

**ST. MAARTEN ACADEMY**

**Form 2 -Social Studies Year Plan  
2019 - 2020**

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Form 2

**Ms. C. Jacobs  
2019- 2020**

## Form 2 -Social Studies Year Plan 2019 - 2020

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Week	Topic	Objectives	Skills	Activities	Assessments
Week 1	<b>MAPWORK</b>	<p>Students will review the map of the Caribbean.</p> <ul style="list-style-type: none"> <li>-Identify the three types of territories which comprise the Caribbean</li>   <li>-Describe lines of latitude and longitude</li> <li>-Shade the hemispheres on a map</li> <li>-Identify and locate main lines of longitude</li> <li>-Explain the importance of lines of longitude and latitude to                             <ol style="list-style-type: none"> <li>1. Locate places</li> <li>2. The importance of lines of longitude in telling time</li> </ol> </li>   <li>- Describe the location of the Caribbean region in relation to the major lines of latitude and longitude</li> </ul>	<p>Students must have the ability to:</p> <ul style="list-style-type: none"> <li>-Read and comprehend maps and diagrams</li> </ul>	<p>Map work drills, Games, Presentations, Video, Board work</p>	<p>Quiz</p> <p>Puzzle</p>

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Week 2	<b>MAPWORK</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- Define Rotation and Revolution</li> <li>- Identify the various seasons</li> <li>- Differentiate the different layers of the Earth</li> <li>- Name and explain the four types of mountains.</li> <li>- Name and locate important mountain chains on a map of the world e.g. The Rockies</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Read, analyze and evaluate the map for a variety purposes</li> </ul>	<p>Board work, Note-taking; Map work</p>	<p>Class work based on assigned reading,  Quiz,</p>
Week 3	<b>CLIMATE</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- Describe volcanic activity</li> <li>- Describe the three main types of rainfall with the aid of diagrams</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Draw diagrams and write from factual materials</li> </ul>	<p>Note taking;  Live stream video;</p>	<p>Answer questions based on assigned reading; Label diagrams given; Quick write</p>
Week 4	<b>CLIMATE</b>	<p>Students should be able to:</p> <p>Describe climatic change</p> <p>Define and examine the role of the following processes in changing the physical landscape:</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Analyze causes and effects of a relationship</li> </ul>	<p>Games  Note taking  Video Draw diagrams,  Presentations</p>	<p>Group Power Point Presentations    Worksheet</p>

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Week 5		Erosion, weathering, deposition, deforestation, reclamation  Describe how man has changed the environment and how these changes affect our climate	-Re- interrupt events by related knowledge from several disciplines		
Week 6	<b>CLIMATE</b>	Students should be able to:  Examine the natural and man-made factors which have brought about change to the Caribbean environment  Define and explain the impact of: Deforestation, Reclamation, erosion, Afforestation, excavation, denudation, weathering	Students should be able to:  -Critical and Creative thinking	Note taking  Research & reporting  Answer questions based on assigned reading;  Video's  Graphic organizer	Quiz  Worksheet
Week 7	<b>GROUPS</b>  Population- Growth and Development	Students should be able to:  -Define the terms: Population, Human resources, and growth rate  -Examine the factors which contribute to the rapid growth of local and world populations	Students should be able to:  -Examine and analyze the relationships between and among elements of a topic critically	Analyze and draw population graphs,  Illustrate and interpret numerical information using pie charts, and pictographs	<b>Comprehensive Test- Climate &amp; Mapwork</b>

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		- Explain the effects that population growth has had on medicine, education and agriculture.	-Use tables and graphs to observe and interpret geographic trends and relationships	Conduct individual research about St. Maarten's population, e.g. skills, ethnicity etc.	
	<b>MID CON</b>	<b>TERM -STITUTIONAL</b>	<b>BREAK DAY</b>		
Week 8 & 9	<b>GROUPS</b>  Population Structure	Students should be able to:  -Define the terms: Population density, under populated, overpopulated, Population distribution  Identify and explain factors which may affect population distribution  Explain the characteristics of rural and urban settlements	Students should be able to:  -Transfer knowledge into new contexts  -Understand the impact of physical geography on human activity in the Caribbean  -Critical thinking	Quiz Analyze population density maps;  Answer question based on assigned reading  Complete exercises involving the calculation of population density	Worksheet; puzzle; essay Quiz Crossword puzzle
Week 10 & 11	<b>GROUPS</b>  Migration & Population Control	Students should be able to:  Define the terms: Migration, immigration, emigration, Push factors, pull factors Forced migration, voluntary migration	Student should be able to:  -Describe people, places, and events and the connections	Answer questions based on assigned reading;  Small group discussions,	Analyze population charts/graphs  Presentation of research findings

