Learning Outcomes for Social Studies -- Landforms and Locations

Infant 1: The World, Our Home
1.1 Explain that a globe is a model of the earth.
1.2 Find Belize on a globe and on the map of the world.
1.3 Identify the continents and oceans on a globe and world map.
1.4 Identify, on a globe and a map of the world, the north pole, south pole, the equator and the directions north, south, east and west.
1.5 Using pictures, videos or other sources of information, identify the different types of animals that live on different continents.

Infant 2: Planet Earth
2.1 Explain how the rotation of the earth causes day and night.
2.2 Describe how the moon changes appearance during the course of a month.
2.3 Describe the solar system as containing a sun surrounded by the planets, including the earth, and other objects.
2.4 Describe, with the aid of diagrams, how the earth orbits the sun once every year.

Standard 1: Belize and the World
3.1 Use pictures to provide a description of the animals and plants found in each part of Belize.
3.2 Use pictures to provide a description of the animals and plants of countries in different parts of the world.
3.3 Compare Belize to other countries in the region, for example by looking at maps or comparing their people, size, main languages, capital cities or vegetation.
3.4 Apply the concepts of north, south, east and west to a globe, map of Belize, the classroom, playground and local community.
3.5 Identify and name some of the world's major countries on a globe and map of the world.
3.6 Use a map of Central America to locate Belize and identify the other countries.
3.7 Create a map of Belize, that has symbols and compass points, showing its districts, major towns, highways and other features.

Standard 2: Landforms
4.1 Describe various landforms found in Belize, including named examples of mountains, hills, cave systems, cayes and lowland areas.
4.2 Describe the main types of vegetation that are found in each district of Belize.
4.3 Describe, in detail, the size, shape and structure of a local landform.
4.4 Use gridlines on a world map to identify the location of specified high mountains, major volcanoes, arctic regions and deserts.
4.5 Create a map of Belize that uses symbols to identify mountains, caves, cayes, lakes and lagoons and other physical features.
4.6 Create a map of their local community that includes grid-lines, symbols and compass points.
Learning Outcomes for Social Studies -- Landforms and Locations

Standard 3: Inland Water Bodies
5.1 Describe the main features of various inland water bodies, including rivers and streams, lakes, lagoons and waterfalls.
5.2 Identify at least ten different inland water bodies on a map of Belize.
5.3 Place some major inland water bodies on a blank map of the world, for example, the Amazon, Orinoco, Nile and Yellow Rivers, the Victoria and Niagara Falls, the U.S. Great Lakes.
5.4 Describe, using words, pictures and diagrams, the features of a local water body.
5.5 Describe some ways in which humans use inland water bodies for their own purposes.

Standard 4: Belize's Coastal Zone
6.1 Describe some major features of Belize's coastline including beaches, mangroves, saltwater lagoons, cayes and the barrier reef.
6.2 Describe how humans use the sea as a resource, including for fishing and tourism.
6.3 Create a map that shows Belize's barrier reef, including some of the associated marine reserves, natural monuments and national parks.
6.4 Explain how the barrier reef was formed and how it is threatened by natural forces and human activity.
6.5 Describe, using diagrams, why tides exist and how and why they vary on a daily and seasonal basis.
6.6 Identify actions and laws that can help protect Belize's coastline and barrier reef from damage caused by natural forces and human activity.
6.7 Describe an organization that works to protect and manage Belize's coastline, seas or barrier reef.

Standard 5: The Belizian Landscape
7.1 Describe how the physical features of the Belizian landscape vary from one region to another.
7.2 Investigate, using maps and other sources of information, the types of rocks and soil found in the local area and in other parts of Belize.
7.3 Explain how caves and features such as stalactites, stalagmites and sink holes form in limestone regions.
7.4 Describe the formation, structure and shape of one feature of the local landscape.
7.5 Describe one local river system, including its watershed, source, tributaries, length, path, waterfalls, rapids, meanders and mouth.
7.6 Identify some ways in which the Belizian landscape is being changed by naturally occurring erosion.
7.7 Identify some ways in which the Belizian landscape is being changed by human activities.

