

## **Social Studies Curriculum Mapping – Form One**

### **National Lower Secondary Curriculum & New Secondary Level Programme (CXC)**

#### **Objectives: Students should be able to:**

1. Identify traits that make each individual different.
2. Explain terms and concepts related to the individual.
3. Identify typical characteristics of individuals.
4. Differentiate between strong and weak characteristics.
5. Identify the factors that influence a positive self image.
6. Outline steps in setting and achieving goals.
7. Identify situations that may lead to stress.
8. Explain the concept of heredity and environment.
9. Describe the stages of human development.
10. Distinguish between moral and immoral behaviour in a variety of situations.
11. Identify desirable qualities for healthy social interaction.
12. Evaluate examples of socially acceptable behaviour in a variety of situations.
13. Differentiate between needs and wants.
14. Outline the steps in making an informed decision.
15. Identify factors to be considered in making informed decision.
16. Differentiate between facts and opinions in a variety of situations.
17. List terms related to family members.
18. Define the term family.
19. Explain the concept of the family tree.
20. Design a family tree.
21. Describe the functions / roles of the family member in contributing to the well being of the family.
22. Identify family types / structures prevalent in the Caribbean.
23. Explain the benefits of maintaining family linkages.
24. List possible sources of conflicts within a family.
25. Identify potential sources of conflict in different contexts.
26. List ways to minimize conflicts within the family.
27. Outline strategies to reduce conflicts.
28. Outline strategies to resolve conflicts in given situations

29. Explain the concept of the generation gap.
30. Locate school in relation to the home.
31. Draw a simple diagram of the school and surroundings.
32. Identify the functions of individuals within the school.
33. Explain why school rules are important.
34. List major school rules.
35. Explain the concept of a group
36. Distinguish between formal and informal groups.
37. List co-curricula groups within the school.
38. Describe the roles of individuals within formal groups in the school.
39. Identify the factors that promote group cohesion.
40. Identify the factors that lead to indiscipline among group members.
41. State the benefits to be derived from membership in groups.
42. Identify the essential qualities of a good leader.
43. Outline reasons for creating and maintaining laws in a society.
44. Locate their community on a local map.
45. Draw maps of the community.
46. Construct models of the community.
47. Use compass direction and grid reference to locate places in the community.
48. Draw grid lines using transparencies.
49. Use topographical symbols to represent features on the community map.
50. Identify different groups and organisations in their community.
51. Identify outstanding local personalities in their community.
52. Identify social and economic problems affecting the community.
53. Explain the major consequences of man-made changes to the natural environment of the community.
54. State ways that can be used to protect the environment.
55. Explain the concept of an institution.
56. Identify institutions and their responsibility.
57. Locate St.Lucia on a Caribbean map.
58. State the location of St.Lucia using lines of latitude and longitude.
59. Identify the district boundaries of St.Lucia.
60. Describe how towns and villages in St.Lucia got their names.

- 61.** Explain the reason for rural – urban migration in St.Lucia.
- 62.** Describe the topography of St.Lucia.
- 63.** Identify the main land forms in St.Lucia.
- 64.** Identify national flora and fauna.
- 65.** Outline the contributions of the early settlers in St.Lucia.
- 66.** Explain the relationship between the location of settlement and topography of the island.