



COMMONWEALTH OF THE BAHAMAS

MINISTRY OF EDUCATION

Social Studies

ARTS & SCIENCES SECTION

Junior High National Pacing Guide

GRADE: 8

2022-2023



Social Studies

Grade 8 PACING GUIDE 2022-2023



Terms	Time Span Weeks	Themes	Topic	Subtopic	Objectives	Assessments	Curriculum Link	Lessons
TERM ONE (August- December) History (9) Weeks	1	Orientation Week	Introduction to Online Learning <ul style="list-style-type: none"> • Netiquette/Rule of Online Learning, Tech Tools, • Submitting Assignments • Pre-Test to tests Skills Gaps 					
	1	Theme: Our Historical Journey Pre History- 1492	Unit 8 H.1: Historical Thinking Skills Primary & Secondary Sources Sequencing & dating key events in Bahamian History	8H.1.1 Analysing & Interpretation of Primary & Secondary Sources. 8H.1.2 Constructing Timelines of key events in Bahamian History	<ul style="list-style-type: none"> • Recall facts, terms, concepts to support logical argument. • Use both Primary and Secondary sources to analyze and interpret questions. • Create a timeline highlighting important events. 	Use a digital timeline creator to produce an interactive audio-visual timeline showing the correct order of important historical events in Bahamian History. <ul style="list-style-type: none"> • Unit Test • Structure Answer Questions 	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	2
	2		Unit 8 H. 2: Age of Exploration & Expansion The Renaissance Christopher Columbus	8 H.2.1 The Renaissance - Definition of terms & Impact on Europe. 8 H.2.2 Navigational Tools & Inventions 8 H.2.3 Impact on The Bahamas 8 H.2.4 The Great Explorer: (Columbus' life) 8 H 2.5 Reasons for sailing & financing the Voyage. 8H 2.6 Columbus First Voyage& Impact	<ul style="list-style-type: none"> • Define key terms "Renaissance," navigational tools, Middle Ages • Evaluate the impact of the Renaissance on The Bahamas • Outline the reasons for Europeans sailing West • Evaluate the impact of Columbus' encounter with the New World. 	Structure Answer Questions Map Work Integration: Use mapping skills to label countries involved in the Renaissance Trace the route of Columbus' first voyage on a blank World map Unit Test	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	6
	1		Unit 8 H.3: Fate of the Arawak's/Tainos	8 H 3.1 Destruction of the Island people The introduction of the Encomienda System	<ul style="list-style-type: none"> • Define key concepts, Encomienda, Genocide, • Examine the guilt of innocence of the Spaniards and Columbus in relation to the extinction of the Tainos 	Structure Answer Questionns Map Work Integration: Using map skills (<i>Directions Latitude & Longitude lines, Scale distance</i>). Plot a journey of Europeans transporting native Lucayans from The Bahamas to Hispaniola. Unit Test	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	1
	1 ½		Unit 8 H .4: The Eleutheran Adventurers	8 H .4 .1 Who they were/ why they left their home 8 H .4 .2 Voyage to Eleuthera 8 H .4 .3 Life on Eleuthera 8 H .4 .4 Failure of Settlement	<ul style="list-style-type: none"> • Define the term persecution., puritans, Civil War • Sequence the Story of the Eleutheran Adventurers • Examine the reasons why the settlement of Eleuthera failed 	Map Work Integration: Using map skills (<i>Directions Latitude & Longitude lines, Scale distance</i>) Plot a journey of adventurers to The Bahamas. Structured Questions/Unit Test	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	4