Standard 6: Plate Tectonics
8.1 Explain, with supporting illustrations, how the earth is composed of an inner core, an outer core, mantle and crust.
8.2 Investigate the different types of volcanic eruptions and how volcanoes shape the landscape.
8.3 Describe the impact of a recent or historical earthquake.
8.4 Label the major tectonic plates, as well as the Nazca and Caribbean Plates on a map of the world.
8.5 Describe using diagrams, how tectonic plates move.
8.6 Explain how the movement of tectonic plates can cause earthquakes and volcanic eruptions.
8.7 Explore, using a sequence of maps, how the earth’s major landmasses have moved, over a period of hundreds of millions of years, due to plate tectonics.
Learning Outcomes for Social Studies -- Weather and Climate

Infant 1: Our Weather
9.1 Use the terms wet, dry, warm, cold, windy, sunny and cloudy when talking about the weather.
9.2 Match pairs of pictures according to the weather conditions they show.
9.3 Draw pictures showing different weather conditions.
9.4 Describe how people protect themselves when it is hot, cold or windy, including the use of hats and sunscreens to protect the skin.
9.5 Discuss the impact of the weather on human activities.
9.6 Identify hurricanes and tropical storms as dangerous storms that can cause damage.
9.7 Record, using pictures and words the weather at the same time every day for at least a week.

Infant 2: Observing and Recording Weather
10.1 Deliver a short oral report on the day's weather based on personal observation of weather conditions.
10.2 Explain which type of weather they like the most and least.
10.3 Observe the effects of the changes caused by changes in the sun's position in the sky at various points during the day.
10.4 Record the weather every day over a short period of time on a weather chart that has words, symbols and numbers.
10.5 Create a chart containing words and symbols that predicts the weather for the next day.
10.6 Describe hurricanes and the damage they can do after observing pictures, watching videos or reading texts.

Standard 1: Weather Patterns and Seasons
11.1 Describe the water cycle using words such as condensation, evaporation and precipitation.
11.2 Compare Belize's pattern of wet and dry seasons with the four seasons found in temperate regions such as the U.S.A. and Europe.
11.3 Compare Belize's climate with the climate in some other parts of the world.
11.4 Extract information about average rainfall and temperature in Belize for each month from maps, graphs and charts.
11.5 Create maps and charts that show differences in average rainfall and temperature for each month in Belize.
11.6 Role-play or write a script for a radio or television weather forecast.
11.7 Identify the starting date, the peak months for Belize and the ending date of the hurricane season, as well as the current hurricane names and the meaning of the hurricane warning flags used in Belize.

Standard 2: Belize's Climate
12.1 Explain the difference between weather and climate by referring to precipitation, temperature, sunshine, winds, mist, fog and storms.
12.2 Investigate Belize's annual temperature, rainfall and wind patterns using maps and other sources of data.
12.3 Explain why some crops can and others cannot easily be grown in Belize.
12.4 Discuss the advantages and disadvantages of Belize's climate.
12.5 Investigate, using weather maps and other data, the climatic difference between the northern and southern coastal, inland and mountain regions of Belize.
12.6 Explain how Belize's latitude, coastal location and topography influence its climate.
12.7 Create a map of the North Atlantic and Caribbean that shows the areas where hurricanes often form and the paths they usually take.
Learning Outcomes for Social Studies -- Weather and Climate

Standard 3: Climate and Time Zones
13.1 On a blank map of the world, label lines of longitude and latitude, the equator, prime meridian, international date line, tropics of Cancer and Capricorn and the polar circles.
13.2 Identify the polar, temperate and tropical climate zones of the earth using maps and other data.
13.3 Investigate a region of the world that has extreme weather, for example, very high or low temperatures or rainfall or dangerous storms.
13.4 Explore the connections between climate and vegetation in different parts of the world.
13.5 Explain, in terms of the tilting of the earth as it orbits the sun, why the areas north and south of the tropics have four seasons.
13.6 Explain why the area within the tropics experiences year round warm temperatures and annual patterns of wet and dry.
13.7 Explain how time zones and the international date line function and why they exist.

Standard 4: Storms and Weather-Related Disasters
14.1 Describe the weather-related natural disasters that might affect Belize, including storms, floods, droughts, forest fires and tsunamis.
14.2 Describe the differences between the different categories of hurricane on the Saffir-Simpson scale.
14.3 Describe the features of a tropical storm or hurricane system including the eye, eye-wall, outer bands and atmospheric conditions.
14.4 Plot the path of a tropical storm or hurricane on a map using latitude and longitude coordinates given in a weather forecast or hurricane advisory.
14.5 Investigate the impact of a tropical storm or hurricane that made landfall in Belize.
14.6 Create a family disaster preparedness plan.
14.7 Investigate the role of the National Emergency Management Organization and the National Metrological Service of Belize during natural disasters.

