

IMMACULATE CONCEPTION HUMANITIES DEPARTMENT
GRADE 13 CARIBBEAN STUDIES CURRICULUM GUIDE

SEMESTER	DURATION 55 MINUTES PER SESSION/4 SESSION PER WEEK	UNIT TITLE	UNIT TOPICS	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACIVITIES	ASSESSMENT
MONTH/DATE SEPTEMBER- DECEMBER	WEEKS/HRS	Caribbean Society and Culture	Lesson plan topics	Students should be able to:	Varied depending on teacher	Six Standard grades*
September 11-22	Module 1 Content1: a-b (1 week-3hrs and 40mins)	Location and Definition of the Caribbean Region and Diaspora.	<ol style="list-style-type: none"> 1. Geographical Location 2. Definitions of the Caribbean Region 	<ol style="list-style-type: none"> 1. Generally, define the Caribbean 2. Name the sub-regions of the Caribbean 3. State the position of the Caribbean Sub-regions and territories in relation to the Caribbean Sea, Atlantic Ocean and Continental land mass. 4. Name the Caribbean Territories 5. Differentiate the English, Spanish, French and Dutch speaking Caribbean 6. Create an explanation for the geological, geographical, political, historical and diasporic definitions of the Caribbean. 	<ul style="list-style-type: none"> • Roleplay • Group work • Watch videos/ documentaries. • Creative presentations • Field trips • Report writing • Map work • Class presentations • Class readings • Creation of a glossary <p style="text-align: center;">SBA Workshop September 13, 2022</p>	<ul style="list-style-type: none"> • Group Essay on the Location and Definition of the Caribbean (20 marks). October 2-6, 2023

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Sept 25- Oct 13	Module 1 Content 2: a-d (2 weeks-7hrs and 20mins)	The Historical Process	<ol style="list-style-type: none"> 1. Migration of the Amerindians, Europeans, Africans and Asians to the Caribbean. 2. Development of systems of production. 3. Responses to systems of oppression 4. Migration within the Caribbean from 1838 to present day. 	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Outline the path (geographical) that the Amerindians, Europeans, Africans and Asians took to come to the Caribbean. 2. Give the MAIN reasons for the migration of each group to the Caribbean. 3. State the Caribbean territories that were MAINLY settled by EACH group. 4. Give the MAIN reasons why these groups settled in particular territories in the Caribbean. 5. Outline the development of the various systems of production in the Caribbean (Slash and burn, Encomienda, Slavery, Indentureship and the Plantation System. 6. State the MAIN reasons for the development of EACH system of production. 7. Highlight the various methods that EACH ethnic group used to respond to oppression and systemic racism in the Caribbean. (Active and Passive Resistance) 	<ul style="list-style-type: none"> • Roleplay • Group work • Watch videos/ documentaries. • Creative presentations • Field trips • Report writing • Map work • Class presentations • Creation of a glossary • Class readings <p>*September 23, 2022 Research workshop :</p>	<p>15 fill the blanks questions on the Edulastic platform (15 marks) September 25-29, 2023</p> <p>1st Draft of SBA due October 13, 2022, from Introduction to Data Collection Sources</p>
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October 17-21				Revision		<p>Test #1: Six Weeks Test Multiple Choice Test on location and definition of the Caribbean and Historical Processes (30 marks) October 23-27, 2022</p>
Oct 31 – Nov 11	Module 1 Content 2: e	The Historical Process	Movements Towards Independence	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define the following terms: Political enfranchisement, Universal adult suffrage, Internal self-governance, constitution and the franchise. 2. Outline 5 MAIN steps towards Independence of English- speaking Caribbean Nations. 3. Highlight the main 5 MAIN steps towards Independence in the French colonies (Haiti, Martinique and Guadeloupe) 4. State the 5 MAIN steps towards Independence in the Spanish Caribbean. 5. Outline the MAIN ways in 	<ul style="list-style-type: none"> • Mapwork • Worksheet completion • Creation of pamphlets • Skit/ dramatization • Creating a documentary • Fill in the blank • Critical thinking exercises • Essay writing • Crossword puzzle • Creative presentations • Reading from 	

