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**DEPARTMENT OF EDUCATION  
CURRICULUM AND INSTRUCTION DIVISION  
SOCIAL SCIENCES SR. HIGH SCHOOL UNIT  
JUNKANOO INTEGRATION APPROACH  
SAMPLE**

**SUBJECT:** CIVICS

**GRADE:** 10, 11 & 12

**(Aspects of Bahamian Culture) Sub Strand 10 Cultural Heritage**

**Focus Questions:**

- What is the historical and cultural importance of Junkanoo in The Bahamas?
  - How are Junkanoo costumes and music created, and what is the meaning of their symbolism?
  - What strategies can be implemented to conserve and advance Junkanoo as a cultural heritage?
- Strand Bahamian Culture. Teaching will take place for **four weeks** and will end with an assessment

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week:1 January 6-10, <b>2025</b>	Bahamian Culture	1. Locate Africa on a map 2. Outline cultural contributions of African ancestry 3. Evaluate the importance of sustainable development goal as it relates to culture and	Construct a map of Africa highlighting the places of origin of African ancestry	Civics Curriculum Guide, World Maps /atlas, Notebook, pens, pencils

		national development		
Week:2 January 13-17, <b>2025</b>	Bahamian Culture	<ol style="list-style-type: none"> <li>1. Define “Bahamian culture”</li> <li>2. Examine various aspects of Bahamian music from Africa</li> <li>3. Discuss the origin of Junkanoo</li> </ol>	Create a venn diagram showing aspects of Bahamian culture	Notebook, pencils, colored pencils, pens
Week:3 January 20-24, <b>2025</b>	Bahamian Culture	<ol style="list-style-type: none"> <li>1. Describe how Junkanoo costumes in the past were created</li> <li>2. Identify the various sections of a Junkanoo parade</li> <li>3. Compare the different categories in the national Junkanoo parade</li> <li>4. Demonstrate how costumes are designed</li> </ol>	Paste a small Junkanoo piece such as a face mask needed for a specific Junkanoo costume	Craft supplies (Cardboard, crepe paper, glue, glitter, paint, beads etc.)
Week:4 January 27-31, <b>2025</b>	Bahamian Culture	<ol style="list-style-type: none"> <li>1. Discuss the role of the “back line” in a Junkanoo parade</li> <li>2. Assess the importance of Junkanoo to the national development of the country</li> <li>3. Create a miniature Junkanoo parade on campus</li> </ol>	<p>Design a poster to reflect the connection of Junkanoo to national identity.</p> <p>Participate in mini Junkanoo parade</p>	Musical instruments, Craft supplies (Poster paper markers, colored pencils etc.)

# CURRICULUM AND INSTRUCTION DIVISION

## SOCIAL SCIENCES SR. HIGH SCHOOL UNIT

### JUNKANOO INTEGRATION APPROACH

#### SAMPLE

**SUBJECT:** HISTORY

**GRADE:** 10

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As displayed in the Pacing Guide)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week:1 January 6-10, <b>2025</b>	<b>Ciboney &amp; Tainos</b>	<ol style="list-style-type: none"> <li>1. Define the words "Amerindians" and "Arawaks"</li> <li>2. Discuss the migratory patterns of Amerindians in the Caribbean</li> <li>3. Locate islands in the Caribbean where Ciboney and Tainos settled</li> <li>4. Compare and contrast these two Amerindian groups</li> <li>5. Describe the role of women in the society</li> <li>6. Evaluate the diet and cultural traditions of both groups</li> </ol>	Write a news article comparing and contrasting two "A" class Junkanoo groups e.g. The Saxons and Valley Boys Junkanoo groups using similar categories for comparing Ciboney and Tainos.	National Pacing Guide Newspaper article template, pictures of Junkanoo groups( Saxons & Valley Boys) Notebooks, pens
Week:2 January 13-17, <b>2025</b>	<b>Lucayans</b>	<ol style="list-style-type: none"> <li>1. Locate islands in the Caribbean where Lucayans settled</li> <li>2. Describe the appearance of a Lucayan male and female</li> </ol>	Discuss the role of women in Junkanoo today as compared to the role of women in the Lucayan society.	Junkanoo content Video presentation with Arlene Nash-Ferguson, pictures