Standard 5: Winds
15.1 Investigate the strength and direction of the wind in different parts of the school compound using devices made from re-used household materials.
15.2 Explain the wind cycle, including why, along Belize’s coast, there is often a sea, or onshore, breeze in the morning and a land, or offshore, breeze in the evening.
15.3 Describe the location and characteristics of the tropical windbelt.
15.4 Describe how the strength and direction of the prevailing winds that affect Belize and how they typically change throughout the year.
15.5 Explain the differences between tropical waves, tropical depressions, tropical storms and hurricanes.
15.6 Describe the categories, sustained wind speeds and effects outlined in the Saffir-Simpson scale.
15.7 Investigate how the level of destruction of a tropical storm or hurricane is influenced by wind speed, rainfall amounts, rate of forward motion and other factors.
Learning Outcomes for Social Studies -- Weather and Climate

Standard 6: Climate Change and Severe Weather Events

16.1 Explore how severe weather can cause disasters, including floods, wind damage, forest fires, landslides, water shortages and drought.

16.2 Describe the impact of a severe weather event that occurred in Belize or another country.

16.3 Describe how individuals and families can prepare for and aim to reduce the impact of floods, droughts, forest fires and storms.

16.4 Describe the roles of national, city, and village emergency management organizations in preparing for and responding to floods, droughts, forest fires and storms.

16.5 Explain the causes of man-made global warming.

16.6 Investigate some of the expected impacts of global warming, including a rise in sea levels and increased frequency of severe weather events.

16.7 Investigate actions that can be taken by individuals, industries and governments to slow down global warming.
Learning Outcomes for Social Studies -- Managing Resources

Infant 1: Our Resources
17.1 Compare things that are part of nature with those that are man-made.
17.2 Explain that natural resources come from nature, for example from plants, animals, soils, rocks, air, water and the sun.
17.3 Explain how people use resources for food, to make things and for other uses.
17.4 Explain how natural resources are used by plants and animals.
17.5 Describe the different ways that water is used in the home.
17.6 Identify some ways in which people could use fewer resources.

Infant 2: Tourism
18.1 Recognize a tourist as anyone who takes a relatively short trip from his or her home for pleasure.
18.2 Identify reasons why many people like to visit Belize as tourists.
18.3 Identify a major tourism activity or destination in each of Belize's six districts.
18.4 Investigate how tourists travel from one place to another.
18.5 Identify some places that tourists to Belize come from, using a map of the world.
18.6 Identify some types of jobs created by tourism.

Standard 1: Protecting Resources
19.1 Describe the use of natural resources in the community.
19.2 Use pictures and maps to identify various types of natural vegetation found in different areas of Belize.
19.3 Investigate how their home uses water and how it could use less.
19.4 Explain how resources can be conserved through reduction in their use, re-use and recycling.
19.5 Explain the importance of protecting and conserving natural resources.
19.6 Promote, in their homes or school, the conservation of resources through one of the following: reduction, re-use and recycling.
19.7 Investigate the location and main features of a selected national park.

Standard 2: Classifying Resources
20.1 Create a map of Belize showing where various resources can be found.
20.2 Investigate the natural resources that can be found in the local community or district.
20.3 Apply the terms renewable, non-renewable, exhaustible and inexhaustible to natural resources.
20.4 Differentiate between resources that come from living things, including living plants and animals and fossil fuels, and those that come from non-living things, including the sun, land, air, water, minerals and metals.
20.5 Describe, in detail, the human uses of a selected natural resource.
20.6 Classify Belize's man-made resources under a variety of headings, including transportation, communication and industry.
20.7 Identify the different ways that resources are used in Belize to generate electricity.
Learning Outcomes for Social Studies -- Managing Resources

Standard 3: Conservation and Preservation of Resources

21.1 Discuss how land, air and water can be polluted and how they can be protected from pollution.
21.2 Explain the terms conservation, preservation and sustainable development, giving examples and the reasons for their importance.
21.3 Identify the names, acronyms and main functions of a variety of organizations that aim to protect the environment in Belize.
21.4 Describe, in detail, the work of one organization that aims to protect the environment in Belize.
21.5 Describe some steps taken by the government to protect plant and animal resources, including forest and marine reserves, biological corridors, wildlife sanctuaries and hunting and fishing closed seasons and other policies.

