b></p> <p><b>Vision 2030 booklet, internet sources, JIS information pamphlets, computer, internet</b></p> <p><a href="https://jnfpb.org/library/video/everybody-have-rights-the-jamaican-charter-of-rights/">https://jnfpb.org/library/video/everybody-have-rights-the-jamaican-charter-of-rights/</a></p> <p><a href="https://www.youtube.com/watch?v=JVXQvJvfuGw">https://www.youtube.com/watch?v=JVXQvJvfuGw</a></p> <p><a href="https://www.youtube.com/watch?v=nhb6sLmhs">https://www.youtube.com/watch?v=nhb6sLmhs</a></p> <p><a href="https://www.youtube.com/watch?v=ADDqFWz5sn0">https://www.youtube.com/watch?v=ADDqFWz5sn0</a></p> <p><a href="https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2022/01/RRSA-Global-Citizenship-Guide.pdf">https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2022/01/RRSA-Global-Citizenship-Guide.pdf</a></p>	<p>Download application forms relating to citizenship from websites such as RGD, Passport, Immigration and Citizenship Agency and complete in class.</p> <p>Recommendation - Site visit from PICA*</p> <p><b><u>Key vocabulary</u></b></p> <p><b>Citizen, citizenship, global citizen, Caribbean citizen, deportation, alien, naturalization, parentage, birth certificate, passport, adoption, dual citizenship, rights, responsibilities</b></p> <p><b>ACTIVITIES ARE IN THE TEXT: Discovering Social Studies</b></p> <p><b>Workbook For Grade 7 NSC</b></p> <p><b>READY- Pages 7-22</b></p>	
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**Term 1      Our Common Heritage (4 weeks)**

<b>Dates</b>	<b>Topic</b>	<b>General Objectives</b>	<b>Specific Objectives</b>	<b>Summary of Content</b>	<b>NATIONAL GOALS TO BE INSERTED IN YOUR LESSON PLANS FOR EACH TOPIC</b>
<b>September 29, 2025-October 10, 2025</b>	<b>National Heroes and their contributions to Jamaica's development</b>	1. Recognize the contribution of individuals who have helped to shape Jamaica's development over time	1. Explain and use correctly the related concepts: development, hero, heroine, "unsung" hero, heroism, national hero  2. Discuss the characteristics of a hero  3. Outline the national awards and honors conferred on Jamaicans	<b>1.</b> National Heroes and their contribution to Jamaica's Development  <b>2.</b> Identify the National Heroes and their contribution to Jamaica's Development  <b>3.</b> Outline biographical data on each hero/heroine	<b>1. Jamaicans are empowered to achieve their fullest potential.</b>  <b>2. The Jamaican society is secure, cohesive and just.</b>

			<p>4. Gather information from multiple sources, assess the information found, use selected details to compile a biography of Jamaica's national heroes: <b>Rt. Excellent Marcus Mosiah Garvey, Paul Bogle, George William Gordon, Sir Alexander Bustamante, Norman Manley, Samuel Sharpe, Nanny of the Maroons)</b></p>		
				<b>Evaluation Activities</b>	
				<p>5. Outline the contributions made by the national heroes to national development</p> <p>6. Evaluate the appropriateness of the actions of the national heroes in relation to the conditions they faced.</p> <p>7. Evaluate the criteria</p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Group Presentations- (Role Plays)</li> <li>• Monthly Test</li> <li>• Activities (Booklet- You may use some of these activities)</li> <li>• Display all the heroes pictures on power point.</li> <li>• Poster Competition</li> </ul> <p>1. Identify two known individuals in Jamaica that you think should be a national hero/heroine.</p>	

		<p>used for the award of national hero</p> <p>8. Assess the ways in which we honor and remember our national heroes</p> <p>9. Appreciate the contributions that the national heroes have made to Jamaica's development.</p> <p><b><u>IMPORTANT</u></b></p> <ul style="list-style-type: none"> <li>• <b>The pictures of Sam Sharpe, Nanny of the Maroons and Paul Bogle are artists' impressions.</b></li> </ul>	<p>2. Justify your selection of these individuals. Use the characteristics of a national hero as a guide and compare with your own selection criteria.</p> <p>3. Then display characteristics and your selection on a graphic organizer such as a Venn Diagram. Suggest what characteristics should be removed or included, justify your suggestion.</p>	
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**Term 1      Our Common Heritage (4 weeks)**