		<ol style="list-style-type: none"> <li>3. Outline cultural practices such as dance, games and flattening of forehead of new borns</li> <li>4. Explain how the cacique became leader</li> <li>5. Discuss the role of the Cacique</li> <li>6. Summarize the technological and artistic developments of the Lucayans</li> <li>7. Elaborate on the challenges Lucayans faced in The Bahamas</li> </ol>		of women in Junkanoo, pictures of Lucayan women, notebook, pens
<p>Week:3 January 20-24, <b>2025</b></p>	<b>Lucayans &amp; Kalinago</b>	<ol style="list-style-type: none"> <li>1. Locate islands in the Caribbean where Kalinagos settled</li> <li>2. Describe the appearance of a male and female Kalinago</li> <li>3. Summarize cultural practices such as dance, games and flattening of forehead of new borns</li> <li>4. Explain how the Ouboutu became leader</li> <li>5. Discuss the role of the Ouboutu</li> <li>6. Describe the role of women in the Lucayan society</li> <li>7. Outline the importance of warrior training</li> <li>8. Examine the cultural aspects of the Kalinagos i.e. food,religious practices</li> <li>9. Criticize the myth of Kalinagos being cannibals</li> <li>10. Summarize the contributions of the Kalinagos</li> <li>11. Compare the relationship the</li> </ol>	Create an interactive notebook to compare Junkanoo parades with similar parades in the Caribbean region	Pictures of other parades in the Caribbean, notebooks, Craft supplies (colored paper, glue, pencils, scissors etc.)

		Kalinagos had with the Lucayans and other Amerindian groups in the Caribbean		
Week:4 January 27-31, <b>2025</b>	<b>Columbus Journey To The Bahamas</b>	<ol style="list-style-type: none"> <li>1. Name the birth place of Christopher Columbus</li> <li>2. Discuss his early career as a map maker</li> <li>3. Outline his reasons for exploration</li> <li>4. Illustrate how Columbus was able to obtain sponsorship for his voyage</li> <li>5. Name the three ships used on the first voyage and the jobs of workers on the ship</li> <li>6. List food items brought on first voyage</li> <li>7. Examine the challenges on the first voyage</li> <li>8. Name and locate islands in The Bahamas Columbus visited on the first voyage</li> <li>9. Describe the first encounter with the Lucayans</li> <li>10. Elaborate on the journey to Hispaniola</li> <li>11. Evaluate the challenges faced on the island of Hispaniola</li> </ol>	<p>Students role-play scenarios of disagreements experienced within Junkanoo groups; looking for similarities to the challenges Columbus faced on his first voyage.</p> <p>In small groups, students debate whether Junkanoo is truly Bahamian</p>	<p>Role-play scripts, discussion prompts, notebooks, pens</p> <p>Group planning templates</p>

**SUBJECT: HISTORY**

GRADE: 11

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Pacing Guide)	Integration Strategy (Activities)	Resources
Week:1 January 6-10, <b>2025</b>	<b>Post Emancipation</b>	<ol style="list-style-type: none"> <li>1. Explain the terms ‘credit’ and ‘truck system”</li> <li>2. Examine ways in which white landowners controlled freed people of colour</li> <li>3. Discuss how the credit and trucking system work</li> <li>4. Criticize whether it benefitted people of colour</li> <li>5. Outline how land was acquired by coloured people</li> <li>6. Summarize how a shared system was developed</li> <li>7. Assess the importance of maritime activities to coloured people</li> </ol>	Draw a timeline to show the evolution of Junkanoo since emancipation	National Pacing Guide Guest Speakers such as well-known Junkanoo leaders, timeline template
Week:2 January 13-17, <b>2025</b>	<b>19th Century Industries in The Bahamas</b>	<ol style="list-style-type: none"> <li>1. List various industries that developed during the 19th century</li> <li>2. Name and identify islands where these industries developed</li> <li>3. Outline the economic activities associated with each industry</li> <li>4. Examine the challenges workers faced who worked in these industries</li> <li>5. Demonstrate how pineapples were cultivated</li> <li>6. Describe the process involved</li> </ol>	Create a collage showing the economic activities associated with Junkanoo in The Bahamas	Notebooks, pens Craft supplies (colored paper, glue, pencils, scissors etc.)