Standard 4: Economic Activities

22.1 Apply the terms trade, exports and imports when describing economic activity.
22.2 Describe Belize's import and export trades, identifying the goods, services and countries involved.
22.3 Explain the importance of agriculture in the economy of Belize.
22.4 Investigate the production, processing and use of natural resources for a selected primary, secondary or tertiary industry.
22.5 Describe how resources in their community or district are used for economic activities.
22.6 Investigate the positive and negative impacts of economic activities in their community.
22.7 Apply the terms primary, secondary, tertiary, agricultural, extractive, manufacturing and service to local economic activities.

Standard 5: Tourism and Trade

23.1 Locate on a map, the main primary industries in Belize, for example, fishing, shrimp, citrus, banana, sugar, cacao and rice production, quarrying and oil extraction.
23.2 Investigate, using maps and other data, the characteristics, main activities and trade relationships of a selected Belizean primary or secondary industry.
23.3 Extract information from graphs and charts relating to Belize's international trade, for example levels of imports and exports by weight, volume or revenue generated, trade with different countries and regions, and so on.
23.4 Design an advertisement in the form of a brochure, poster, web-page or role-play to promote Belize as a tourist destination.
23.5 Classify tourism as local, regional or international, eco, adventure, sightseeing, cruise, beach, or by other categories.
23.6 Analyse trends in tourism data, for example, the changes in the numbers of cruise and overnight arrivals, the countries of origin of tourists, tourism employment and the income generated for the country.
23.7 Evaluate the impact tourism has on the environment.
Learning Outcomes for Social Studies -- Managing Resources

Standard 6: Resources and the Economy

24.1 Identify the causes and impact of deforestation in Belize and at least one other country.

24.2 Extract information from maps and other sources relating to Belize's transportation and communications infrastructure.

24.3 Create a map of Belize, using original symbols, that shows the location of Belize's natural resources and major economic activities.

24.4 Explain the relationship between location, natural resources, climate, landforms, soil-types and the economic activities of Belize.

24.5 Report on one Belizean industry, giving information about its history, location, production methods, use of natural resources, revenue, trade and so on.

24.6 Analyse trends in economic data over time, for example, in relation to imports, exports, levels of production, revenue, consumer prices, employment and so on.

24.7 Discuss ways in which Belize can develop economically while also protecting its environment.
Learning Outcomes for Social Studies -- Society and Culture

Infant 1: Families
25.1 Describe members of their family, including those that live in their house and those that don’t.
25.2 Identify the languages spoken at home by themselves and various members of their family.
25.3 Identify the ethnic group they belong to.
25.4 Present personal information, for example in a booklet, such as their age, height, gender, date of birth, their house, its address and their family members.
25.5 Draw a simple family tree showing three generations of their family.
25.6 Describe different types of family households including single parent, two parent and extended.

Infant 2: Communities
26.1 Describe the different types of buildings and public spaces that are found in their neighbourhood, including houses, schools, medical and community centres, stores, parks and businesses.
26.2 Identify the location of services such as police and fire stations, health facilities, schools, parks and community centres in their local communities.
26.3 Describe the jobs done by selected community workers such as nurses, doctors, police, BDF and coast guard officers, utility workers, teachers and so on.
26.4 Recognize the roles and duties of law enforcement officers in the community.
26.5 Depict, using words, maps or pictures how they get to school.
26.6 Describe responsible community behaviour such as keeping the streets clean, waiting patiently in a queue, being polite, crossing a road or street with care, keeping pets under control and so on.

Standard 1: Customs and Traditions
27.1 Create a map of Belize showing the location of the major settlements of the Maya, Garifuna, Mestizo, Mennonite, East Indian and Creole communities.
27.2 Compare and contrast the types of food, clothing, music and dance associated with each of Belize's major ethnic groups.
27.3 Discuss the oral traditions, proverbs, folklore, myths and legends of a selected ethnic group.
27.4 Describe the practices of a selected ethnic group in relation to births, deaths, marriages and other special occasions.
27.5 Explore similarities and differences between the types of food, clothing, music and dance commonly found in Belize with those found in at least one other country.

