

Social Studies Curriculum Revised

Grades K-6



GRADE K

THEME 4: INDIVIDUAL DEVELOPMENT AND IDENTITY		GRADE K	
TOPIC: ALL ABOUT ME			
ATTINMENT TARGET: The learner can recognise and explain characteristics about themselves that make him unique and special person.			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
LO 1: MY NAME			
<ul style="list-style-type: none"> ▪ Describe self in terms of name. 	What is my name? First name. Last name.	<u>Class Activity:</u> a) Play a game in which you describe how a child in the class looks or what he/she is wearing. b) Then ask the children to guess who it is.	
<ul style="list-style-type: none"> ▪ Distinguish between first name and family name. 			
LO 2: MY PHYSICAL FEATURES			
<ul style="list-style-type: none"> ▪ Describe self in terms of physical appearances 	People have physical characteristics: height eye and hair color age race/ ethnicity sex	<u>Class Assignment:</u> a) Ask students to bring a photograph of him/her. b) Draw portrait of his/herself to share in class	
LO 3: I AND OTHERS			
<ul style="list-style-type: none"> ▪ Identify and appreciate ways in which each individual is similar to and different from others. 	People share common characteristics ■ People exhibit differences	<u>Peer Assignment:</u> a) Students observe their neighbour. b) Discuss similarities and differences using the following categories:	

		1) Hair 2) Skin 3) Eyes 4) Height	
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LO 4: MY CAREER GOALS

<p>▪ Identify and discuss career goals.</p> <p>To show the importance and worth of all kind of work.</p>	<p>Discussion points: Start by talking about the different things people do for a living, such as parents and other adults in the family. The work they do is called a job.</p> <p>Talk about jobs and the tools and duties they require. For example:</p> <ul style="list-style-type: none"> i. Doctors wear a stethoscope around their neck for checking the heartbeat. They also use a thermometer for checking temperature. ii. Gardeners look after the garden- the plants, flowers and the lawn. <p>Other Examples of Careers:</p> <ul style="list-style-type: none"> i. Nurse ii. Teacher iii. Police officer iv. Pilot v. Singer vi. Cook/Chef vii. Carpenter <p>Discuss with students what they would like to do when they grow up.</p> <p>Followed by the reasons why:</p> <ul style="list-style-type: none"> i. I like to help others. ii. I like to build things iii. I like to sing iv. I like to travel v. I want to buy things 	<p>Class Activity:</p> <ul style="list-style-type: none"> a) Ask each student to complete the following statement: When I Grow up I want to be... b) Follow-up with the question "why?" <p>Wall Chart: After asking children what they would like to do when they grow up. Construct a chart showing student's responses to display on the classroom's wall.</p>	<p>Photographs of people doing different jobs (desk jobs as well as manual)</p>
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MY TRAITS AND TALENTS

<p>▪ Describe self in terms of skills, talents, aptitudes and feelings.</p>		<p>Create a collage that shows your skills, and your accomplishments.</p>	
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THEME 5: INDIVIDUALS, GROUPS AND INSTITUTIONS		GRADE K	
TOPIC: THE COMMUNITIES TO WHICH I BELONG			
ATTINMENT TARGET: The learner can demonstrate and understanding of the various groups to which individuals belongs.			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
LO 1: MY HOME AND FAMILY			
<ul style="list-style-type: none"> ▪ Identify members in his/her family 	<p>Discussion points:</p> <p>Family a group of people.</p> <p>Explain that the family unit is made up of mother, father and children etc.</p> <p>Talk about the different relationships between family members:</p> <ol style="list-style-type: none"> 1) Husband/Wife 2) Mother/Father 3) Son/Daughters 4) Brothers/Sisters 	<p>Oral Presentation:</p> <ol style="list-style-type: none"> a) Ask children to put together a small poster or a collage of family pictures with the help of parents. b) Each child would then get to stand up before the class and talk about his/her poster. <p>Class Assignment:</p> <ol style="list-style-type: none"> a) Labeling pictures to identify different types of families. 	
<ul style="list-style-type: none"> ▪ Name the different types of families 	<p>Discussion points:</p> <p>The different types of families:</p> <ol style="list-style-type: none"> a) One parent, b) Two Parent family, c) Extended family d) No adult family 	<p>Class Assignment:</p> <p>Give the children a sheet of paper each and ask them to:</p> <ol style="list-style-type: none"> 1. First, draw and colour the family members who he/she lives with. 2. Next, write the names of each family member drawn. 3. Then, write the type of family he or she belongs to 4. Finally, share information with the class. 	Pictures of different family types
<ul style="list-style-type: none"> ▪ Describe the various roles of family members. 	<p>Roles of family members:</p> <ol style="list-style-type: none"> a) Parents are expected to: <ol style="list-style-type: none"> i. Earn income ii. Provide love and advice. iii. Take care of the family. iv. Put food on the table. v. Provide discipline. 	<p>Oral Presentation:</p> <p>Oral account of his/her household tasks.</p>	

	<ul style="list-style-type: none"> b) Children are expected to: <ul style="list-style-type: none"> i. Listen to the advice of parents. ii. Love and care for parents, siblings and other family members 		
<ul style="list-style-type: none"> ▪ Distinguish between the needs and wants of the family. 			
LO 2: MY SCHOOL			
<ul style="list-style-type: none"> ▪ State the name of his/her school. 	<p>Discussion points:</p> <ul style="list-style-type: none"> ▪ Tell the children the name of their school. Practise saying it together. 		
<ul style="list-style-type: none"> ▪ State the location of his/her school. 	<p>Parish Community /constituency</p>	<p><u>Class Assignment:</u> Ask the children to draw a picture of their school to share in class.</p>	
<ul style="list-style-type: none"> ▪ State purpose/function of the school- a place to learn and make friends. 	<ul style="list-style-type: none"> ▪ Talk about the different things children do in school: <ul style="list-style-type: none"> ▪ They learn to read, to count, to write. ▪ They also get to play with their friends. 		
<ul style="list-style-type: none"> ▪ Describe the roles of the persons in the school. 	<ul style="list-style-type: none"> ▪ Tell the children that lots of people work in their school. Example: <ul style="list-style-type: none"> i. Teachers (Classroom) ii. Librarian (Library) iii. Principal (Office) iv. Secretary (Office) v. Cleaners vi. Watchman/Security ▪ Discuss the work each one does. For example: <ul style="list-style-type: none"> i. The teachers teach. ii. The Librarian takes care of the books in the library. iii. The Principal looks after the whole school and makes sure everything that is needed is available. iv. The secretary helps the 	<p>Class Activity:</p> <ul style="list-style-type: none"> a) Play a game of ‘I spy’ using persons (teachers, students, principal etc.) who make up the school community. b) Ask the children to identify the people that can be found in their school 	

	<p>principal by answering the phone and typing letters.</p> <ul style="list-style-type: none"> v. The cleaners make sure that the school is clean for everyone. vi. The watchman keeps guard to make sure that the school is safe. <ul style="list-style-type: none"> ▪ Stress that the work these people do is very important, and we should always be polite to them. 		
MY COMMUNITY/ VILLAGE			
<p>State the name of the community/village/town in which they live.</p> <p>State the location of his/her community (e.g. near the sea/town/country).</p>	<p>Communities have unique features and special purpose buildings:</p> <ol style="list-style-type: none"> 1) homes, 2) schools, 3) businesses, 4) places of worship, 5) libraries, 6) parks, 7) police/fire station, 8) hospitals/Clinics 		
MY COUNTRY			
<ul style="list-style-type: none"> ▪ State the name of his/her country ▪ Identify and describe the national flag. ▪ Identify and describe the national bird. ▪ Recite and sing the first verse of the national anthem. ▪ Show respect for the anthem and flag by standing appropriately when being played. ▪ Recite the pledge 	<p>State colours of the National flag. How and When do we show respect for the National Anthem and Flag?</p>	<p><u>Class Activity:</u></p> <ol style="list-style-type: none"> a. Get children to say the first verse of the Anthem, calling the words correctly in groups/whole class. <p><u>Guest Speaker:</u></p> <ol style="list-style-type: none"> a) Invite a Cultural Officer from the Department of Culture to discuss with students the different national symbols of SVG (i.e. flag and bird). <p><u>Class Discussion:</u></p> <p>Discuss with the class that we must show respect for:</p> <ol style="list-style-type: none"> a. The anthem when it is being sung. b. The flag by standing attentively when it is being hoisted or 	

