



COMMONWEALTH OF THE BAHAMAS

**MINISTRY OF EDUCATION
TECHNICAL & VOCATIONAL TRAINING**

CIVICS CURRICULUM GUIDE

GRADES 10-12

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PREFACE

Civics is the study of government and citizenship. Civics education is clearly participatory and requires young citizens to participate in a democratic process. There are too many persons who are not aware of their rights and responsibilities. The increase in violence against persons, properties and social unrest indicate this need. This requires that the populace receive training on matters related to civics.

According to the United Nations Democratic Principles Programme "civics education is learning for effective participation in democratic and development processes at both local and national levels. Some of the basic tenets of democracy are exposed in civics education. These are the principles of transparency, participation, responsiveness, accountability, empowerment and equity.

Civics education is simply defined by vocabulary.com as something related to or benefits an individual citizen. People often say that it is your civic duty to vote. The adjective civic comes from the Latin word civis, which was the word for a citizen of Ancient Rome. It is also a root word for "city," so civic can also mean anything related to a city.

Civics education is important to democratic nations in the region and many countries have reinstated the implementation of a civics course in every school. In Jamaica, they have modelled a Civics programme after legendary civil rights activists Marcus Garvey. In the United States, all 50 states have the subject as a core area in high school. For example, in Chicago Illinois schools, it is mandatory and a prerequisite for a graduation diploma.

Aim:

To educate students about their duties and responsibilities as citizens of the country, and to enable them to understand how democracy and the Westminster system of government, works in the commonwealth.

Civics education will help to develop critical thinking skills as students will be engage in civil discussions, debating controversial issues, have lively topical arguments on government and the democratic process while respecting the diverse multiculturalism that exist in the country.

Civics education a mandatory course for all 10th-12th grade students, is taught once per week, during a fifty minute time period. It helps to promote democracy, minimizes discrimination, polarization and promotes tolerance, respect and appreciation for governance.

ACKNOWLEDGEMENTS

Civics education is learning for effective participation in democratic and development processes at both local and international levels. Ideally, this became the nomenclature used by various advisors, researchers and stakeholders. Hence, this perspective was undertaken by Deputy Director Sharon Poitier who started the conceptual framework for this document. The concept built, was to produce the ideal high school graduate as a competent Bahamian citizen. Additionally, a special thanks is given to Ms. Serethea Clarke, former Under Secretary who served as a Deputy Director for Curriculum and Instruction in the Department of Education when the revision work began.

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INTRODUCTION

Civics education prepares students to become avid readers, listeners and effective communicators. Students will gain the knowledge of understanding the structure and function of government. Students will learn about democratic processes such as voting and selecting a government of their choice. They will be able to discuss the three main branches of government, the legislature, executive branch and the judiciary. These three branches help to cultivate a culture where opportunities such as employment, political freedom, rights of citizens and financial gains help to improve the livelihood of citizens in a democracy.

The purpose of a Civics curriculum is to develop students' knowledge of political and legal institutions and explores the nature of citizenship in a liberal democracy. A focus on contemporary issues, such as debates over changes in law and world governments' responses to international events, provides a means of developing students' thinking and critical capacities. These issues provide ways that citizens can actively participate, question and improve democracy. Students will develop general skills and capabilities such as an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

MINISTRY OF EDUCATION TECHNICAL & VOCATIONAL TRAINING

Mission Statement

The mission of the Ministry/Department of Education is to provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the necessary beliefs, attitudes, knowledge work and life in an interdependent, ever changing world.

Vision of the Ministry of Education Technical & Vocational Training

Our vision is for a Bahamian Education system that will foster academic excellence and equip students with multiple literacies that will enable them to make meaningful contributions as nation builders who are globally competitive.

Philosophy Statement of the Ministry of Education Technical & Vocational Training

Education in the Commonwealth of The Bahamas is the principle vehicle for promoting the development of individuals and the nation as a whole. It is essential to enhancing the quality of life of our people. It reflects our nation's ideals, values, beliefs and customs. It affirms that all human beings have an undeniable right to an education, one that will enable them to understand their privileges and responsibilities in the community. Its specific focus is to prepare the youth to become active citizens, caring and compassionate people, and life-long learners who will continue to improve the quality of life for themselves and others.

BELIEF STATEMENTS

We believe that:

1. The learning environment should be student centered;
2. At each grade level students should acquire specific skills to prepare them for the succeeding grade level;
3. All students should have equal opportunity to learn based on their needs, interests and abilities;
4. Students should have opportunities to question, analyze, reason and make decisions as well as to develop self; confidence and greater freedom of expression;
5. All students should acquire essential survival skills enabling them to function well in society;
6. Technology should be integrated into content and instruction;
7. Content should be culturally relevant while still allowing a global perspective;
8. The methods used for assessing achievement should reflect the teaching and learning strategies employed in the curriculum;
9. Student success is integrally linked to parental involvement and community support;
10. Students will be able to express an appreciation for civics education and democratic principles;
11. Students will be able to differentiate between rights (duties) and responsibilities (participation) of a competent functioning citizen in The Bahamas; and
12. All students can develop as competent citizens and can respectfully co-exist.

PROFILE OF THE IDEAL GRADUATE

The principle objective of the Bahamian education system is to develop productive citizens capable of caring for themselves and contributing positively to the national development process. Based on its consultation with stakeholders, the Ministry of Education has developed a profile for the ideal graduate. Among other qualities, the ideal graduate should:

- Possess relevant knowledge in core disciplines/learning areas to be functionally literate;
- Think critically, be an innovative problem solver and show initiative;
- Demonstrate creativity and innovation;
- Communicate effectively and collaborate willingly;
- Demonstrate flexibility and adaptability;
- Use social skills effectively;
- Appreciate Bahamian culture and utilize the appropriate cultural skills;
- Guide and inspire others to do their best;
- Have an appropriate awareness of the forces that shape and influence his/her life and surroundings;
- Exhibit civic responsibility and display behavior that benefit the wider community;
- Appreciate his/her role and responsibility to the local community, The Bahamas, the Caribbean Region, the Commonwealth of Nations and the world;
- Demonstrate integrity and ethical behavior at all times;
- Possess digital literacy, appreciate the role of technology and innovation in national development;
- Display skills and competencies that reflect career and college readiness;
- Possess ability to work effectively in teams; and
- Embrace his/her role as an environmental steward. (**Shared Vision for Education, 2030**)

RATIONALE

Civics education is a social science that exposes students to rights and duties as a citizen. Civics course is designed to empower students to be well-informed, active participants in a democratic society. As a subject, Civics education promotes and embodies the following sustainable development goals:

SDG 3: Ensure healthy lives and promote well-being for all ages

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 5: Gender equality

SDG 8: Economic growth, full productive employment and decent work

SDG10: Reduce Inequality

SDG13: Combat climate change and its impact

SDG 14 &15: Conserve and sustainable use of the oceans, seas, marine resources, life on land- Protect, restore and promote use of terrestrial ecosystems forest

SDG: 16: Peace, Justice & Strong Institutions

DEFINITION OF TERMS

This document comprises of several components: Below is a brief description of each.

Overarching Goal:	defines the ultimate outcome of learning, and outlines the intended purpose of the curriculum document
Sub Goals:	form the major contextual framework for instruction
Learning Objectives:	specific statements of what the students will understand and learn to do
Content Strands:	the twelve broad areas that organize the concepts and topics to be taught
Standards:	show what students should be able to do at the end of schooling at a particular grade level
Benchmarks:	show the level of progression for students at each grade level upon the completion of the year of instruction
Scope and Sequence:	a table outlining the objectives for each level, showing the progression and overview of the work to be accomplished
Scope of the Work:	outlines, for each grade level, suggested content, activities, assessments and resources to facilitate and enhance the teaching and learning process
Pacing Guide:	shows the sequence of topics and estimated length of time that should be spent on each topic

HOW TO USE THE CIVICS CURRICULUM GUIDELINES

Civics education is a social science that exposes students to rights and duties as a citizen. The civics curriculum document is designed to empower students and prepare them to be well-informed, active participants in a democratic society. The guide is also design to help students develop critical thinking and argumentative skills.

The civics curriculum guide objectives are used as examples for teachers and does not mean that they have to follow what is scripted in the document. Additionally, teachers and stakeholders who view the document can use the guide to prepare lessons. However, it is not mandatory for teachers to follow the scope and sequence but be able to integrate the strands in schemes of work. Moreover, it is recommended that teachers extrapolate from the curriculum assessment techniques to help build rigorous and best practices.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES

Strands of Civics

The Civics curriculum strands are built from the National Council for Social Studies. There are ten strands. They are:

- I. Civics ideals and practices
- II. Culture
- III. Time, continuity & change
- IV. People, places and environments
- V. Individual development and identity
- VI. Individual groups and institutions
- VII. Power, authority and governance
- VIII. Production, distribution and consumption
- IX. Science, technology and society
- X. Global connections

Civics Ideals and Practices: An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.

- What is Civics?
- Civics and democratic principles
- Civics and importance to education

Culture: Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artefacts, and foods.

- Definition of Bahamian culture
- Bahamian food, dishes, fruits, vegetables, drinks
- Bahamian music and folklore
- Bahamian dress code
- Bahamian festivals and holidays
- Bahamian politics, religion
- Bahamian dialect and language
- International influences on Bahamian culture
- American influence
- Caribbean influence
- Asian, Indian, Middle East influence on Bahamian culture
- Religion as a constitutional right
- Different religions in The Bahamas

Time, Continuity & Change: Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change.

- Our place of origin
- Origins of The Bahamian Constitution
- Constitutional Changes

People, Places and Environments: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there.

