

Apportioned Social Studies

Curriculum

Grade Two

Curriculum and Materials Development Unit

Ministry of Education and Culture

St. Lucia

August 2008

SUBJECT: SOCIAL STUDIES

TERM: ONE

GRADE: TWO

THEME: PEOPLE, PLACES AND ENVIRONMENTS

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
What is a community?	<ol style="list-style-type: none">1. Define a community.2. Explain why most people live in communities.3. List the essential attributes of any community.	<ul style="list-style-type: none">• Pencil/paper tests• Draw community including essential attributes	One Week
What do I know about my Community? <ul style="list-style-type: none">• Places in the community• Physical surroundings	<ol style="list-style-type: none">1. Name some larger communities of which their community is part.2. Locate their community on a map of St. Lucia using cardinal directions.3. Describe the location of the community in terms of its proximity and cardinal location to other communities.4. Describe the community in terms of its size, noticeable features, landmarks, types of buildings, amenities and the normal activities	<ul style="list-style-type: none">• Checklist• Oral test• Map skills• Oral presentations• Poems• Pencil/paper tests• Research projects• Mini exhibitions• Debates	Three Weeks

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>of the people.</p> <ol style="list-style-type: none"> 5. Name some common types of communities found in St. Lucia (fishing, farming, business) 6. Identify important factors in the history of the community. 7. Identify major changes which have taken place in the community. (size, general appearance, size of population and activities of the people) 8. Express views on whether the changes in the community have been for the better or the worse. 		
<p>Use of Resources</p> <ul style="list-style-type: none"> • What are resources? • Why are the people in the community regarded as a resource? • How are the natural resources in the community needed to provide needs and wants? • How can we protect the natural resources so that we can continue to use them for our needs and wants? 	<ol style="list-style-type: none"> 1. Define a resource. 2. Differentiate between natural and human resources. 3. Explain the importance of human resources in a country or community. 4. Give reasons why some human beings, their qualities and skills are regarded as resources. 5. List some natural resources found in the community. 6. Identify some uses of the community's natural resources which are not directly associated 	<ul style="list-style-type: none"> • Pencil/paper tests • Scrapbook • Research project • Panel discussions • Design posters 	<p style="text-align: center;">Three weeks</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>with the production of goods. (primary resources)</p> <p>7. Give examples of misuse, wastage and abuse of natural resources in the community.</p> <p>8. State some consequences to the community of misuse and wastage of specific natural resources.</p> <p>9. Suggest actions needed to correct misuse and wastage of at least one natural resource.</p> <p>10. Participate in a class or group project aimed at reducing wastage or correcting misuse of one natural resource.</p>	<ul style="list-style-type: none"> • Performance tasks 	

THEME: CULTURE AND HERITAGE

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
<p>Culture and Heritage</p> <ul style="list-style-type: none"> • Customs and traditions • Festivals 	<p>1. Define the terms customs, traditions and festivals.</p> <p>2. Give examples of customs, traditions and festivals celebrated in their country.</p> <p>3. Give examples of customs which are used for purposes such as the</p>	<ul style="list-style-type: none"> • Project • Oral presentation • Report • Debate 	<p>Two Weeks</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>production of goods, home-building, leisure and entertainment, the spread of information and the stages of the life cycle.</p> <p>4. Share views on whether certain customs and traditions should be discontinued.</p>		

THEME: INDIVIDUAL DEVELOPMENT AND IDENTITY

TOPICS	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
<p>Myself</p> <ul style="list-style-type: none"> • Good manners and behaviour • Feelings • Rights of a child 	<ol style="list-style-type: none"> 1. Describe self in terms of name 2. Describe self in terms of physical appearance 3. Demonstrate respect for self in terms of cleanliness, language and behaviour. 4. Describe self in terms of aptitude and feelings. 5. Identify the right to name, opinion, privacy, safety, education and play as some of the basic rights of all children. 	<ul style="list-style-type: none"> • Drawing • Journal • Creative expressions/name poems 	<p>One Week</p>

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