

SUBJECT: SOCIAL STUDIES

GRADE: THREE

TERM: ONE

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>Culture and Heritage</p> <p>Early settlers</p> <p>Festivals of the groups in the community</p> <p>Culture and customs of early people</p>	<ol style="list-style-type: none"> 1. Identify the ancestors of the St. Lucian people (groups of early settlers). 2. Describe the racial composition of the population of St. Lucia. 3. Identify the major festivals, events (dates of events and festivals) customs and practices that are considered to be part of St. Lucia's culture. 4. Associate names, places, customs and festivals with particular groups of early settlers in St. Lucia. 5. Give reasons to substantiate views on cultural practices that should be continued/ discontinued. 6. Identify organizations and groups involved in the preservation/promotion of St. Lucia's culture and briefly describe the work done by each. 7. Suggest activities in which children can participate to help preserve the culture of St. Lucia. 	<p>Portfolio on the early settlers.</p> <p>"I learned" statements e.g. I learned that the La Rose festival is celebrated on the 30th of August each year.</p> <p>Observation Checklist to be used during field trip to the Folk Research Centre or Miss Gaston's Museum in Mon Repos. Answer questions based on experience.</p> <p>Invite a resource person to speak on topic.</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>People, Places and Environment</p> <p>Population of the</p> <ul style="list-style-type: none"> - community - country <p>Effects of change in population</p> <p>Settlement</p>	<p>8. Identify the possible origin of new practices and celebrations which are becoming part of St. Lucia's culture.</p> <p>9. Give reasons to support opinions on whether changes in St. Lucia's culture (new practices, celebrations, etc.) are good or not.</p> <p>10. Give examples of emigrants and immigrants.</p> <p>11. Give reasons why St. Lucians chose to emigrate.</p> <p>12. Identify two major causes of population growth in St. Lucia.</p> <p>13. Explain the relationship between the location of settlements and topography.</p> <p>14. Give reasons for using either town, village or parish when talking about</p>	<p>Pen and paper test.</p> <p>Debate whether practices should/should not be continued at class/grade level.</p> <p>Essay writing</p> <p>Pupils choose a country they would like to migrate to. Give reasons for their choice.</p> <p>(Group work) Make a model of a settlement and describe it orally to class.</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>Settlements</p> <p>Migration</p> <p>Natural Features</p> <p>Resources</p> <p>Use of resources</p> <p>Conserving resources</p> <p>Graph skills</p>	<p>Settlements in which they live or other settlements.</p> <p>15. Differentiate between settlements and districts that have the same name.</p> <p>16. Differentiate between rural and urban settlements.</p> <p>17. Give reasons why some areas may be more populated than others.</p> <p>18. Use examples to illustrate the importance of different types of settlements in St. Lucia.</p> <p>19. Describe the physical surroundings of their community.</p> <p>20. Demonstrate knowledge of types and examples of resources of the country.</p> <p>21. Explain the use of importance of local resources to the country.</p> <p>22. Suggest reasons for conserving the natural resources.</p> <p>23. Collect geographical information about their country.</p> <p>24. Collect economic information about their country.</p>	<p>Worksheets</p> <p>Teacher gives direction and pupils locate settlement on a blank map of St. Lucia. e.g. Put an X on the settlement in the south with many factories.</p> <p>Pupils research a particular resource in pairs and organize a class display.</p> <p>Compose a simple song to a well known tune on conservation of resources.</p>

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<p>Map drawing / shading</p>	<p>25. Classify geographical and economic information about their country.</p> <p>26. Name and locate major settlements on a map.</p> <p>27. Use legends to find information from maps and present information on maps.</p> <p>28. Locate places and describe the location of places using simple cardinal directions.</p> <p>29. Recognize that maps can present various types of information (landscape, population, types of settlements and political divisions i.e. district boundaries).</p> <p>30. Construct and read simple tables, bar graphs, flow charts and time lines.</p> <p>31. Gather data through use of text, observation and short interviews.</p> <p>32. Contribute to small group and class discussions through asking and responding to questions; expressing opinions and attempting to substantiate these; listening attentively and without hostility to the views of others.</p> <p>33. Arrive at a consensus in small groups of three or four.</p>	<p>Teacher assesses students individually on their ability to read and interpret maps using a rating scale.</p> <table data-bbox="2056 511 2580 592"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Excellent</td> <td>Good</td> <td>Fair</td> <td>Weak</td> <td>Poor</td> </tr> </table> <p>Teacher observation Use a checklist</p>	5	4	3	2	1	Excellent	Good	Fair	Weak	Poor
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