



Curriculum Framework for Belizean Studies

For Use in 2020-2021

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 promotes the development of a concept of Belizean-ness based on the aspirations of a diverse and multi-cultural population to live and prosper peacefully and sustainably in a country with a rich history and ecology. Belizean studies assumes that this Belizean-ness is being continually constructed by its citizens in a process that mediates concepts individual identity, human rights and the nation-state within local, regional and global relationships. These relationships are dominated by strong cultural and geographic links with Central America and the Caribbean and the historical situation of Belize in an interdependent Atlantic system that includes Mesoamerica, North America, Europe, West Africa and South America. Belizean-ness is also shaped by increasing interactions with the people and cultures of the entire world. Belizean studies, therefore, aims to contribute to a journey in nationhood made by highly conscious, deeply committed and permanently engaged citizens willing and able to strive for a future premised on the continuous improvement of the quality of life for all its people.
- 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;



Quality Assurance & Development Services

Belizean Studies Pilot Program
Secondary Schools Curricula
Quality Assurance and Development Services
Ministry of Education, Youth, Sports and Culture



- (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? What connects humanity and nature?
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.



First Form Learning Outcomes

FIRST FORM FIRST SEMESTER

What is Belizean Studies (3-4 Weeks)

Big Question: How do we study Belize?

Unit Title: Studying Belize

- 1.1 Identify big questions facing Belize today.
- 1.2 Identify primary and secondary sources of information that can be used to study past and present human activities. **
- 1.3 Explain how evidence can be evaluated in terms of how useful, trustworthy and reliable it is.
- 1.4 Describe the main cities and towns and selected villages of Belize.
- 1.5 Identify the main inland, coastal and marine features of Belize.
- 1.6 Identify the approximate latitude and longitude of Belize and the exact coordinates of specified places within it.
- 1.7 Describe the location of Belize relative to other places in the region and the wider world.

Identity & Beliefs (3-4 Weeks)

Big Questions: How do belief systems affect us? What does it mean to be Belizean?

Unit Title: Origin Stories

- 2.1 Identify some attributes that shape a person's identity, such as gender, ethnicity, class, socio-economic status, religious beliefs, language, moral code, disabilities that they are living with, place of origin and so on.
- 2.2 Identify the various community, ethnic, linguistic, social and economic groups that exist in Belize.
- 2.3 Explain how one or more indigenous groups associated with Belize explained their origins.
- 2.4 Compare how various ancient civilizations explained the origins and development of the universe, the earth, life and early technologies.

Origins (3-4 Weeks)

Big Question: Where did we come from?

Unit Title: Scientific Theories of the Origins and Evolution of Life on Earth

- 3.1 Describe the main scientific theory related to the formation of the universe and of Planet Earth.
- 3.2 Describe the main scientific theories related to the origins and evolution of life on Earth.
- 3.3 Describe the evidence used to demonstrate the existence of different species of humans in the distant past.
- 3.4 Differentiate between the genera and species of humans that have been identified.
- 3.5 Describe how early humans used fire and developed tools and other technology.
- 3.6 Describe the spread of humans from Africa to the rest of the world, including how, when and why humans first arrived in, and then spread through, the Americas.

Transformations and Connections: Civilization's Sparks (3-4 Weeks)

Big Questions: What were humanities big turning points? What role does Belize play in the world?

Unit Title: The Ancient Maya World of Belize

- 4.1 Identify major geographical features of the Mesoamerican area including the northern and southern lowlands and highlands and the Pacific coastal plain.
- 4.2 Identify the main techniques used by archaeologists to investigate ancient Maya civilization.
- 4.3 Describe how the development of agriculture and the exploitation of resources and technology contributed to the emergence of settlements such as Cerros, Lamanai, Cuello and Colha in the pre-classic period.
- 4.4 Explain the connections between city states in the classic period, such as Caracol, Xunantunich or Lamanai and the wider Maya region.
- 4.5 Describe the characteristics of a selected Maya city such as Lamanai, Santa Rita, or another site in the post classic period, in Belize.
- 4.6 Describe the ways in which Maya civilization in Belize both changed and remained the same after the end of the classic period.

FIRST FORM SECOND SEMESTER

Development and the Environment (3-4 Weeks)

Big Question: How can all Belizeans thrive now and in the future?