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		<p>Identify the various groups of immigrants to the Caribbean</p> <p>Examine the dangers of unchecked migration</p> <p>Outline the efforts taken by governments to control population growth, including migration</p>	<p>between among them</p> <p>-Global awareness</p> <p>-Research</p> <p>-Presentation</p>	<p>Skits, presentation</p> <p>Students will conduct interviews with migrants in their neighborhood and record the push and pull factors which led them to migrate and report findings to the class.</p>	Crossword puzzle
Week 12 & 13	<b>REVISION</b>	<b>REVISION</b>		<b>REVISION</b>	<b>Comprehensive Test-Groups</b>
Week 14 & 15	<b>EXAM</b>	<b>EXAM</b>		<b>EXAM</b>	<b>EXAM</b>
<b>Term</b>	<b>2</b>	<b>PLAN</b>		<b>OF</b>	<b>WORK</b>
<b>Week</b>	<b>Topic</b>	<b>Objectives</b>		<b>Activities</b>	<b>Assessments</b>

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Week 1	Correction of Term 1 Exams	Correction of Term 1 Exams		Correction of Term 1 Exams	Correction of Term 1 Exams
Week 2 & 3	<b>CHANGE: THE ENVIRONMENT</b>	<p>Students should be able to:</p> <p>Describe the vegetation, wildlife and minerals of the Caribbean;</p> <p>Describe the production of minerals- oil, Bauxite, gold, gypsum, nickel</p> <p>Describe the effects of deforestation and industry</p>	<p>Students should be able to:</p> <p>-Explore the natural resources in the Caribbean and analyze how these resources produce different products</p> <p>-Written communication</p>	<p>Map work skills, Classifying industries; Resource person- to speak on endangered species in St. Maarten (Nature foundation) Video;</p>	<p>Note taking</p> <p>Essay</p> <p>Quiz</p> <p>Analyze charts</p>
	<b>School Closes</b>	<b>School Closes</b>	<b>CHRISTMAS BREAK</b>	<b>School Closes</b>	<b>School Closes</b>

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Week 4	The Land	<p>Students should be able to:</p> <p>Explain water shortage (causes) and its effects</p> <p>Describe the water cycle;</p>	<p>Students should be able to:</p> <p>-Investigate, interpret, and analyze water usage</p> <p>-Presentation</p> <p>-Creating thinking</p>	<p>Answer questions based on assigned reading</p> <p>Power point/ Video</p> <p>Scrapbook on environmental issues</p>	<p>Quick write</p> <p>Cloze passage</p> <p>Create jingle,</p> <p>Slogan and posters encouraging citizens to conserve resources</p>
Week 5	The Land	<p>Explain about desalination of Water</p> <p>Define key terms such as Territorial waters, Exclusive economic zone, Renewable resources, conservation,</p> <p>Describe our sewage system</p> <p>Describe the types of marine life in the Caribbean</p> <p>Explain the concept of over-exploitation and examine possible measures to prevent it</p>	<p>Students should be able to:</p> <p>-Observe, identify and examine the marine life in the Caribbean</p>	<p>Answer questions based on assigned reading</p> <p>Power point/ Video</p> <p>Class Discussion</p>	<p>Test</p> <p>Quick write</p>



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<p>Week 6</p>	<p><b>THE ECONOMY</b></p> <p>Changes in Agriculture</p>	<p>Students should be able to:</p> <p>Explain the transformation to a sugar economy and the changes brought;</p> <p>Explain how agriculture has developed since slavery</p> <p>Define terms such as subsistence economy, commercial economy, sugar revolution</p>	<p>Students should be able to:</p> <p>-Define and apply conceptual vocabulary</p> <p>-Use previous knowledge to synthesize past issues</p> <p>-Creative</p> <p>-Oral and written communication</p>	<p>Analyze charts Research and investigation</p> <p>Video's, skits, games,</p> <p>Small group discussions</p>	<p>Answer questions based on assigned reading;</p> <p>Quiz</p> <p>Quick write</p>
<p>Week 7</p>	<p><b>THE ECONOMY</b></p> <p>Changes in Agriculture</p>	<p>Students should be able to:</p> <p>Outline four (4) reasons for the collapse of the sugar industry- <i>Falling sugar prices, competition from beet sugar, competition from other cane sugar producers such as Brazil and Cuba;</i> <i>Lack finances to mechanization, Shortage of labor</i></p> <p>- Outline four measures take to make the sugar industry profitable again- : <i>Improved methods of cultivation, amalgamation, new markets in</i></p>	<p>Students should be able to:</p> <p>-Arrange events in chronological sequence</p> <p>-Research a topic and transfer it into their own words</p> <p>-Comprehension</p> <p>-Written communication</p>	<p>Analyze charts; Research and investigation; Review games Graphic organizers, Small group discussions</p>	<p>Answer question based on assigned reading; Worksheet</p> <p><b>Comprehensive Test: Change: - The Environment</b></p>