		<p>in producing rope from sisal</p> <p>7. Point out why these industries declined during the late 19th century</p>		
<p>Week:3 January 20-24, 2025</p>	<p><b>Wrecking Sponging Timber/tomatoes, conch shell</b></p>	<ol style="list-style-type: none"> <li>1. Define the term “wrecking”</li> <li>2. Trace history of wrecking in The Bahamas</li> <li>3. List wrecked goods that were salvaged</li> <li>4. Illustrate how wrecking was carried out in The Bahamas</li> <li>5. Examine developments that helped to stop wrecking</li> <li>6. Outline how beneficial wrecking was to The Bahamas</li> <li>7. Name the person who introduced sponging to The Bahamas</li> <li>8. Point out how the sponging industry developed in The Bahamas</li> <li>9. Describe the process of sponging</li> <li>10. Suggest why sponging decline</li> <li>11. Evaluate the importance of timber, conch shell and tomatoe industry in the late 19th century</li> <li>12. Generalize why these industries declined</li> </ol>	<p>Small group work to map out strategies that can be implemented to ensure that Junkanoo does not decline like the Sponging and Wrecking Industries</p>	<p>Notebook, pens, Group planning templates</p>
<p>Week:4 January 27-31, 2025</p>	<p><b>Land &amp; The Law</b></p>	<ol style="list-style-type: none"> <li>1. Define the words, ‘vagrant’, ‘squatter’ and ‘commonage’ and property</li> <li>2. Explain how land was acquired by freed people of colour in the</li> </ol>	<p>Devise four(4) new laws that can be implemented to Govern Junkanoo in The Bahamas</p>	<p>Template for Junkanoo laws Notebooks, pens</p>

		late 19th century 3. Examine why vagrancy laws were created 4. Summarize how generational property emerged 5. Differentiate between commonage and crown land 6. Infer why land became a major issue of black Bahamians		
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**SUBJECT:** HISTORY

**GRADE:** 12

Pacing Guide	Topic	Objectives	Integration Strategy	Resources
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<b>Week #</b>	<b>(As displayed on the Pacing Guide)</b>	<b>(As outlined in the Pacing Guide )</b>	<b>(Activities)</b>	
Week:1 January 6-10, <b>2025</b>	<b>Nationalism and Nation Building</b>	<ol style="list-style-type: none"> <li>1. Define the word 'Cold War'</li> <li>2. Explain why the Cold War emerged</li> <li>3. Examine the socio-economic conditions in Cuba</li> <li>4. Discuss why the revolution took place on the island</li> <li>5. Assess the role of Fidel Castro and revolutionaries on the island</li> <li>6. Evaluate the success of the revolution</li> <li>7. Outline how socialism impacted the Caribbean region</li> </ol>	Determine the importance of Junkanoo to nation building through dramatization and poetry	National Pacing Guide, Role-play script, poetry template, notebook, pens
Week:2 January 13-17, <b>2025</b>	<b>Road to Independence in Jamaica Emergence of Socialism</b>	<ol style="list-style-type: none"> <li>1. Locate Jamaica and Guyana on a map Identify leaders who fought for independence in Jamaica</li> <li>2. Outline the challenges the Jamaican society faced in the early 1900s</li> <li>3. Discuss the reasons for social unrest in Jamaica in the 1930s and 1940s</li> <li>4. Evaluate how Jamaica was successful in gaining independence- The emergence of socialism in Jamaica</li> </ol>	Discuss the challenges the JCNP (Governing Junkanoo Body) faces when a Junkanoo group splits	Notebooks, pens Guest speaker- President of JCNP, Newspaper articles about the split between the Valley Boys Junkanoo Group
Week:3 January 20-24, <b>2025</b>	<b>Road to Independence Guyana</b>	<ol style="list-style-type: none"> <li>1. Evaluate how independence was achieved</li> <li>2. Outline socio-economic challenges in Guyana in the</li> </ol>	Complete a comparative analysis of two well-known Junkanoo leaders in terms of group, style and influence on	Notebook, pens pictures of Junkanoo leaders, comparative