Standard 2: National Identity
28.1 Present information about Belize's national anthem, national flag and national symbols.
28.2 Discuss the different languages that are commonly spoken in Belize.
28.3 Compare the terms Belizean, Caribbean and Central American.
28.4 Explain some of the advantages of living in Belize.
28.5 Identify cultural practices and values that are used by more than one cultural group in Belize.
28.6 Explore what it means to be both a member of an ethnic group and a member of a national community.
28.7 Compose a short biography of a Belizean who could be viewed as a role model.
Learning Outcomes for Social Studies -- Society and Culture

Standard 3: Origins and Locations of Ethnic Groups
29.1 Locate on a map of the world the places from which the various ethnic groups originated or had settled before coming to Belize.
29.2 Describe the origins of the Creole, Garifuna, Mennonite, Mestizo, East Indian, Chinese, Middle Eastern, Central American and modern Q’eqchi, Mopan and Yucatec ethnic groups.
29.3 Discuss reasons for concentration of Mestizos, Mennonites, Garifuna, Maya, East Indians and Creoles in various parts of Belize.
29.4 Create a timeline showing the emergence or first major arrival of the Creole, Garifuna, Mennonite, Mestizo, East Indian, Chinese, Middle Eastern, Central Americans and the modern Q’eqchi, Mopan and Yucatec ethnic groups.

Standard 4: Immigration and Emigration
30.1 Apply the terms migrate, immigrant, immigration, emigrant, emigration, diaspora and nationality when discussing migration to and from Belize.
30.2 Label some of the main countries that people migrate to and from Belize on a world map.
30.3 Explain the influx of Central Americans into Belize from the 1980s to the present day.
30.4 Discuss the positive and negative effects of immigration into Belize in recent years of people from many different countries throughout the world.
30.5 Discuss the nature and impact on Belize of the emigration of Belizeans to live in the United States.
30.6 Explain the roles and responsibilities of Belize’s Nationality and Immigration Department.

Standard 5: Culture and Language in Belize
31.1 Discuss the meaning of the national anthem, national flag and national symbols and what they communicate about Belize.
31.2 Discuss the role that the English language plays in present day Belizean society.
31.3 Discuss the way in which Belizeans use different languages at home, school, work and in the community.
31.4 Compare and contrast the cultural practices of various ethnic groups in relation to one or more of the following: music, dance, art, food, or clothing.
31.5 Investigate how the culture of one ethnic group is changing over time.
31.6 Compose a short biography of a leading current or historical member of a chosen ethnic group.
31.7 Discuss what individuals and communities can do to strengthen the use of the traditional languages of their community.

Standard 6: Culture and Change
32.1 Identify practices, values, attitudes and aspirations that are widely shared by members of several ethnic groups in Belize.
32.2 Describe a selected ethnic group, giving details of its origins, emergence, location and development in Belize, its cultural practices, languages and main economic activities, and the contributions of its distinguished members.
32.3 Investigate changes that are occurring to the cultural practices of a selected ethnic group.
32.4 Evaluate the impact of modern technology on Belizean society, for example by discussing changes brought about by television, the internet, cell phones and faster, cheaper transportation.
32.5 Investigate the aims and activities of one organization that works to preserve or promote the culture of a specified ethnic group.
32.6 Discuss the advantages and disadvantages of actions that individuals and communities can take to preserve traditional cultural practices.
Learning Outcomes for Social Studies -- Government and Citizenship

Infant 1: Rules and Responsibilities at Home
33.1 Explain why it is important for children to go to school.
33.2 Describe the rules which govern their homes.
33.3 Give examples and non-examples of responsible behaviour at home.
33.4 Explain how rules at home help keep us safe and live together peacefully.
33.5 Discuss the responsibilities of family members including themselves.
33.6 Identify their right to be safe, to be cared for, to learn and to give their opinions when at home.

Infant 2: Rules and Responsibilities at School
34.1 Give examples and non-examples of behaviour that shows responsibility at school.
34.2 Explain rules at school help us to be responsible and keep us safe.
34.3 Give examples and non-examples of behaviour that shows respect for other people and their property, including school property.
34.4 Explain what it means to treat people equally, regardless of their ethnicity, gender, skin colour, likes and dislikes or personal appearance.
34.5 Identify an outstanding person that can be a role model for them.
34.6 Explain how children have the right to be safe, go to school, be treated kindly, and to be looked after.