TERM ONE (August- December HISTORY)	1	Establishment of British Settlement 1648-	Unit 8. 5: Buccaneers and Pirates	8 H .5 .1 Who Buccaneers & Pirates were. Lifestyle of Buccaneers& Pirates 8 H .5 .2 Famous Pirates & Buccaneers who frequented The Bahamas, (Henry Morgan Edward Teach, Anne Bonney, Mary Read etc. 8H 5.3 Impact on The Bahamas	<ul style="list-style-type: none"> Differentiate between pirates, privateers, and buccaneers. List the reasons why pirates and buccaneers were attracted to The Bahamas. Describe the conditions on New Providence during the Golden Age of Piracy. 	Map Work Integration: Out line on a map of World areas where famous pirate or buccaneers originated. Structure Answer Question Unit Test	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	3
	1		Unit 8 H. 6: Proprietary Government	8 H .6 .1 Reasons for establishment & structure 8 H .6 .1 List of Governors and their description of their terms in office 8 H 6.3 Failure of Proprietary Government	<ul style="list-style-type: none"> Identify the period of Proprietary government in The Bahamas. Explain the responsibilities of the Lord Proprietors. Create a profile of Proprietary governors. Evaluate the period of Proprietary government in The Bahamas. 	Create a character sketch of each Lord Proprietor. Structure Answer Questions Worksheet Unit Test	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash Interactive Power Points Video kits B.J.C Syllabus	3
	1 ½		Unit 8 H. 7: Crown Colony Government What is Crown Colony Government? Royal Governors Woodes Rogers & George Phenney	8 H 7.1 What is Crown Colony Government? Reasons for establishment. Structure 8 H 7.2 Woods Rogers (Background & Arrival in The Bahamas 8H 7.3 First Term, Success / Failures 8H 7 .4 George Phenney (Term in Office, Success/ Failures 8H 7 .5 Assessment of Woodes Rogers as a Governor	<ul style="list-style-type: none"> Outline the structure of Crown Colony government. Describe the conditions that led to the arrival of the first Royal Governor. Compare/contrast the leadership styles of Rogers and Phenney Evaluate methods Woodes Rodgers used to solve problems in The Bahamas 	Map Work Integration: Using blank map of The Caribbean label and colour code countries that was and still apart of Great Britain. Structure Answer Questions Worksheet Unit Test	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	5
	1	Theme Bahamian American Connection 1776-1926	Unit 8 H. 8 The American Loyalists American War of Independence The Loyalists Loyalists Settlement in The Bahamas Loyalist Legacy	8 H.8.1 American War of Independence - The Course of the American War of Independence - Loyalists' dissatisfaction with America 8 H.8.2 The Loyalists Who were the Loyalists? - Loyalist settlement in The Bahamas 8 H.8.3 Loyalist Legacy& Contributions	<ul style="list-style-type: none"> Explain the reasons for the American War of Independence. Explain the Bahamas involvement in the war. Analyse the Loyalists reasons for migrating to The Bahamas. Assess the Loyalists' contributions to The Bahamas. 	Map Integration: Create a map showing the Loyalists settlement in The Bahamas. Structure Answer Questionn Unit Test Worksheet	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	3