		<p>lowered.</p> <p><u>Class Activity:</u> Get class to:</p> <ol style="list-style-type: none">a. Sing verse of Anthem showing respect by standing uprightlyb. Stand attentively during the hoisting or lowering of flag. <p><u>Home Activity:</u> As children to draw and colour the flag in their books.</p>	
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10.0 CIVIC IDEALS AND PRACTICE		GRADE K	
THEME: MY RIGHTS AND RESPONSIBILITIES			
ATTINMENT TARGET: The learner can recognise and explain basic needs and values as well as rights and responsibilities.			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
MY RIGHTS			
<ul style="list-style-type: none"> Demonstrate an understanding of the basic rights of children. 	<p>MY RIGHTS:</p> <ul style="list-style-type: none"> a) The right to a name and nationality. b) The right to an education c) The right to a healthy environment d) The right to recreation/play 		
MY RESPONSIBILITIES: RESPECT FOR MYSELF AND OTHERS			
<ul style="list-style-type: none"> Understand simple ways he/she can show respect and appreciation for the rights, feelings and property of oneself and others in school. 	<p>Remind students that they and all other human beings have rights, but these rights go with responsibilities.</p> <p>An example of showing responsibility-</p> <p>Demonstrate respect for self in terms of cleanliness, language and behaviour. Respecting the rights, feelings and property of others.</p> <p>Examples of individuals showing respect that could be discussed:</p> <ul style="list-style-type: none"> a) Thanking others b) Sharing with others c) Covering your mouth when you yawn, cough or sneeze d) Saying excuse me if you want someone's attention e) Keeping your mouth closed while eating. f) Asking permission to use the things of others g) Giving compliments to others. <p>Standing in line</p> <p>Children have classroom responsibilities</p>	<p>Class Activity:</p> <ul style="list-style-type: none"> a) Look at the pictures that show different scenarios. Example: 1. Two children have bumped into each other. 2. Two students are meeting each other. b) Then, discuss with the children what is the polite thing to say/do in each situation <p>Story Corner: Choose and read simple stories about children who are rude and disrespectful.</p>	

4.0 POWER, AUTHORITY AND GOVERNANCE		GRADE K	
THEME: KEEPING SOCIETY ORDERED			
ATTINMENT TARGET: The learner can recognise and explain how the society is governed, its political system and how citizens participate actively.			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
RULES			
<ul style="list-style-type: none"> ▪ Understand the role of rules in our society and how rules are shaped and enforced. ▪ List examples of rules at school and home. ▪ State the reasons why rules are important. ▪ State the consequences for breaking established rules. 	<p>Schools and classrooms have rules for all to follow.</p> <p>Rules are important: Keep people safe. Keep people healthy.</p> <p>Consequences: enforce rules</p>		
AUTHORITY			
<ul style="list-style-type: none"> ▪ Identify leaders in the home and school. ▪ Name leaders in the home and school. ▪ State the role of the leaders at home and school. 	<p>Parents Principal Teachers Community leaders police church leaders</p>		
GOVERNANCE			
<ul style="list-style-type: none"> ▪ Identify leaders in the country. ▪ State the role of the leaders in the country. 	<ul style="list-style-type: none"> ■ Governments have varied roles and responsibilities. <p>Government exist to :</p> <ol style="list-style-type: none"> 1. create laws, 2. enforce laws, 3. help resolve conflicts <p>Leaders in the country. Prime minister Governor general Opposition leader</p>		

GRADE 1

1.0 CULTURE AND HERITAGE		Grade1	
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Identify the ethnic, racial and cultural composition of the community.	CULTURE, CUSTOMS AND TRADITIONS Composition of the population in the community: A. Races B. Ethnic groups	<p>Oral Presentation: Ask students to describe a historical event celebrated in your town or community</p> <p>Role Play: In groups, role play the customs and traditions practices in their community.</p> <p>Class Activity: A. Brainstorm cultural expressions practiced in the different communities. B. Role play cultural expressions.</p> <p>Picture Wall: Make a classroom museum displaying pictures of important people and places in the community, memorabilia and other artifacts.</p>	picture illustrating a cultural event in their community
Explain the purpose and significance of some local customs, traditions and cultural celebrations in the community.	FESTIVALS: The purpose and significance of some local customs, traditions and cultural celebrations in the community:		
Give examples of local folk tales and children’s games, and illustrate how these serve as expressions of culture.	CULTURE, FOLK TALES: examples of local folk tales and children’s games,		
Give examples of customs, which are used for certain purposes (i.e. production of certain goods, leisure, entertainment, the spread of information.)	CUSTOMS AND VALUES: Customs and Traditions in the Community: 1. Coming of age 2. Initiation ceremonies 3. Marriages 4. Funeral rites 5. Courtships		
Classify traditional goods and services that are still provided in the community e.g. herbal medicine, utensils, implements and food.	RELATIONSHIP IN THE COMMUNITY:		
Identify ways in which culture and customs have changed in the community.	<p>FOODS WE EAT Traditional goods and services that are still provided in the community</p> <p>TRADITIONS, CULTURE AND CUSTOMS: Ways in which culture and customs have changed in the community.</p> <p>Folklore, myths, legends and other cultural contribution have helped shaped our community and local</p>		

	region. Culture, customs and traditions:		
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2.0 TIME, CONTINUITY AND CHANGE		Grade1	
LEARNING OUTCOMES	CONTENT / DISCUSSION POINTS	ACTIVITIES	RESOURCES
Compare the community with another one located nearby.	<p><u>NEIGHBOURING COMMUNITIES:</u></p> <ul style="list-style-type: none"> ▪ Communities come in different sizes. ▪ Three kinds of communities: <ol style="list-style-type: none"> 1. Urban Communities: <ul style="list-style-type: none"> – Cities Are Urban Communities – Cities have a large population. – Cities have a lot of large buildings, in close proximity. – Features of cities include shopping centres, restaurants, government and private offices, parks, playgrounds, and museums. – Cities are noisy. 2. Rural Communities: <ul style="list-style-type: none"> – Small towns/villages are in the countryside. – They are located far from cities. – Small towns/Villages have fewer people than cities. – Many people know their neighbors well in a small town/village. – Small towns/villages might have just one store. – There may be a post office, a bank, and a school. – Many people live and work on farms in rural communities. – Students ride a bus to school. 3. Suburban Communities: <ul style="list-style-type: none"> – Suburbs are smaller communities just outside of cities or large towns. – Suburbs have lower populations than urban communities. – People in suburbs often commute to cities for work, school etc. – Suburbs have many kinds of homes that are generally on smaller areas of land than rural homes. – They have schools, police stations, 	<p><u>Map Work:</u></p> <p>Have students use a map of their country to:</p> <ol style="list-style-type: none"> A. Identify the community where they live. B. Locate nearby communities <p><u>Home Assignment:</u></p> <ol style="list-style-type: none"> A. Draw pictures of urban, rural, and suburban communities in the boxes below. B. Then label each picture as Urban, Rural, or Suburban. 	Maps Pictures/Photographs

	<p>and hospitals.</p> <ul style="list-style-type: none"> - Suburbs have stores and gas stations. <p>▪ CHALLENGES IN OUR COMMUNITY:</p> <ul style="list-style-type: none"> - People’s lives have changed over time, including people in the communities in which we live. - Changes in transportation and communication have made it easier for communities to interact with each other. 		
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3.0 PEOPLE PLACES AND THE ENVIRONMENT Grade1			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Give physical descriptions of places of importance in the community (home, school, church, community centres, post-office etc.) using size, colour, shapes, texture, materials used.	<p><u>PLACES IN THE COMMUNITY:</u></p> <ul style="list-style-type: none"> ▪ Monuments and important places are located in my neighbourhood. ▪ Examples of Important places in the community: <ol style="list-style-type: none"> 1. Houses/Home 2. Schools 3. Hospitals/Clinics 4. Post Office 5. Police Station 6. Market 7. Church 8. Airports <p><u>LOCATING PLACES IN THE COMMUNITY:</u></p> <ul style="list-style-type: none"> ▪ Places and physical features in the community (i.e. school and neighborhood can be located using directions: <ol style="list-style-type: none"> 1. Left /Right 2. Up/Down 3. Front/Back 4. Near/Far 5. Below/Above 6. Next to 7. Between ▪ Four Cardinal Directions: <ol style="list-style-type: none"> 1. East (Right) 2. West (Left) 3. North (Front, Up) 4. South (Back, Down) <p><u>MAP AND GLOBE SKILLS:</u></p> <ul style="list-style-type: none"> ▪ Places and regions are represented maps or a globe. ▪ Maps are used to locate important places (monuments, parks, public buildings) ▪ Maps and map tools also help people to move from one place to 	<p><u>Poster/Collage:</u></p> <p>A. Ask students to create a poster of THREE important places in his/her community to share in class.</p> <p>B. Discuss the activities that take place at each place.</p> <p><u>Oral Presentation:</u> Have students brainstorm about their community and determine what makes it special in terms of geography to share in class.</p> <p><u>Discussion:</u> How the community is affected by its geographic location.</p> <p><u>Map Work:</u> Have them draw a class map illustrating the community's major physical features.</p> <p><u>Map Work:</u> Find the location of his/her community: A. By cardinal points. B. Using</p>	Physical Maps of SVG
Describe the location of homes, classrooms, school, and other important places in the community in terms of proximity (near to, far from, by)			
Describe the location of their home classroom, school and other important places in the community in terms of direction (opposite, right, left) from landmarks such as roads, bridges, prominent buildings, play grounds, etc.			
Use simple cardinal directions and estimates of distance to locate local places and neighboring communities.			
Describe the route taken to school.			
Locate places and features of their local community or country on pictorial maps.			
Recognize major features of the landscape in the community and identify these on a map.			