Unit Title: The Physical Geography of Belize

- 5.1 Identify the ecological, climatic and tectonic regions that Belize is part of.
- 5.2 Compare the physical geography of Belize with that of at least one other country in either Central America or the Caribbean.
- 5.3 Explore the concept of sustainable development.
- 5.4 Discuss Belize's progress towards achieving sustainable development goals in relation to poverty reduction, education and health.



Quality Assurance & Development Services

Belizean Studies Pilot Program
Secondary Schools Curricula
Quality Assurance and Development Services
Ministry of Education, Youth, Sports and Culture



- 5.5 Investigate the impact of and potential responses to an environmental threat to the present and future development of Belize.

Sovereignty (3-4 Weeks)

Big Question: Why is Belize an Independent Nation State?

Unit Title: Nationhood

- 6.1 Discuss what it means to be Belizean
- 6.2 Explain what determines whether an area is a state, country, nation or region.
- 6.3 Explain, with reference to specific examples from the Caribbean and the wider world, the differences between colonies, dependent territories, self governing or autonomous regions and independent states.
- 6.4 Describe the characteristics of Belize that define it as an independent, sovereign state.
- 6.5 Discuss the role that self-determination has and continues to play in defining Belize as an independent, sovereign state.

Society and Governance (3-4 Weeks)

Big Questions: How can we live together in harmony? How does power function in Belize?

Unit Title: The People and Government

- 7.1 Explore how the citizens and residents of Belize can show responsibility for their own and other people's wellbeing.
- 7.2 Describe various ways in which people interact with government in order to carry out their responsibilities as citizens and to have their needs met.
- 7.3 Describe the responsibility of government to support individuals and groups in society, for example by providing protective services, creating jobs, maintaining law and order and providing social services.
- 7.4 Discuss whether the government is carrying out its functions effectively using information from the media, published statistics and other sources.

Empowerment and Leadership (3-4 Weeks)

Big Questions: Who creates change? How can we make change?

Unit Title: The Power of Rights

- 8.1 Explain the rights of every person in Belize as outlined in the Constitution of Belize.
- 8.2 Discuss how some people's enjoyment of their rights can be impacted by attributes such as their skin colour, ethnicity, gender, level of education, health status, disabilities that they are living with, and financial situation.
- 8.3 Explore the actions individuals or groups can take, or have taken, to protect their own rights or those of others.
- 8.4 Investigate the life, characteristics and reasons for effectiveness of a selected leader from the local community who has acted to protect or strengthen people's rights.
- 8.5 Discuss the characteristics of strong and effective leaders.



Second Form Learning Outcomes

SECOND FORM FIRST SEMESTER

What is Belizean Studies (3-4 Weeks)

Big Question: How do we study Belize's environment?

Unit Title: Studying the Environment

- 9.1. Identify big environment related questions that Belize is facing. **
- 9.2. Explore various sources of information that can be used to study the environment. **
- 9.3. Explain how evidence can be used to evaluate how true a statement is.
- 9.4. Describe the topography of Belize.
- 9.5. Explain how the physical geography of a selected location in Belize influences where people live and how they work.**
- 9.6. Describe the present day demography of Belize.

Identity & Beliefs (3-4 Weeks)

Big Questions: How do belief systems affect us? What does it mean to be Belizean?

Unit Title: Beliefs and Behaviours in Modern Belize - Language, Culture and Identity

- 10.1. Explore how Belizeans use and switch between languages and the impact this might have on their identity.
- 10.2. Compare and contrast how traditional beliefs and cultural practices such as marriage, death rites and rites of passage occur in at least two ethnic groups.
- 10.3. Explore how beliefs and cultural practices of a specified ethnic group are changing.
- 10.4. Explain how changes in language, beliefs and cultural practices are reshaping concepts of ethnic and national identity in modern Belize.

Origins (3-4 Weeks)

Big Question: Where did we come from?

Unit Title: Change, Continuity and the Arrival of Europeans in the Americas

- 11.1 Explain the reasons that first brought Europeans to the Americas.
- 11.2 Examine the impact of the arrival of the Europeans on the indigenous inhabitants of the Caribbean, Mexico and Central America up to 1600.
- 11.3 Explain the reasons that first brought people from Britain and Spain to Belize.
- 11.4 Describe the impact of Spanish and British activities throughout the territory of Belize on its indigenous inhabitants up to 1821.

