

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">• Debate/discussion	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">• Discussion• Role play	
Keeping law and order <ul style="list-style-type: none">• The police service• The courts	Identify the persons, groups and institutions associated with keeping law and order in the community.	<ul style="list-style-type: none">• Research• Written report• Creative expressions• Puzzle	One week

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

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
Respect for others	Show respect for the rights, feelings and property of other children and neighbours	<ul style="list-style-type: none"> • Questionnaire • Creative expression 	One week
Social responsibilities	Predict some of the consequences of violating the rights of others.	<ul style="list-style-type: none"> • Discussion • Worksheet 	
Good manners and behaviour <ul style="list-style-type: none"> • School rules 	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"> • Checklist 	
Safety in the neighbourhood <ul style="list-style-type: none"> • Sharing in the community • Helping people in need 	<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"> • Discussion • Role play • Creative expressions • Community service learning • Written report/checklist • 	One week

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"> • Project • Time line 	Four weeks
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"> • Role play • Creative expressions • Scrapbook • Research/interview 	
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"> • Field trips/report • Map skills • Research 	
Change in our community	1. Compare the community with another one located nearby.	<ul style="list-style-type: none"> • Field trip • Discussion 	

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

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

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>Basic human needs</p> <ul style="list-style-type: none"> • Are there goods and services that all people need? • What goods and services do the people of my community need and want? • Clothes for different occasions • Have the needs and wants of people in my community changed? 	<ol style="list-style-type: none"> 1. Define needs 2. Define wants 3. Distinguish a basic need from a want 4. Differentiate between a means to obtain a need and a need. 5. Define goods 6. Define services 7. Explain why certain goods and services are considered to be basic human needs. 8. Classify as needs or wants the goods 	<ul style="list-style-type: none"> • Pen/paper tests • Debate • Creative expression (quality circle) • Worksheet • Discussion • Log of goods and services used over a period of time • Word search • Observation 	<p>Two weeks</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"> • Interview • Time line 	
<p>Goods and services in the community</p> <ul style="list-style-type: none"> • Local industries • Trading • Which groups and individuals work without pay to satisfy our needs 	<ol style="list-style-type: none"> 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. 2. Identify the goods and services which are produced through use of the community's natural resources. 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) 4. Explain the procedures used to produce some goods in the 	<ul style="list-style-type: none"> • Scrap book • Interviews • Field trips / checklist • Observation / checklist 	

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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