	<p>another.</p> <ul style="list-style-type: none">▪ Maps give different types of information:<ul style="list-style-type: none">– Special symbols and features (i.e. compass rose, keys, legend).– Symbols represent places and can be used to locate geographic features and physical characteristics.	<p>neighbouring districts.</p>	
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4.0 INDIVIDUAL DEVELOPMENT AND IDENTITY		Grade1	
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Describe self in terms of name.	<p>MYSELF</p> <p>WHEN DO I FEEL HAPPY?</p> <p>WHEN DO I FEEL SAD?</p> <p>WHAT CAN I DO?</p> <p><u>RIGHTS OF A CHILD:</u></p> <ul style="list-style-type: none"> ▪ “RIGHTS” – A freedom that is protected; what everyone deserves no matter who they are or where they live. ▪ Core Rights: <ol style="list-style-type: none"> 1. Right to Care and Protection 2. Right to Education 3. Right to Rest and Leisure 4. Right to Equal Treatment 5. Freedom from discrimination <p><u>Responsibilities of the child.</u></p> <p>Be punctual Take care of school furniture etc. Be present.</p> <p><u>MY FAMILY:</u></p> <ul style="list-style-type: none"> ▪ How are families alike / different? <ol style="list-style-type: none"> 1. Members 2. Size 3. Culture (i.e. Traditions, Food, Language) 4. Religion ▪ What do families do? <ol style="list-style-type: none"> 1. Meet needs and wants 2. Live together 3. Work together 4. Love each other 5. Celebrate together <p>OUR NEIGHBOURS</p>	<p><u>Class Discussion:</u> Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p> <p><u>Class Discssion:</u> Describe economic wants they have experienced</p>	
Describe self in terms of aptitudes and feelings.			
Demonstrate respect for self in terms of cleanliness, language and behaviour.			
Identify the right to a name, opinion, privacy, safety, education and play as some of the basic rights of all children.			
Describe the unique features of one’s own family.			
Identify ways in which families may differ, or may change.			
Explain why all individuals and families are important and special.	MY FAMILY IS IMPORTANT:		
Show respect for the name, physical appearance and opinions of peers and others.	WE HAVE THE RIGHT TO OUR VIEWS		

<p>List possible cause of accidents in the home and at play.</p>	<p><u>SAFETY AND CARE:</u> Accidents - at the play ground - in the kitchen - at garden or field</p>	<p><u>Class Activity:</u> As a class activity ask children to plan and participate in an example of co-operation to help out someone in their community.</p>	
<p>Plan and institute some safety precautions.</p>	<p><u>SAFETY MEASURES:</u> children should not talk to or take things from strangers because sometimes they can be bad people.</p> <p>NEVER to take pills or medicine on their own. Even if the pills look or smell or taste like candy, they can be extremely harmful for children</p> <p><u>Warning Signs:</u> The ‘Danger: High Voltage’ sign means that there is a strong electrical current running in the wires and poles so they must never touch anything near that sign.</p> <p>The skull and crossbones indicate danger too. They might see this sign on many different things like spray bottles, bleach, acid, etc. They should not touch or try to eat or drink anything with this sign on it.</p>	<p><u>Role Play:</u> In groups students will demonstrate what one needs to do in the event of an accident.</p>	
<p>Recognise the types of street signs and other signs that are designed to protect children (e.g. pedestrian crossing)</p>	<p><u>ROAD SAFETY :</u></p> <ul style="list-style-type: none"> ▪ Road signs and signals <ul style="list-style-type: none"> – warning signs – regulatory signs ▪ Different road uses: <ol style="list-style-type: none"> 1. pedestrians 2. vendors 3. cyclists 4. motorists 5. animals ▪ Road safety Signs and Signals for road users: <ol style="list-style-type: none"> 1. Reflectors on cars, carts, bicycles 2. Traffic police 3. Pedestrian crossing 4. Traffic lights ▪ Precautionary measures: 	<p><u>Class Discussion:</u> Discuss traffic regulations for road users</p> <p><u>Class Discussion:</u> Causes of road accidents</p>	

	<ul style="list-style-type: none"> - Accidents in sports and recreation - Precautionary measure - first aid 		
Describe the purpose of street signs and other signs that are designed to protect children.	<ul style="list-style-type: none"> ▪ Importance of road signs and signals: <ul style="list-style-type: none"> - prevent accidents - regulate traffic ▪ Example: reflectors on cars, carts and bicycles <ul style="list-style-type: none"> - warning - prevention of accidents 		
Work independently and with a partner to decide on an appropriate course of action in dealing with a problem/situation.	<u>COOPERATING WITH OTHERS:</u>		

5.0 INDIVIDUALS, GROUPS AND INSTITUTIONS		Grade1	
LEARNING OUTCOMES	CONTENT / DISCUSSION POINTS	ACTIVITIES	RESOURCES
<p>Illustrate the roles of the different family members.</p> <p>Suggest ways in which children can assist their families</p> <p>Provide examples of cooperation within the family and in the community.</p> <p>Name the various groups and institution in the community (i.e. family, school, church, government agencies)</p> <p>Explain the particular functions that each group performs.</p> <p>Identify groups in the community that assist other persons or groups in times of need.</p> <p>Describe occasion when people in the community come together to share achievement, joy or sorrow in the home, school or neighbourhood.</p> <p>Identify the persons in the community who help to keep us healthy.</p> <p>Explain the work of the persons who keep us healthy.</p> <p>Give examples of conflict within and between families and groups in the community. Suggest ways of dealing with such conflicts.</p> <p>Explain the significance of these personal and national achievements.</p>	<p><u>HOME AND FAMILY:</u></p> <ul style="list-style-type: none"> ▪ Roles and relationships of family members: <ol style="list-style-type: none"> A. Parents- <ol style="list-style-type: none"> 1. Socialization 2. Economic support 3. Procreation 4. Meeting emotional needs. B. CHILDREN IN FAMILIES- <ol style="list-style-type: none"> 1. Engaging in household tasks. 2. Grasping educational opportunities. 3. Practicing desirable behaviours. <p><u>COOPERATION IN THE FAMILY:</u></p> <ul style="list-style-type: none"> ▪ Examples of Cooperation within the family etc: <ol style="list-style-type: none"> 1. Working together. 2. Caring. 3. Taking responsibility. 4. Appreciation of objects and people. 5. Sharing. <p><u>SOCIAL CONTROL:</u></p> <ul style="list-style-type: none"> ○ <u>BEHAVIOUR AT HOME:</u> ○ <u>SCHOOL RULES:</u> ○ <u>BEHAVIOUR AND COMMUNITY CUSTOMS:</u> <p><u>GROUPS AND THEIR FUNCTIONS</u></p> <ul style="list-style-type: none"> ▪ The work of the persons who keep us healthy. ▪ Hospital/Clinic workers: <ul style="list-style-type: none"> – Doctors and nurses are kind people who are there to help us and look after us so that we become strong 	<p><u>Oral Presentation:</u></p> <ol style="list-style-type: none"> A. Ask children to put together a small poster or a collage of family pictures with the help of parents. B. Each child would then get to stand up before the class and talk about the roles and relationships of family members. <p><u>Home Assignment:</u></p> <ol style="list-style-type: none"> A. Ask the pupils to think about a pet, or plant or person or object that they are responsible for or that B. They are going to undertake an investigation into how to care for the object, person, pet or plant. C. The pupils take turns to verbally present their findings. The teacher gives supportive and positive developmental feedback. <p><u>Oral Presentation:</u></p> <ol style="list-style-type: none"> A. Create a list of three activities to show how they help at home. B. Oral account of his/her household tasks. 	<p>Pictures of different family types.</p>