- The Natural Environment Of The Bahamas
- The layout of the islands of The Bahamas
- Islands and capitals
- Islands and associated industries and industrial activities
- Protecting the environment

- Impact of global warming on a small island nation such as The Bahamas

Individual Development and Identity: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

- Multicultural society
- Vulnerable groups in a society
- Responsible citizens commitments in a society
- Building leaders in communities, transformational and transactional leaders
- The Constitution of The Bahamas
- Framers of the Bahamian constitution
- Citizenship and Self Identity
- Definition of citizen
- National symbols
- National hero and nation builder
- Types of citizens
- Rights of citizens
- Universal rights
- Responsibilities of citizens
- Volunteerism
- Role of voluntary organizations in The Bahamas

Individual Groups and Institutions: Formal and informal political, economic, and social organizations that help carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives.

- The Public Service
- Political Parties (Progressive Liberal Party, Free National Movement, Third Parties)
- Local Government Officials(Chief Councilor, Deputy Councilor, Council Members, Town Committees, Statutory Boards)
- Types of Courts in The Bahamas
- Law Enforcers (Royal Bahamas Police Force, Royal Bahamas Defence Force)
- Bahamas Correctional Officer, Customs Officer, Immigration Officer

- How to become an entrepreneur
- Creating businesses
- Seeking career opportunities
- Trade Unions and protection of Workers
- The Industrial Tribunal
- National Insurance and Contribution of Workers

Power, Authority and Governance: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance.

- Hierarchical Structure of Government
- The Governor General
- The Duties of The Governor General
- The Prime Minister
- The role of the Prime Minister
- Cabinet Minister
- Duties and responsibilities of Cabinet Ministers
- Duties and Responsibilities of the Leader of the Opposition
- General Elections
- Local Government Elections
- Candidates in a General Election
- Returning Officers, Presiding Officers, Poll Works, Poll Agents

Production, distribution and consumption: People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place.

- The national budget
- How credit, downgrades, blacklisting occur
- Importance of personal budgets
- Types of taxes (Income, VAT, 15% gratuity, stamp, departure)
- Equality in the workplace

Science, technology and society -Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.

- Importance of proper social interaction
- Importance of technology to the country

Global connections- The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties.

- The Bahamas' participation in global citizenry
- The Role of the United Nations
- Bahamas role in CARICOM and OAS
- Regional citizenship and relationship to CSME
- The 17 Sustainable Development Goals
- SDGs used in Civics education
- Social interaction in a global worlds

SCOPE AND SEQUENCE

CIVICS

Grade 10

Sub-goal 1: Express an appreciation for civics education and democratic principles.

KEY: I- Introducing D- Developing R- Reinforcing P-Proficient

Objectives		Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
1.1	Critically examine the importance of civics education	I	I	I	R	R	R
1.2	Using illustrations, describe the natural environment of The Bahamas	I	D	R	R	R	R
1.3	Evaluate critically the importance of the constitution of The Bahamas			I	R	R	R
1.4	Identify the framers of the Bahamian Constitution			I	I	D	R
1.5	Briefly summarize the design of the Bahamian constitution			I	D	R	
1.6	Summarize Articles and Chapters of the Bahamian Constitution				I	D	
1.7	Examine the constitutional changes 1962, 1964, 1969, 1972			I	R		
1.8	Analyze critically, the importance of a referendum to constitutional changes				R		
1.9	Differentiate between the “White Paper” and “Green Paper”				R		

SCOPE AND SEQUENCE

CIVICS

Grade 10

Sub-goal 2: Demonstrate critically, an appreciation for nationhood and national development in the country.

KEY: I- Introducing D- Developing R- Reinforcing P-Proficient

Objectives		Gr. 7	Gr. 8	Gr. 9	Gr. 10
1.10	Critically examine, the importance of citizenship and self-identity	I	D	R	R
1.12	Using illustrations, identify and state national symbols of The Bahamas	I	D	R	R
1.13	Critically distinguish between a national hero and nation builder	I	D	R	R
1.14	Articulate the different types of citizens	D	D	D	R
1.15	Validate the basic rights of each citizen	I	D	R	R
1.16	Ascertain the role of volunteers and responsible citizens in The Bahamas	D	D	D	R
1.17	Assess critically, the role of The Bahamas in international organizations			D	R
1.18	Summarize briefly, the role of The Bahamas in regional affairs			R	R
1.19	Evaluate the impact of CSME on an independent Bahamas				I

SCOPE AND SEQUENCE

CIVICS

Grade 10

Sub-goal 3: Examine critically, the important role citizens play in the development of the country.

KEY: I- Introducing D- Developing R- Reinforcing P-Proficient

Objectives		Gr. 7	Gr. 8	Gr. 9	Gr. 10
1.10	Critically examine, the importance of citizenship and self-identity	I	D	R	R
1.12	Using illustrations, identify and state national symbols of The Bahamas	I	D	R	R
1.13	Critically distinguish between a national hero and nation builder	I	D	R	R
1.14	Articulate the different types of citizens	D	D	D	R
1.15	Validate the basic rights of each citizen	I	D	R	R
1.16	Ascertain the role of volunteers and responsible citizens in The Bahamas	D	D	D	R
1.17	Assess critically, the role of The Bahamas in international organizations			D	R
1.18	Summarize briefly, the role of The Bahamas in regional affairs			R	R
1.19	Evaluate the impact of CSME on an independent Bahamas				I

SCOPE AND SEQUENCE

CIVICS

Grade 10

Sub-goal 4: Assess critically, various countries and international policies that help to influence cultural development in The Bahamas.

KEY: I- Introducing D- Developing R- Reinforcing P-Proficient

Objectives		Gr. 9	Gr. 10	Gr. 11	Gr. 12
2.0	Evaluate the importance of sustainable development goals to national development	I	D	R	R
2.1	Briefly give a definition of “Bahamian culture”	I	D	R	R
2.2	Critically assess, Bahamian culture food and language	I	D	R	R
2.3	Detect various aspects of Bahamian music and dress code	I	D	R	R
2.4	Examine politics, festivals and holidays	I			R
2.5	Assess critically, African influence on Bahamian culture	I			R
2.6	Discuss the impact of American and European influences on Bahamian culture	I			R
2.7	Summarize the Caribbean influence on Bahamian culture	I		R	R
2.8	Outline Asian and Middle East influences on Bahamian culture			I	R

SCOPE AND SEQUENCE

CIVICS

Grade 11

Sub-goal 1: Examine critically, the various types of government and critically evaluate the role of government in The Bahamas

KEY: I- Introducing D- Developing R- Reinforcing P-Proficient

Objectives		Gr. 9	Gr. 10	Gr. 11
1.1	List the different types of Government of The Bahamas	I	D	R
1.2	Discuss the responsibilities of the Governor General	I	D	R
1.3	Examine critically, the role of the Prime Minister	I	D	R
1.4	Outline the duties of Cabinet Ministers	I	D	R
1.5	Evaluate critically, the role of the Leader of the Opposition	I		R
1.6	Analytically review the importance of the Public Service	I		R
1.7	Assess the development and contributions of the Progressive Liberal Party	I		R
1.8	Assess the development and contributions of the Free National Movement	I		R
1.9	Critique the significance of Third Parties in The Bahamas			I

SCOPE AND SEQUENCE

CIVICS

Grade 11

Sub-goal 2: Evaluate critically, the general election process that takes place in The Bahamas.

KEY: I- Introducing D- Developing R- Reinforcing P-Proficient

Objectives		Gr. 9	Gr. 10	Gr. 11
2.0	Differentiate between a General Election and a Bi-Election	I		D
2.1	Critically assess the process for prorogation of parliament	I		D
2.2	Outline the criteria for candidacy in a general election	I		D
2.3	Review what takes place on Nomination Day	I		D
2.4	Describe what takes place during Advanced Polling and on Polling Day	I		D
2.5	Identify voters at Advance Poll and on Polling Day	I		D
2.6	Summarize the duties of political parties polling agents	I		D
2.7	Evaluate critically the responsibilities of local government officials	I		D
2.8	Discuss the importance of the ballot, indelible ink	I		D

SCOPE AND SEQUENCE

CIVICS

Grade 11

Sub-goal 3: Justify critically, the importance of a bi-cameral parliament in The Bahamas.

KEY: I- Introducing D- Developing R- Reinforcing D-Proficient

Objectives		Gr. 9	Gr. 10	Gr. 11	Gr. 12
3.0	Duties of Members of Parliament	I		D	
3.1	Function of Committees in The House of Assembly			I	
3.2	How a Bill Becomes Law	I		D	
3.3	Different parts of the Bill	I		D	
3.4	The national budget	I		D	
3.5	Impact of financial downgrades	I		D	
3.7	Identify various types of taxes in The Bahamas	I		D	
3.8	Importance of personal budgets	I		D	

SCOPE AND SEQUENCE

CIVICS

Grade 11

Sub- goal 4: Assess critically, judicial function and law enforcement in The Bahamas

KEY: I- Introducing D- Developing R- Reinforcing D-Proficient

Objectives		Gr. 9	Gr. 10	Gr. 11
4.0	State the types of courts in The Bahamas	I		D
4.1	Differentiate between the roles of Police Officers and Defence Force Officers	I		D
4.2	Compare the duties of Customs Officers with Immigration Officers	I		D
4.3	Detect responsibilities of a Bahamas Correctional Officer	I		D
4.4	Assess critically the causes of crime in The Bahamas	I		D
4.5	Discuss various responses to crime including swift justice and bail act	I		D
4.8	Evaluate critically, possible solutions to crime in The Bahamas	I		D

SCOPE AND SEQUENCE

CIVICS

Grade 12

Sub goal-1: Discuss the important role citizens play in creating a competent workforce.