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		<p><i>Canada and USA, Improved manufacturing e.g. Steam mills; Immigrant labour- East Indian</i></p> <ul style="list-style-type: none"> <li>- Outline measures taken by Caribbean governments to revive agriculture in the region in the 20-th century and examine the effectiveness of these</li> </ul>			
Week 8	The Caribbean economy Today	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Examine the efforts made to diversify Caribbean economies</li> <li>-Define key terms such as rural, urban, diversify, industrialization, nationalize, Development banks, Development corporations, Multinational corporations</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Define and exam different economies in the Caribbean</li> <li>-Critical thinking</li> </ul>	<p>Answer questions based on assigned reading;</p> <p>Guest speaker- Ways in which government encourages local investment</p>	<p>Quiz, Journal writing</p>
Week 9	The Caribbean economy Today	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- Outline the main types of industries</li> <li>- Outline the advantages and disadvantages of nationalization</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Understand and outline industries</li> <li>-Comprehension and oral communication</li> </ul>	<p>Note taking,</p> <p>Graphic organizers Worksheet Discussions</p>	<p>Test</p> <p>Essay</p>

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		- Explain the term Multinational Corporation and give four examples			
	<b>MID</b>	<b>TERM</b>		<b>VACATION</b>	
Week 10	<b>GOVERNMENT</b> Pre- Independence	<p>Students should be able to: Examine the major ways of effecting political change eg. Ballot box</p> <p>Give an overview of the major political changes which have taken place in the Caribbean for the coming of the Europeans</p> <p>Outline the main events of the Haitian Revolution</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Research</li> <li>-Access and analyzing</li> <li>-Civil literacy and Citizenship</li> <li>-Use current events to relate past events</li> </ul>	<p>Research and investigation</p> <p>Video's, skits, games,</p> <p>Small group discussions,</p> <p>Answer questions based on assigned reading</p> <p>Video documentary- The Grenada Revolution</p> <p>Students analyze calypsos, letters to the editor, and contributions to call in programs which are critical of government</p>	<p>Panel discussion,</p> <p><b>Comprehensive Test on</b></p> <p><b>The Caribbean Economy</b></p>

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				and summarize the main areas of concern	
Week 12	<b>GOVERNMENT</b>  Federation and Nationalism	Students should be able to:  Describe the early attempts at Federation  Examine the factors which helped or hindered Caribbean unity in a federation  The Formation of the Federation of 1962 and reasons for its collapse	Students should be able to:  -Research a wide topic and be able to create subtopic  -Comprehension  -Oral and written communication	Answer questions based on assigned reading;  Dramatization  Worksheet	Dramatization, Quiz;  Puzzles  Presentations

MSC. JACOBS

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<p>Week 13 &amp; 14</p>	<p><b>GOVERNMENT</b></p> <p>Federation and Nationalism</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Outline ways in which Caribbean countries continued to collaborate affect the collapse of the BWI Federation e.g. CARICOM, CARIFESTA</li> <li>-Examine the growth in <i>nationalism</i> in the early 20<sup>th</sup> century</li> <li>-Examine connection between nationalism and the growth of trade unions from the late 1930's</li> <li>-Outline main reasons for the working class riots/ unrest of the 1930's and the actions taken by the British government</li> <li>-Define key terms such as socialism, capitalism, communism, capital</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>-Listens, read, write and speak with comprehension and clarity</li> </ul>	<p>Investigation</p> <p>Video's, skits, games,</p> <p>Small group discussions,</p>	<p><b>Test- Government</b></p> <p>Complete chart showing when the different territories gained independence</p> <p>Answer questions based on assigned reading</p>
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<b>TERM</b>	<b>3</b>	<b>PLAN</b>	<b>OF</b>	<b>WORK</b>	
Week 1 & 2	<p><b>REGIONAL INTEGATION</b></p> <ul style="list-style-type: none"> <li>- The West Indian Federation</li> </ul>	<p>Students will be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Define regional integration</li> <li>2. Give reasons for the formation of the West Indian Federation.</li> <li>3. Explain their aims and objectives and achievements.</li> <li>4. List the member's states.</li> <li>5. Explain why the federation collapsed.</li> <li>6. Year started and ended.</li> <li>7. Explain why the federation collapsed.</li> <li>8. Year started and ended.</li> </ol>	<p>Organize, transform and summarize information (spider diagrams and graphic organizers)</p> <p>Use various types of reasoning (inductive and deductive).</p> <p>Develop a new idea based on previous knowledge, and justify its success.</p> <p>Analyze and evaluate major concepts and explain its relationship to the entire subject.</p>	<p>Oral presentations</p> <p>Identifying member states on a Caribbean map</p> <p>Essay writing</p> <p>Use of graphic organizers</p>	<p>Oral presentations</p> <p>Test</p> <p>Essay writing</p> <p>Group Project</p>
	<b>EASTER</b>	<b>VACATION</b>	<b>BREAK</b>		