	<p>and healthy again</p> <ul style="list-style-type: none"> - When someone feels sick, he/she first goes to the doctor's clinic. The doctor checks him and gives him/her medicine. - If the person still doesn't feel well, then he/she has to go to the hospital where there are lots of nurses and doctors. There the doctors can do tests on the patient or, if needed, an operation, and the nurses will look after him/her <p>when someone feels sick, he/she first goes to the doctor's clinic</p> <p><u>SHARING IN THE COMMUNITY</u></p> <p><u>THINGS THE FAMILY DOES TO KEEP HEALTHY</u></p> <p><u>HEALTH WORKERS IN THE COMMUNITY:</u></p> <p><u>FOODS WE EAT:</u></p> <p><u>OUR COMMUNITY</u></p> <ul style="list-style-type: none"> ▪ Definition: ▪ Types of Communities: <ol style="list-style-type: none"> 1. The Family 2. The School 3. The Community/Neighbourhood ▪ Communities and their Functions: <ol style="list-style-type: none"> 1. Family 2. School 3. Community/Neighbourhood ▪ Occasions when people in the community come together: <ol style="list-style-type: none"> 1. Birthdays 2. Anniversaries 3. Weddings 4. Fathers, Day 5. Mothers' Day 	<p>Create a festival chart.</p> <p>WHAT WHY WHEN WHERE HOW WHO</p>	
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	<p>6. Emancipation Day 7. Corpus Christi 8. Carnival 9. Easter 10. Independence Day 11. Baptisms</p> <ul style="list-style-type: none"> • Heritage and traditions are passed on through community celebrations. <p><u>CLEAN NEIGHBOURHOODS:</u></p> <p><u>ENVIRONMENTAL WORKERS:</u></p> <p>Social Relationships: important relationships in our lives: family members, friends, pets, teachers</p> <p>Living together:</p> <p><u>ACHIEVEMENTS OF MY COMMUNITY:</u></p> <p><u>NATIONAL ACIEVEMENTS:</u></p>		
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6.0 POWER, AUTHORITY AND GOVERNANCE		GRADE 1	
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
<p>Explain the importance of rules and laws in helping people to live and work in safety and security in the community.</p> <p>Predict some of the consequences for self and others when rules and laws are not obeyed.</p> <p>Explain the importance of leaders.</p> <p>Identify leaders in the home, school, church, community groups, and the nation.</p>	<p><u>RULES AND LAWS:</u></p> <ul style="list-style-type: none"> ▪ Importance/purpose of rules and laws in the school and community: <ol style="list-style-type: none"> 1. Protect people’s rights 2. Keep people safe. 3. Keep people healthy. ▪ The necessity for rules and laws, and consequences of failing to obey them: <ol style="list-style-type: none"> 1. Raising hand before speaking to eliminate noise and allow every person to be heard. 2. Obeying traffic signs and signals to avoid traffic tickets and accidents. 3. Playing with matches could lead to getting burned. <p><u>AUTHORITY & GOVERNANCE:</u></p> <ul style="list-style-type: none"> ▪ Governments have varied roles and responsibilities. Government exist to : <ol style="list-style-type: none"> 1. create laws, 2. enforce laws, 3. help resolve conflicts ▪ People help to form their government ▪ People elect officials to represent them 		

7.0 PRODUCTION, DISTRIBUTION AND CONSUMPTION GRADE 1

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Recognize the difference between goods and services	<p><u>GOODS AND SERVICES:</u></p> <ul style="list-style-type: none"> ▪ “GOODS” are tangible things such as food, clothing, autos, bikes, toys that are manufactured or made. ▪ “SERVICES” are intangibles such as: benefits/work, health care, bussing, schools, recreation, letter delivery, plumbing, and electrical services. <p><u>WORK AND WOKERS:</u></p> <ul style="list-style-type: none"> ▪ Occupations of some people in the community: <ol style="list-style-type: none"> 1. Storekeeper 2. Hair stylist 3. Mail carrier 4. Farmer 5. Teacher 6. Police officer 7. Doctor 8. Nurse 9. Sales person <p><u>LOCAL INDUSTRIES:</u></p> <p>A. Agriculture and Fishing industries:</p> <ul style="list-style-type: none"> – Goods produced include: bananas, potatoes, fish, and plantains etc. <p>B. Manufacturing industries:</p> <ul style="list-style-type: none"> – Goods produced include: Utensils, Construction material, Soft drinks etc. <p><u>NEEDS AND WANTS:</u> People use goods and services to meet their needs</p>	Create a shop scenario in the classroom	
Give examples of the goods and services which the family and the Community provide.		Display local goods	
Identify the jobs people do in producing these goods and providing these services.		Career day.	

8.0 SCIENCE, TECHNOLOGY AND SOCIETY GRADE 1

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
<p>Give examples of different means of transportation and communication in their community.</p> <p>Compare modern means of transportation and communication in the past with those used.</p> <p>Give reasons why transportation and communication are important to people and communities.</p>	<p><u>MEANS OF COMMUNICATION:</u></p> <ul style="list-style-type: none"> ▪ The different ways in which people travel around the community: <ol style="list-style-type: none"> 1. Bus 2. Car 3. Bicycle 4. Foot 5. Boat ▪ Examples of past and present means of communication: <p>A. Past—</p> <ol style="list-style-type: none"> 1. letter 2. radio 3. rotary-dial telephone 4. Newspapers <p>B. Present—</p> <ol style="list-style-type: none"> 1. E-mail, 2. Television, 3. Cellular telephone 4. Newspapers ▪ Examples of past and present modes of air, land, and water transportation: <ol style="list-style-type: none"> 1. Horse 2. Train 3. Cars 4. airplane 5. Spacecraft 6. subway <p>WHY DO WE TRAVEL? Moving between communities</p> <p>WHY DO WE COMMUNICATE?</p>	<p><u>Home Assignment:</u> Locate pictures that represent present and past modes of transportation.</p> <p><u>Class Activity:</u></p> <ul style="list-style-type: none"> – Make a cup telephone. Poke a hole in the bottom of two styrofoam or plastic cups. – Thread a long piece of string in the bottom of one cup and tie a knot at the end of the string to prevent it from coming out. – Then thread the string through the bottom of the other cup and tie another knot. – Let one child talk into one cup while another listens at the other end. 	
<p>Suggest what life would be like without transportation and communication.</p>			

10.0 CIVICS, IDEALS AND PRACTICES GRADE 1			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
<p>Show respect for the right, feeling and property of other children in the home and school.</p> <p>Identify situations where the rights and feelings of children in the home and school are violated</p> <p>Predict some of the consequences of violating the rights of others.</p> <p>Give examples of special activities that children can undertake to make their school community a better place.</p>	<ul style="list-style-type: none"> ▪ RESPONSIBILITIES – duty or something someone should do ▪ RESPECT - polite greetings offered to somebody; how you feel about someone; how you treat someone. ▪ Examples of how we respect each other in school: <ul style="list-style-type: none"> A. Good manners and behavior: <ol style="list-style-type: none"> 1. Respect parents and teachers’ directives. Listen and complete tasks with a positive attitude. Examples, “yes, ok, yes ma’am, or yes sir”. 2. Allow speakers to talk without interrupting, (teacher, other student, other adult in room). 3. Walk around two people who are talking – not in between them. 4. Ask to use items that belong to others and respect their answer if they say no. 5. Avoid put downs. B. School/Class rules: <ol style="list-style-type: none"> 1. Listen to the teacher 2. Complete schoolwork and homework 3. 3. Ask for assistance 4. 4. Move quietly to new activity ▪ Situations where the rights and feelings of children in the home and school are violated: <ol style="list-style-type: none"> 1. Racial discrimination. Example, a girl/boy who belongs to an ethnic minority group was not allowed by other children to take part in their game. The children think she is “dirty” because of her dark skin. 2. Gender bias- Example, a girl who had to stop going to school because her family is poor. But her parents decided to let her brother continue his studies because he is a boy. While the girl has to stay home and help her 		

	<p>mother in the household chores.</p> <p>3. Discrimination against people with disabilities- Example, a group of children imitating and teasing a differently-abled child (special child).</p> <p>The consequences of violating the rights of others:</p> <p>SOCIAL ACTION AND CHANGE</p>		
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GRADE 2

GRADE 2			
1.0 CULTURE AND HERITAGE			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
<p>Show how this composition is reflected in the local cultural events, customs, folklore and festivals.</p> <p>Explain the purpose and significance of some local customs, traditions and cultural celebration in the community.</p> <p>Give examples of local folk tales and children’s games and illustrate how these serve as expression of culture.</p> <p>Give examples of customs, which are used for certain purposes such as the production of certain goods, house construction, leisure, entertainment, the spread of information.</p> <p>Classify traditional goods and services that are still provided in the community (e.g. herbal medicine, utensils, implements and food)</p>	<p><u>CULTURE, CUSTOMS AND TRADITIONS:</u></p> <ul style="list-style-type: none"> ▪ SVG is comprised of diverse cultural groups. ▪ Cultural groups share traditions, beliefs, religions, languages and holidays. ▪ Examples of customs and traditions in the Community: <ol style="list-style-type: none"> 1. Coming of age 2. Initiation ceremonies 3. Marriages 4. Funeral rites 5. Courtships ▪ Examples of cultural expressions: <ol style="list-style-type: none"> 1. Traditional songs 2. dances 3. dress 4. Traditional Games 5. Folktales 6. Festivals 7. Food <p><u>GOODS AND SERVICES THAT ARE STILL PROVIDED IN THE COMMUNITY:</u></p> <ol style="list-style-type: none"> 1. FOODS WE EAT 2. CULTURE AND CRAFT 		<p>Pupils experiences Pictures/photographs</p>