		<p>mid-1900s</p> <ol style="list-style-type: none"> <li>3. Discuss the reasons for independence in Guyana</li> <li>4. Examine the roles of Forbes Burnham and Cheddi Jagan as national leaders</li> <li>5. Evaluate how Guayana was able to obtain independence</li> </ol>	modern day Junkanoo	analysis chart
<p>Week:4 January 27-31, <b>2025</b></p>	<p><b>Revolt in the Caribbean</b></p>	<ol style="list-style-type: none"> <li>1. Locate the islands of Grenada and Trinidad on a map</li> <li>2. Name and identify persons who were attacked in the revolts</li> <li>3. Discuss why the revolution took place in Grenada</li> <li>4. Describe how Maurice Bishop was able to take over the government</li> <li>5. Critique how he failed in the revolt</li> <li>6. Summarize the reasons for the ANR Revolt in Trinidad</li> <li>7. Assess the outcome of the revolt</li> <li>8. Analyze the impact both revolts had on the region</li> <li>9. Generalize why Caricom leaders intervened in both incidents</li> </ol>	Create a song outlining the cultural importance of Junkanoo	Song template, Notebooks, pens

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## JUNKANOO INTEGRATION APPROACH

### SAMPLE

**SUBJECT:** GEOGRAPHY

**GRADE:** 10

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Pacing Guide)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week:1 January 6-10, <b>2025</b>	<b>Review of Christmas Exam</b>	<ol style="list-style-type: none"> <li>1. Review of Christmas Term Exam.</li> <li>2. Re-teaching of topics/content students had difficulty mastering</li> </ol>		National Pacing Guide
Week:2 January 13-17, <b>2025</b>	<b>Minerals &amp; Rocks</b>	<ol style="list-style-type: none"> <li>1. Draw the rock cycle</li> <li>2. Classify the three main types of rocks and their formation</li> <li>3. Examine the types of sedimentary rocks and their importance to The Bahamas</li> <li>4. Differentiate between an Igneous rock and Metamorphic Rock</li> <li>5. Illustrate examples of each rock type</li> <li>6. Discuss the importance of rocks and minerals in our daily lives</li> </ol>	<p>Compare the formation of metamorphic rocks that undergo extreme heat and pressure with the creation of the goat skin drum that is used in Junkanoo music</p> <p>Create a Junkanoo cycle</p>	National Pacing Guide, live demonstration of creation of the goat skin drum, open space, Video presentation, pen Notebook,
Week:3 January 20-24, <b>2025</b>	<b>Earth Movements- Folding of Rocks</b>	<ol style="list-style-type: none"> <li>1. Explain the term “folding of rocks”</li> <li>2. List and illustrate the four main types or stages of folding</li> <li>3. Draw and label the parts of a fold Illustrate the various stages</li> </ol>	Use the formation of fold mountains to possibly create a new dance formation for a Junkanoo parade	Notebooks, pens, Video of Junkanoo dance presentation,

		<p>of a fold</p> <ol style="list-style-type: none"> <li>4. Discuss the formation of fold mountains</li> <li>5. Summarize the importance of fold mountains</li> <li>6. Differentiate between a fold and a fault</li> </ol>		
<p>Week:4 January 27-31, <b>2025</b></p>	<p><b>Earth Movements- Faulting</b></p>	<ol style="list-style-type: none"> <li>1. Explain “faulting” of rocks</li> <li>2. Differentiate between an active fault and inactive fault</li> <li>3. Illustrate the types of faults</li> <li>4. Discuss the formation of rift valleys and horsts</li> <li>5. Compare a rift valley and horst as well as their uses</li> </ol> <p>Defend the importance of faulting as part of earth’s movement</p>	<p>Determine whether the large crowds associated with Junkanoo parades contributes to faults (cracks) in the earth’s crust</p>	<p>Notebook, pens, videos of large Junkanoo parades</p>

