

UNIT 1:	SUBTOPIC	OBJECTIVES	ASSIGNMENT/CLASS	TEACHER'S	NATIONAL
---------	----------	------------	------------------	-----------	----------



COURSE OUTLINE SOCIAL STUDIES

DEPARTMENT OF HUMANITIES

GRADE: 9

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.

TIME			ACTIVITIES	COMMENTS	GOALS TO BE INSERTED IN YOUR LESSON PLANS FOR EACH TOPIC
Sept 8- 26	The Spread of Caribbean Culture	<p>SPECIFIC Objectives:</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recall the meaning of the terms and concepts: culture, heritage, globalization, technology, socialization, tradition, preservation 2. Develop working definitions for the terms: subculture, cultural diffusion 3. Classify tangible and intangible aspects of Caribbean culture that has been assimilated from cultures outside of 	<p>Create a PPT PRESENTATION ON ANY ONE OF THE HERITAGE SITES BELOW. (PRACTICAL 20%</p> <ol style="list-style-type: none"> a. Port Royal b. Seville Great House etc. c. Devon House d. Bob Marley Museum <p>(A rubric should be done)</p> <ul style="list-style-type: none"> • Flow map of the world using lines/arrow to connect Jamaica to the countries from 		<p>1.Jamaica has a healthy and natural environment.</p> <p>2.The Jamaican economy is prosperous</p>

		<p>4. Assess how and why aspects of Jamaican/Caribbean culture has spread across the world .</p> <p>5. Discuss the factors that have facilitated the spread of Caribbean culture.</p> <p>6. Evaluate the strategies used to aid in the spread of Jamaican culture .</p> <p>7. Develop strategies to promote and protect Jamaican culture in a global environment</p> <p>8. Evaluate the effects of globalisation on the Jamaican culture</p> <p>9. Assess the contribution of the creative industries and sport to national</p>	<p>which aspects our culture originate. Countries of origin must be named and aspect of culture e.g. drumming identified.</p> <ul style="list-style-type: none"> • Work in collaborative groups to identify aspects of Jamaica's culture that has spread to other countries in the world. • Groups may investigate the spread of Reggae, Dancehall, Rastafari, Patois, Jamaican food. • Groups will participate in a mini symposium where they showcase; how and by whom the aspect of culture was spread, countries and 		
--	--	---	---	--	--

		<p>development</p> <p>Key vocabulary : culture, heritage, globalization, technology, socialization, tradition, cultural diffusion, rastafari, reggae, diaspora, dancehall,</p> <p>Tangible Cultural Heritage' refers to physical artefacts produced, maintained and transmitted intergenerationally in a society. It includes artistic creations, built heritage such as buildings and monuments, and other physical or tangible products of human creativity that are invested with cultural significance in a society. 'Intangible Cultural Heritage' indicates</p>	<p>groups who adopted the culture, impact of the culture on other countries and groups, the fusion of the aspect of Jamaican culture into other cultures. Symposium should include music, videos, pictures, written pieces and a panel discussion on the impact of the spread of Jamaican culture on Jamaica</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Pop Quiz • Essays • Fill in the blanks • Work sheets • PPT • Videos 		
--	--	--	--	--	--

		<p>‘the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their Cultural Heritage’ (UNESCO, 2003). Examples of intangible heritage are oral traditions, performing arts, local knowledge, and traditional skills.</p>			

<p>Sep. 29- Oct 24, 2025</p>	<p><u>The Caribbean Man and Regional Integration</u></p>	<p>Objectives Students will:</p> <ol style="list-style-type: none"> 1. Develop working definition for the concepts/terms: regional integration, federation , Caribbean citizen, bilateral agreement, multilateral agreement, 2. Identify areas of regional cooperation in the Caribbean. 3. Discuss cooperation in education and sports in the Caribbean 	<ol style="list-style-type: none"> 1. HOME WORK- Glossary in their note books. (The concepts in objective 1) 2. Create a wiki page/scrapbook on Caribbean integration. The page/scrapbook should include; Caribbean flag; a map showing the Caribbean region highlighting the members of CARICOM and OECS; the history and functions of CARICOM and 		<p>1. The Jamaican society is secure, cohesive and just.</p> <p>2. The Jamaican economy is prosperous.</p>
------------------------------	---	---	---	--	--