2.0 TIME, CONTINUITY AND CHANGE		GRADE 2	
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Identify the early people or groups that settled in the community, and explain how and why they came.	<p>Key Concepts: The past, present and future describe points in time and help us examine and understand events.</p> <ul style="list-style-type: none"> ▪ Early Groups in our Community: <ul style="list-style-type: none"> – The Amerindians- origin, physical appearance, lifestyle and settlement. – The early Europeans who came to St. Vincent and the Grenadines. – The arrival of the Africans. ▪ Traditions: <ul style="list-style-type: none"> – The contribution of early settlers in the community: <ol style="list-style-type: none"> 1. Hunting 2. Trade 3. farming 4. culture ▪ Change in our Community: <ul style="list-style-type: none"> – Types of homes, buildings, architecture. – Clothing styles – Travel and transportation – Jobs – Food and cooking – Play and leisure time. – Technology – Schools – Population – Role of women and children. 	<p>Role play of different groups.</p> <p>Make charts.</p> <p>Field trip to Garifuna museum/cayo village.</p>	
Explain the culture, customs, ceremonies and way of life of the early settlers in their community.			
Investigate the extent to which any of these customs and ceremonies is still in evidence today.			
Locate examples of historical sites and buildings in their community.			
Explain the role and significance of these buildings and sites in the community's past.			
Compare the community with another one located nearby.			
Identify ways in which life has changed in the community over the years.			

3.0 PEOPLE, PLACES AND ENVIRONMENT GRADE 2			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Give physical description of place of importance in the community (home, school, church, community centres, post-office etc.) using size, colour, shapes, texture, materials used.	<p>OUR PHYSICAL SURROUNDINGS:</p> <ul style="list-style-type: none"> ▪ Concepts associated with location and direction: <ol style="list-style-type: none"> 1. up-down 2. over-under 3. east-west 4. north-south <p>OUR TOWNS AND SETTLEMENTS:</p> <ul style="list-style-type: none"> ▪ Major features in the environment: <ol style="list-style-type: none"> A. Natural features of the environment: <ol style="list-style-type: none"> 1. Ponds 2. Hills, 3. Streams, 4. Mountains, 5. Rivers 6. Oceans 7. Valleys 8. Forest B. Man-made features of the environment: <ol style="list-style-type: none"> 1. Houses 2. Bridges 3. Roads 4. Dams ▪ Signs and symbols are used in maps and globes to identify and locate features within the community etc: <p>CARIBBEAN REGION:</p> <p>RESOURCES:</p> <ul style="list-style-type: none"> ▪ Communities use human and natural resources to meet needs in different ways. ▪ The different types of resources: ▪ Renewable/Non Renewable <ol style="list-style-type: none"> 1. Petroleum 2. Natural gas 3. Iron 4. water 	Identify physical features in the district: <ul style="list-style-type: none"> A. Land forms B. Vegetation <p>Map Work:</p> <p>A. Ask students to create simple model of a community map of the natural and constructed features.</p> <p>B. Use their own symbols on a map to identify buildings and places in their local community (e.g., house, farm school, river, police station, community centre, road, shopping area)</p> <p>Map Work:</p> <p>A. Ask children to locate water body, mountain or country on the map.</p> <p>Oral Presentation:</p> <p>A. create, with the class, a list of natural resources that are used every day in some way in our society</p> <p>B. Form the class into small groups based on the number of identified resources.</p> <p>C. Each group member will interview his/her parents to find out:</p> <ol style="list-style-type: none"> 1. How does the family use the identified resource on a regular basis? 2. What do they think would happen if the resource ceased to 	
Use simple cardinal directions and estimates of distance to locate local places and neighbouring communities,			
Describe the route taken to school.			
Locate places and features of their local community or country on pictorial maps.			
Recognise major features of the landscape in the community and identify those on a map.			
Identify the different types of resources.			
Give the reasons why it is important to use our resources wisely.			
Explain the importance of properly disposing of garbage.			
Plan and participate in a class or group project aimed at reducing wastage or correcting the misuse of a local natural resource.			
Explain the safety methods involved in the use of specific resources (e.g. water).			

	<p>5. wood, 6. Land / fertile soil.</p> <p><u>ANIMALS AND PLANTS IN THE ENVIRONMENT:</u></p> <ul style="list-style-type: none"> ▪ All living things depend on the environment. ▪ The forest, desert, oceans, etc., are habitats for a variety of animals and plants. ▪ People around the world should care for the habitat of animals and plants in order to ensure their needs are met. <p><u>CONSERVING THE ENVIRONMENT:</u></p> <ul style="list-style-type: none"> ▪ “CONSERVATION” is the efficient use of natural resources so that it will always be there. ▪ Taking care of the environment will benefit people, animals, and plants. ▪ Everyone has a part to play in protecting the environment, specifically, natural resources, such as water, air, and food. ▪ The three R’s: <ol style="list-style-type: none"> 1. Reduce 2. Reuse 3. Recycle ▪ Conservation activities include: <ol style="list-style-type: none"> 1. Properly disposing of garbage 2. Picking up garbage 3. Planting trees or flowers 4. Making a compost 5. Making ridges across the slope. 6. Avoiding bush fires <p><u>CLEAN NEIGHBOURHOOD</u></p> <p>The importance of properly disposing of garbage.</p> <p><u>USE OF RESOURCES</u></p>	<p>exist?</p> <p>D. Then, the next day, each group would share with the whole class.</p> <p><u>Scrap Book:</u></p> <p>A. Ask student to make a scrap book to illustrate the different ecosystems that make up their environment.</p> <p><u>Poster/Flyer:</u></p> <p>A. Ask students to identify personal actions they can take to contribute to a healthy environment.</p>	
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	<p><u>SAFETY AND CARE</u></p> <ul style="list-style-type: none">▪ Our way of life and our environment are affected by the presence and the use of natural resources ▪ Destructive agents of the environment:<ul style="list-style-type: none">A. People and animalsB. Natural causes (i.e. wind, water, fires) ▪ Proper use and care of the resources:<ul style="list-style-type: none">1. Avoiding wastage of water2. Avoiding bush fires3. Avoiding poaching4. Observing environmental control measures		
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4.0 INDIVIDUAL DEVELOPMENT AND IDENTITY GRADE 2			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Describe self in terms of name	<p>GOOD MANNERS AND BEHAVIOUR</p> <p>WHEN DO I FEEL HAPPY? WHEN DO I FEEL SAD? WHAT CAN I DO?</p> <p>SELF AWARENESS/RESPECT A respectful person believes in his/her own self-worth (Physical traits, Qualities, Hobbies) and the intrinsic worth of all people.</p> <p>RIGHTS OF A CHILD</p> <p>MY FAMILY the unique features of one's own family</p> <p>"Family" is the smallest group that an individual would form part of.</p> <p>We can find various types of family:</p> <ol style="list-style-type: none"> Extended Family <ul style="list-style-type: none"> This is composed of more than two generations living under the same roof; Nuclear Family <ul style="list-style-type: none"> Family is composed of parents and children only. Traditionally, the father is considered to be the breadwinner. Single Parent Family <ul style="list-style-type: none"> The single parent households consist of one parent and child/children. <p>Other types of families:</p> <ol style="list-style-type: none"> Childless couples Sibling families <p>MY FAMILY IS IMPORTANT</p> <p>WE HAVE THE RIGHT TO OUR VIEWS</p>		
Describe self in terms of physical appearances			
Describe self in terms of aptitudes and feelings.			
Demonstrate respect for self in terms of cleanliness, language and behaviour.			
Identify the right to a name, opinion, privacy, safety, education and play as some of the basic rights of all children.			
Describe the unique features of one's own family.			
Explain why all individuals and families are important and special.			
Show respect for the name, physical appearance and opinions of peers and others.			
List possible causes of accidents in the home and at play.			
Plan institute some safety precautions.			
Recognise the types of street signs and other signs that are designed to protect children.			
Work independently, and with a partner, to decide on an appropriate course of action in dealing with a problem/situation.			