KEY: I- Introducing D- Developing R- Reinforcing P-Proficient

Objectives		Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
1.1	Review analytically, how to become a citizen of The Bahamas	I	I	I	R	R	P
1.2	Assess the process of passing on citizenship passed on by parents	I	D	I	R	R	P
1.3	Examine the importance of being a law abiding citizen			I	R	R	P
1.4	Analyze critically the challenges new citizens face in The Bahamas			I	I	D	P
1.5	Explain how one can become an entrepreneur						I
1.6	Discuss critically how to build working relationships						I
1.7	Recommend how to seek career opportunities						I
1.8	Validate the importance of building qualifications and skills in the workplace						I
1.9	Verify challenges faced by unskilled workers						I

SCOPE AND SEQUENCE

CIVICS

Grade 12

Sub-goal 2: Evaluate critically, the importance of multiculturalism and its impact on The Bahamas.

KEY: I- Introducing D- Developing R- Reinforcing P-Proficient

Objectives		Gr. 7	Gr. 8	Gr. 9	Gr.10	Gr. 11	Gr.12
1.10	Review how equality can be develop in the workplace						I
1.12	Extrapolate how the Bahamian economy can be diversify			I		D	R
1.13	Outline industries that help to diversify the Bahamian economy			I	D	R	P
1.14	Expose how religion is a constitutional right in The Bahamas			I	D		R
1.15	Summarize different religions that exist in The Bahamas			I	D		R
1.16	Evaluate critically, the impact of global warming on the The Bahamas			I			D
1.17	Examine the impact of social interaction in a global world						I
1.18	Expose how multiculturalism produce diverse societies						I
1.19	Discuss the importance of respecting human and civil rights				I		D

SCOPE AND SEQUENCE

CIVICS

Grade 12

Sub-goal 3: Critically examine citizens as workers and developing leaders in communities.

KEY: I- Introducing D- Developing R- Reinforcing D-Proficient

Objectives		Gr. 7	Gr. 8	Gr.8	Gr.10	Gr.11	Gr.12
2.0	Validate the importance of citizens respecting minority and vulnerable groups						I
2.1	Examine various responsibilities each citizen should carry out						I
2.2	Differentiate between a transactional and transformational leader						I
2.3	Outline types of Trade Unions in The Bahamas			I			R
2.4	Evaluate critically the purpose of collective bargaining agreements						I
2.5	Discuss the important role of the industrial tribunal						I
2.6	Summarize types of benefits and contributions workers engage in at national insurance						I
2.7	Justify the importance of national insurance to workers						I

OVERARCHING GOALS

Civics education prepares students to become avid readers, listeners and effective communicators. Students will gain the knowledge of understanding the structure and function of government. Students will learn about democratic process like voting, and selecting a government of their choice. They will be able to discuss the three main branches of government, the legislature, executive branch and the judiciary. These three branches helped to cultivate a culture where opportunities such as employment and financial gain are processes that improve citizens in a democracy.

STRANDS

The main strands that Civics will address are:

Grade 10

10.1 . Civics Education

- What is Civics?
- Civics and Democratic Principles
- Civics and importance to education

10.2 . The Natural Environment of the Bahamas

- The layout of the islands of The Bahamas
- Islands and capitals
- Islands and associated industries and industrial activities

10.3. The Constitution

- What is a constitution?
- Framers of the Bahamian constitution
- The importance of constitutional democracy
- Summary of the design of the Constitution/English Common Law & Bill of Rights
- Summary of the 10 chapters of the Bahamian Constitution
- What are articles in a constitution?
- Defend whether articles assist the rights of Bahamians citizens

- The impact of a referendum on a constitution
- Outline constitutional changes in 1962, 1964, 1969 & 1972
- Differentiate between the “white paper” and the “green paper”

10.4. **Citizenship and Self Identity**

- Where is our place of origin?
- Definition of a citizen
- National Symbols
- Difference between a national hero and nation builder
- Types of citizens
- Types of rights
- Universal Rights
- Responsibilities of citizens/civic duties
- Volunteerism
- The role of voluntary organizations in The Bahamas
- The Bahamas participating in global citizenry
- The role of the United Nations
- Regional citizenry role in Caricom and OAS
- Citizenship and the impact of CSME (Caribbean Single Market Economy)

10.5. **Sustainable Development Goals (SDG)**

- What are the 17 sustainable development goals?
- Which SDGS are used in civics education?

10.6. **Bahamian Culture**

- Definition of Bahamian culture
- Bahamian food, dishes, fruits, vegetables and drinks
- Bahamian music and folklore
- Bahamian dress code and attire
- Bahamian festivals and holidays
- Bahamian politics
- Bahamian dialect and language

10.7 International Influences on Bahamian Culture

- African influence on Bahamian culture
- European influence on Bahamian culture
- American influence on Bahamian
- Caribbean influence on Bahamian culture
- Asia, Indian, Middle East influence on Bahamian culture

Grade 11

11.1 Types of government

- Type of Government in The Bahamas

11.2 Hierarchical Structure of Government

- The Governor General
- The Duties of the Governor General
- The Prime Minister
- The Role of the Prime Minister
- Cabinet Minister
- Duties and Responsibilities of Cabinet Ministers
- Duties and Responsibilities of the Leader of the Opposition
- The Public Service

11.3 Political Parties

- Emergence of the Progressive Liberal Party (PLP)
- Summary of the Progressive Liberal Party's Philosophy
- Emergence of the Free National Movement (FNM)
- Summary of the Free National Movement's Philosophy
- Emergence of Third Parties in The Bahamas

11.4 General Elections

- Differences between a General Election & By-Election
- Election Process
- Prorogation of Parliament
- Criteria for Candidacy in a General Election
- Nomination Day, Polling Day, Advanced Polls

11.5 Parliamentary Workers & Political Agents

- Duties of the Returning Officer
- Duties of the Presiding Officer
- Duties of Poll Workers
- Who votes during the Advance Poll, Political Poll Agents
- Duties of Local Government
- Local Government Officials (Chief councilor, deputy councilor, 7 council members, town committees, statutory boards
- Voting Process
- Importance of the secret ballot, ballot box, indelible ink
- An incapacitated voter
- Challenging a voter

11.6 The Work of the Parliament

- Duties of Members of Parliament
- Function of Committees of the House of Assembly (Public Accounts, Privilege, House Rules, Broadcast, Statutory, Library, Public Treasury)
- Parts of a Bill
- How a Bill Becomes Law
- The national budget presented in parliament
- How Credit, downgrade, blacklisting occur
- Importance of Personal budgets
- Types of taxes (Income, VAT, 15% Gratuity)

11.7 Judicial Function

- Types of Courts in The Bahamas
- Law Enforcers:
 - Royal Bahamas Police Force, Royal Bahamas Defence Force,
 - Bahamas Correctional Officer, Customs Department, Immigration Department
- Causes of Crime
- Legal actions swift justice, bail act

Grade 12

12.1 Review of Bahamian Citizenship

- How to become a citizen of The Bahamas
- Citizenship passed on by parents
- The importance of being a law abiding citizen
- Challenges new citizens face in The Bahamas

12.2 Employment Opportunities

- How to become an entrepreneur
- How to build working relationships
- Creating your own businesses
- Seeking career opportunities

12.3 Building a Working Community

- Building qualifications and skills in the workplace
- Unskilled workers and challenges they face seeking employment
- Equality in the workplace; equitable pay and treatment
- Working to diversify the Bahamian economy
- Industries that help to diversify the economy

12.4 Religious Beliefs

- Religion as a constitutional right

- Summary of different religions in The Bahamas

12.5 Protecting the Environment

- Impact of global warming on the natural environment
- Social interaction in a global world

12.6 The Bahamas as a multicultural society

- Multiculturalism- Diverse Society
- Respecting human and civil rights
- Citizens respecting minority and vulnerable groups
- Responsibilities of a citizen
- Creating leaders: Transactional vs. Transformation

12.7 The role of Trade Unions to Workers

- Types of unions
- Purpose of collective agreements
- The role of the industrial tribunal
- Workers Contribution & Benefits
- National Insurance and Workers

SCOPE OF WORK

GRADE 10 TERM ONE	
<p>GENERAL OBJECTIVES:</p> <ul style="list-style-type: none"> Evaluate critically the importance of civics education Express an appreciation for civics education and democratic principles 	
Time span 2 weeks	
Sub topic	Objectives
Introduction to Civics	Students will be able to:
Civics is government and its relationship to citizens.	<ul style="list-style-type: none"> Define the term “civics” Trace the origins of the Greek word “civis” Evaluate the importance of civics education
The Bahamas is an archipelagic nation with over 700 islands. Each island has its own distinct culture and is known for something famous that has shaped the geo-historic landscape.	<ul style="list-style-type: none"> Describe the layout of The Bahamas islands Name all of the inhabited islands of The Bahamas Locate islands and capitals on a map of The Bahamas Describe the physical topography of the islands of The Bahamas Examine the forestry and vegetation of the islands of The Bahamas

Formative Assessment:	Summative Assessment
Word search, Map work, Debates Short Answer questioning, Journal Writing Essay Writing	Case studies Projects Unit test Final Presentations

Curriculum Link

- https://www.civiced.org/papers/articles_role.html.
- <https://nigerianfinder.com/civic-education-importance/>
- <https://www.brookings.edu/policy2020/bigideas/the-need-for-civic-education-in-21st-century-schools/>
- <https://youtu.be/p6yy8Jlet9g> - Why is Civic Education important? – **VIDEO**
- <https://gullahgeecheeconnection.wordpress.com/bahamas-folklore-gullahgeechee-connection/>
- <https://www.facebook.com/HistorybgcseStudents/posts/203402026487205>
- [Bahamas: Islands, Districts, Major Cities, Towns and Settlements - Population Statistics in Maps and Charts \(citypopulation.de\)](#)
- <https://www.britannica.com/place/The-Bahamas/Economy>
- <https://youtu.be/sMaM1UCIJik> - The Bahama Islands and their importance- **VIDEO**
- BJC Social Studies Syllabus
- BGCSE Geography Syllabus
- BGCSE Economic Syllabus & Economics Curriculum Guide

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Assess the importance of a constitution in a democratic country
- Evaluate the constitution connection to the democratic systems
- Critically analyze the relevance of the constitution to the Bahamian society

Time span 1 week

Sub topic

Objectives

The Constitution of The Bahamas

Students will be able to:

The constitution is the most sacred document found in The Bahamas because it guides laws and helps to protect citizens' rights.