		<p>4. Distinguish between political integration and economic integration</p> <p>5. Outline stages of regional integration throughout Caribbean history.</p> <p>6. Outline the functions of CARICOM, CSME, OECS, CCJ</p> <p>7. Examine the role of Caribbean citizens, Caribbean governments, non-governmental organisations and</p>	<p>OECS; functions of regional organisations, articles highlighting cooperation among member states etc.</p> <p>3. Write articles/poems/songs about the benefits of integration and the obstacles to integration.</p> <p>CLASS ACTIVITIES</p> <ul style="list-style-type: none"> • CASE STUDY • Pop quiz • Essays • Work sheets • Past paper CSEC 		
--	--	--	---	--	--

		<p>corporate bodies in fostering regional integration.</p> <p>8. Identify and justify non-traditional areas of cooperation in the Caribbean countries</p> <p>9. Weigh the benefits and obstacles to regional integration</p> <p>10. Suggest strategies to remove the obstacles to integration (HOME WORK)</p> <p><u>Learning Outcomes</u> <u>Students will be able to:</u></p>	<p>4.Work in collaborative groups and use image capturing device to interview members of the school/community about their views on cooperation in education and sports in the Caribbean e.g.</p> <p>“Should Jamaica compete in athletics as an individual country or as a part of a Caribbean team?” (PLEASE ENSURE THAT THIS ACTIVITY IS DONE</p> <p>Students will then share their commentary with the class.</p>		
--	--	--	--	--	--

		<ol style="list-style-type: none"> 1. Use graphic organizers to give detailed explanation of the concepts 2. State the differences between political integration and economic integration 3. Briefly describe in chronological order the stages of regional integration in the Caribbean 4. State clearly the functions of CARICOM, CSME, OECS and the CCJ 			
Oct 27 – Nov 21, 2025		HEORES' DAY HOLIDAY	SCHOOL RESUMES: October.....		1. The Jamaican society is secure, cohesive and just.

	SOCIAL ISSUES IN JAMAICA	<p>1. Develop working definitions for the concepts: social problem, child abuse, domestic violence, juvenile delinquency, human trafficking, poverty, crime, teenage pregnancy, sexually transmitted infection, substance abuse, street children and gambling.</p> <p>2. Discuss the causes of at least three social problems which affect the Jamaican society</p>	<p><u>HOME WORK 20%</u></p> <p>1. USE A PAST PAPER (SOCIAL STUDIES CSEC)</p> <p>Allow students to start answering questions that allow for critical thinking. For example-Suggest to.....</p> <p>Justify your responses.....</p> <p>2. In a collaborative group select a</p>		<p>3. The Jamaican economy is prosperous.</p>
--	---	--	---	--	--

		<p>3. Gather and interpret data on social issues and use data to draw conclusions about social issues</p> <p>4. Analyse the consequences of three social problems on the Jamaican society.</p> <p>5. Assess measures implemented by the governmental and nongovernmental organizations to address the social problems in society</p>	<p>popular song/ newspaper article that relates to a social problems facing Jamaica and then do the following: •</p> <p>Conduct research online/offline and write a definition for the social problem •</p> <p>Analyse the causes of social problems •</p> <p>Assess the lyrics of the song/the article and discuss the message that the singer is sending about the social problem •</p> <p>Write a song/poem/ article that responds to the</p>		
--	--	--	--	--	--

		<p>6. Conduct research and use data gathered to develop strategies to address social problems at the local and national levels</p>	<p>song/article selected</p> <p>3. Invite resource person from governmental or non-governmental organisation to speak about a specific social problem to your class.</p> <p>For example a DOCTOR to speak on ST1etc</p>		
October		FIRST SESSIONAL TEST	WRITTEN TEST		
Nov.		PRACTICAL	Please allow students to commence their practical the last week in September		