	SAFETY AND CARE SAFETY MEASURES ROAD SAFETY ROAD SAFETY SIGNS AND SIGNALS COOPERATING WITH OTHERS		
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5.0 INDIVIDUALS, GROUPS AND INSTITUTIONS GRADE 2				
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	
Illustrate the roles of the different family members.	Essential question: How are families the same and different? The family structure: Families are important Families are made up of members. Family Needs and Wants: Family members have different jobs and responsibilities. laws there are means which are used in order to control deviant behaviour Things we do in order to stay healthy <u>NATIONAL HERO & OUTSTANDING INDIVIDUALS:</u> <ul style="list-style-type: none"> ▪ Contributions of past and present prominent leaders in the district <ul style="list-style-type: none"> – Social – religious – political ▪ What does one do to become a hero? <ul style="list-style-type: none"> – Heroes are people: <ol style="list-style-type: none"> 1. Who do brave deeds, like saving others from disasters. 2. Help others by sharing with them, including, providing food, clothing, security, etc. 3. Lead people out of misery and bad living conditions, slavery, etc. to a better and free life. 	Roleplay		
Suggest ways in which children can assist their families.				
Explain the importance of rules and laws in helping people to live and work together in the home, school and Community				
Name the various groups and institutions in the community, (family, school, church, government agencies)				
Explain the particular functions that each group performs.				
Identify groups in the community that assist other persons or groups in times of need.				
Describe occasions when people in the community come together to share achievement, joy or sorrow in the home, school or neighborhood.				
Describe some of the things we do in order to stay healthy.				
Give examples of conflict within and between families and groups in the community. Suggest ways of dealing with such conflicts.				
Identify some of the heroes, outstanding individuals, and outstanding achievement of their community and their country.				
Explain the significance of these personal and national achievements.				

6.0 POWER, AUTHORITY AND GOVERNANCE GRADE 2

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
	<p>AUTHORITY Discuss and appreciate the importance of leaders in the home, school, religion, organisations, community and nation,</p>		
Explain the importance of leaders.	<p>GOVERNANCE: Explain the functions and responsibilities of people, groups and institutions associated with keeping and order and protecting the rights of citizens in the country.</p>		
Identify leaders in the home, school, church, community groups, and the nation.	<p>Leaders in the local community.</p>		
Give examples of the functions and responsibilities of people, groups and institutions associated with keeping law and order.	<p>People responsible for maintaining law and order:</p>		
Identify people, groups and institutions responsible.	<ol style="list-style-type: none"> 1. The police force 2. the law courts, 3. prisons and local wardens. 		
Explain their importance in helping people to live and work in safety and security in their community.	<ol style="list-style-type: none"> 4. Justice of the peace 		

7.0 PRODUCTION, DISTRIBUTION AND CONSUMPTION GRADE 2

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
State the difference between goods and services.	People have economic needs and wants. Goods and services can satisfy people’s wants.	Poster: Ask students to create a poster/collage using pictures to represent a variety of examples of “Goods” and “Services” found in their community.	
Examine the importance of goods and services to daily existence.	CONSUMPTION: Demonstrate awareness that people consume goods and services.		
Demonstrate how goods and services are bought and sold.	PRODUCTION: Discuss the importance of goods and services that are provided by different communities to the country’s development.		
List the major goods and services that are produced in some communities (E.g. Blackfish in Barrouallie)	TRADE AND COMMERCE: <ul style="list-style-type: none"> ▪ A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants ▪ Communities share services and resources with other communities ▪ Some goods/services may not be available in their community but may be available in other communities. DISTRIBUTION: Demonstrate an awareness and understanding of how goods and services are distributed in the country.		
Identify the jobs people do in producing these goods and providing these services.			
Give reasons why some communities obtain goods and services from other communities.			
Name some communities from which goods and services are obtained that are not produced in their communities.			
Discuss how goods and services that are not produced in the communities are obtained.			

8.0 SCIENCE, TECHNOLOGY AND SOCIETY GRADE 2

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Give examples of different means of communication in their community.	<p>COMMUNICATION</p> <p>TRANSPORTATION:</p> <ul style="list-style-type: none"> ▪ Different means of transport in the Community/Country. <ol style="list-style-type: none"> 1. Cars, 2. Buses, 3. Trucks, 4. Airplanes, 5. Bicycles, 6. Boats etc ▪ Reasons why transportation is important <ul style="list-style-type: none"> – while we can move from one place to another on foot, we need a vehicle and other means of transport to: <ol style="list-style-type: none"> 1. Cover longer distances. 2. Go to work/school 3. Go to the market 4. Visit family/friends 5. Move goods 	<p>Poster:</p> <p>A. Ask students to observe means of transport in their community.</p> <p>B. Create a poster to show findings.</p> <p>Home Assignment:</p> <p>Story on what life would be like without transportation and communication.</p>	
Give reasons why transportation and communication are important to people and communities.			
Suggest what life would be like without transportation and communication.			
Give examples of different means of transportation in their community.			
Give reasons why transportation is important to people and communities.			
Suggest what life would be like without transportation.			

10.0 CIVICS, IDEALS AND PRACTICES GRADE 2			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Make a representation of the flag.	<p>CITIZENSHIP</p> <p>Explain the importance of national symbols and show awareness of the significance of the national symbols.</p> <p>SOCIAL RESPONSIBILITY:</p> <p>Demonstrate respect for the rights, feelings and property of other children and neighbours.</p> <ul style="list-style-type: none"> ■ Issues of human rights (prejudice and discrimination) <p>SOCIAL ACTION AND CHANGE</p> <p>Safety in the neighbourhood</p> <p>Sharing in the community</p>		
Identify and describe the national flower.			
Show understanding of the significance of the national symbols			
Show respect for the national anthem			
Show respect for the national pledge			
Explain the importance of the flag			
Explain the importance of the court of arms			
Identify situations where the rights and feelings of persons in the community are violated			
Predict some of the consequences of violating the rights of others.			
Give examples of special activities that children can undertake to make their local community a better place.			
Give examples of ways in which young children can help persons with special needs in their family, school, church or neighbourhood.			

GRADE 3

1.0 CULTURE AND HERITAGE			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Illustrate the ethnic, cultural and racial composition of the nation.	<p><u>EARLY SETTLERS:</u></p> <ul style="list-style-type: none"> ▪ Ethnic, cultural and racial composition of the nation: <ol style="list-style-type: none"> 1. Indigenous peoples (Kalinago/Garifuna). 2. Africans 3. Europeans 4. East Indians ▪ Cultural expression of the people in S.V.G: <ol style="list-style-type: none"> 1. Stories 2. Folklore 3. Dance 4. Songs 5. Legends 6. Myths 7. Dress 8. Food <p><u>ETHNIC FESTIVALS:</u> Festivals of the groups.</p> <p><u>CULTURE AND CUSTOMS:</u> The purpose and significance of some customs, traditions and cultural celebrations in their country:</p> <p>Way of life of different groups.</p> <p>New practices and celebrations.</p>	<p><u>Class Discussion:</u> Discuss the composition of the population in their district.</p> <p>A. Ethnic groups B. Races</p> <p><u>Guest Speaker:</u> Invite a local historian to provide background information on the people in S.V.G.:</p> <p>A. Early settlers. B. Origin of the early settlers</p> <p><u>Role Play:</u> Different cultural expressions in S.V.G.</p>	
Explain how the ethnic, cultural and racial composition of their country is reflected in the cultural events, customs, folklore and festivals.			
Explain the purpose and significance of some customs, traditions and cultural celebrations in their country.			
Present information on the different ethnic groups in the community and nation.			
Give examples of local and national languages, folk tales, children's games, and music.			
Identify ways in which culture and customs have changed in their country.			
Explain why the local culture should be supported and preserved.			
Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups			

2.0 TIME, CONTINUITY AND CHANGE		GRADE 3	
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Identify the early groups of people who came to their country.	<p>ETHNIC GROUPS WHO CAME: Identify the early groups of people who came to the country:</p> <ul style="list-style-type: none"> ▪ WHEN, WHY, and HOW they came: <p><u>SLAVERY</u> <u>EXPLORERS</u></p> <p><u>CULTURE AND CUSTOMS OF EARLY PEOPLE:</u></p> <p><u>SURVIVAL OF EARLY CUSTOMS:</u></p> <ul style="list-style-type: none"> ▪ Customs that are still present today: <ol style="list-style-type: none"> 1. Spread of Christianity 2. Education development 3. Political change 4. Health services 5. International recognition 	Videos	
Explain when, why, and how they came and from where.			
Portray the culture, customs, and way of life of the indigenous people of the nation.			
Explain the extent to which any of these customs are still present today.			
Identify examples of historical sites and buildings in the country.			