Dates	Topic	General Objectives	Specific Objectives	Summary of Content	NATIONAL GOALS TO BE INSERTED IN YOUR LESSON PLANS FOR EACH TOPIC
October 13, 2025-October 27, 2025	Our Culture and Heritage	1. Recognize the contribution of individuals who have helped to shape Jamaica’s development over time  2. Appreciate the relationship of the cultural connections across the Caribbean to history and contemporary situations in the region	1. Examine definitions of the terms and create their own definition: culture, heritage, ethnic group, melting pot, cultural heritage, preservation  2. Use a variety of sources to identify the characteristics of culture  3. Classify aspects of culture as material and non-material  4. Use a timeline to trace the coming of the different ethnic groups.  5. Assess the contributions made by the different ethnic groups to Jamaica’s culture and economy  6. Analyse the different aspects of Jamaica’s cultural heritage	1. Material vs non-material culture  2. The coming of the ancestors and their contributions	<b>1.Jamaicans are empowered to achieve their fullest potential.</b>  <b>2. The Jamaican economy is prosperous.</b>  <b>3. Jamaica has a healthy and natural environment.</b>
November 3 -14, 2025 November				Evaluation Activities	
				<ul style="list-style-type: none"> <li>● Written tests</li> <li>● Timelines</li> <li>● Models</li> </ul> <b>1. Timeline must name each ethnic group and state the</b>	

17 – 28, 2025			<p>7. that are indigenous to Jamaica.</p> <p>8. Establish criteria to determine the practices, beliefs and values of a culture that should be maintained and those that should be changed</p> <p>9. Discuss the ways used to preserve culture and heritage</p> <p>10. Recognize their role in preserving Jamaica’s cultural heritage.</p> <p>11. Evaluate the role of Institutions that help in the preservation of Jamaica’s culture and heritage.</p> <p><b>(Institutions that have helped in the preservation of Jamaica’s Cultural Heritage include Ministry of Youth and Culture, Ministry of Education- Culture in Education</b></p>	<p><b>date or period of arrival to Jamaica</b></p> <p><b>Timeline correctly shows events in Jamaica’s History for set period.</b></p> <p><b>2. Students can develop their own collection of artefacts in various categories (coins, headwear etc.) and investigate the history.</b></p> <p><b>3. Students can do further research for display and presentation on Jamaica Day using various media e.g. video. -Material and non-material culture are also referred to as</b></p>	
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			<p><b>Programme, Institute of Jamaica, Jamaica Cultural Development Commission, Jamaica National Heritage Trust</b></p> <p><b><u>Resources</u></b></p> <p><a href="http://www.yourarticlelibrary.com/culture/culture-characteristicsand-classifications-of-culture-sociology/6223/">http://www.yourarticlelibrary.com/culture/culture-characteristicsand-classifications-of-culture-sociology/6223/</a></p> <p><a href="http://www.jnht.com/index.php">http://www.jnht.com/index.php</a></p> <p><a href="https://acij-ioj.org.jm/distant-relative-african-influences-in-jamaican-patois/">https://acij-ioj.org.jm/distant-relative-african-influences-in-jamaican-patois/</a></p> <p><a href="http://acij-ioj.org.jm/v4/wp-content/uploads/2014/03/61.jpg">http://acij-ioj.org.jm/v4/wp-content/uploads/2014/03/61.jpg</a></p>	<p>tangible and intangible culture respectively.</p> <p>-Not all aspects of culture should be preserved. If it is inhumane, discriminatory, unhealthy, damages the environment it should not be preserved. Preserve culture through practicing, ecotourism, talking with elders, learning and participating in traditions, and organized cultural activities.</p> <p><b>ACTIVITY</b></p> <p><b>Allow students to utilize the diagram on</b></p>	
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			<p><b>SECOND SESSIONAL TEST (PROJECT REVISION EXAM</b></p>	<p>the school wall depicting the timeline of the various ethnic group who arrived in Jamaica.</p> <p><u>Key vocabulary</u> Culture, material culture, non-material culture, heritage, legacy, ethnic group, melting pot, preservation,</p>	
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