**SUBJECT: GEOGRAPHY**

**GRADE: 11**

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on</b>	<b>Objectives (As outlined in the Pacing</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
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	the Pacing Guide)	Guide)		
Week:1 January 6-10, 2025	<b>Weather Elements: Humidity, Precipitation, Visibility, Clouds Type &amp; Cover, Sunshine</b>	<ol style="list-style-type: none"> <li>1. Discover what humidity is</li> <li>2. Outline how it is measured</li> <li>3. Explain how precipitation occurs</li> <li>4. Show the instrument used to measure rainfall</li> <li>5. Justify benefits of rainfall</li> <li>6. Hypothesize how too much rainfall can impact low-lying areas</li> <li>7. State what visibility entails</li> <li>8. Select how visibility is measured</li> <li>9. Explain how clouds are formed</li> <li>10. List the types of clouds</li> <li>11. Summarize how cloud cover develops</li> <li>12. Define sunshine duration</li> <li>13. Describe features of the sunshine recorder</li> <li>14. Evaluate sunshine duration measurement in The Bahamas</li> </ol>	<p>Create a synopsis for a Junkanoo group to depict a theme surrounding one of the following weather elements: Precipitation, Sunshine, Clouds, or a combination of any of the above.</p> <p>Rain-Themed Choreography: Develop a Junkanoo inspired dance routine symbolizing a rainstorm, with movements representing light rain, heavy rain, and clear skies, integrating the sounds of Junkanoo.</p> <p>Construct a bar graph to represent data predicting the results for the 2025 Junior Junkanoo Parade.</p> <p>Evaluate the metrics used in judging Junkanoo parades</p>	<p>National Pacing Guide</p> <p><a href="https://www.youtube.com/watch?v=iQh5NcZotUA">https://www.youtube.com/watch?v=iQh5NcZotUA</a></p> <p><a href="https://15worksheets.com/wp-content/uploads/2023/03/9-255.pdf">https://15worksheets.com/wp-content/uploads/2023/03/9-255.pdf</a></p> <p><a href="https://15worksheets.com/worksheet/synopsis-writing-12/">https://15worksheets.com/worksheet/synopsis-writing-12/</a></p> <p><a href="https://www.youtube.com/watch?v=rCLsdb49_iU">https://www.youtube.com/watch?v=rCLsdb49_iU</a></p> <p>Microsoft/Google forms to construct surveys.</p> <p>Ministry of Youth Sports and Culture Junior Junkanoo Rules &amp; Regulations</p> <p>Template of Junkanoo judging metrics, notebook, pen</p>

<p>Week:2 January 13-17, 2025</p>	<p><b>Weather Systems: Fronts, Hurricanes Impact on The Bahamas</b></p>	<ol style="list-style-type: none"> <li>1. Define weather fronts</li> <li>2. List four main types of fronts</li> <li>3. Outline the related feature of each front</li> <li>4. Explain the word hurricane</li> <li>5. Discuss how hurricanes are formed</li> <li>6. Describe the characteristics of the eye of a hurricane</li> <li>7. Summarize terms such as hurricane warning, hurricane watch, alert and storm surge</li> <li>8. Categorize the levels of a hurricane</li> <li>9. Evaluate the effects of a devastating hurricane</li> </ol>	<p>Group Activity: Representing the four fronts, using Junkanoo music each group will write a song and perform it to demonstrate the formation of the front their group was given.</p> <p>Discuss the impact of bad weather such as heavy rainfall on a Junkanoo parade</p>	<p>Geography Pacing Guide.</p> <p>Recording of Junkanoo music.</p> <p>Geography for CXC. Notebooks, pens</p>
<p>Week:3 January 20-24, 2025</p>	<p><b>Weather Systems: Fronts, Hurricanes Impact on The Bahamas</b></p>	<ol style="list-style-type: none"> <li>1. Elaborate on the impact of Hurricane Dorian on The Bahamas</li> <li>2. Suggest mitigation and resilience strategies that can be used for hurricane preparation</li> <li>3. Assess the level of preparedness for hurricanes in the Caribbean</li> <li>4. Investigate the role of NEMA ( National</li> </ol>	<p>Discuss mitigation and resilience strategies groups or other agencies may use in preparation for cultural expressions such as Junkanoo/ Jonkonnu.</p> <p>Conduct an interview (in person or virtual) with person/s within the Junkanoo community to discover their role in preparation for Junkanoo parades. i.e. leader, dancer, costume designer, member of the JCNP (Junkanoo Corporation New Providence), Junkanoo Committee member on a Family Island.</p>	<p>Notebook, pens, Comparison chart template</p> <p><a href="https://ich.unesco.org/en/RL/junkanoo-01988">https://ich.unesco.org/en/RL/junkanoo-01988</a></p> <p><a href="https://www.researchgate.net/publication/279193531_Junkanoo_in_The_Bahamas_A_tale_of_identity">https://www.researchgate.net/publication/279193531_Junkanoo_in_The_Bahamas_A_tale_of_identity</a></p>