3.0 PEOPLE, PLACES AND THE ENVIRONMENT GRADE 3

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Graphically illustrate the major characteristics of the local population, size, composition, growth, distribution.	<ul style="list-style-type: none"> ▪ Geography and natural resources shape where and how communities (rural, suburban and urban) develop and how they sustain themselves. 		
Explain possible consequences of change in population characteristics.	<ul style="list-style-type: none"> ▪ POPULATION: Community 	<p><u>Map Work:</u> Identify the country on a large map of the Caribbean.</p>	
Give reasons why people sometimes move from one area to settle in another.	<p>Population change in S.V.G.:</p> <ol style="list-style-type: none"> 1. Migration 2. Birth rate 3. Death rate 		
Illustrate the effect of migration on people			
Name and locate the major settlements on a map of the Community.	<p>EFFECTS OF CHANGE IN POPULATION:</p>		
Describe the physical surroundings of the Local school community.	<ul style="list-style-type: none"> ▪ Effects of population change in S.V.G.: 	<p><u>Class Assignment:</u> Use newspaper clippings/ a video clip to generate discussion on damage done by hurricanes and suggestions for hurricane preparedness at the family level.</p>	
Indicate what human-made changes have been made to the local environment.	<ol style="list-style-type: none"> 1. Decrease in population 2. Reduced labour force 3. Increase in population 4. Pressure on Social services 5. Land degradation 6. Increased crime rate 		
Use directions and distances to locate the country in relation to neighbouring water bodies and landmasses.			
Identify the country on a large map of the Caribbean.			<p><u>Role Play:</u> Ask students to work in groups to role-play ways in which families may respond to Hurricane bulletins.</p>
Name and illustrate the physical features of the country.	<p><u>SETTLEMENTS AND MIGRATION:</u> Reasons why people sometimes move from one area to settle in another:</p>		
Locate the physical features on a blank map.	<p>The effect of migration on people.</p>		
Demonstrate knowledge of types and examples of resources.	<p><u>NATURAL FEATURES:</u> Physical surroundings of the community.</p>		
Explain the use and importance of local resources to the country.			
Classify and explain the local weather features.	<p><u>THE COMMUNITY</u> Man-made changes made to local environment.</p>		
Suggest reasons for conserving the natural resources.			
Propose a course of action for preserving the natural environment.	<p><u>LOCATING OUR COUNTRY</u> Directions and distances to locate the country in relation to neighbouring water bodies and landmasses. (near/far.. use of string)</p>	<p>On a large blank map, look at map with physical features and have features that they will stick on them, compare with original map.</p>	
Collect geographical information about their country.			
Collect economic information about their country.			
Classify geographical information about the country.			
Classify economic information about their country.	<p><u>THE LANDSCAPE:</u></p>		

<p>Present in different forms geographical information about their country.</p>	<p>The physical features of the country. Photos and labelling</p>		
<p>Present in different forms economic information about their country</p>	<p><u>RESOURCES (Natural and manmade)</u> Types and examples of resources.</p> <ul style="list-style-type: none"> ▪ Geographic Features: <ol style="list-style-type: none"> 1. Hills 2. Rivers <p>Importance of the physical features in the district</p> <ul style="list-style-type: none"> <input type="checkbox"/> Boundary makers <input type="checkbox"/> farming <input type="checkbox"/> sources of water <input type="checkbox"/> fishing <input type="checkbox"/> scenic beauty <input type="checkbox"/> tourist attraction <input type="checkbox"/> communication <p><u>USE OF RESOURCES:</u> Use and importance of local resources to the country:</p> <p><u>WEATHER CONDITIONS:</u> Classify and explain the local weather features: Describe elements of weather</p> <p>RESOURCES AND CONSERVING RESOURCES:</p> <p>The composition of the earth. Lines of latitude and longitude. Earth movements- rotation and revolution.</p> <ul style="list-style-type: none"> ▪ The Influence of physical features on the development of different communities: <ul style="list-style-type: none"> – Communities use human and natural resources in different ways. – Geographic features influence how and where communities develop. – Physical features and natural resources may affect how people provide for their needs. – Places have geography boundaries. ▪ Ways people throughout the world are impacted by their geographic environments. Examples: land use, 	<p>Group Project Students Farm.</p>	

	<p>housing, occupations</p> <ul style="list-style-type: none"> ▪ Humans modify their environments: <ul style="list-style-type: none"> – People adapt and make changes to the environment in positive and negative ways: <ol style="list-style-type: none"> 1. Housing 2. Transportation systems 3. Schools 4. Marketplaces 5. Recreation areas ▪ Natural Resources of the Caribbean Region: <ul style="list-style-type: none"> – Classification and use of natural resources. – Conservation and preservation of the region's natural resources. – Technological 		
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5.0 INDIVIDUALS, GROUPS AND INSTITUTIONS GRADE 3

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Explain the roles of citizens.	Citizenship- being a member of a particular country and having rights because of it. Citizenship rights include: Right to live there Right to work there Right to vote Freedom of speech Freedom of association <u>Responsibilities:</u> To vote To pay taxes on time To follow rules and regulations To respect rights and beliefs and opinions of others To defend country if need arises To be a member of jury if asked to. Groups in the Community- Trade unions, credit unions. Service clubs		
Explain their rights and responsibilities as citizens of their country.			
Identify groups and institutions, e.g. ethnic, social, cultural service/volunteer, political, trade etc. Identify ways in which groups and institution in the country have changed over time.			
Explain the importance of the functions of social, political and cultural groups.			
Give examples of co-operation among groups in society.			
Identify symbols, monuments, heroes, outstanding individuals and awards.			
Explain how symbols are used to promote national identity, pride and achievement.		National symbols. Symbols of groups. Ways in which individuals can demonstrate love for their country and respect for its laws and institutions	

6.0 POWER, AUTHORITY AND GOVERNANCE Grade 3

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	
Identify the persons, groups and institutions responsible for maintaining law and order in the country.	<p>OUR GOVERNMENT:</p> <p>People create governments in order to create peace and establish order.</p> <p>Citizens help to form their government. People elect officials to represent them. People participate in the democratic process by voting.</p> <ul style="list-style-type: none"> ▪ Laws are created to protect the rights and define the responsibilities of individuals and groups. ▪ Citizens contribute to a community’s government through leadership and service. <p>▪ Rules and Laws-</p> <ul style="list-style-type: none"> – The Importance of Rules and Laws: Rules and laws are created to protect people’s rights and their safety (home, school, community) – Communities have and respect rules and laws: <ol style="list-style-type: none"> 1. School Rules 2. Home Rules 3. National Laws – Rules and laws can be changed based on the needs of the community. – Laws protect the rights and freedoms of individuals and groups. <p>▪ Leaders and Leadership:</p> <ul style="list-style-type: none"> – Government exists to create and enforce laws, and help to resolve conflicts. – The three(3) branches of government: 			
Give examples of the functions and responsibilities of law and order agencies.				
Explain the importance of rules and laws in the home, school, community and country.				
Demonstrate/ enact a scenario of the consequences of having no rules or laws in the country.				
Describe how governments and leaders in the country are elected.				
Explain the importance of having leaders and the roles performed by the different leaders in government.				

	<ol style="list-style-type: none"> 1. Executive branch. 2. Legislative branch. 3. Judicial branch. <ul style="list-style-type: none"> – Government has varied roles and responsibilities. – Government departments (e.g. Department of Education, Transportation, Health, etc – <p>Students can help solve problems, make decisions and resolve conflicts in their homes, schools and communities.</p> <ul style="list-style-type: none"> ▪ Communities and Government: <ul style="list-style-type: none"> – Communities have and need rules and laws to solve problems and resolve conflicts. – Community leaders make, enforce, and interpret fair rules and laws. 		
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7.0 PRODUCTION, DISTRIBUTION AND CONSUMPTION Grade 3

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Give examples of the types of industries found in the country.	<u>ECONOMIC ACTIVITIES</u>	<u>Class Activity:</u>	World map
Illustrate the types of products/ outputs from local industries and the technology employed.	<ul style="list-style-type: none"> ▪ Each community develops an economic system that addresses three questions- what will be produced, how it will be produced, and who will get what is produced. 	A. Students collect labels of foodstuffs, clothing etc. from home.	
Identify the workers who produce goods and provide services in the country.	<ul style="list-style-type: none"> ▪ Socio-economic activities: <ol style="list-style-type: none"> 1. farming activities 2. Manufacturing industries 3. fishing industry 4. local industries 	B. Identify which items are produced locally and those that have to be imported.	
Make an assessment of the value of jobs and their contribution to the local community.			
Explain the concepts goods, surplus, demand, exchange, income and jobs.	<u>LOCAL INDUSTRIES:</u>		
Explain the term ‘trade’	<ul style="list-style-type: none"> ▪ Types of industries: 	C. Using a world map and pins, locate where each product originated.	
Identify the tourism activities of their country.	A. Primary: <ol style="list-style-type: none"> 1. farming, 2. fishing, 3. forestry, 4. mining 	<ul style="list-style-type: none"> ▪ Discuss how the items might have been 	
Explain the importance of tourism to a country.			
Collect information on various Economic activities and practices in their country.	B. Secondary: <ol style="list-style-type: none"> 1. Cloth making, 2. Tobacco manufacturing, 3. Flour milling, 4. Tea manufacturing, 5. Soap making 		
Present the information in various forms (e.g. charts, maps, graphs, stories etc).	X. Tertiary: transport, shops	Project- Agro-industry in St. Vincent and the Grenadines:	
	<ul style="list-style-type: none"> ▪ The types of products/ outputs from local industries: <ol style="list-style-type: none"> 1. Pottery, 2. Basket making, 3. Shoe repairing 4. Flour mills 	<ul style="list-style-type: none"> – Identification of crops grown – The banana industry- A description of the banana plant. – Cultivation of banana. – Harvesting of banana. – Characteristics of small and large farms. – Problems associated with agriculture. – Benefits of agriculture to the country. 	
	<ul style="list-style-type: none"> ▪ Importance of Industries: <ol style="list-style-type: none"> 1. employment 2. improved infrastructure 3. provision of goods 4. 	D. transported.	