- Define the term “constitution”
- State the names of the framers of the constitution
- Defend the importance of a constitution to a democracy

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, venn diagrams, oral presentations, quizzes, role play, debates, speech writing, letter writing, structured questions, source evaluations, role-play

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- http://laws.bahamas.gov.bs/cms/images/LEGISLATION/PRINCIPAL/1973/1973-1080/TheConstitution_1.pdf
- https://www.bahamasvirtualearning.com/uploads/1/2/5/8/125869761/the_creation_of_the_bahamian_constitution.pdf
- <http://lexbahamas.com/bahconcitizen.htm>
- <https://www.britannica.com/place/The-Bahamas/Government-and-society>
- <https://youtu.be/0UzKD8rZCc0>- What is a Constitution? - **VIDEO**
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 10 TERM ONE

Time span 2 weeks

Sub topic

Objectives

Design of the Bahamian Constitution

Students will be able to:

The design of the Bahamian constitution has its genesis in the English legal system. Some of the ideas were viewed from the English common law, and the Bill of Rights. Sir Arthur Foulkes wrote the Preamble of the Bahamian Constitution.

- Summarize the main parts of the English Common Law
- Examine how the English common law was integrated into the Bahamas constitution
- Explain briefly the Bill of Rights and how it was used in the constitution
- Outline how the Preamble was designed
- Assess the contents of the Preamble of the constitution of The Bahamas

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • https://www.bahamasvirtualearning.com/uploads/1/2/5/8/125869761/the_creation_of_the_bahamian_constitution.pdf • https://www.bahamasvirtualearning.com/uploads/1/2/5/8/125869761/the_creation_of_the_bahamian_constitution.pdf • https://www.britannica.com/place/The-Bahamas/Government-and-society • BJC Social Studies Syllabus • BGCSE History Syllabus 	

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Critically assess the design of the constitution of The Bahamas.
- Review the chapters and articles of the Bahamian constitution

Time span 1 week

Sub topic

Objectives

Summary of the Ten Chapters of the Constitution of The Bahamas

Students will be able to:

There are 10 chapters of the constitution which also include articles.

- List the headings of each of the 10 chapters in the constitution
- Articulate key points of chapter three of the constitution
- Argue whether the chapters protect the rights of Bahamians

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing structured questions

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.bahamas.gov.bs/wps/wcm/connect/778e3a25-c542-418f-af4b-6f361661a206/Chap+1+Constitution.pdf?MOD=AJPERES>
- <http://bcpparty.org/philosophy.html>
- <http://lexbahamas.com/bahconcitizen.htm>
- <https://www.bahamas.gov.bs/wps/wcm/connect/a85094e6-6562-4ea5-b9fb-cc9e2a24526e/DR+MYLES+MUNROE+ON+CONSTITUTIONAL+REFORM+DOCUMENT+1.pdf?MOD=AJPERES>
- [The Constitution of The Commonwealth of The Bahamas - Government - Details](#)
- <https://www.bahamas.gov.bs/wps/wcm/connect/3ee8b626-9d5f-46af-b55c-fc6190ca6d50/Chap+10+Interpretation.pdf?MOD=AJPERES>
- BJC Social Studies Syllabus
- BGCSE History Syllabus
- BGCSE Religious Studies

GRADE 10 TERM ONE

GENERAL OBJECTIVES: Continued

Time span 2 weeks

Sub topic

Objectives

Summary of the Articles of the Bahamian Constitution

Students will be able to:

There are 137 Articles in The Constitution of The Bahamas.

7 Articles describe how the government of The Bahamas is structured.

- Explain what “Articles” are in the constitution
- Validate the number of articles in the Bahamian constitution
- Interpret “Article 15” of the Bahamian constitution

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing
Role-play, structured question

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.bahamas.gov.bs/wps/wcm/connect/0e8ecb04-ec4f-4aa7-afaf-f330efef994b/Chap+5+Parliament.pdf?MOD=AJPERES>
- [The Constitution of The Commonwealth of The Bahamas - Government - Details](#)
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Critically evaluate the influence of constitutional changes and the role in the modern development of The Bahamas
- Summarize constitutional changes that took place in the 1960s and early 1970s in The Bahamas

Time span 1 week

Sub topic

Objectives

Constitutional Changes 1962 & 1964

Students will be able to:

Referendum results can help to change a constitution.
 In 1962 women were allowed to vote for the first time.
 In 1964 The Bahamas received internal self-government and the board of Education was established.

- Define the term ‘referendum’
- Ascertain how a referendum can help to change a constitution
- Discuss the constitutional changes that took place in 1962 and 1964 in The Bahamas

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing
 Role-play, structured question

Case studies
 Projects
 Unit test
 Final Presentations

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Curriculum Link

- https://www.bahamasvirtualllearning.com/uploads/1/2/5/8/125869761/bahamian_citizenship.pdf
- <https://www.facebook.com/HistorybgcseStudents/posts/changes-in-bahamian-governmentmaking-of-the-bahamasgovernment-before-1964as-a-cr/164375277056547/>
- BGCSE History Syllabus
- BJC Social Studies Syllabus

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Critically evaluate the influence of constitutional changes and the role in the modern development of The Bahamas
- Summarize constitutional changes that took place in the 1960s and early 1970s in The Bahamas

Time span 1 week

Sub topic

Objectives

Constitutional Changes 1969 & 1972

Students will be able to:

In 1969 the country became known as the Commonwealth of The Bahamas. Papers were drawn for a constitution and for independence.

- Differentiate between “the white paper” and “green paper”
- Assess the constitutional changes that took place in 1969
- Justify the constitutional changes that took place in 1972

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, role-play, structured questions

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- https://www.bahamasvirtualearning.com/uploads/1/2/5/8/125869761/the_bahamian_constitution_constitutional_reform.pdf
- <http://www.lexbahamas.com/Constitutional%20reform%20options%20for%20change.PDF>
- http://www.oas.org/juridico/spanish/bhs_res3.pdf
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Outline how citizenship is granted and or transferred
- Critically assess the process of transferring citizenship in The Bahamas
- Trace the origins of indigenous and local Bahamians

Time span 2 weeks

Sub topic

Objectives

Citizenship and Self Identity

Students will be able to:

Self-identity produces self-actualization. National symbols include the coat of arms, the national anthem, national pledge, the flag, national bird, national song, national fish, national tree, and national flower.

- Define the word “citizen”
- Outline the criteria for citizenship in The Bahamas
- Trace places of origins where Bahamians migrated from
- List and draw the national symbols of The Bahamas
- State the names of Bahamians who created national symbols
- Write the national anthem and pledge of allegiance
- Debate whether women should be able to pass on citizenship to children
- Evaluate the influence of politics in a national referenda

Formative Assessment:	Summative Assessment
<p>Mapping skills, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, role play, structured questions, source evaluations</p>	<p>Case studies Projects Unit test Final Presentations</p>
<p>Curriculum Link</p>	
<ul style="list-style-type: none"> • file:///C:/Users/pc/Downloads/212-1066-5-PB.pdf • Citizenship, Applying for - Government - Services (bahamas.gov.bs) • Primary School Social Studies Curriculum Guide • BJC Social Studies Syllabus • BGCSE History Syllabus • BJC Social Studies Syllabus 	

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Outline how citizenship is granted and or transferred
- Critically assess the process of transferring citizenship in The Bahamas

Time span 1 week

Sub topic

Objectives

Types of Citizens

Students will be able to:

There are law abiding citizens and those who do not respect the rule of law in the country.
Some citizens participate in national affairs and there are those who are non-participants.

- Distinguish between a partisan and non-partisan citizen
- List the criteria of a good citizen
- Detect factors that contribute to citizens not participating in national events

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, role play, structured questions, source evaluation

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.bahamas.gov.bs/wps/wcm/connect/d40cb8f8-2e95-4f05-a8de-105e88bdb7ac/Chap+2+Citizenship.pdf?MOD=AJPERES>
- <https://www.immigration.gov.bs/applying-to-stay/applying-for-citizenship/>
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Continued

Time span 1 week

Sub topic

Objectives

Types of Citizens

Students will be able to:

There are law abiding citizens and those who do not respect the rule of law in the country.
Some citizens participate in national affairs and there are those who are non-participants.

- List various groups of citizens living in The Bahamas
- Argue whether there are religious fundamentalists living in The Bahamas
- Evaluate the causes for citizens changing political parties
- Assess the influence of law abiding citizens to the development of the country

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, role-play

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.bahamas.gov.bs/wps/wcm/connect/d40cb8f8-2e95-4f05-a8de-105e88bdb7ac/Chap+2+Citizenship.pdf?MOD=AJPERES>
- <https://www.immigration.gov.bs/applying-to-stay/applying-for-citizenship/>
- BJC Social Studies Syllabus
- BGCSE History Syllabus
- Social Studies Primary School Curriculum

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Critically assess the important rights and responsibilities citizens are entitled to in the country.
- Evaluate the significant responsibilities of citizens and determine who they help with the development of the modern Bahamas

Time span 2 weeks

Sub topic

Objectives

Rights and Responsibilities of Citizens

Students will be able to:

There are numerous rights often discussed and these include civil, human, women, children and universal.