		<p>Emergency Management Agency)</p> <p>5. Compare NEMA with CDEMA ( Caribbean Disaster Emergency Management Agency)</p>	<p>Create a timeline of events leading up to a Junkanoo/Jonkonnu parade.</p> <p>Create a collage depicting preparations for a Junkanoo/ Jonkonnu parade.</p> <p>Compare and contrast the role of NEMA to the JCNP</p>	<p><a href="https://www.researchgate.net/publication/276373611_The_Economic_Impact_of_Junkanoo_in_The_Bahamas">https://www.researchgate.net/publication/276373611_The_Economic_Impact_of_Junkanoo_in_The_Bahamas</a></p> <p><a href="https://www.bbc.com/travel/article/20210818-the-bahamas-queen-of-junkanoo">https://www.bbc.com/travel/article/20210818-the-bahamas-queen-of-junkanoo</a></p> <p><a href="https://abacosun.com/wp-content/uploads/2020/10/Abaco-Junkanoo-Comes-of-Age-Abaco-Life-Magazine-Fall-2017.pdf">https://abacosun.com/wp-content/uploads/2020/10/Abaco-Junkanoo-Comes-of-Age-Abaco-Life-Magazine-Fall-2017.pdf</a></p> <p><a href="https://bahamasnational.com/the-junkanoo-cooperation-new-providence-ltd-jcnp-has-successfully-completed-its-2023-24-judges-course50-persons-graduated/">https://bahamasnational.com/the-junkanoo-cooperation-new-providence-ltd-jcnp-has-successfully-completed-its-2023-24-judges-course50-persons-graduated/</a></p> <p><a href="https://caribbeantimes.com/jamaica-culture-culture-ministry-seeking-to-revive-jonkonnu/">https://caribbeantimes.com/jamaica-culture-culture-ministry-seeking-to-revive-jonkonnu/</a></p>
<p>Week:4 January 27-31, 2025</p>	<p><b>Climate : World Climatic Zones, Types Equatorial, Savanna, Hot</b></p>	<ol style="list-style-type: none"> <li>1. Explain the factors influencing climate</li> <li>2. Locate and name the main climatic regions</li> </ol>	<p>Have students pretend they are ‘rushing’ in a particular climate zone. Have them design a costume that would be suitable for that climate.</p>	<p>Notebooks, pens, <a href="https://www.metoffice.gov.uk/weather/climate/climate-">https://www.metoffice.gov.uk/weather/climate/</a></p>



	<p><b>Desert, Tropical Continental, Tropical Marine, Temperate Grasslands, Cold Temperate</b></p>	<p>and types on a world map</p> <ol style="list-style-type: none"> <li>3. Predict associated features of the Savanna or Sudan climatic zone</li> <li>4. Show features of hot desert or mid-latitude desert climatic zones</li> <li>5. Describe features found in the equatorial region</li> <li>6. Discuss features of tropical continental climatic zones</li> <li>7. Illustrate what is found in tropical marine zones</li> <li>8. Differentiate between temperate grasslands and cold temperate zones</li> </ol>	<p>Design Junkanoo costumes inspired by the flora &amp; fauna or by the cultural elements of different climate zones.</p> <p>Create junkanoo inspired instruments using materials typical of specific climate zones. E.g. drums from animal skins from arid zones.</p> <p>Compare Junkanoo celebrations with festivals from different climate zones. E.g carnival in Brazil, ice festival in Canada.</p> <p>Categorize the types of musical instruments used in Junkanoo. Reflect on the categorization used for various climatic types</p>	<p><a href="#">explained/climate-zones</a></p> <p><a href="https://crestwoodpark.sch.life/Files/Download/23e483cd-3eeb-4a17-a1f4-7a544f2d7037/d783ef74-46f7-4d13-99b0-85340118a098/World%20Climate%20Zones%20Presentation.pdf">https://crestwoodpark.sch.life/Files/Download/23e483cd-3eeb-4a17-a1f4-7a544f2d7037/d783ef74-46f7-4d13-99b0-85340118a098/World%20Climate%20Zones%20Presentation.pdf</a></p> <p>43f81e8c036748cfb24bb9448cfde6f5.ppt</p> <p>climate zones explained (explainity® explainer video)</p> <p>Junkanoo - Grand Bahama Museum</p> <p>Celebrate Junkanoo Bahamas   Call Hurricane Hole Marina Today</p> <p>Bring in a builder to show students how to construct</p>
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				<p>costumes (virtual instruction can be considered)</p> <p>Samples of musical instruments</p>
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**SUBJECT: GEOGRAPHY**