	<p><u>WORKERS AND OCCUPATION:</u></p> <ul style="list-style-type: none"> ▪ The workers who produce goods and provide services in the country. ▪ The value of jobs and their contribution to the local community. <p>Provide goods and services-</p> <ul style="list-style-type: none"> ▪ Importance of socioeconomic activities in the district: <ol style="list-style-type: none"> 1. improved standard of living 2. Infrastructural development <p><u>TOURISM AND TOURIST:</u></p> <ul style="list-style-type: none"> - Definition of the term ‘tourist’. - Reasons why tourists come to SVG. - Main countries from which tourist come. - Types of accommodation. - Problems associated with tourism. - Benefits of tourism to the country. 		
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8.0 SCIENCE, TECHNOLOGY AND SOCIETY Grade 3

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Compare the different forms of transportation and of communication used within the country with those of the past.	<p>Methods of communication past and present: the means of transport and communication in the district</p>	<p>Class Assignment: A. View pictures of how people communicated in the past.</p>	
Predict some of the possible consequences of changes in transportation and communication.		<p>B. Describe past and present forms of communication.</p>	
Describe the means of transport and communication in his/her community	<p>Types of Transport:</p> <ol style="list-style-type: none"> 1. Air 2. Land 3. Water <p>Modes of Communication:</p> <ol style="list-style-type: none"> 1. Letters 2. Telephones 3. Telegraphs 4. Fax 5. E-mail 	<p>Class Activity: Group cards illustrating the types of transport under the following categories:</p> <ol style="list-style-type: none"> 1. Air 2. Land 3. Water 	
Identify problems of transport and communication in his/her community	<p>▪ Problems of transport and communication in the district:</p> <ol style="list-style-type: none"> 1. poor road maintenance 2. vandalism 3. high cost of maintenance 4. poor enforcement of traffic regulations 5. natural disasters 		
Suggest possible solutions to transport and communication problems in his/her community	<p>▪ Solutions to transport and communication problems:</p> <ol style="list-style-type: none"> 1. civic education 2. road maintenance 3. enforcement of road traffic regulations and laws 		

10.0 CIVICS, IDEALS AND PRACTICES			
Grade 3			
LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
Give examples of the rights and responsibilities of members of society.	<ul style="list-style-type: none"> ▪ The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. ▪ The rights, responsibilities and freedoms for all citizens: <ol style="list-style-type: none"> 1. Political rights, freedoms and responsibilities 2. Social rights and responsibilities 3. Economic rights 		
Explain the importance of each individual's participation in the development of the society.	<p>HUMAN VIRTUES:</p> <ul style="list-style-type: none"> ▪ Human virtues <ul style="list-style-type: none"> – Impartial – Tolerant – Just – Prudent – Honest <p>Importance of human virtues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self contentment <input type="checkbox"/> Reconciliation <input type="checkbox"/> Fairness <p>CONFLICT RESOLUTION</p> <ul style="list-style-type: none"> ▪ human virtues are necessary ingredients in resolving conflicts peacefully <p>Issues of human rights (i.e. prejudice and discrimination)</p> <p>Lack of human rights may lead to:</p> <ol style="list-style-type: none"> 1. Prejudice 2. Discrimination 3. Poverty 		
Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups.	<p>SOCIAL ACTION AND CHANGE</p> <p>Steps people can take to support social action and change</p>		
Illustrate the importance of fostering cooperation in the home, school, church, and society.			
Indicate ways in which individuals			

can demonstrate love for their country and respect for its laws and institutions.			
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Useful Websites Grade 3

Useful websites: www.cia.gov/library/publications/the-world-factbook/ www.whc.unesco.org

Websites that provide a detailed history of the Caribbean and its people including <http://caribya.com/caribbean/history/>

Website explaining about the Amerindian history and people, visit http://www.bigorrin.org/carib_kids.htm

- Useful websites: http://www.bigorrin.org/carib_kids.htm and, for Carib names for animals - http://www.native-languages.org/carib_animals.htm

the web page http://www.native-languages.org/carib_animals.htm which lists Carib names for some common animals.

YouTube (<https://www.youtube.com>) contains many animated Anansi stories that you could share with the class.

, <http://caribya.com/caribbean/events.and.festivals/> has some good background information on different carnivals celebrated across the Caribbean

For folktales to share with the class, visit: <http://orginsoftheuniverse.weebly.com/10-creatures-of-folklore-that-seem-familiar.html>

The PPT presentation at <https://www.tes.com/teaching-resource/caribbean-culture-primary-ks2-ppt-and-worksheets-6313262> may be a useful tool to introduce Caribbean culture and its influences. You will need to register as a member of TES to access it.

<http://countrysometers.info/en/World> and www.indexmundi.com are good web resources for country population statistics.

Simple tutorials for explaining bar and other graphs can easily be found on maths websites and YouTube. Try <https://www.mathsisfun.com/data/bar-graphs.html> and https://www.youtube.com/watch?v=-cSm_D7MrRI for bar charts and <https://www.youtube.com/watch?v=Maiavh5XWtg> for pie charts.

- <http://caricomstats.org/censuspub.htm> for regional population statistics

- There are worksheets and resources online that you could use and adapt to supplement your own teaching on this subject. Visit www.tes.com or http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev3.shtml
- For good country maps showing physical features, go to www.worldatlas.com and select from the country list. <http://www.caribbean-on-line.com/>
- <http://environment.nationalgeographic.com/environment/habitats/> and www.cep.unep.org/kids-corner
- Photos showing damage caused by hurricanes – see <http://www.ngkids.co.uk/science-and-nature/Hurricanes>, <http://www.metoffice.gov.uk/learning/weather-for-kids>.
- <http://www.worldatlas.com/webimage/countrys/carib.htm> is a fantastic resource for comprehensive and simply-presented country information and maps.
- For definitions and explanations of difficult terms, see <http://kids.britannica.com/>

The Universal Declaration of Human Rights and the Declaration on the Rights of the Child will be looked at in later grades; however, they could be introduced here. For child-friendly versions of both (that you could stick on the wall), visit

http://www.eycb.coe.int/composito/chapter_6/pdf/1.pdf and

- http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf
-) For more trade unions in the Caribbean, visit <http://www.workersunion.org.tt/labourlinks/caribbean-trade-unions>
- General info on flags: <http://www.kids-world-travel-guide.com/world-flags.html>;
- [Printable Caribbean flags: https://www.freeprintableflags.com/category/caribbean](https://www.freeprintableflags.com/category/caribbean)
- Caribbean Coats of Arms: <https://flash.gogsat.com/NationalSymbolsoftheCaribbean111125/engage.html>
- National symbols of every Caribbean country explained: <http://www.worldatlas.com/webimage/countrys/namerica/caribb/caribbsymbols.htm#page>

- The short animated video at <https://www.youtube.com/watch?v=rOLJeOHF8G0> gives a great understanding of the need for rules and laws in an entertaining and accessible way.
- <http://antiguaobserver.com/jamaica-leads-caribbean-countries-on-how-effectively-children-use-laws/> is a good illustration of how children can use the legal system to address their rights.
- Reflection on the consequences of having no rules:
<https://www.youtube.com/watch?v=rOLJeOHF8G0>
- Websites such as <https://www.facebook.com/royal.barbados.police.force/?fref=nf> are also useful resources in portraying the police in a positive light.
- <https://www.facebook.com/goanguilla>
- You could also visit <http://www.caribbeanelections.com/education/democracy/government.asp> for useful background reading as well as country-specific information and classroom resources. If your country has an election coming up, try to animate your teaching on elections with real examples of campaign material, advertising and candidate profiles.