TERM ONE (August- December) GEOGRAPHY (5 Weeks)	1	Theme: Basic Mapping Skills	Unit 8 G .1: Interpreting Maps and Photographs 2	8 G .1.1: Map Symbols 8 G .1.2 Map Distances Measuring Linear Distances 8 G .1.3 Direction and Bearings	<ul style="list-style-type: none"> Explain how to use a map key Recognize common map symbols Measure places using a linear scale on a map. Use the 16-point compass directions & bearings to locate places accurately on a map 	Use travel maps of a given island/settlement/city and identify key symbols. Write a report on what one should expect to see in this island/settlement/city Have students labelling bearings & compass directions Use the 8-and 16-point compass to locate places on a given map. Unit Test	Social Studies Draft Curriculum 2000 Core text: Social Studies Atlas for The Bahamas (New Edition) Collins Publishers (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	3
	1		8G .2 Absolute Locations Four Figure Grid Reference Latitude & Longitude Lines	8 G2. 1 Four Figure Grid References 8 G2. 2 Using Latitude and Longitude lines to locate places on a map	<ul style="list-style-type: none"> Locate places on the map using grid reference with 90% accuracy Plot Latitude, and longitude with 90% accuracy Locate places using Four Figure Grid References 90% accuracy. 	Students draw a simple map of the classroom on grid paper or create their own grid for the map Plot coordinates on the map and include a key. Students describe the location of items in the classroom using coordinates. They describe how to get from one point to another on the map Unit Test	Social Studies Draft Curriculum 2000 Core text: Social Studies Atlas for The Bahamas (New Edition) Collins Publishers (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	2
	1	Theme: The Bahamas in Spatial Terms	Unit 8 G.3: The Bahamas Map Know your Country (Map of The Bahamas) <ul style="list-style-type: none"> Population* Island & Settlement Bodies of Water 	8G.3.1 Applying basic mapping skills to identify major landforms. 8G.3.2 Applying basic mapping skills to identify water bodies found on The Bahamas Map 8G.3.3 Ppopulation distribution in The Bahamas.	<ul style="list-style-type: none"> Label on a map the main settlements and islands. Outline how major physical landform features influence population distribution in The Bahamas Use Linear Scale to measure distances between important settlements. 	Using the Map of The Bahamas give directions and the Scale provided to measure distances and give direction between the main settlements. Map Integration: Use any named hurricane that impacted The Bahamas. Use Latitude and Longitude coordinated to track the hurricane	Social Studies Draft Curriculum 2000 Core text: Social Studies Atlas for The Bahamas (New Edition) Collins Publishers (General (Social Science Junior High School) Microsoft Teams Understanding Social Studies BK 1& 2 B.J.C Syllabus	3
	1		Unit 8 G. 4 Bahamian Industries Service Industries History of Tourism Tourism	8G.4.1 Definition, Historical background & Why People Travel 8G.4.2 Types of tourists (Cruise, Stop Over, Transit, Foreign, Domestic, Regional) 8G.4.3 Tourist attractions &Accommodations	<ul style="list-style-type: none"> Create a timeline to explain the early development of Tourism Outline some of the incentives Sir Stafford Sands put in place to make Tourism a year-round business Distinguish between the different types of tourists. 	Map Integration: Colour code a map of the world to reflect main countries from which tourists to The Bahamas come Structure Answer Questions Unit Test	Social Studies Draft Curriculum 2000 Core text: Social Studies Atlas for The Bahamas (New Edition) Collins Publishers (General (Social Science Junior High School) Microsoft Teams Understanding Social Studies BK 1& 2 B.J.C Syllabus	3

	1	Theme: Making a Living Bahamian Industries	8G .5: Tourism and the Environment Eco- Tourism Importance of Tourism	8G .5.1 What is Eco- Tourism Importance & impact 8G3.5 .2 Advantages & Disadvantages of Tourism	<ul style="list-style-type: none"> Define the term ecotourism & Ecotourist Identify the different kind of Ecotourist. Evaluate reason why The Bahamas is an ideal location for Eco-tourist. Explain the importance of ecotourism to The Ba Evaluate the negative and positive aspects of Tourism 	Map Integration: Colour code a map of The Bahamas to show Eco -Tourist areas. Choose one of the islands of The Bahamas and create a pictorial brochure showing all the various attractions that island has to offer. Structure Answer Questions Unit Test	Social Studies Draft Curriculum 2000 Core text: Social Studies Atlas for The Bahamas (New Edition) Collins Publishers (General (Social Science Junior High School) Microsoft Teams Understanding Social Studies BK 1& 2 B.J.C Syllabus	2
15 Weeks	Revision & Examination							40
TERM TWO (January- April) HISTORY (8 Weeks)	1	REVIEW CHRISTMAS TERM EXAMINATIONS						1
	3	THEME: The Bahamas Accepts New Immigrants	Unit 8 H. 9 Aspect of Slavery Overview of History/ Geography of West African Empires and Kingdoms West Africa & Slavery Slave Trade	8 H. 9.1 Ancient African Kingdoms Slavery in West Africa 8 H.9.2 Capture & Transportation to the coast 8 H.9.3 Comparison of West African Slavery to New World Slavery 8H.9.3 History of the Slave Trade 8H. 9.4 The Triangular Trade 8 H.9.5 The Middle Passage	<ul style="list-style-type: none"> Define the terms slave and slavery. Compare the rise and fall of West African Kingdoms. Outline the early History of West African Empires and Kingdoms. Explain how slaves were captured and taken to the coast. Describe what happen to the slaves once they arrived at the coast. Trace on a World map how goods and slaves were exchanged and transported. Describe how the Slave Trade was organized and identify the countries involved in the trade Describe the Middle Passage journey. Evaluate the conditions in which slaves had to endure during their Journey to the New World 	Create an historical Timeline on Slavery Map Integration: Colour code a map of Africa to show West African Kingdoms. Using Linear map distance plot out how long it took a slave ship to travel from Africa to the New World. Use Grid references, compass directions, latitude, and longitude location design a travel plan for ship engaged in the Triangular Trade. Structure Answer Questions Worksheet exercise Unit Test	Revised Draft Curriculum 2000 Core text: The Making of The Bahamas. Maples & Cash (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	5
	2		Unit 8H.9 New World Slavery Transportation to the New World	8 H. 9.6 Slave arrival and sale in the West Indies 8 H. 9.7 Slavery in The Bahamas	<ul style="list-style-type: none"> Define the terms "Auction & Scrambling" 	Map Integration: Label on a blank map of The Bahamas islands where slave plantation was set up.	Revised Draft Curriculum 2000	4