Transformations and Connections (3-4 Weeks)

Big Questions: What were humanities big turning points? What role does Belize play in the world?

Unit Title: Belize in the Atlantic System Up to 1838

- 12.1 Explain what it means to be enslaved.
- 12.2 Outline the geographic and economic features of the Trans-Atlantic trade system up to 1807.
- 12.3 Describe the occupations, treatment and family life of enslaved people in Belize up to 1838.
- 12.4 Describe colonial practices designed to control the inhabitants of Belize up to 1838.
- 12.5 Examine the methods used by enslaved peoples in Belize to resist enslavement and improve their living and working conditions.

SECOND FORM SECOND SEMESTER

Development and the Environment (3-4 Weeks)

Big Question: How can all Belizeans thrive now and in the future?

Unit Title: The Impact of Climate Change on Belize and the World

- 13.1 Explain the concept of climate change.
- 13.2 Explore the human and natural causes of climate change.
- 13.3 Examine the impact climate change is already having on the weather, agriculture, tourism, marine and terrestrial environments and individual life.
- 13.4 Investigate the impact of climate change on future development of Belize.
- 13.5 Suggest actions individuals, the community and government have implemented and can implement in minimizing the impact of climate change.

Sovereignty (3-4 Weeks)

Big Question: Why is Belize an independent nation-state?

Unit Title: How did Belize get its borders up to 1893?

- 14.1 Review the concepts of nation, state and nation-state.
- 14.2 Outline the attempts by Spain to limit the activities of the British settlers through the treaties, military and other actions up to 1821.
- 14.3 Outline the main reasons why Spain was unable to exercise effective control over Belize from 1500 to 1800.



Quality Assurance & Development Services

Belizean Studies Pilot Program
Secondary Schools Curricula
Quality Assurance and Development Services
Ministry of Education, Youth, Sports and Culture



14.4 Examine the articles of the 1859 Treaty and investigate its significance in defining the southern and western borders of Belize.

14.5 Investigate the significance of the 1893 Treaty in defining the northern borders of Belize.

Society and Governance (3-4 Weeks)

Big Question: How can we live together in harmony and how does power function in Belize?

Unit Title: The rights and security of the citizen in democratic Belize

15.1. Discuss the implications of the clauses of the preamble of Belize's constitution.

15.2. Examine the ways in which one individual's exercise of rights may infringe on the rights of others and may conflict with national development.

15.3. Investigate the actions of the government and NGO's in advocating for and implementing policies that protect the rights of vulnerable groups in Belize.

15.4. Investigate actions individuals or groups can or have taken to promote social cohesion, for example through volunteerism, charities, foundations, philanthropy, advocacy and so on.

15.5. Explore the role the individual can play in helping the state maintain citizen security.

Empowerment and Leadership (3-4 Weeks)

Big Question: Who creates change and how can we make change?

Unit Title: Community and Grassroots Leadership

16.1 Identify a range of individuals and groups in society that are leading efforts for positive change.

16.2 Describe ways in which students can create change.

16.3 Investigate how the actions of a specified individual or group in the community has led to successful, meaningful change.

16.4 Suggest strategies that can be used to address the challenges individuals or groups may face in creating change.



Third Form Learning Outcomes

THIRD FORM FIRST SEMESTER

What is Belizean Studies (3-4 Weeks)

Big Question: How do we study Belize?

Unit Title: Studying the Population

- 17.1. Describe the population of Belize using data from the Statistical Institute of Belize and other sources.
- 17.2. Compare data from Belize related to births, religion, marriages, deaths, population growth and population density with data from other countries in Central America and the Caribbean.
- 17.3. Analyse short term and long term trends in Belize's population data.
- 17.4. Explain how population data is used.
- 17.5. Explain the importance of quantitative data in the social sciences.

Identity & Beliefs (3-4 Weeks)

Big Questions: How do belief systems affect us? What does it mean to be Belizean?

Unit Title: Religions of the Modern World

- 18.1. Outline the worldwide geographical distribution and size of Buddhism, Christianity, Hinduism, Islam and Judaism.
- 18.2. Outline the origins, historical development and main beliefs of any two of the world's major religions.
- 18.3. Explore the impact Christianity has had on the social and cultural development of Belize.
- 18.4. Investigate the continuing influence of indigenous and African religions in Belize and the modern world.