- Define the word “rights” and “responsibilities”
- Explain the term “alienable right”
- List various types of rights
- Justify whether rights are protected in the country
- Assess the responsibilities of citizens in The Bahamas

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, source evaluations, structured questions, role-play

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.unicef.org/child-rights-convention/children-human-rights-explained>
- <https://www.humanium.org/en/child-rights/>
- <https://www.unicef.org/child-rights-convention/what-are-human-rights>
- <https://www.hq.org/legal-articles/what-is-the-difference-between-a-human-right-and-a-civil-right-31546>
- <https://youtu.be/WJsUfck01Js> - VIDEO

GRADE 10 TERM ONE

GENERAL OBJECTIVES:

- Critically assess the important rights and responsibilities citizens are entitled to in the country.
- Evaluate the significant responsibilities of citizens and determine who they help with the development of the modern Bahamas
- Examine the role of The Bahamas as a global citizen

Time span 2 weeks

Sub topic

Objectives

Responsibilities of Citizens

Students will be able to:

Responsible citizens assist with their communities, the society and this is often demonstrated in voluntary and involuntary organizations

- Define the word “volunteerism”
- List various voluntary organizations in The Bahamas
- Ascertain whether volunteerism is part of responsible citizenry
- Point out the criteria of a responsible citizen
- Debate whether responsible citizens participate in politics

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.unicef.org/child-rights-convention/children-human-rights-explained>
- <https://www.humanium.org/en/child-rights/>
- <https://www.unicef.org/child-rights-convention/what-are-human-rights>
- <https://www.hq.org/legal-articles/what-is-the-difference-between-a-human-right-and-a-civil-right-31546>
- <https://youtu.be/WJsUfck01Js> - VIDEO
- BJC Social Studies Syllabus
- History BGCSE Syllabus

GRADE 10 TERM TWO

GENERAL OBJECTIVES:

- Critically assess the important rights and responsibilities citizens are entitled to in the country.
- Evaluate the significant responsibilities of citizens and determine who they help with the development of the modern Bahamas
- Examine the role of The Bahamas as a global citizen

Time span 3 weeks

Sub topic

Objectives

Global Citizenship

Students will be able to:

The Bahamas is a nation that is tied to international organizations which allows it to be a global citizen. As a global citizen the country has signed onto numerous international treaties which binds it which international agreements

- Locate the office of the United Nations
- Summarize the function of the United Nations
- State the functions of UNESCO
- Explain why The Bahamas is a part of the United Nations
- Ascertain whether The Bahamas is considered a global citizen
- Identify the number of countries in the Commonwealth of Nations
- Assess the role of the Commonwealth of Nations
- Discuss the reason for the development of CARICOM
- Examine the assistance given to The Bahamas by CARICOM
- Arrange the various organizations in CARICOM that The Bahamas is actively involved with
- Critically assess the influence of the Caribbean Single Market Economy on The Bahamas

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • Social Studies For Secondary Schools Text Book • BJC and BJC and BGCSE History Syllabus • The Making of The Bahamas • Civics for the Caribbean • BGCSE Economics Syllabus & Curriculum Guide 	

GRADE 10 TERM TWO

GENERAL OBJECTIVES:

- Critically assess the important rights and responsibilities citizens are entitled to in the country.
- Evaluate the significant responsibilities of citizens and determine who they help with the development of the modern Bahamas
- Examine the role of The Bahamas as a global citizen
- Analyze the 17 sustainable goals as global commitments

Time span 1 week

Sub topic

Objectives

Sustainable Development Goals

Students will be able to:

The sustainable development goals are universal goals that nations around the world agreed to for the purpose of improving the lives of persons around the world.

- List the 17 sustainable development goals
- Critique whether the goals impact The Bahamas
- Detect which goal is commonly recognized by students

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://sdgs.un.org>
- [Take Action for the Sustainable Development Goals – United Nations Sustainable Development](#)
- Geography BGCSE Syllabus
- History BGCSE Syllabus

GRADE 10 TERM THREE

GENERAL OBJECTIVES:

- Critically assess the importance of Bahamian culture
- Analyze the significant developments of other cultural influences on Bahamian culture
- Trace cultural practices that are present in The Bahamas

Time span 6 weeks

Sub topic

Objectives

Bahamian Culture

Students will be able to:

Bahamian culture has been impacted by numerous cultures. However, there are somethings that are unique to the country which distinguishes it from other nations.

- Define the word culture
- Predict what is considered Bahamian culture
- Select various Bahamian dishes
- Recognize various Bahamian vegetables and fruits
- Write various Bahamian folklore and practices
- Examine cultural influences from Africa
- Detect cultural influences from North America
- Analyze British influence on Bahamian culture
- Outline the cultural influences from the Caribbean on Bahamian culture

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing	Case studies Projects Unit test Final Presentations
Curriculum Link	

- <https://www.experience Bahamian Culture - The Bahamas>
- [Bahamas Culture | The Out Islands of The Bahamas \(myoutislands.com\)](#)
- [Culture of Bahama Islands - history, people, traditions, women, beliefs, food, customs, family, social \(everyculture.com\)](#)
- Religious Studies BJC Syllabus
- Family and Consumer Science BJC Syllabus
- Fine Arts BJC Syllabus
- BJC Social Studies Syllabus
- History BGCSE Syllabus

GRADE 11 TERM ONE

GENERAL OBJECTIVES:

- Describe the various forms of government structures in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 1 week

Sub topic

Objectives

Structure and Purpose of Government

Students will be able to:

To provide leadership and services over the citizenry.

- State four main types of government that exist
- Evaluate the characteristics of each type
- Discuss the type of government that exist in The Bahamas
- Examine the powers of the executive branch of government

In The Bahamas there is a democratic form of government

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://study.com/academy/lesson/forms-of-government-monarchy-democracy-oligarchy-more.html>
- <https://youtu.be/tfz1J7yGOnQ> - Types & Forms of Government –**VIDEO**
- <https://www.livescience.com/33027-what-are-the-different-types-of-governments.html>
- <http://infographicfacts.com/16-government-types/>
- **BJC Social Studies Syllabus**
- **BGCSE History Syllabus**
- <https://www.liveworksheets.com/pz1324474lv-> **WORKSHEET**
- <https://classroom.synonym.com/type-democracy-bahamas-have-13521.html>
- <https://www.bahamas.gov.bs/wps/wcm/connect/a85094e6-6562-4ea5-b9fb-cc9e2a24526e/DR+MYLES+MUNROE+ON+CONSTITUTIONAL+REFORM+DOCUMENT+1.pdf?MOD=AJPERES>
- <https://youtu.be/rhtEuH2G6bg>- Democratic Principles- **VIDEO**

GRADE 11 TERM ONE

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 1 week

Sub topic

Objectives

The Governor General

Students will be able to:

The Governor General of The Bahamas has a major ceremonial role and is the representative of Queen Elizabeth II.

- Explain how the Governor General is appointed
- Verify the current Governor General of The Bahamas
- Identify past Governor Generals of The Bahamas
- Examine the duties of the Governor General of The Bahamas

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.gg.gov.au/about-governor-general/role-governor-general>
- <https://www.bahamas.gov.bs/wps/wcm/connect/a24d3ac4-0dcd-457e-a188-7059b0582fcb/Duties+of+the+GovGen.pdf?MOD=AJPERES>
- https://www.commonwealthofnations.org/?sectors=government/governor_general
- <https://youtu.be/oY2S96mmwA>- Roles of the Governor General and Lieutenant Governors- **VIDEO**
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 11 TERM ONE

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 1 week

Sub topic

Objectives

The Prime Minister

Students will be able to:

Appoints a cabinet after consulting with the Governor General, Leader of the Opposition
Is a leader of a political party and appoints statutory boards and numerous government officials such as Directors and Permanent Secretaries

- Identify the current Prime Minister of The Bahamas
- List past Prime Ministers of The Bahamas
- Explain in writing the role of the Prime Minister
- Review the responsibilities carried out at the Office of Prime Minister
- Argue whether the Prime Minister has absolute powers

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- [Prime Minister, Office of the - Government - Contacts \(bahamas.gov.bs\)](http://bahamas.gov.bs)
- <https://opm.gov.bs/>
- <https://publications.parliament.uk/pa/cm200102/cmbills/060/2002060.pdf>
- <https://history.blog.gov.uk/2012/01/01/the-institution-of-prime-minister/>
- https://youtu.be/9i5p_cRJOFo- Roles of the PM and Cabinet - A-level Politics Revision Video - Study Rocket-**VIDEO**
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 11 TERM ONE

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 1 week

Sub topic

Objectives

Cabinet Minister

Students will be able to:

Is assigned a government Ministry. A cabinet minister has an advisor who is a Permanent Secretary.
Is sometimes not an elected official but is seen in the Senate and many are in the House of Assembly

- Identify each Cabinet Minister and government ministries they represent
- Examine the duties of the Deputy Prime Minister as a Cabinet Member
- Compare the role of a Cabinet Minister with a Member of Parliament

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.bahamas.gov.bs/wps/wcm/connect/67f5a807-8caa-4888-8c07-467543cdde39/Chap+6+The+Executive.pdf?MOD=AJPERES>
- [The Cabinet - Government - Details \(bahamas.gov.bs\)](https://www.bahamas.gov.bs)
- http://www.caribbeanelections.com/knowledge/parliament/bs_parliament/bs_cabinet.asp
- <https://ewnews.com/cabinet-to-determine-dpms-fate-> **NEWSPAPER ARTICLE**
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 11 TERM ONE

GENERAL OBJECTIVES:

- Evaluate critically the importance of political parties and the development of philosophical ideologies that helped with national development
- Analyze the significant impact that political parties have on the socio-economic and cultural development of The Bahamas

Time span 2 weeks

Sub topic

Objectives

Political Parties

Students will be able to:

The Progressive Liberal Party is the first political party formed in The Bahamas. It was formed in 1953.