Standard 1: Being Part of a Community
35.1 Give examples of the similarities and differences between the rules that govern their homes with those that govern their schools and the wider community.
35.2 Discuss the importance of following rules at home, in the school and in the community including that it keeps us safe and helps people live together peacefully.
35.3 Demonstrate, for example through role play, how and when they should contact and communicate with the police, fire and ambulance services.
35.4 Demonstrate, for example through role play, how they should act in public places such as stores, restaurants and parks.
35.5 Identify some services that exist in the community to help people including police, fire, ambulance, education and health services.
35.6 Take part in an activity that encourages people to respect the rights of others.
35.7 Describe the basic rights of children including the right to life, a name, education, security, shelter and health care.

Standard 2: The Law and the Courts
36.1 Explain, by giving examples, the difference between rules and laws.
36.2 Identify some consequences of disobeying laws.
36.3 Explain the authority and role of police officers and how citizens should behave towards them.
36.4 Describe the judicial system and give examples of the role of the family, magistrates and supreme courts.
36.5 Describe, for example through pictures or role play, what happens in a magistrates or family court.
36.6 Explain the judicial rights of citizens, including the right to equal and fair treatment by the police and courts, to be presumed innocent until proven guilty and to defend themselves against accusations.
Learning Outcomes for Social Studies -- Government and Citizenship

Standard 3: National and Local Government
37.1 Identify the main purpose of the legislative, executive and judicial branches of government.
37.2 Investigate how voting is used by citizens to choose area representatives, mayors and local councillors.
37.3 Describe the composition and main functions of the national assembly, including how it makes laws and the role of the opposition.
37.4 Explain how a person becomes the prime minister or a minister of government.
37.5 Describe the composition and main functions of the cabinet.
37.6 Describe the characteristics and responsibilities of city, town and village councils and alcaldes.

Standard 4: The Constitution and Government of Belize
38.1 Explain the origins and purpose of the Constitution as the supreme law of Belize.
38.2 Identify, using a map, the territory of Belize as defined in the Constitution.
38.3 Identify the main features of the executive, legislative and judicial branches of government outlined in the Constitution of Belize.
38.4 Compare and contrast the roles of the Queen, the Governor-general and the prime-minister.
38.5 List the main ways a person can become a citizen outlined in Sections 24, 25 and 26 of Constitution of Belize, that is by being born in Belize, by descent, by marriage and by continuous residence.
38.6 Explain the main categories of rights protected under Section 3 of the Constitution of Belize.

Standard 5: Democracy in Belize
39.1 Explain what it means for Belize to be an independent, sovereign, democratic nation state.
39.2 Identify some features that make Belize a democracy, including the right to vote, freedom of speech, assembly and association, and the principle of equality before the law.
39.3 Compare and contrast the characteristics and functions of the three branches of government: the executive, the legislative and the judicial.
39.4 Describe the rules and importance of debates in the National Assembly.
39.5 Present information, in the style of a media report or advertisement, on how and why people should vote.
39.6 Explore the significance of Belize’s membership of the United Nations, The Organization of American States, CARICOM, The Commonwealth and other international bodies.
39.7 Identify the names, including acronyms, and main functions of a variety of organizations that protect and promote human rights.

Standard 6: The Structure and Functions of Government
40.1 Outline the major responsibilities of the National Assembly and each government ministry.
40.2 Compare and contrast the ways in which local and national governments raise and disburse revenue.
40.3 Explain how the judicial system functions in Belize, including the roles and responsibilities of the family, magistrates, supreme and appeals courts and the Caribbean Court of Justice.
40.4 Describe at least one case in which the supreme court protected the constitutional rights of an individual or organization.
40.5 Describe the structure and main functions of the United Nations.
40.6 Investigate the role of the International Court of Justice in settling disputes between member states of the United Nations.
40.7 Identify some rights outlined in the Convention of the Rights of the Child, including the rights to a name, registration, nationality, care, free expression and protection from child labour and other forms of harm.
Learning Outcomes for Social Studies -- History

Infant 1: My Country is Belize
41.1 Identify the national symbols of Belize.
41.2 Describe the flag of Belize and how, when and why it is used.
41.3 Identify the districts, cities, towns and major highways of Belize on a map.
41.4 Recite the words of the national anthem of Belize as part of a group.
41.5 Identify the reasons why Belize has public holidays on dates such as March 9th, September 10th and 21st and November 19th.

