

A. Learning Outcomes: K – Grade 2

1.0 Culture and Heritage

Outcomes		Topics	Grade Level			Social Studies Skills*
			K	1	2	
1.1	Illustrate the ethnic, racial and cultural composition of the community.	Culture, customs and traditions		v		Drawing/colouring, listening, observing, group discussion, participating, comparing, role play and discrimination
1.2	Show how this composition is reflected in the local cultural events, customs, folklore and festivals.	Traditional games			v	Dramatization, modelling, decision-making, cooperating, speaking, listening, participating, questioning and discussion
1.3	Explain the purpose and significance of some local customs, traditions, and cultural celebrations in the community.	Festivals Traditional games	v	v	v v	Discussion, listening, speaking, role-play, participating and understanding
1.4	Give examples of local folk tales and children’s games, and illustrate how these serve as expressions of culture.	Culture, folk tales	v			Role-play, observing, questioning, speaking, listening and participating

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
1.5	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.	Customs and values Relationship in the community	v	v	v	Role-play, speaking, sharing, listening, questioning, appreciating and discussing
1.6	Classify traditional goods and services that are still provided in the community e.g. herbal medicine, utensils, implements and food.	Foods we eat Culture and craft	v		v	Comparing, distinguishing, speaking, listening, drawing, discussing, questioning, appreciating and sharing
1.7	Identify ways in which culture and customs have changed in the community.	Traditions, culture and customs	v			Comparing, speaking, listening, discussing, interpreting, dramatizing, analyzing, researching, questioning, appreciating and sharing

2.0 Time, Continuity and Change

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
2.1	Identify the early people or groups that settled in the community, and explain how, and why they came.	Early groups in our community			v v	Observing, speaking, listening, role-play, discussing, map-work, appreciating, questioning and interpreting
2.2	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.	Traditions			v	Discussing, researching, questioning, recording, reporting, listening, communicating and interviewing

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
2.3	<p>Locate examples of historical sites and buildings in their community.</p> <p>Explain the role and significance of these buildings and sites in the community's past.</p>	Historical sites			v	Map work, drawing, analyzing, appreciating, listening, discussing, interpreting, describing, speaking and observing
2.4	<p>Compare the community with another one located nearby.</p> <p>Identify ways in which life has changed in the community over the years.</p>	<p>Change in our community</p> <p>Neighbouring communities</p>		v	v v	Comparing, speaking, appreciating listening, discussing, distinguishing, researching, drawing, role-play, observing, drawing conclusions, questioning and reporting

3.0 People, Places and Environments

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
3.1	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.	Places in the community My home Our Community Our physical surroundings	v v v v	v v v	v	Map work, drawing, listening, interpreting, describing, researching, reporting, speaking and observing
3.2	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.	Map and Globe skills Locating places in the community		v		Observing, map-work, describing, drawing, speaking, comparing, questioning and role-playing

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
3.3	Use simple cardinal directions and estimates of distance to locate local places and neighboring communities. Describe the route taken to school.	Physical surroundings Important buildings in the community Getting to school My neighbourhood	v	v v v v	v	Observing, map-work, speaking, estimating, interpreting, identifying, problem-solving, listening, comprehending, reporting and measuring
3.4	Locate places and features of their local community or country on pictorial maps.	Our country Our towns and settlements		v v	v	Map-work, observing, discussing, listening, speaking drawing and comparing
3.5	Recognize major features of the landscape in the community and identify these on a map.	Caribbean region Physical surroundings Natural environment Our country	v v v		v	Identifying, map-work, comparing, listening, speaking reporting, drawing, describing and interpreting

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
3.6	Identify the different types of resources. Give the reasons why it is important to use our resources wisely	Resources Animals and plants in the environment Conserving the environment	v		v v v	Identifying, comparing, speaking, analyzing, interpreting, discussing, appreciating, listening and drawing
3.7	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.	Clean neighbourhood Use of resources			v v	Explaining, speaking, listening, appreciating, participating, reporting, problem-solving, critical thinking, creative thinking, planning, organizing, discussing, decision-making, cooperating and recording