- Identify the founding fathers of the Progressive Liberal Party
- Summarize the philosophy of the party
- Assess the achievements of the PLP
- Trace the development of the Free National Movement
- Identify the “Dissident Eight” of the party
- Evaluate the achievements of the Free National Movement
- State the names of minority political parties in The Bahamas
- Construct an analysis of third parties and their influence on general elections

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • Progressive Liberal Party political party, The Bahamas Britannica • Free National Movement political party, The Bahamas Britannica • The Bahamas - Government and Politics (countrystudies.us) • http://www.caribbeanelections.com/knowledge/parliament/bs_parliament/bs_cabinet.asp • https://ewnews.com/cabinet-to-determine-dpms-fate- NEWSPAPER ARTICLE • BJC Social Studies Syllabus • BGCSE History Syllabus 	

GRADE 11 TERM ONE

GENERAL OBJECTIVES:

- Critically assess the importance of elections to democratic principles
- Analyze the processes that take place during national and local government elections
- Assess the significance of political parties and their impact on national development

Time span 1 week

Sub topic

Objectives

General Elections & Bi-Elections

Students will be able to:

General elections are usually held within a five year time span.
Only the Prime Minister knows the date for the general election.
A bi-election occurs when a member of parliament resigns or dies.

- Define the following terms, “prorogation”, “dissolution of parliament”, “boundaries commission”, “campaigning”, “Provost Marshall”
- Describe the electoral process in The Bahamas
- Write the criteria for candidacy in a national election
- Differentiate between a general election and bi-election
- Evaluate the criteria for candidacy in a national election

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/leader-of-the-opposition/#:~:text=The%20tasks%20of%20the%20Leader,opposition%20to%20be%20shadow%20ministers>
- http://kasyp.net/fileadmin/kasyp_files/Documents/reused/PP_the-role-of-opposition-parties-in-a-democracy_1_.pdf **PDF**
- <https://www.parliament.uk/about/mps-and-lords/principal/government-opposition/>
- http://www.assembly.coe.int/LifeRay/APCE/pdf/ConfPres/2010Limassol/Droitsetresponsabilitesparlement_E.pdf
- [https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD\(2010\)025-e](https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD(2010)025-e)
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 11 TERM ONE

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 2 weeks

Sub topic

Objectives

Nomination and Polling Day

Students will be able to:

Candidates running for national office in a general election nominate on a date announced by the Provost Marshall.

Polling day is when voters go to the polls to vote for a member of parliament.

- Explain the terms “nomination” and “polling day”, “advance poll”
- Review the criteria for candidacy to national office
- Examine what takes place at the advance polls
- Describe the process of nomination day for candidates
- Analyze the rules at polling stations

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/leader-of-the-opposition/#:~:text=The%20tasks%20of%20the%20Leader,opposition%20to%20be%20shadow%20ministers>
- http://kasyp.net/fileadmin/kasyp_files/Documents/reused/PP_the-role-of-opposition-parties-in-a-democracy_1_.pdf **PDF**
- <https://www.parliament.uk/about/mps-and-lords/principal/government-opposition/>
- http://www.assembly.coe.int/LifeRay/APCE/pdf/ConfPres/2010Limassol/Droitsetresponsabilitesparlement_E.pdf
- [https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD\(2010\)025-e](https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD(2010)025-e)
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 11 TERM TWO

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 1 week

Sub topic

Objectives

Parliamentary Registrar Workers & Poll Agents

Students will be able to:

Parliamentary workers include the Presiding officer, Returning Officer, and officials who work with the registration department during the election
Political parties have persons working in the polls to scrutinize election process and these are political agents

- List the duties of the Parliamentary Commissioner
- Review the responsibilities of the Returning Officer
- Describe the duties of the Presiding Officer
- Compare the duties of Political Poll agents to Parliamentary Poll agents

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/leader-of-the-opposition/#:~:text=The%20tasks%20of%20the%20Leader,opposition%20to%20be%20shadow%20ministers • http://kasyp.net/fileadmin/kasyp_files/Documents/reused/PP_the-role-of-opposition-parties-in-a-democracy_1_.pdf PDF • https://www.parliament.uk/about/mps-and-lords/principal/government-opposition/ • http://www.assembly.coe.int/LifeRay/APCE/pdf/ConfPres/2010Limassol/Droitsetresponsabilitesparlement_E.pdf • https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD(2010)025-e • BJC Social Studies Syllabus • BGCSE History Syllabus 	

GRADE 11 TERM TWO

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 1 week

Sub topic

Objectives

Parliamentary & Local Government Officials

Students will be able to:

On the Family Islands of The Bahamas there are official who work as part of the local government office. These persons include
Chief Councilor, Deputy Councilor,
7 Council Members, Town Committees,
Statutory Boards.
There is also an island administrator who helps to carry out duties of the government of The Bahamas.

- State the titles of local government officials
- Explain the local government election process
- Describe the duties of an island administrator
- Examine the role of local government officials
- Evaluate the function of town committees and statutory boards
- Defend the purpose of local government

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • http://laws.bahamas.gov.bs/cms/images/LEGISLATION/PRINCIPAL/1996/1996-0005/LocalGovernmentAct_1.pdf • Family Island Administrators - Government - Details (bahamas.gov.bs) • BJC Social Studies Syllabus • BGCSE History Syllabus 	

GRADE 11 TERM TWO

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 2 weeks

Sub topic

Objectives

The Voting Process

Students will be able to:

Voters fingers are placed in an indelible ink
Voters mark an X to the candidate of their choice and place the ballot into the ballot box.

- Reconstruct the voting process during a national election
- Construct a voter's cards, ballot box and spoiled ballot
- Examine the reason for using indelible ink at the polls
- Justify why a voter is challenged at the polls
- Argue why the ballot box is an important instrument for voters

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/leader-of-the-opposition/#:~:text=The%20tasks%20of%20the%20Leader,opposition%20to%20be%20shadow%20ministers>
- http://kasyp.net/fileadmin/kasyp_files/Documents/reused/PP_the-role-of-opposition-parties-in-a-democracy_1_.pdf **PDF**
- <https://www.parliament.uk/about/mps-and-lords/principal/government-opposition/>
- http://www.assembly.coe.int/LifeRay/APCE/pdf/ConfPres/2010Limassol/Droitsetresponsabilitesparlement_E.pdf
- [https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD\(2010\)025-e](https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD(2010)025-e)
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 11 TERM TWO

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 3 weeks

Sub topic

Objectives

The Parliament of The Bahamas

Students will be able to:

<p>There are two chambers and they are called the Upper and Lower Houses of Parliament.</p> <p>Senators are in the Upper House and members of parliament are in the lower house referred to as the House of Assembly.</p>	<ul style="list-style-type: none"> • Locate the Parliament of The Bahamas • Define the term “bi-cameral legislature” • Compare the function of the house of assembly to the Senate • Differentiate between a Senator and Member of Parliament • Discuss how a bill is developed into law • Recall the various parts of the bill • Indicate the committees in the House of Assembly • Examine the role of the Speaker in the House of Assembly • Compare the duties of the government leader of the House of Assembly to the President of the Senate • Argue whether there should be two chambers in the parliament
<p>Formative Assessment:</p>	<p>Summative Assessment</p>
<p>Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing</p>	<p>Case Studies Projects Unit Test Final Presentations</p>

Curriculum Link

- <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/leader-of-the-opposition/#:~:text=The%20tasks%20of%20the%20Leader,opposition%20to%20be%20shadow%20ministers>
- http://kasyp.net/fileadmin/kasyp_files/Documents/reused/PP_the-role-of-opposition-parties-in-a-democracy_1_.pdf **PDF**
- <https://www.parliament.uk/about/mps-and-lords/principal/government-opposition/>
- http://www.assembly.coe.int/LifeRay/APCE/pdf/ConfPres/2010Limassol/Droitsetresponsabilitesparlement_E.pdf
- [https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD\(2010\)025-e](https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD(2010)025-e)
- BJC Social Studies Syllabus
- BGCSE History Syllabus

GRADE 11 TERM TWO

GENERAL OBJECTIVES:

- Describe the various forms of government structures in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 2 weeks

Sub topic

Objectives

Financial Literacy and The National Budget

Students will be able to:

There are various taxes in The Bahamas. They include real property, stamp duty, departure, VAT, 15% gratuity

- Explain what a budget is
- Recognize the importance of family and personal budgets
- Define terms such as “ credit”, “savings”, “investment”, “blacklisting”, “downgrades
- List and briefly explain different types of taxes in The Bahamas”
- Summarize the process involved in the design of the national budget

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.internationalbudget.org/wp-content/uploads/MODULE-2-Defining-the-Problem.pdf> - **POWERPOINT PRESENTATION**
- <https://www.yourarticlelibrary.com/accounting/budgetary-control-accounting/classification-of-budgets-3-categories-budgeting/66238>
- <https://www.investopedia.com/terms/b/budget.asp>
- <https://youtu.be/z3lydPM2Xzw> - What is a Budget? By: BuckleDownFinance.com- **VIDEO**
- <https://bfsb-bahamas.com/wp-content/uploads/2018/05/BudgetCommunication1819-Final.pdf>- **2018/19 BUDGET COMMUNICATION**
- <https://www.bahamas.gov.bs/wps/wcm/connect/824dd04f-2858-420e-8ef9-92c5f382bd41/PublicDebtManagementBill,2021.pdf?MOD=AJPERES>
- <https://ewnews.com/national-debt-reaches-over-8-billion> - **NEWSPAPER ARTICLE**
- <https://www.linkedin.com/pulse/eu-blacklisting-planning-bahamas-financial-services-hubert->
- **THE EU BLACKLISTING AND PLANNING FOR THE BAHAMAS FINANCIAL SERVICES INDUSTRY- BLOG POST**
- BJC Social Studies Syllabus
- BGCSE History Syllabus
- BGCSE Economics Syllabus and Curriculum Guide
- BGCSE Religious Studies Syllabus