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<p>Week 4</p>	<p>Moving Towards Independence</p>	<p>Students should be able to:</p> <p>Outline the stages in political development which evolved after the Morant Bay Rebellion (Crown Colony) and leading to Independence in the British territories</p> <p>Give five reasons why Caribbean people wanted independence</p> <p>Explain how the following events helped to bring about independence:</p> <p><i>The Second World War;</i> <i>The Moyne Report;</i> <i>Universal adult suffrage;</i></p> <p>Examine the political status of the French, Dutch and US colonies</p> <p>Define key terms such as Federation, assimilation, Commonwealth, republics, assimilation, departments, prefects, autonomous</p>	<p>Student should be able to:</p> <ul style="list-style-type: none"> <li>-Define and apply discipline- based conceptual vocabulary</li> <li>-Critical thinking</li> <li>-Collaboration</li> <li>-Initiative</li> <li>-Reading</li> </ul>	<p>Small group discussions,</p> <p>Collect songs and poems about political change;</p> <p>Guest Speaker- Daniella Jeffry ( political status of the French side)</p> <p>Video's, skits, games</p>	<p>Answer questions based on assigned reading</p> <p>Worksheet</p>
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Week 5	<b>SOCIAL CHANGE</b>  Cultural Penetration  Sports	Students should be able to:  Explain how patterns of migration and the influence of different European countries have influenced Caribbean culture in the past;  Explain how cultural penetration happens today	Student should be able to:  -Differentiate past culture from present culture  -Outline the influence of change	Sample cultural dishes  Class debate: There is too much American influence in our culture today  Answer questions based on assigned reading	Essay writing- the function of religious groups in the Community  Quiz
Week 6	<b>SOCIAL CHANGE</b> Television	Students should be able to:  Explain the positive and negative effect of television on a society	Student should be able to:  -Compare and contrast  -Use text to differentiate content	Debate- television is more harm than good;  Panel discussion  Games;  Answer questions based on assigned reading	Answer questions based on assigned reading; Research how the people of St. Maarten used to share information before the days of mass media. Present findings in either a sketch, poster, rap song or power point  Class project: Visit a radio station. Write a report on the growth of the media on St. Maarten.
	<b>CARNIVAL</b>	<b>VACATION</b>	<b>BREAK</b>		



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Week 7	<b>SOCIAL CHANGE</b>  Relationships	Students should be able to:  -Define key terms such as promiscuous, sexually transmitted disease, AIDS, contraceptives, abstinence	Students should be able to:  -Define and apply conceptual vocabulary	Panel discussion- suggest ways in which home, church and school can help to give moral education to teenagers	Answer questions based on assigned reading  Vocabulary test
	<b>ASCENSION</b>	<b>DAY</b>	<b>HOLIDAY</b>		
Week 8	Relationships	Students should be able to:  -Give reasons why teenage pregnancy is a mistake  -Examine the role of the Caribbean Family Planning Association	Students should be able to:  -Summarization  -Articulate current family issues	Discussions Debate- Church, school and community have failed to reduce the number of teenage pregnancies in our communities	Quiz  Write two paragraphs on the problems and responsibilities of an unmarried teenage father
Week 9	The Future	Students should be able to:  -Describe and explain the skills and modern technology used to improve the standard living of today's society. Discuss what the future holds for the Caribbean.	Students should be able to:  -Social responsibility and ethnics -Use a wide variety of media to access, analyze, evaluate, and create messages and reports	Create a lap-book with skills and technology Panel discussion Crossword Puzzle	Students work in group to prepare songs, poems or news clippings on Caribbean challenges
Week 10 & 11	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	
Week 12		<b>EXAMS</b>	<b>BEGIN</b>		