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
3.8	Explain the safety methods involved in the use of specific resources (e.g. water).	Use of resources Safety and care	v		v	Decision-making, explaining, peer-tutoring, role-playing, comprehending, observing, listing, speaking, communicating, discussing, problem-solving and critical thinking
3.9	Identify and define the different elements of the weather. Illustrate how the elements of weather are measured and recorded, and give a weather report.	What is weather? Elements of weather Measuring weather features				Identifying, illustrating, measuring, reporting, recording, distinguishing, experimenting, listening, speaking, defining and sharing

4.0 Individual Development and Identity

	Outcomes	Topics	Grade Level			Social Studies Skills
			K	1	2	
4.1	Describe self in terms of name 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.	Myself Good manners and behaviour When do I feel happy When do I feel sad What can I do?	v v v	v v v	v v v	Describing, drawing, observing, listening, decision-making, demonstrating, speaking, communicating and sharing
4.2	Identify ways in which each individual is similar to and different from others.	I and others	v			Identifying, observing, listening, measuring, comparing, speaking, discussing and estimating
4.3	Explain how we should take care of our bodies.	Keeping healthy	v			Appreciating, explaining, problem-solving, drawing, listening, speaking, questioning, decision-making, and discussing
4.4	Explain why we should take care of our bodies.	Abuse of drugs				Role-playing, explaining, problem-solving, speaking, listening, decision-making, questioning and critical thinking
4.5	Identify the right to a name, opinion, privacy, safety, education and play as some of the basic rights of all children.	Myself Rights of a child	v	v	v	Identifying, appreciating, analyzing, listening, speaking, interpreting, explaining, discussing, questioning and adjusting
4.6	Describe the unique features of one's own family.	My family	v	v	v	Describing, appreciating, role-playing, listening, speaking, discussion, drawing, questioning and empathizing,
4.7	Identify ways in which families may differ, or may change.	Our neighbours		v		Identifying, listening, speaking, reporting, comparing, distinguishing, role-playing, drawing, observing, discussing and communicating

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
4.8	Explain why all individuals and families are important and special.	Self awareness/ respect My family is important	v	v	v	Appreciating, speaking, critical thinking explaining, drawing and listening
4.9	Show respect for the name, physical appearance and opinions of peers and others.	We have the right to our views	v	v	v	Appreciating, observing, listening, speaking, communicating, demonstrating, group- interaction skills, empathizing and interpreting
4.10	List possible causes of accidents in the home and at play.	Safety and care	v	v	v	Listening, observing, questioning, speaking, drawing, describing, comprehending, dramatizing and reporting
4.11	Plan and institute some safety precautions.	Safety measures	v	v	v	Planning, organizing, group interaction, decision-making, critical thinking, reporting, listening, speaking and questioning
4.12	Recognize the types of street signs and other signs that are designed to protect children (e.g. pedestrian crossing).	Road safety	v	v	v	Identifying, observing, listening, speaking, designing, problem-solving, drawing, questioning, reporting and recording
4.13	Describe the purpose of street signs and other signs that are designed to protect children.	Road safety signs and signals	v	v	v	Describing, appreciating, listening, questioning, speaking, observing, critical thinking, role-playing and problem-solving
4.14	Work independently, and with a partner, to decide on an appropriate course of action in dealing with a problem/ situation.	Cooperating with others		v	v	Problem-solving, creative thinking, decision- making, critical thinking, peer tutoring, communicating, listening, speaking, questioning and researching

5.0 Individuals, Groups and Institutions

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
5.1	Illustrate the roles of the different family members.	Home and family	v	v		Illustrating, role-playing, appreciating, critical thinking, listening, speaking, questioning and problem-solving
	Suggest ways in which children can assist their families.	Children in families	v	v	v	
5.2	Provide examples of cooperation within the family and in the community.	Cooperation in the family	v	v		Cooperating in groups, speaking, listening, critical thinking, discussing and appreciating
5.3	Explain the importance of rules and laws in helping people to live and work together in the home, school and community	Behaviour at home School rules Behaviour and community customs	v v		v	Explaining, appreciating, critical thinking, listening, speaking, dramatizing and communicating