**GRADE: 12**

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Pacing Guide)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week:1 January 6-10, <b>2025</b>	<b>Trade types, blocs/agreements- CARICOM, CSME, EU</b>	<ol style="list-style-type: none"> <li>1. Define the words “trade”, “battering”, “import” and “export”</li> <li>2. Summarize a brief history of trade around the world</li> <li>3. Explain the term ‘balance of</li> </ol>	Determine whether Junkanoo when exported to other countries is a form of “invisible trade’	National Pacing Guide, Notebook, pen Video presentation of Junkanoo parade in Atlanta

		<p>trade”</p> <ol style="list-style-type: none"> <li>4. Calculate balance of trade</li> <li>5. Differentiate between visible and invisible trade</li> <li>6. Compare and contrast domestic and foreign trade</li> <li>7. Discuss tariffs, quotas and trade blocs</li> <li>8. Identify trade blocs in The Bahamas</li> <li>9. Examine the role of Caricom as a trading bloc</li> <li>10. Argue whether CSME is beneficial to all countries in the region</li> <li>11. Summarize the role of the European Union as a trading bloc</li> <li>12. Evaluate the advantages and disadvantages of trade blocs</li> </ol>		USA, Dubai
<p>Week:2 January 13-17, <b>2025</b></p>	<p><b>Population:Distribution, &amp; Density</b></p>	<ol style="list-style-type: none"> <li>1. Define the word “population”</li> <li>2. State the six main characteristics of a population</li> <li>3. Explain how a population is distributed</li> <li>4. Calculated population density of an area</li> <li>5. Review how population is distributed in the Caribbean</li> <li>6. Examine factors that causes changes in population</li> <li>7. Differentiate between physical, social and economic characteristics of a population</li> <li>8. Assess factors that affect</li> </ol>	<p>Discuss which Junkanoo groups are usually densely populated, moderately populated and sparsely populated</p>	<p>Notebooks, pens, Junkanoo groups can be placed under the three headings: densely, moderately and sparsely populated</p>

		population distribution		
Week:3 January 20-24, <b>2025</b>	<b>Population:Calculating Density</b>	<ol style="list-style-type: none"> <li>1. Define population density</li> <li>2. Compare sparsely to moderately densely populated areas</li> <li>3. Show how to calculate population density</li> <li>4. Argue whether population density is not a good indicator for development</li> <li>5. Distinguish between birth and death rates, natural increase and natural rate</li> <li>6. Calculate the birth, death, fertility, natural and rate of natural increase of a country's population</li> </ol>	Calculate the population density of Junkanoo groups	Notebook, pens, Total number of Junkanoo members per group, length of Bay Street
Week:4 January 27-31, <b>2025</b>	<b>Population:Growth, Structure</b>	<ol style="list-style-type: none"> <li>1. Define population growth and net migration</li> <li>2. Discuss the Malthusian theory and the relationship with population growth</li> <li>3. Identify and label features on the demographic transition model</li> <li>4. Differentiate between over population and underpopulation</li> <li>5. Explain the importance of a population pyramid</li> <li>6. Construct and interpret the population pyramid</li> <li>7. Examine factors that contribute</li> </ol>	Construct a population pyramid to show the make-up of a large Junkanoo group	Template of population pyramid, Notebooks, pens

		<p>to population growth in The Bahamas</p> <ol style="list-style-type: none"><li>8. Illustrate problems created by over population and under population</li><li>9. Suggest mitigation strategies that can help control a country's population</li></ol>		
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