

# Apportioned Social Studies

## Curriculum

### Grade Two

Curriculum and Materials Development Unit

Ministry of Education and Culture

St. Lucia

August 2008

**SUBJECT: SOCIAL STUDIES**

**TERM: THREE**

**GRADE: TWO**

**THEME: POWER, AUTHORITY AND GOVERNANCE**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
School and traffic rules	Explain the importance of rules and laws in helping people to live and work in safety and security in the community.	<ul style="list-style-type: none"><li>• Debate/discussion</li></ul>	One week
Obeying rules	Predict some of the consequences for self and others when rules and laws are not obeyed.	<ul style="list-style-type: none"><li>• Discussion</li><li>• Role play</li></ul>	
Keeping law and order <ul style="list-style-type: none"><li>• The police service</li><li>• The courts</li></ul>	Identify the persons, groups and institutions associated with keeping law and order in the community.	<ul style="list-style-type: none"><li>• Research</li><li>• Written report</li><li>• Creative expressions</li><li>• Puzzle</li></ul>	One week

		<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Scrapbook</li> </ul>	
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**THEME: CIVIC IDEALS AND PRACTICE**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
<b>Respect for others</b>	Show respect for the rights, feelings and property of other children and neighbours	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Creative expression</li> </ul>	<b>One week</b>
<b>Social responsibilities</b>	Predict some of the consequences of violating the rights of others.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Worksheet</li> </ul>	
<b>Good manners and behaviour</b> <ul style="list-style-type: none"> <li>• School rules</li> </ul>	Adhere to standards of behaviour concerning school attendance, dress/uniform, uniform, safety, property, language, work and dealing with conflicts.	<ul style="list-style-type: none"> <li>• Checklist</li> </ul>	
<b>Safety in the neighbourhood</b> <ul style="list-style-type: none"> <li>• Sharing in the community</li> <li>• Helping people in need</li> </ul>	<p>Give examples of special activities that children can undertake to make their neighbourhood a better place.</p> <p>Give examples of ways in which young children can help persons with special needs in their family, school, church or neighbourhood.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role play</li> <li>• Creative expressions</li> <li>• Community service learning</li> <li>• Written report/checklist</li> <li>•</li> </ul>	<b>One week</b>

**THEME: TIME, CONTINUITY AND CHANGE**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
Early groups in our community	1. Identify the early people or groups that settled in the island, and explain how and why they came.	<ul style="list-style-type: none"> <li>• Project</li> <li>• Time line</li> </ul>	<b>Four weeks</b>
Traditions	1. Explain the culture, customs, ceremonies and way of life of the early settlers in the country/community.  2. Investigate the extent to which any of these customs and ceremonies are still evident today.	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Creative expressions</li> <li>• Scrapbook</li> <li>• Research/interview</li> </ul>	
Historical sites	1. Locate examples of historical sites and building in their community/country.  2. Explain the role and significance of these buildings and sites in the community's past.	<ul style="list-style-type: none"> <li>• Field trips/report</li> <li>• Map skills</li> <li>• Research</li> </ul>	
Change in our community	1. Compare the community with another one located nearby.	<ul style="list-style-type: none"> <li>• Field trip</li> <li>• Discussion</li> </ul>	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
		<ul style="list-style-type: none"> <li>• Report</li> <li>• Checklist</li> </ul>	
Neighbouring communities	Identify ways in which life has changed in the community over the years.	<ul style="list-style-type: none"> <li>• Time line</li> <li>• Discussion</li> </ul>	

**THEME: SCIENCE, TECHNOLOGY AND SOCIETY**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>How do we communicate</p> <p>Means of travel</p> <p>Transportation centres</p>	<ol style="list-style-type: none"> <li>1. Give examples of different means of communication in their community</li> <li>2. Give reasons why we communicate</li> <li>3. Compare modern means of communication in the past with those used now.</li> <li>4. Identify communication centres</li> <li>5. Suggest what life would be like without communication</li> <li>6. Give examples of different means of transportation in their community</li> <li>7. Give reasons why transportation is important to</li> </ol>	<ul style="list-style-type: none"> <li>• Field trip/checklist</li> <li>• Peer assessment</li> <li>• Research</li> <li>• Observe</li> <li>• Questionnaire</li> <li>• Discussion</li> <li>• Field trip</li> </ul>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>people and communities.</p> <p>8. Compare modern means of transportation in the past with those used now.</p> <p>9. Suggest what life would be like without transportation.</p> <p>10. Identify transportation centres.</p>	

**THEME: PRODUCTION, DISTRIBUTION AND CONSUMPTION**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
<p><b>Basic human needs</b></p> <ul style="list-style-type: none"> <li>• Are there goods and services that all people need?</li> <li>• What goods and services do the people of my community need and want?</li> <li>• Clothes for different occasions</li> <li>• Have the needs and wants of people in my community changed?</li> </ul>	<ol style="list-style-type: none"> <li>1. Define needs</li> <li>2. Define wants</li> <li>3. Distinguish a basic need from a want</li> <li>4. Differentiate between a means to obtain a need and a need.</li> <li>5. Define goods</li> <li>6. Define services</li> <li>7. Explain why certain goods and services are considered to be basic human needs.</li> <li>8. Classify as needs or wants the goods</li> </ol>	<ul style="list-style-type: none"> <li>• Pen/paper tests</li> <li>• Debate</li> <li>• Creative expression (quality circle)</li> <li>• Worksheet</li> <li>• Discussion</li> <li>• Log of goods and services used over a period of time</li> <li>• Word search</li> <li>• Observation</li> </ul>	<p><b>Two weeks</b></p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>and services.</p> <p>9. Give reasons for some changes in the needs and wants of the people of the community over time.</p> <p>10. Identify some consequences of the changes in needs and wants of the community</p> <p>11. Predict some changes which may occur in the needs and wants of people of the community.</p>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Time line</li> </ul>	
<p><b>Goods and services in the community</b></p> <ul style="list-style-type: none"> <li>• Local industries</li> <li>• Trading</li> <li>• Which groups and individuals work without pay to satisfy our needs</li> </ul>	<ol style="list-style-type: none"> <li>1. Name the job or occupation of the workers who produce specific goods and services as well as their place of work, special clothing and tools.</li> <li>2. Identify the goods and services which are produced through use of the community's natural resources.</li> <li>3. Identify traditional goods and services which are still provided in the community (e.g.) provision of herbal medicine including massages, coal pots, brooms, farine)</li> <li>4. Explain the procedures used to produce some goods in the</li> </ol>	<ul style="list-style-type: none"> <li>• Scrap book</li> <li>• Interviews</li> <li>• Field trips / checklist</li> <li>• Observation / checklist</li> </ul>	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>community/country.</p> <p>5. Explain briefly some services provided in the community. (e.g. burial and health care)</p> <p>6. Give reasons why some communities obtain goods and services from other communities/countries.</p> <p>7. Identify some groups and people who do voluntary work for their community.</p> <p>8. Describe the work of at least one volunteer group in the community/country</p> <p>9. Discuss the benefits of having such groups.</p> <p>10. Participate in a voluntary help project in their community/neighbourhood.</p>		

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