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
5.4	Name the various groups and institutions in the community, (family, school, church, government agencies)	Functions of family The school School organization Our community The home Social groups	v	v v v v v	v v v v	Identifying, speaking, listening, observing, discussing, drawing, questioning and role-playing
5.5	Explain the particular functions that each group performs.	Groups and their functions	v	v	v	Explaining, communicating, questioning, role-playing, listening researching, reporting and cooperating
5.6	Identify groups in the community that assist other persons or groups in times of need.	Groups in the community School events Relationships in the neighbourhood	v	v v	v v	Identifying, observing, role-playing, appreciating, listening speaking and describing
5.7	Describe occasions when people in the community come together to share achievement, joy or sorrow in the home, school, or neighbourhood.	Sharing in the community		v	v	Describing appreciation, role –playing, drawing, communicating, empathizing and sharing
5.8	Describe some of the things we do in order to stay healthy.	Things the family does to keep healthy	v		v	Describing, drawing, problem-solving, listening, speaking, appreciating, speaking and role-playing
5.9	Identify the persons in the community who help to keep us healthy	Health workers in the community Foods we eat	v v	v v	v v	Identifying, communicating, reporting, drawing, researching and recording
5.10	Explain the work of the persons who keep us healthy	Clean neighbourhoods Environmental workers		v	v	Explaining, role-playing, observing, appreciating, listening, speaking and problem-solving
5.11	Give examples of conflict within and between families and groups in the community. Suggest ways of dealing with such conflicts.	The family Social relationships Living together	v v	v v	v v	Problem-solving, listening, decision-making, communicating, critical thinking, listening and speaking

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
5.12	Identify some of the heroes, outstanding individuals, and outstanding achievement of their community and their country.	Heroes in my community National heroes			v v	Identifying Researching Recording Reporting Appreciating Cooperating Sharing Questioning Listening Analyzing Comparing Observing Role-playing
5.13	Explain the significance of these personal and national achievements.	Achievements of my community National achievements		v	v v	

6.0 Power, Authority and Governance

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
6.1	Define “patriotism”	Patriotism	v			Defining, analyzing, communicating, describing, critical thinking, drawing, interpreting listening, speaking, researching, recording and reporting
	Identify and describe the details of the national symbols of the country.	National symbols	v	v		
6.2	Explain the importance of leaders.	Leadership in the school The family Our government Leaders in the community	v		v	Explaining, describing, appreciating, communicating and problem-solving
6.3	Identify leaders in the home, school, church, community groups, and the nation.	Leaders in the family Leaders in the community Leaders in the nation	v v v	v v v	v v v	Problem-solving, identifying, communicating, listening, drawing, appreciating, comparing, observing and interpreting.
6.4	Explain the importance of rules and laws in helping people to live and work in safety and security in the community.	School rules Traffic rules	v	v	v	Explaining, appreciating, problem-solving, decision-making, communicating and role-playing
6.5	Predict some of the consequences for self and others when rules and laws are not obeyed.	Obeying rules	v	v	v	Predicting, appreciating, problem-solving, communicating, analyzing, role-playing and critical thinking
6.6	Identify the persons, groups, and institutions associated with keeping law and order in the community.	Keeping law and order The police service The law courts			v v	Identifying, problem-solving, role-playing, appreciating, communicating, researching, recording and reporting

7.0 Production, Distribution and Consumption

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
7.1	Give examples of the goods and services which the family and the community provide.	Providing our needs (clothing etc.) Clothes for different occasions	v v	v v	v v	Listening, speaking, listing, researching, recording, reporting and appreciating
7.2	Identify the jobs people do in producing these goods and providing these services.	Goods and services Work and workers Needs and wants Local industries	v v	v	v v v	Identifying, appreciating, observing, decision-making, researching, recording reporting, communicating, role-playing and creative thinking
7.3	Give reasons why some communities obtain goods and services from other communities.	Goods and services in the community Trading			v v	Problem-solving, analyzing, decision-making, researching, reporting, communicating and observing

