

Apportioned Social Studies

Curriculum

Grade Four

Curriculum and Materials Development Unit

Ministry of Education and Culture

ST. Lucia

August 2008

SUBJECT: SOCIAL STUDIES

TERM: TWO

GRADE: FOUR

THEME: INDIVIDUAL, GROUPS AND INSTITUTIONS / CIVIC IDEAS AND PRACTICES

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
Citizenship education	<p>Explain the roles of citizens.</p> <p>Explain their rights and responsibilities as citizens of their country.</p> <p>Explain the importance of each individual's participation in the society.</p> <p>Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups.</p> <p>Identify groups and institutions, e.g. ethnic, social, cultural service/ volunteer, political, trade etc.</p> <p>Explain the importance of the functions of social, political and cultural groups.</p> <p>Give examples of cooperation in the home, school, church and among groups in society.</p> <p>Illustrate the importance of fostering cooperation in the home, school church and society.</p>	<p>Create a scrapbook of national heroes, symbols or monuments. Write a description for each of the national heroes, symbols or monuments. A scoring rubric can be used as a grading tool.</p>	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>Identify symbols, monuments, heroes, outstanding individuals and awards.</p> <p>Explain how the symbols are used to promote national identity.</p> <p>Indicate ways in which individuals can demonstrate love for their country and respect for its laws and institutions.</p>		

THEME: PRODUCTION, DISTRIBUTION AND CONSUMPTION

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
Industries Goods and Services Imports and Exports Trade Tourism	<p>Give examples of the types of industries found in the country.</p> <p>Illustrate the types of products/outputs from local industries and the technology employed.</p> <p>Identify the workers who produce goods and provide services in the country.</p> <p>Make an assessment of the value of jobs and their contribution to the local community.</p> <p>Explain the concepts of goods, surplus, demand, exchange, income and jobs.</p> <p>Explain the term trade.</p> <p>Identify the tourism activities of their country.</p> <p>Explain the importance of tourism to their country.</p> <p>Collect information on various economic activities and practices in their</p>	<p>Field trip to the industrial zones in Gros Islet or Vieux Fort so that the process of production can be observed. Use of a questionnaire to determine what was learnt on the field trip.</p> <p>Creation of a product of their own. Expository writing to given an outline of the procedure for making the product. Have</p>	

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	<p>country.</p> <p>Classify economic information about their country.</p> <p>Present the information in various forms (e.g. charts, graphs, maps, stories etc.)</p>	<p>a mini exhibition to show case the end products. Use of cooperative learning check list to determine the extent to which each group member participates in the making and presentation of the product.</p> <p>Creation of an album of labels classified into local, regional and international.</p> <p>A day visit to a hotel as a prewriting exercise. The writing of a descriptive piece about a day spent in a hotel.</p> <p>Writing of a few sentences about the importance of Tourism to our country.</p> <p>Search and find puzzle for terms related to Tourism.</p>	