TERM TWO (January- April)		The Bahamas Accepts New Immigrants	Slavery In the Bahamas Slave Resistance	<p>Life on the plantation</p> <p>8 H. 9 .8 Comparison between Slavery in The Bahamas & Slavery in The West Indies</p> <p>8 H. 9 .9 Slave Resistance</p>	<ul style="list-style-type: none"> Describe ways in which slaves were advertise Explain the ways in which slaves were sold in the New World Compare slavery in The Bahamas to slavery in other West Indian islands Describe ways in which slaves resisted being enslaved Describe in detail the Pompey Uprising in Exuma 	<p>Using a blank map, along with basic mapping skills, Plot out Pompey's escape route from Exuma to New Providence.</p> <p>Construct a T- chart to show the Comparison between Bahamian Slavery & slavery in another Caribbean region</p> <p>Structure Answer Questions Worksheet exercise Unit Test</p>	<p>Core text: The Making of The Bahamas. Maples & Cash</p> <p>(General (Social Science Junior High School) Microsoft Teams</p> <p>B.J.C Syllabus</p>	
	2		<p>Unit 8 H. 9 Slavery Comes to an End</p> <p>Movement Toward Emancipation</p> <p>Abolition of Slavery</p> <p>Liberated Africans</p> <p>Emancipation of Slavery</p>	<p>8 H. 9.10 Argument for and against Slavery</p> <ul style="list-style-type: none"> The role of the Quakers Abolition Debate in Parliament The 1807 Abolition Act and <p>8 H. 9 .11 The establishment of Free Villages.</p> <p>8 H 9 .12 Emancipation of Slavery</p>	<ul style="list-style-type: none"> Define the terms abolitionist, emancipation, amelioration, and apprenticeship. Identify the religious group which advocated for the abolition of slavery List the names of free settlements Explain why these settlements failed. Explain positive & negative outcomes of abolition. Formulate an argument for and against the 'Emancipation of slavery. Explain how the apprenticeship system worked Assess how Emancipation affected the slaves and their owners 	<p>Map Integration: Use map symbols and compass directions Map out areas where Free African Settlements was set up.</p> <p>Identify slave communities in The Bahamas</p> <p>Write a Newspaper article on the questions of Abolition.</p> <p>Create a video presentation or television report on Emancipation Day 1834.</p> <p>Analyse, picture excerpts related to the ending of slavery and complete structured questions (who, what, why, and how)</p> <p>Tell a story either using "PowerPoint or journal writing of "The day in the life of a slave.</p> <p>Structure Answer Questions</p> <p>Worksheet exercise Unit Test</p>	<p>Revised Draft Curriculum 2000</p> <p>Core text: The Making of The Bahamas. Maples & Cash</p> <p>(General (Social Science Junior High School) Microsoft Teams</p> <p>B.J.C Syllabus</p>	3