Development and the Environment (3-4 Weeks)

Big Question: How can all Belizeans thrive now and in the future?

Unit Title: Disaster Risk Management

- 19.1. Explain the concepts of disaster risk preparedness, reduction, response and recovery.
- 19.2. Outline the roles and responsibilities of Belize's government, other countries and international agencies in disaster risk management.
- 19.3. Outline the roles and responsibilities of individuals and civil society groups in disaster risk management in Belize.
- 19.4. Analyse the vulnerabilities and state of preparedness of the community where the school is situated to natural and man-made disasters.
- 19.5. Analyse the vulnerabilities and potential responses of an economic sector such as agriculture or tourism to natural and man-made disasters.

Origins (3-4 Weeks)

Big Question: Where did we come from?

Unit Title: How and Why People Migrated to Belize after 1800

- 20.1. Describe, using an annotated timeline or world map, the major movements of people into Belize between 1800 and the present day.
- 20.2. Explain the causes and impact of the migration into Belize of one group from each of the following time periods: 1800-1900, 1900-1980 and 1980 to the present day.
- 20.3. Compare the causes, size and impact of two migrations into Belize from the same time period.
- 20.4. Analyse the impact migration has had on the economy, society and culture of Belize since the Year 2000.
- 20.5. Explain the causes and impact of the migration of Belizeans to the United States.

THIRD FORM SECOND SEMESTER

Transformations and Connections: Civilization's Sparks (3-4 Weeks)

Big Questions: What were humanities big turning points? What role does Belize play in the world?

Unit Title: The Causes, Course and Impact of the Caste War

- 21.1. Describe one major political, one economic and one social cause of the Caste War of the Yucatan.
- 21.2. Outline the major events of the Caste War of the Yucatan between 1847 and 1901.
- 21.3. Discuss reasons why the Yucatan state and the Mexican federal government were not able to defeat the Maya rebels until 1901.
- 21.4. Discuss one political, one economic and one social impact of the Caste War of the Yucatan on Belize.
- 21.5. Evaluate the gains and losses of the Maya that resulted from the Caste War of the Yucatan.

Sovereignty (3-4 Weeks)

Big Question: Why is Belize an Independent Nation State?

Unit Title: Self-Determination and Nationalism

- 22.1. Define "self-determination" as the right of all peoples to determine their own economic, social cultural and political development.



Quality Assurance & Development Services

Belizean Studies Pilot Program
Secondary Schools Curricula
Quality Assurance and Development Services
Ministry of Education, Youth, Sports and Culture



- 22.2. Investigate the factors that spurred rising political consciousness among the working class of Belize at the dawn of the 20th century, with particular focus on the influence of Garveyism and the causes of the 1919 riot.
- 22.3. Assess the achievements and limitations of the labour movement from the 1930s into the 1940s, how it facilitated popular political participation and how it laid a foundation for the Belizean nationalist movement.
- 22.4. Examine the conditions which contributed to the founding of political parties and the Belizean nationalist movement in the 1950s and 1960s, and what actions the nationalist leaders took between 1950 and 1964 to challenge colonial power and achieve their own political objectives.
- 22.5. Analyse the role of self-governing Belize in the context of the Guatemalan territorial claim and the fight for Independence between 1961 and 1972.

Society and Governance (3-4 Weeks)

Big Questions: How can we live together in harmony? How does power function in Belize?

Unit Title: Institutions and Groups

- 23.1. Outline the characteristics and purpose of primary and secondary, formal and informal groups.
- 23.2. Explain the characteristics of institutions.
- 23.3. Investigate the functions of religious, political, recreational, economic and educational institutions.
- 23.4. Describe the requirements for cohesion in groups and institutions.
- 23.5. Evaluate the role that civil society groups play in shaping Belize's national development.

Empowerment and Leadership (3-4 Weeks)

Big Questions: Who creates change? How can we make change?

Unit Title: National and Regional Leaders

- 24.1. Describe the activities of individuals in different sectors of society, who are leading efforts for positive change at a national level in the present day.
- 24.2. Investigate the life and times of at least one person who has had a major influence on the development of Belize at a national level.
- 24.3. Evaluate the strategies and impact of one person who has had a major influence on the development of either Central America or the Caribbean.