GRADE 11 TERM Three

GENERAL OBJECTIVES:

- Describe the various forms of government branches in The Bahamas
- Evaluate critically the important role of the legislative, executive and judicial branches of government
- Analyze the influence of parliamentary powers and procedures
- Summarize, the importance of budgetary control in national development

Time span 5 weeks

Sub topic

Objectives

Judicial Function & Law Enforcement Officers

Students will be able to:

There are several courts that are part of the judiciary in The Bahamas. They are Magistrates, Supreme and Court of Appeal. There is a Privy Council that is in the United Kingdom where cases and rulings can overturn decisions made in other courts in The Bahamas

- State the different courts in The Bahamas
- Define terms such as “crime”, “criminal”, “bail”, “justice”, “harm”, “court”
- Select which court deals with various matters
- Detect the causes of crime and reasons for persons being charged
- Extrapolate whether there is “swift justice” in The Bahamas
- Critique the purpose of the Privy Council
- Evaluate the duties of The Royal Bahamas Police Force Officers
- Assess the duties of the Royal Bahamas Defence Force Officers
- Discuss briefly, the Flamingo Incident
- Examine the duties of Bahamas Correction Officers, Customs and Immigration Officers

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/leader-of-the-opposition/#:~:text=The%20tasks%20of%20the%20Leader,opposition%20to%20be%20shadow%20ministers • http://kasyp.net/fileadmin/kasyp_files/Documents/reused/PP_the-role-of-opposition-parties-in-a-democracy_1_.pdf PDF • https://www.parliament.uk/about/mps-and-lords/principal/government-opposition/ • http://www.assembly.coe.int/LifeRay/APCE/pdf/ConfPres/2010Limassol/Droitsetresponsabilitesparlement_E.pdf • https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-AD(2010)025-e • BJC Social Studies Syllabus • BGCSE History Syllabus • BGCSE Religious Studies 	

GRADE 12 TERM ONE

GENERAL OBJECTIVES:

- Critically assess, the importance of respecting diverse groups within the country
- Debate using analytical skills, an appreciation of multicultural society that promotes democratic principles
- Evaluate critically, the role of institutions that help to protect, assist and defend rights of workers in the country.

Time span 2 weeks

Sub topic

Objectives

Preparing for Bahamian Citizenship

Students will be able to:

Some argue to prepare for citizenship persons need to understand, respect and abide by Bahamian laws, culture and national symbols.

- Review the criteria for eligibility to citizenship in the country
- Detect the criteria that would prevent persons from obtaining citizenship
- Debate whether foreigners should be given citizenship in the country
- Examine challenges new citizens face after obtaining citizenship
- Summarize responsibilities of a “good citizen”

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.bahamas.gov.bs/wps/wcm/connect/0e8ecb04-ec4f-4aa7-afaf-f330efef994b/Chap+5+Parliament.pdf?MOD=AJPERES>
- [The Constitution of The Commonwealth of The Bahamas - Government - Details](#)
- BGCSE History Syllabus
- BJC Social Studies Syllabus
- BGCSE History Syllabus
- BGCSE Religious Studies

GRADE 12 TERM ONE

Time span 3 weeks

Sub topic

Objectives

Developing Employment Opportunities

Students will be able to:

Personal and workplace success skills are the set of transferable skills that are critical for finding employment and advance in a career pathway.

- Ascertain ways to apply for a job
- Explain the terms “communication, “leadership”, “self-management” “using information”, “critical thinking”
- Discuss how to develop a resume
- Verify how to dress for a job interview
- Point out how to make a person marketable for the workforce
- Examine how to become an entrepreneur
- Differentiate between a skill and unskilled worker
- Debate the benefits of qualifications for the workforce
- Argue whether it is necessary to have qualifications to be successful

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • Personal and Workplace Success Skills Skills for Employability (worlded.org) • BJC Social Studies Syllabus • BGCSE History Syllabus • BGCSE Religious Studies Syllabus • BGCSE Office Procedures Syllabus 	

GRADE 12 TERM ONE

GENERAL OBJECTIVES:

- Assess critically, the importance of respecting various religious institutions within The Bahamas
- Debate using analytical skills, an appreciation of multicultural society that promotes democratic principles
- Evaluate critically, the role of institutions that help to protect, assist and defend rights of workers in the country.

Time span 2 weeks

Sub topic

Objectives

Religious Beliefs as a Constitutional Right

Students will be able to:

Religion is a right discussed in the Preamble of the Constitution of The Bahamas

- List various religious beliefs in The Bahamas
- Summarize the Islamic, Rastafarian religious beliefs
- State Christian denominations in The Bahamas
- Review the Preamble of the constitution of The Bahamas that promotes religious tolerance
- Debate the importance of religion to citizens in a democracy

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- <https://www.bahamas.gov.bs/wps/wcm/connect/778e3a25-c542-418f-af4b-6f361661a206/Chap+1+Constitution.pdf?MOD=AJPERES>
- <http://bcpparty.org/philosophy.html>
- <http://lexbahamas.com/bahconcitizen.htm>
- <https://www.bahamas.gov.bs/wps/wcm/connect/a85094e6-6562-4ea5-b9fb-cc9e2a24526e/DR+MYLES+MUNROE+ON+CONSTITUTIONAL+REFORM+DOCUMENT+1.pdf?MOD=AJPERES>
- BJC Social Studies Syllabus
- BGCSE History Syllabus
- BGCSE Religious Studies Syllabus

GRADE 12 TERM ONE

GENERAL OBJECTIVES:

- Evaluate critically, the importance of protecting the natural environment
- Examine the impact of pollutants on the natural environment
- Evaluate the impact of global warming on small island states such as The Bahamas

Time span 3 weeks

Sub topic

Objectives

Protecting the Environment

Students will be able to:

The Bahamas is a small island nation that is being impacted by global warming. Hurricanes, rise in sea level and flooding are clear indications of global warming and the need to protect the environment. Pollution is also harming our environment, particularly our marine life

- Define the word “environment”
- Define the term “sustainable development”
- Select items that destroy the environment
- Identify marine protected areas
- Evaluate why these areas were created
- Discuss the causes of global warming
- Outline preventative measures to reduce global warming
- Examine the causes of pollution
- Point out ways to reduce pollution
- Justify whether laws in The Bahamas assist with protecting the environment

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing	Cases studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • BJC Social Studies Syllabus • BGCSE Geography Syllabus • BGCSE History Syllabus • BGCSE Religious Studies Syllabus • BGCSE Biology Syllabus 	

GRADE 12 TERM ONE

Time span 3 weeks

Sub topic

Objectives

Social Interaction: Social Media as a Communication Tool

Students will be able to:

Technology impacts the way we do business and interact with each other
The global pandemic has caused all societies to build virtual networks
Social media has caused numerous challenges among young adults

- Verify what the terms, 'social media' and 'social interaction' means
- Interpret whether social media is preventing you people from developing social skills
- List various social media outlets that young adults use as a communication tool
- Ascertain whether these outlets are beneficial to young adults
- Argue whether technology is a blessing or curse

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role play, structured questions

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- [Personal and Workplace Success Skills | Skills for Employability \(worlded.org\)](https://worlded.org/)
- BJC Social Studies Syllabus
- BGCSE History Syllabus
- BGCSE Office Procedures Syllabus

GRADE 12 TERM TWO

GENERAL OBJECTIVES:

- Critically assess, the importance of respecting diverse groups within a country
- Debate using analytical skills, an appreciation of multicultural society that promotes democratic principles
- Evaluate critically, the role of institutions that help to protect, assist and defend rights of workers in the country.

Time span 2 weeks

Sub topic

Objectives

Rights in a Multicultural Society

Students will be able to:

Multiculturalism refers to distinct cultural ethnic groups that exist in a society
The rights of these persons should be protected as they are citizens in a country

- Review the definition of the words “rights” and “multiculturalism”
- Write the meaning of the following words: obedient, respect, helpful, tolerant, peacemaker, acceptance, “human rights”, “civil rights”
- Recognize the following vulnerable groups in the country: immigrants, elderly, poor people, disabled, young people
- Examine how the rights of these people can be violated
- Critique whether minority groups rights are protected in The Bahamas

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • BJC Social Studies Syllabus • BGCSE History Syllabus • BGCSE Religious Studies Syllabus • https://www.nais.org/articles/pages/diversity-and-multiculturalism-147595.aspx • http://portal.unesco.org/en/ev.php-URL_ID=13175&URL_DO=DO_TOPIC&URL_SECTION=201.html • http://www.ibcr.org/wp-content/uploads/2016/06/Towards-a-culture-of-tolerance-and-peace-1.pdf • https://www.un.org/en/letsfightracism/minorities.shtml • https://socialprotection-humanrights.org/key-issues/disadvantaged-and-vulnerable-groups/ • https://socialprotection-humanrights.org/key-issues/disadvantaged-and-vulnerable-groups/lgbtqi/ • https://youtu.be/hYMk3Bk08NA- Schools & Social Inequality: Crash Course Sociology #41- VIDEO 	

GRADE 12 TERM TWO

GENERAL OBJECTIVES:

- Evaluate critically, the types of leaders in our communities
- Differentiate between a transactional and transformational leader
- Assess critically, the criteria for great leaders in a society

Time span 3 weeks

Sub topic

Objectives

Leadership

Students will be able to:

Transformational leaders look at individual consideration, intellectual stimulation, inspirational motivation and idealized influence (Marzano, Watts, McNulty, 2005)

Transactional leaders manage by exception, manage by active and manage by constructive responses (Marzano, Watts, McNulty, 2005)

- List the qualities of a leader
- Compare a transactional leader to a transformational leader
- Critique whether there are more followers than leaders in a country