<p style="text-align: center;">TERM TWO (January- April) HISTORY (8 Weeks)</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">Theme: Life After Slavery</p>	<p>8 H. 10 The American Civil War & Blockade Running</p>	<p>8H. 10 .1 Causes of the Civil War</p> <p>8H. 10 .2 Blockade Running & its Impact</p>	<ul style="list-style-type: none"> Define the term civil war., blockade Analyse the causes of the civil war. Compare the northern and southern states in the war. Explain the reasons for the blockade of the southern ports. List the reasons why Nassau became a transshipment port. Explain the risks involved in blockade running. Evaluate the social and economic impacts of blockade running on The Bahamas 	<p>Map Integration: Colour code on a map of U.S.A the states involved in the war</p> <p>Apply mapping skills to plot out a blockade runners' route</p> <p>Have students create a T chart to compare the northern states with the southern states</p> <p>Have students create an assimilation or interactive video to describe how the blockade was carried out</p> <p>Create Newsletter on the positive and negative impact of blockade running on the Bahamian economy</p> <p>Structure Answer Questions Worksheet exercise Unit Test</p>	<p>Revised Draft Curriculum 2000</p> <p>Core text: The Making of The Bahamas. Maples & Cash</p> <p>(General (Social Science Junior High School) Microsoft Teams)</p> <p>B.J.C Syllabus</p>	<p style="text-align: center;">2</p>
<p style="text-align: center;">TERM TWO (January-April) GEOGRAPHY (6 Weeks)</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">Theme: The World in Spatial Terms</p>	<p>8 G .5 The World Map Revision High & Low Landforms Bodies of water</p>	<p>Map of the World (Revision)</p> <p>8 G .5.1 Identifying Landforms (Mountain & Mountain Ranges& Deserts</p> <p>8G .5.2 Identifying Low Landforms (Continents, countries, peninsulas, Islands, capes, Peninsulas</p> <p>8G .5.3 Identifying Bodies of Water (Oceans Seas, Gulfs, Straits Bay</p>	<ul style="list-style-type: none"> Locate and label landforms in on blank world map with100% accuracy Construct a profile of landforms on the earth surface Locate and label bodies of water on blank world map with100% accuracy 	<p>Apply mapping skills, Compass directions, compass, Latitude and Longitude lines to locate major landforms features</p> <p>Create thematic map showing the name and location of the continents, major rivers, and oceans of the world. Name and describe the parts of the river.</p> <p>Have students plan a trip and create a newsletter entitled "Around the World in 80 days" where they give a report on all the important natural features, such as bodies of water, mountains etc. they visited</p> <p>Worksheet exercise Unit Test</p>	<p>Social Studies Draft Curriculum 2000</p> <p>Core text: Social Studies Atlas for The Bahamas (New Edition) Collins Publishers</p> <p>(General (Social Science Junior High School) Microsoft Teams)</p> <p>B.J.C Syllabus</p>	<p style="text-align: center;">3</p>