8.0 Science, Technology and Society

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
8.1	Give examples of different means of transportation and communication in their community.	How do we communicate?	v	v	v	Listing, communicating, comparing, designing, observing, problem-solving, interpreting and questioning
	Compare modern means of transportation and communication in the past with those used.	Means of travel Transportation centres	v	v	v	
8.2	Give reasons why transportation and communication are important to people and communities.	Why do we travel?	v	v	v	Interpreting, communicating, critical thinking, observing, problem-solving and questioning
		Why do we communicate?	v	v	v	
8.3	Suggest what life would be like without transportation and communication.	Moving between communities		v	v	Critical thinking, communicating, problem-solving and creative thinking

10.0 Civic ideals and Practice

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
10.1	Show respect for the rights, feelings and property of other children and neighbours.	Respect for others	v	v	v	Appreciating, analyzing, role-playing, empathizing, communicating, questioning and predicting
	Predict some of the consequences of violating the rights of others.	Social responsibilities		v	v	
10.2	Adhere to standards of behaviour concerning school attendance, dress/uniform, safety, property, language, work and dealing with conflicts.	Social responsibilities		v	v	Observing, communicating, critical thinking, role-playing and questioning
		Good manners and behaviour	v	v	v	
		School rules	v	v	v	
10.3	Give examples of special activities that children can undertake to make their neighbourhood a better place.	Safety in the neighbourhood Sharing in the community	v	v	v	Role-playing Creative thinking Critical thinking Communicating Questioning Observing Problem-solving Researching Recording Reporting

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
10.4	Give examples of ways in which young children can help persons with special needs in their family, school, church or neighbourhood.	Helping people in need	v	v	v	Analyzing, critical thinking, problem-solving, questioning, communicating, role-playing, researching, recording and reporting

B. Learning Outcomes: Grades 3 - 4

1.0 Culture and Heritage

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
1.1	Illustrate the ethnic, cultural and racial composition of the nation.	Early settlers Culture and customs	v v	v v	Discussing, creating (drawing weaving etc.), Researching, Communicating (report), Critical thinking
1.2	Explain how the ethnic, cultural and racial composition of their country is reflected in the cultural events, customs, folklore and festivals.	Ethnic Festivals of the groups in community	v v	v v	Discussing, creating (drawing weaving etc.), Researching, Communicating (report), Critical thinking
1.3	Explain the purpose and significance of some customs, traditions and cultural celebrations in their country.	Culture and customs Planning of the festivals	v v	v v	Discussing, creating (drawing weaving etc.), Researching, Communicating (report), Critical thinking problem-solving
1.4	Present information on the different ethnic groups in the community and nation.	Contribution of ethnic groups in the community - composition	v	v	Communicating (discussion) researching Role-playing

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
1.5	Give examples of local and national languages, folk tales, children's games, and music.	Culture and customs of local community Culture of national community	v v	v v	Creative activities – singing, rap, speaking, dancing, poetry, song writing, steel band, iron band and drumming
1.6	Identify ways in which culture and customs have changed in their country. Explain why the local culture should be supported and preserved.	Way of life of different groups New practices and celebrations	v v	v v	Creative activities – singing, rap, speaking, dancing, poetry, song writing, steel band, iron band and drumming

2.0 Time, Continuity and Change

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
2.1	Identify the early groups of people who came to their country.	Ethnic groups who came	v	v	Creating (drawing etc) Communicating (interviewing) creative thinking
2.2	Explain when, why, and how they came.	Slavery Explorers	v	v	Creating (drawing etc) Communicating (interviewing) , creative thinking
2.3	Portray the culture, customs, and way of life of the indigenous peoples of the nation.	Culture and customs of early people	v	v	Communication – discussion seeking information
2.4	Explain the extent to which any of these customs are still present today.	Survival of early customs	v	v	Communicating, creative thinking, analytical thinking
2.5	Identify examples of historical sites and buildings in the country.	Early settlements Historical sites and buildings in the community	v	v v	Academic Social
2.6	Identify ways in which groups and institutions in the country have changed over time	Institutions in the community Change in social life Change in political system			Creative (drawing etc) Communicative (interviewing) Social, creative thinking Communication – discussion Academic – seek information Role-play Analytical thinking