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role play, structured questions	Case studies Projects Unit test Final Presentations
Curriculum Link	
<ul style="list-style-type: none"> • Personal and Workplace Success Skills Skills for Employability (worlded.org) • BJC Social Studies Syllabus • BGCSE History Syllabus • BGCSE Office Procedures Syllabus 	

GRADE 12 TERM TWO

GENERAL OBJECTIVES:

- Examine the role of trade unions in the development of the modern Bahamas
- Assess critically, the role unions play in protecting the rights of workers in The Bahamas

Time span 3 weeks

Sub topic

Objectives

Trade Unions

Students will be able to:

Trade unions protect the rights workers in the country.
 There are two main umbrellas that trade unions fall under and they are the National Congress of Trade Unions and the Trade Union Congress
 Unions usually have a collective bargaining agreement with the government and established memorandum of understanding

- Review the definition of trade unions
- Describe why unions are important for workers
- Name major trade unions in The Bahamas
- Outline challenges unions face
- Justify the importance of collective bargaining agreements
- Evaluate the role of the Industrial Tribune
- Critique whether workers are protected under the constitution

Formative Assessment:	Summative Assessment
Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluation	Case studies Projects Unit test Final Presentations
Curriculum Link	

- <https://www.facebook.com/HistorybgcseStudents/posts/history-of-trade-unions-in-the-bahamas-prior-to-1921-the-bahamas-was-experiencin/156826437811431/>
- [Forming and Registering Trade Unions - Government - Businesses \(bahamas.gov.bs\)](https://www.bahamas.gov.bs/education/learning-resources/156826437811431/)
- <https://repository.law.miami.edu/cgi/viewcontent.cgi?article=2041&context=umialr>
- <https://publications.iadb.org/publications/english/document/Labor-Market-Institutions-in-the-Caribbean.pdf>
- <https://hansard.parliament.uk/Commons/1958-01-30/debates/462a94f2-beaa-49df-bdb1-13e768b83a83/Bahamas-General-Strike> **BLOG POST**
- <https://www.tuc.org.uk/>
- <https://www.britannica.com/topic/Trades-Union-Congress-British-organization>
- <https://www.encyclopedia.com/history/modern-europe/british-and-irish-history/trades-union-congress>
- <https://www.tuc.org.uk/unions>
- <https://legaldictionary.thefreedictionary.com/Collective+bargaining+agreements#:~:text=A%20collective%20bargaining%20agreement%20is%20the%20ultimate%20goal,as%20procedures%20for%20handling%20disputes%20arising%20under%20it.>
- <https://businessjargons.com/collective-bargaining.html>
- <https://www.accountingnotes.net/human-resource-management/collective-bargaining/collective-bargaining-meaning-process-types-objectives-and-functions/17534>
- <https://www.yourarticlelibrary.com/organization/collective-bargaining-importance-needs-and-characteristics/45014>
- <https://www.mom.gov.sg/employment-practices/trade-unions/industrial-relations#:~:text=The%20Industrial%20Relations%20Act%20is%20an%20act%20to,of%20individual%20disputes.%20Recognition%20of%20a%20trade%20union>
- <https://www.yourarticlelibrary.com/industries/5-importance-of-industrial-relation-for-employees-and-employers/35431>

Curriculum Link

- http://laws.bahamas.gov.bs/cms/images/LEGISLATION/PRINCIPAL/1970/1970-0014/IndustrialRelationsAct_1.pdf
- https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port_of_spain/documents/publication/wcms_224310.pdf
- <http://www.ilocis.org/documents/chpt21e.htm>
- https://www.ilo.org/wcmsp5/groups/public/@dgreports/@jur/documents/publication/wcms_459955.pdf
- https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---dialogue/documents/meetingdocument/wcms_194726.pdf
- <https://www.refworld.org/pdfid/5c77a7407.pdf>
- <https://www.mlss.gov.jm/departments/industrial-disputes-tribunal/>
- BGCSE Office Procedures Syllabus
- BGCSE History Syllabus
- BGCSE Geography Syllabus
- BJC Social Studies Syllabus

GRADE 12 TERM TWO

GENERAL OBJECTIVES:

- Evaluate the significance of National Insurance to citizens and workers in The Bahamas

Time span 3 weeks

Sub topic

Objectives

The National Insurance Board

Students will be able to:

The National Insurance Act supplied benefits to qualifying Bahamians in respect of retirement, invalidity, sickness, maternity, and funeral expenses.

- Defend the importance of National Insurance in helping workers in the country
- Examine why paying contributions to National Insurance is important

Formative Assessment:

Summative Assessment

Essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluation

Case studies
Projects
Unit test
Final Presentations

Curriculum Link

- https://www.nib-bahamas.com/UserFiles/HTMLEditor/NationalInsuranceAct_1.pdf
- https://nib-bahamas.com/Contributions_FAQ
- <https://nib-bahamas.com/General-Benefits>
- <https://www.workrightscentre.org/your-work-rights/understand-your-work-right>
- BGCSE Office Procedures Syllabus
- BGCSE History Syllabus
- BGCSE Geography Syllabus
- BJC Social Studies Syllabus

PACING GUIDE COURSE OUTLINE

The Pacing Guide is a projected guide to assist students progress and expected outcomes. The document covers grades 10-12 and teachers are not expected to cover the content in the order it is presented. It is recommended that teachers use the document to meet specific needs of students.

Course Description:

Students demonstrate critical thinking and argumentative skills that reflect civics engagement and participation.

Students demonstrate that they are able to work collaboratively and be engage in discussions which collectively, provides involvement in group participation.

Students will demonstrate that they understand their role as citizens in a country.

Prerequisites:

In order for students to achieve great success in this course, it is strongly recommended that all persons enrolled in this course be willing to participate in discussions and group activities.

Exit Competency: The National High School Diploma

PACING GUIDE

GRADE 10

Topic	Time Span
Introduction to Civics	2 Weeks
The Constitution of The Bahamas	1 Week
Design of the Bahamian Constitution	2 Weeks
Summary of the Ten Chapters of the Constitution of The Bahamas	1 Week
Summary of the Articles of the Bahamian Constitution	2 Weeks
Constitutional Changes 1962 & 1964	1 Week
Constitutional Changes 1969 & 1972	1 Week
Citizenship and Self Identity	2 Weeks
Types of Citizens	1 Week
Rights and Responsibilities of Citizens	2 Weeks
Responsibilities of Citizens	2 Weeks
Global Citizenship	3 Weeks
Sustainable Development Goals	1 Week
Bahamian Culture	6 Weeks

PACING GUIDE

GRADE 11

Topic	Time Span
Structure and Purpose of Government	1 Week
The Governor General	1 Week
The Prime Minister	1 Week
Cabinet Minister	1 Week
Political Parties	2 Weeks
General Elections & Bi-Elections	1 Week
Nomination and Polling Day	2 Weeks
Parliamentary Registrar Workers & Poll Agents	1 Week
Parliamentary & Local Government Officials	1 Week
The Voting Process	2 Weeks
The Parliament of The Bahamas	3 Weeks
Financial Literacy and The National Budget	2 Weeks
Judicial Function & Law Enforcement Officers	5 Weeks

PACING GUIDE

GRADE 12

Topic	Time Span
Preparing for Bahamian Citizenship	2 Weeks
Developing Employment Opportunities	3 Weeks
Religious Beliefs as a Constitutional Right	2 Weeks
Protecting the Environment	3 Weeks
Social Interaction: Social Media as a Communication Tool	3 Weeks
Rights in a Multicultural Society	2 Weeks
Leadership	3 Weeks
Trade Unions	3 Weeks
National Insurance	2 weeks

RESOURCE LIST FOR CIVICS

Instructions: Please review topics and click on links that provide resources for main topics shared in this pacing guide

Topic	Link
Civics Course Outline Guide	Civics Course Outline Guide.pptx (sharepoint.com)
The Bahamian Constitution	The Bahamian Constitution & Bahamian Citizenship.pdf (adobe.com)
The Budget	budget notes corrected.docx (sharepoint.com)
National Symbols	National Symbols (1).pptx (sharepoint.com)
The Creation of the Bahamian Constitution	THE CREATION OF THE BAHAMIAN CONSTITUTION.pdf (adobe.com)
Our Origins	Our Origin (1).pptx (sharepoint.com)
Budget Activities	BUDGET QUESTIONS.doc (sharepoint.com)
Law Enforcers	Grade 11 Civics - OneDrive (sharepoint.com) Download to open
The Governor General	Office of The Governor General of The Bahamas.pptx (sharepoint.com)
The Office of Prime Minister	Prime Minister Final PPT.pptx (sharepoint.com)
The Senate	Senate Notes - Virtual School- Grade 11.docx (sharepoint.com)
Cabinet of The Bahamas	The Cabinet of the Bahamas.pptm (sharepoint.com)
The Law Making Process	THE LAW MAKING PROCESS IN THE BAHAMAS.pptx (sharepoint.com)

Public Service and Responsibilities of Workers	The Public Service and the Responsibilities of Workers 1.pdf (adobe.com)
The Opposition Leader	The Leader of the Opposition finale.pptx (sharepoint.com)
The Islands of The Bahamas	Documents - OneDrive (sharepoint.com) Please download
Preparing for Bahamian Citizenship Law Abiding Citizens Civics How to Develop Employment Opportunities	Documents - OneDrive (sharepoint.com)
Immigration Department	Bahamas Immigration.pdf (adobe.com)
Caricom Notes	Role of regional citizen Caricom and its function.pptx (sharepoint.com)
Election Process, Elections, House of Assembly	My files - OneDrive (sharepoint.com) Download the file please
Local Government	Local Government System.docx (sharepoint.com)
Multiple Choice Questions	My files - OneDrive (sharepoint.com)
Elections in The Bahamas	Elections in the Bahamas PowerPoint.pptx (sharepoint.com)

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