TERM TWO (January-April) GEOGRAPHY (6 Weeks)	1	Theme: Making a Living/ Bahamian Industries	8 G .6 The Banking Industry What is Banking Types of Banks Functions/ role of Banking	8G .6.1 Definition & History of Banking Importance of Banking 8 G .6.2 Types of Banking 8G6.3 Function of Banks The role of the Central Bank of The Bahamas Bahamas Development Bank	<ul style="list-style-type: none"> Define terms related to banking. Currency, Deposit, Loan, Barter Explain the services which banks provide. Explain the role of Central Bank Distinguish between commercial banks and offshore banks. Explain the importance of Banks and other financial institutions in The Bahamas. Apply given financial data to real life situation such as, checking account, loans, reading bank statements, purchasing major goods and services 	Conduct a comparative analysis of the roles and services of a Central Bank vs. a Commerce & commercial bank. Have students create an ABC Book on Banking, Power Point presentations on functions and characteristics of money. Unit test/quizzes/multiple choice/Group Presentation on banking services.	Social Studies Draft Curriculum 2000 Core text: Social Studies Atlas for The Bahamas (New Edition) Collins Publishers (General (Social Science Junior High School) Microsoft Teams Understanding Social Studies BK 2 B.J.C Syllabus	3
	3		Unit 8G.7: Basic Economics What is economics Goods & Services Modes of transportation Land, Sea & Air	8G .7. 1 Definition of Terms, Economics Mic-economics, Need & wants, barter, specialization, natural human & capital resources. 8G .7.2 Needs & Wants Compare & Contrast 8G .7.3 Goods & Services 8G .7.4 Supply & Demand 8G .7.5 Modes of Transportation	<ul style="list-style-type: none"> Define the terms 'microeconomics and scarcity, needs, wants macroeconomics., natural, human and capital resources. Explain the four economic activities: production, exchange, consumption, and distribution. Evaluate factors that influence increasing supply and demand Differentiate between human needs and want. Evaluate basic economic concepts (needs/wants, scarcity/opportunity cost, income/wealth). Discuss the differences between goods and services Explain the importance of Transportation to everyday Life Discuss the advantages and disadvantages of air, land, and sea transportation 	Map Integration: Apply mapping skills and a blank map of The Bahamas label main ports of entry for both land and sea Have students create a pictorial chart showing the various types of specialization Create comparative list of needs/wants. Assess inventories in your homes and classify items as needs and wants. Draw a flow chart which shows the chronological sequence of production, distribution, and consumption Have students complete a worksheet to illustrate the concept of supply and Demand 1_AgEnt_Final (friendsofbest.org) Unit test / Key Term's quiz Structured Questions (oral/written) / Individual hierarchy PowerPoint presentations.	Social Studies Draft Curriculum 2000 Core text: Social Studies Atlas for The Bahamas (New Edition) Collins Publishers (General (Social Science Junior High School) Microsoft Teams B.J.C Syllabus	5