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Nov 14 - 18	Module 1 Content 3: a-b	Characteristics of Society and Culture.	<ol style="list-style-type: none"> 1. Characteristics of Society 2. Features of Culture 	<p>which Caribbean people tried to create economic, social and cultural independence from the plantation system (shopkeeping, partner plans, savings societies, building societies, peddling, the peasantry, fishing, squatting, music and dance and the performing arts).</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define the following terms: Society, culture, enculturation, assimilation, beliefs, values, norms, customs, traditions, citizenship, achieved status, ascribed status, ethnocentrism 2. Explain the FOUR MAIN characteristics of society. 3. Highlight THREE MAIN reasons why the characteristics of society are important to the people of a region. 4. Give ANY THREE MAIN features of culture. 5. Outline the MAIN DIFFERENCE between society and culture. 	<p>handouts to create cartoons etc</p> <ul style="list-style-type: none"> • Map work • Worksheet completion • Creation of pamphlets • Skit/ dramatization • Creating a documentary • Fill in the blank • Critical thinking exercises • Essay writing • Crossword puzzle • Creative presentations • Reading from handouts to create cartoons etc 	
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Nov 21- Dec 2	Module 1 Content 4: a-b	Identity and Social Formation.	<ol style="list-style-type: none"> 1. Cultural Diversity 2. Social Stratification 	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define the following terms: Cultural diversity, social stratification, ethnicity, nationality, race, intelligencia, bourgeoisie 2. Give 3 MAIN positive effects of cultural diversity. 3. State 3 main negative effects of cultural diversity. 4. Outline 3 societal examples EACH where the positive and negative effects of cultural diversity is evident. 5. Give 3 MAIN reasons why social stratification may be beneficial to a society. 6. State 3 MAIN reasons why social stratification can impact society negatively. 7. Briefly outline the relationship between cultural diversity and social stratification in the Caribbean (especially as it relates to race/ethnicity and 	<ul style="list-style-type: none"> • Map work • Pow toon presentation on the causes • Worksheet completion • Creation of game • Skit/ dramatization • Film analysis • Fill in the blank • Critical thinking exercises • Essay writing • Find a word puzzle • Creative presentations • Class Readings <p>Workshop November 23, 2022</p>	
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Dec 5- 9, 2022				class)		<p>Test #2: Six Weeks Test</p> <ul style="list-style-type: none"> • 30 multiple choice questions for 30 marks. • 10 questions on location and definition, 10 questions on migration and settlement and 10 questions on systems of oppressions and the responses to systems of oppression.
Dec 12-16	Module 1 Content 4: c	Identity and Social Formation	<ol style="list-style-type: none"> 1. Creolization 2. Hybridization 	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define the following terms: plural society, hybridization, creolization, Mestizo, Dougla, cultural erasure, cultural retention and cultural renewal. 2. Outline the MAIN difference between creolization and hybridization. 3. Use examples from the 	<ul style="list-style-type: none"> • Mapwork – • Worksheet completion • Creation of pamphlets • Skit/ dramatization • Film analysis • Fill in the blank • Critical thinking exercises • Essay writing • Find a word puzzle • Creative presentations • Class Readings 	

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	<p>Module 1 Content 5: a-e</p>	<p>The Impact of Geographical Phenomena</p>	<ol style="list-style-type: none"> 1. Plate tectonics 2. Hurricanes 3. Soils 4. Coral reefs 5. Drought 	<p>Caribbean to outline the culture that is evidently the most dominant.</p> <ol style="list-style-type: none"> 4. State ANY 3 MAIN features of a “dominant cultural form”. 5. Give 3 MAIN ways methods Caribbean people use to retain their cultural forms. <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define the following terms: Plate tectonics, continental plate, convergent zone, divergent zone, transform plate boundaries, tsunami, tidal wave, coastal erosion and convectional current. 2. Outline the 5 MAIN positive impact of EACH geographical phenomena in this topic. 3. Outline 5 MAIN negative impact of EACH geographical phenomena in this topic. 4. Highlight any 5 ways in which the Caribbean’s geographical phenomena may impact development. <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define the following terms: Societal institution, judiciary, act, legislation, Caribbean 	<ul style="list-style-type: none"> • Map work • Pow toon presentation on the causes • Worksheet completion • Creation of game • Skit/ dramatization • Film analysis • Fill in the blank • Critical thinking 	
	<p>Module 1 Content 6: a-d</p>	<p>The Impact of Societal Institutions on Caribbean People</p>				

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			<ol style="list-style-type: none">1. The Family2. Education3. Religion4. Justice System	<p>Court of Justice, Privy council and bi-cameral.</p> <ol style="list-style-type: none">2. Give 3 MAIN reasons why each societal institution is important to the socialization process.3. Highlight any ONE DOMINANT feature of each Caribbean societal institution and state its ethnic/national origin.4. Outline 3 MAIN reasons why understanding the Caribbean societal institutions is detrimental to Caribbean development.	<p>exercises</p> <ul style="list-style-type: none">• Essay writing• Find a word puzzle• Creative presentations• Class Readings	
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