3.0 People, Places and Environments

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
3.1	Graphically illustrate the major characteristics of the local population, size, composition, growth, distribution.	Population of the - community - country	v	v	Research (gathering information and statistical) Analytical and critical Creative thinking Mathematical skills, community reporting
3.2	Explain possible consequences of change in population characteristics.	Effect of change in population		v	Creative, critical, analytical Social skills – discussion Academic (research)
	Give reasons why people sometimes move from one area to settle in another.	Settlements Migration	v v	v	
3.3	Illustrate the effect of migration on people	migration	v	v	Creative, critical, analytical Social skills – discussion Academic (research) Creative (drawing and map reading)

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
3.4	Name and locate the major settlements on a map.	Settlements The landscape	v	v	Map reading, Social skills (speaking) Academic (speaking, research writing) Creative (drawing)
3.5	Describe the physical surroundings of the community.	Natural features	v	v	
3.6	Indicate what human-made changes have been made to the local environment.	Map and globe skills The community	v	v	Observation, social skills (discussion) Map reading, critical thinking Decision making
3.7	Use directions and distances to locate the country in relation to neighbouring water bodies and landmasses.	Countries of the Caribbean Locating our country	v	v	Map reading, creative (drawing) Academic – speaking, writing Creative thinking analytical
3.8	Identify the country on a large map of the Caribbean.	Map and globe skills			Map reading
3.9	Name and illustrate the physical features of the country.	The landscape	v	v	Map reading, creative (drawing and sketching) Social skills – discussions
3.10	Locate the physical features on a blank map.	Exploring my community	v	v	Map drawing
3.11	Indicate the benefits of physical features of the country	Benefits of Natural features		v	Map reading, creative (drawing) Academic – speaking, writing Creative thinking, analytical
3.12	Demonstrate knowledge of types and examples of resources.	Resources Plant, animals etc.	v	v	Discussion Observation
3.13	Explain the use and importance of local resources to the country.	Use of resources	v	v	Academic – research, reporting, speaking and writing - analytical skills Social – discussions, decision making
3.14	Classify and explain the local weather features	Weather conditions	v	v	Observation, academic – research, reports
3.15	Give examples of how the weather affects the lives of people.	How weather affects our lives		v	Discussions, creative and critical thinking, math skills, decision making

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
3.16	Suggest reasons for conserving the natural resources.	Resources Conserving resources	v v	 v	Discussion, research, critical and analytical thinking, creative and decision making
3.17	Propose a course of action for preserving the natural environment.	Preservation of the environment		v	Academic, analytical and creative thinking Decision – advocacy, social, art skills
3.18	Collect geographical information about their country.	Graph skills Information-search skills	v v	 v	Math skills, information research, social skills and creative skills
3.19	Collect economic information about their country.	Graph skills Information skills	v v	v v	Academic (research) social – interview discussion, speaking and writing, math analytical
3.20	Classify geographical information about their country.	Map drawing/shading	v	v	creative skills (drawing) mathematical skills
3.21	Classify economic information about their country.	Graph skills	v	v	map skills
3.22	Present in different forms geographical information about their country.	Graph skills Map drawing skills	v	v v	
3.23	Present in different forms economic information about their country	Graph skills		v	

5.0 Individuals, Groups and Institutions

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
5.1	Explain the roles of citizens.	Citizens of my country	v	v	Discussing, academic – researching and reporting, writing, social skills, interviewing, analytical and critical thinking skills, decision-making
5.2	Explain their rights and responsibilities as citizens of their country.	Responsibilities of citizens Rights of citizens	v v	v v	
5.3	Identify groups and institutions, e.g. ethnic, social, cultural service/ volunteer, political, trade etc.	Groups in the community Trade unions, credit unions etc. Service clubs	v	v	Observing, speaking, writing, listening Academic – research Social – interviewing, analytical
5.4	Explain the importance of the functions of social, political and cultural groups.	Groups in the community	v	v	Speaking, listening, writing, interview, computer skills
5.5	Give examples of co-operation among groups in society.	Cooperation among groups	v	v	Observing, academic skills, social skills
5.6	Identify symbols, monuments, heroes, outstanding individuals and awards.	National achievements National heroes	v v	v v	Observing, listening, speaking, writing, computer skills, social skills, academic
5.7	Explain how symbols are used to promote national identity, pride and achievement.	National symbols Symbols of groups	v v	v v	Discussing – speaking, listening, writing, social skills, decision-making, social and political skills (cognitive skills) problem solving