<p style="text-align: center;">TERM THREE (MAY-JUNE) CIVICS)</p> <p style="text-align: center;">Government Structure & Social Issues (5 Weeks)</p>	1	Theme: Living and Working in a Free Society	<p>Theme: Living and working in a Free Society</p> <p>Unit 8 C.1 Government & Government Structure</p> <p>Types of Government</p> <p>Bahamian Government Structure</p> <p>Local Government</p>	<p>8C.1.1 Need for Government Importance of Good Governance</p> <p>8.C.2.2 Types of Government Comparing & Contrasting Government Systems (Democracy, Dictatorship, Republic, Monarchy, Constitutional Monarchy'</p> <p>8C.2.3 What is Local Government Comparing and contrasting Local & Central Government</p>	<ul style="list-style-type: none"> Define the term government List the functions of government. Evaluate the importance of government to a society List various services provided by the Government List the types of government Identify the two types of government in The Bahamas. Compare and contrast types of government Compare / contrast the role of the Central and Local Government 	<p>Map Integration: Students will label and colour code on a world map the different types of Government</p> <p>Create a digital story board on the different types of Government</p> <p>Complete Venn diagram comparing Central and Local Government</p> <p>Structure Answer Questions Unit Test Worksheets</p>	<p>Social Studies Draft Curriculum 2000 Social Studies for Bahamian Schools Book 3</p> <p>Supplementary Understanding Social Studies Bk 3</p> <p>E- RESOURCES ICIVICS https://www.icivics.org</p> <p>(General (Social Science Junior High School) Microsoft Teams</p>	3
	1		<p>Unit 8 C.1 Government & Government Structure Bahamian Government Structure Local Government</p>	<p>8C.2.3 Bahamian Government Structure</p> <p>8C.2.4 Role of the Governor General & Queen</p> <p>8C.2.4 What is Local Government Comparing and contrasting Local & Central Government</p>	<ul style="list-style-type: none"> Draw a diagram of the structure of the Bahamian government Identify the Queen as Head of State Explain why the Queen is the Head of State of The Bahamas. Identify Bahamian Governor Generals. . Explain the responsibilities of the Governor General. 	<p>Create a poster or foldable booklet identifying the three branches of government and their functions.</p> <p>Venn diagrams displaying the governmental functions of the three branches.</p> <p>Paste pictures of all former and present Governor Generals in notebook along with names and years holding the position</p> <p>Write a biography of any one of the Governor Generals. Structure Answer Questions labelling Diagrams Unit Test</p>	<p>Social Studies Draft Curriculum 2000 Social Studies for Bahamian Schools Book 3 Supplementary Understanding Social Studies Bk 3</p> <p>E- RESOURCES ICIVICS https://www.icivics.org</p> <p>(General (Social Science Junior High School) Microsoft Teams</p>	3
	1		<p>Unit 8 C, 2 Legislature</p> <p>Structure of The Legislature House of Assembly Senate</p>	<p>8 C. 2. 1 Purpose & function Branches - House of Assembly</p> <p>8 C. 2. 2 Purpose & function Senate</p>	<ul style="list-style-type: none"> Define the term legislature. Identify the bodies that make up the legislature Explain the purpose of the House of Assembly and Senate. Compare the House of Assembly and the Senate. 	<p>Have students create prepare a documentary on the importance of the Senate and The Hose of Assembly Create a T -chart to compare the House of Assembly and the Senate Create a story board to show the function and role of the Senate and The House of Assembly Unit test / Key Term's quiz Structured Questions</p>	<p>Social Studies Draft Curriculum 2000 Social Studies for Bahamian Schools Book 3 Supplementary Understanding Social Studies Bk 3</p> <p>E- RESOURCES ICIVICS https://www.icivics.org</p> <p>(General (Social Science Junior High School) Microsoft Teams</p>	2

TERM THREE (MAY-JUNE) CIVICS	1		Unit 8 C.3: Executive Branch Structure of The Executive Ministries & Cabinet Civil Servants	8 C, 2. 1 Purpose & function - Branches - Cabinet - Ministries - Civil Servants	<ul style="list-style-type: none"> State the purpose of the Executive branch. Explain the functions of each component of the Executive. 	Students work together to complete a flow chart of the different parts of the executive branch Research the names of all Cabinet Ministers and their portfolios Create a foldable booklet depicting the function of the different branches of the Executive Unit test / Key Term's quiz Structured Questions	Social Studies Draft Curriculum 2000 Social Studies for Bahamian Schools Book 3 Supplementary Understanding Social Studies Bk 3 E- RESOURCES ICIVICS https://www.icivics.org (General (Social Science Junior High School) Microsoft Teams)	1
	1	Theme: Social Issues	Unit 8.C.4 Issues Affecting Bahamian Society Sexually Transmitted disease Teen age Pregnancy Bullying & Gang Violence	8 C. 4.1 Sexually Transmitted Disease - Cause & Effects - Strategies & Solutions 8 C. 4. 2 Teen age Pregnancy - Cause & Effects - Strategies & Solutions 8 C. 4. 3 Bullying & Gang Violence - Cause & Effects - Strategies & Solutions	<ul style="list-style-type: none"> Identify some common social issues that impact Bahamian Family Life. Formulate strategies for dealing with contemporary social issues that influence Bahamian family life Identify agencies or special groups that assist family with Social Issues 	Students list common causes and effects and present them in a chart Students prepare a plan to tackle a named social issue – aims; target group, resources needed. Students develop a scrapbook with newspaper articles on social issues Create a video documentary on the role of an organization in helping families deal with Social Issues	Social Studies Draft Curriculum 2000 Social Studies for Bahamian Schools Book 3 Supplementary Understanding Social Studies Bk 3 E- RESOURCES ICIVICS https://www.icivics.org (General (Social Science Junior High School) Microsoft Teams)	3
	38		Revision & Examination					36