

Course Outline and Assessment

Caribbean Advanced Proficiency Examination

History: Unit One

Teacher: Mrs. Eaton-Grant

Assessment #	Week	Date	Objectives for the topic	Task	Due Date
1. Atlantic Connections	1-3	Sep 13	1. Assess the lifestyle of the Taino and Aztec	Comparative analysis of the Taino and Aztec political and economic organization. (15 marks)	Sep 22 nd
		Sep 27	2. To allow students to be able to understand that Christopher Columbus was a late colonizer of the Americas.	Essay on the evidence of Norse and African arrival in the Americas (25 marks)	Sep 27 th
		Oct 3 rd	3. To allow students to demonstrate knowledge about pre-Colombian contacts.	Multiple choice test on Atlantic connections. (60 marks)	Oct 3 rd
2. Experience and Resistance by enslaved peoples	4-10	Oct 17 th	1. To allow students to understand the inhumanity of slavery and appreciate the significance of the struggle against enslavement	Essay: The role and treatment of enslaved men and women did not differ during slavery. (25 marks)	Oct 27 th
		Oct 17 th		All SBA topics and hypothesis must be submitted for correction	Oct 17 th
		Nov 6 th	2. Understand the role played by the enslaved in bringing about emancipation.	Class Work: Document based question on the Anti-Slavery Rebellions (15 marks)	Nov 6 th
		Dec 7 th	3. To allow students to demonstrate knowledge and understanding of the attempts by Haitian revolutionary leaders to achieve political independence.	Multiple Choice Test on the Haitian Revolution and its impact. (60 marks)	Dec 7 th
		Dec 7 th		Students must collect their marked SBA topics and hypothesis	Dec 7 th

Assessment #	Week	Date	Objectives for the topic	Task	Due Date
3. Post Slavery Transformation	16-24	Jan 10 th	1. To allow students to demonstrate understanding of the evolution of new institutions and relationships in the post slavery period.	Class work: Document based question on Post Slavery Transformation (15 marks)	Jan 10 th
		Jan 11 th		All first draft of the SBA must be submitted	Jan 11 th
		Feb 8 th	2. To allow students to be able to understand the impact of immigration on the Caribbean	Essay: Discuss the view that Indian Immigration transformed Caribbean society and economy. (25marks)	Feb 20 th
		Feb 28 th	3. To allow students to investigate the consequences of the social and demographic changes in the post-slavery societies of the 19 th and 20 th centuries.	Multiple choice test on Post-Slavery Transformation. (60 marks)	Feb 28 th
4 Nationalism and Nation Building	26	March 9 th	1. To allow students to demonstrate knowledge and understanding of the attempts made by the Haiti's revolutionary leaders to create a free society between 1804-1826.	Essay: Discuss the problems that inhibited the orderly development of the new Haitian state between 1804-1826. (25 marks)	March 13 th
		March 9 th		Students must collect the marked first draft of their SBA	March 9 th
		March 16 th	2. To allow students to evaluate the impact of the Cuban Revolution and international relations.	Class Work: Document based question on the Cuban Revolution and the Independence of Haiti. (15 marks)	March 16 th
		March 30 th	3. Appreciate that nationalism played an important part in the Cuban and Haitian Revolution.	Multiple Choice Test on the impact of the Haitian and Cuban Revolution. (60 marks)	March 30 th
		April 11 th		All final draft of the SBA must be submitted	April 11 th

N.B. Dates and assignments are subject to change

