



Draft Curriculum Framework for Belizean Studies

Introductory Sections

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Definition and Scope of Belizean Studies

- 1.1 Belizean Studies is a four-year secondary-level program designed to be scheduled for a minimum of two hundred teaching minutes per week.
- 1.2 Belizean Studies focuses on the geographical space contained within and culturally connected to Belize. It uses techniques and concepts of anthropology, geography, history, philosophy, literature and sociology to explore the environmental, political, economic, social, cultural and technological origins and development of Belize in a global context.

Aim of Belizean Studies

- 2.1 Belizean Studies will increase understanding of how people's interactions with each other and the environment have and continue to shape Belize.

Philosophical Orientation of Belizean Studies

- 3.1 Belizean Studies promotes the ideal that all individuals, groups and communities should actively demonstrate their commitment to sustainable development, human rights, democracy, equity and justice. This requires individuals empowered by an enhanced social, political, cultural and spiritual consciousness who recognize no single national, ethnic, linguistic, religious, social or cultural group as inherently superior to any other and who believe that no nation, society or individual is entirely in control of its own destiny but that all must collaborate with the rest of the world if they are to thrive.
- 3.2 Belizean Studies assumes that individuals continually construct knowledge as they interact with their environment. Since it is constructed, knowledge can and should be continually created and re-shaped as new evidence becomes available or existing evidence is reinterpreted. The role of the teacher, therefore, includes encouraging each new generation of students to actively challenge the assumptions of those that came before through rational and critical discourse.
- 3.3 Belizean Studies prioritises individual and group enquiry that aims to empower students to apply modern and traditional technology to complete practical tasks in real world contexts. These tasks should lead students to adopt a questioning approach to acquire information, provoke discussion and challenge assumptions as they create, explore and communicate multiple perspectives about the past, present and future.

Goals and Objectives of Belizean Studies

- 4.1 Belizean Studies will contribute to the achievement of the National Goals of Education for Belize.
- 4.2 Specifically, by the end of the program, students will:
- (i) value their own and others' national and cultural identities;
 - (ii) have reflectively engaged in the creation of a personal ethical and moral sense of being;
 - (iii) embrace the principles of sustainable development;
 - (iv) be motivated to promote equity, human rights, the principles of law and justice for all;
 - (v) have the capacity to use technology for productive academic, social, cultural and economic purposes;
 - (vi) be developing competencies that will enable them to negotiate the increasingly complex and dynamic global environment in which they live and work;
- 4.3 The objectives of Belizean Studies are that, by the end of the program, students will be able to:
- (i) communicate a personal ethical code by exploring and reflecting on diverse social, religious, philosophical, and cultural concepts;
 - (ii) explain the importance of respecting the needs, aspirations, beliefs and lifestyles of people, irrespective of their ethnicity, origin, nationality, gender, belief-system or socio-economic group;
 - (iii) identify a range of perspectives about an issue or topic;
 - (iv) communicate, in a logical, structured manner, an informed personal opinion about current or past events;
 - (v) apply traditional and modern forms of technology to research, organize and communicate ideas;
 - (vi) explain key concepts related to the disciplines of history, geography, anthropology and sociology;
 - (vii) describe the connections between important local, regional and global people, places and events that have shaped current Belizean identities;
 - (viii) experience empathy for the past and present experiences of the people of Belize and the world;
 - (ix) explain the role that environmental features and the actions of individuals, groups and communities have played and continue to play in the development of Belize and the world;
 - (x) describe cause and effect, change, continuity and recurring patterns in the history and geography of Belize and the world;
 - (xi) extract relevant and useful information from a range of written, spoken, graphical, artefactual and digital sources including material objects, historical documents, extended prose texts, maps, data tables, graphs and oral testimony;
 - (xii) extract relevant and useful information from visits to and interactions with historical and geographical sites and cultural spaces.

Content Overview

- 5.1 Belizean Studies is divided into eight strands. Each strand is divided into four units, one for each grade level. Each unit is designed for approximately four weeks of teaching at two hundred minutes per week.
- 5.2 Each strand has a title and one or more big questions. These are as follows:

	Strand	Big Questions
1	What is Belizean Studies	How do we study Belize?
2	Identity and Beliefs	What does it mean to be Belizean? How do belief systems affect us?
3	Origins	Where did we come from?
4	Transformations and Connections	What are humanity's big turning points? What role does Belize play in the world?
5	Development and the Environment	How can all Belizeans thrive, now and in the future?
6	Sovereignty	Why is Belize an independent nation-state?
7	Society and Governance	How can we live together in harmony? How does power function in Belize?
8	Empowerment and Leadership	Who creates change? How can we make change?

5.3 The goals and objectives of Belizean Studies will be mapped to the above strands to ensure students have the opportunity to acquire cognitive, socio-emotional and behavioral knowledge, skills and attitudes.