Infant 2: Life in Ancient Maya Cities
42.1 Explain that there were Maya cities in Belize more than one thousand years ago.
42.2 Compare the ancient Maya ball game with ball games played today.
42.3 Compare the technology used in ancient Maya civilizations to technology that exists today.
42.4 Compare the food eaten by people in ancient Maya civilizations with the food people eat today.
42.5 Describe some of the buildings typically found in ancient Maya cities such as pyramids, temples, palaces and ball courts.
42.6 Compare the work done by people in ancient Maya civilizations with the work people do today, including farming and pottery making.

Standard 1: Ancient Maya Civilization
43.1 Describe the archaic peoples that lived in Belize before the rise of Maya civilization.
43.2 Identify, on a map, the places occupied by ancient Maya civilization in Mesoamerica.
43.3 Locate, by district, some of the ancient Maya cities of Belize, for example, Caracol, Santa Rita, Xunantunich, Altun Ha, Lamanai and Nim Li Punit
43.4 Describe the main features of religion in ancient Maya civilization.
43.5 Describe the calendar and number systems used in ancient Maya Civilization.
43.6 Describe, after a visit or from pictures, the main features of a selected ancient Maya city.

Standard 2: African Civilizations
44.1 Identify some important features of Africa, including its location, shape, climate, major rivers and deserts.
44.2 Describe the main features of ancient Egypt, including its pyramids.
44.3 Identify the main similarities and differences between a selected feature of ancient Egyptian and Mayan civilizations for example, architecture, technology, settlements or farming.
44.4 Describe the main features of the three major West African Kingdoms: Ghana, Mali and Songhay.
44.5 Describe one or more features of life in Africa from before the year 1500, for example, buildings, textiles, artwork, trade or farming.
Learning Outcomes for Social Studies -- History

Standard 3: The Settlement of Belize up to 1800
45.1 Outline the history of the arrival and settlement of the first Europeans in the Caribbean, including the voyages of Christopher Columbus, some features of the Spanish Empire and the role of pirates.
45.2 Describe the development of the logwood trade in Belize.
45.3 Explain what it means to be enslaved and why enslaved people were in Belize.
45.4 Describe the main features of the slave trade between Africa and the Caribbean, including the capture, transportation and sale of the enslaved Africans.
45.5 Describe some features of the lives led by enslaved people in Belize, including their work, food, housing and treatment.
45.6 Describe the causes, main features and outcomes of the Battle of St. George's Caye.

Standard 4: The Development of Belize after 1800
46.1 Explain how Belize's borders were set, including the importance of the 1859 Anglo-Guatemala Treaty and the 1893 Treaty with Mexico.
46.2 Describe the main features of the mahogany trade up to 1900, including how and from where timber was extracted, how it was transported, where it was sold to and what it was used for.
46.3 Explore what it meant for Belize to be a colony, and, from 1871, a crown colony of Britain during the nineteenth century.
46.4 Describe the main features of the Caste War of the Yucatan, including its causes, participants, important dates and main events.
46.5 Explain how the Caste War in the Yucatan changed northern Belize.
46.6 Explore the history and significance of a building or public space constructed before 1900 that still exists today.

Standard 5: Nationhood and Independence
47.1 Outline the causes, personalities and main events of the protest movements of the 1930s.
47.2 Describe the development of democratic processes in Belize from the public meetings to the present day, including the gradual extension of the franchise until universal adult suffrage was achieved.
47.3 Explain the origins of Guatemala's claim to Belize and its impact on Belize both before and after independence.
47.4 Identify actions that Belize has taken to ensure its territorial integrity.
47.5 Describe the events leading up to Belize's Independence in 1981.
47.6 Outline the role of political parties in Belize's struggle for independence.
47.7 Describe, in detail, the aims and activities of one political party, trade union or civil society group that has been active in Belize since independence.

Standard 6: People and Events that Shaped Belize
48.1 Develop a time line showing the main time periods of early Maya Civilization.
48.2 Develop a time line showing the selected developments in Belize from 1600 to 1981.
48.3 Discuss the factors that may have contributed to the decline in Maya civilization in the late classic period.
48.4 Discuss Belize's relationship with other countries, including Guatemala, Mexico, Britain and the U.S.A.
48.5 Create a map of Belize showing its major historical buildings and archaeological sites.
48.6 Investigate the life and times of a person that had a major impact on the history of Belize.
48.7 Investigate, in detail a major event from any period of Belize's history.