6.0 Power, Authority and Governance

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
6.1	Identify the persons, groups and institutions responsible for maintaining law and order in the country.	Our government The police service Community policing	v v v	v v v	Social and communicative Academic – research
6.2	Give examples of the functions and responsibilities of law and order agencies.	The police The law courts	v	v v	Academic, social and communicative thinking, analyzing
6.3	Explain the importance of rules and laws in the home, school, community and country.	Exercising one’s rights Rules of the home School rules, national laws	v	v	Academic creative and analytical thinking Drawing, reporting social Social and communicative thinking, analyzing Academic – research Creative and analytical thinking
6.4	Demonstrate/ enact a scenario of the consequences of having no rules or laws in the country.	Importance of rules and laws		v	Drawing, reporting, Role play (demonstration skills) Social and communicative thinking, analyzing Academic – research, Creative and analytical thinking
6.5	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.	Our government Leaders and leadership	v	v v	Drawing, reporting, Role playing (demonstration skills) Decision-making Academic, communicative skills Role play (demonstrative) Problem solving skills Listening, speaking

7.0 Production, Distribution and Consumption

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
7.1	Give examples of the types of industries found in the country.	Our main industries Economic activities	✓	✓	Social and academic skills Creative mathematical Skills, social and political skills
7.2	Illustrate the types of products/ outputs from local industries and the technology employed.	Local industries	✓	✓	Social and academic skills Creative math. Skills, social and political skills Observation, computer skills, creative and analytical skills
7.3	Identify the workers who produce goods and provide services in the country.	Earning a living Workers and occupation	✓ ✓	✓ ✓	Social and academic skills Creative math. Skills, social and political skills Co-operation and communicative skills
7.4	Make an assessment of the value of jobs and their contribution to the local community.	Businesses in the community Goods and services	✓ ✓	✓ ✓	Analytical thinking Creative thinking Discussing Decision making Academic skills
7.5	Explain the concepts goods, surplus, demand, exchange, income and jobs.	Earning a living Exports and imports	✓	✓ ✓	Conceptualizing Speaking
7.6	Explain the term 'trade'	Trade		✓	

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
7.7	Identify the tourism activities of their country.	Tourism and tourists		v	Observing Listening Research Interpreting Classifying Map work Mathematical skills Decision making skills Social and co-operative Academic – speaking and writing Mathematical drawing
7.8	Explain the importance of tourism to a country.	People who work in tourism	v	v	
7.9	Collect information on various economic activities and practices in their country.	Information collection		v	
7.10	Present the information in various forms (e.g. charts, maps, graphs, stories etc).	Making graphs and charts Writing summaries		v v	

8.0 Science, Technology and Society

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
8.1	Compare the different forms of transportation and of communication used within the country with those of the past.	Transportation and communication: past and present	v	v	Questioning, observing Interviewing, speaking Critical thinking,
8.2	Identify workers in communication and transportation	Workers in transportation and communication	v	v	Creative thinking Speaking and listening Researching Decision making
8.3	Predict some of the possible consequences of changes in transportation and communication.	New forms of communication	v	v	
		New forms of transportation	v	v	

10.0 Civic Ideals and Practice

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
10.1	Give examples of the rights and responsibilities of members of society.	Human rights Citizenship		✓ ✓	Listening, speaking, thinking Conceptualizing, conceptualization Critical
10.2	Explain the importance of each individual's participation in the development of the society.	People are important to development		✓	Analytical Creative thinking
10.3	Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups.	Human rights Tolerance	✓	✓ ✓	Social skills Conflict resolution, role play Co-operative, listening and speaking
10.4	Illustrate the importance of fostering cooperation in the home, school, church, and society.	Cooperation and conflict in the community		✓	Co-operative skills, listening and speaking Role playing skills
10.5	Indicate ways in which individuals can demonstrate love for their country and respect for its laws and institutions.	Patriotism, National pride	✓		Creative – poetry writing, singing and dancing (music) Academic – research Decision making Conflict resolution skills