

**SUBJECT: SOCIAL STUDIES**

**GRADE: KINDERGARTEN**

**TERM: ONE:**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p><b>Individual Development and Identity</b> Myself</p> <p>Good Manners and Behaviour When do I feel happy? When do I feel sad? What can I do?</p> <p>I and others Cooperating with others We have the right to our views</p> <p>Keeping healthy</p> <p>Safety and care Safety measures</p>	<ol style="list-style-type: none"> <li>1. Identify physical personal characteristics, mannerisms, aptitudes and preferences.</li> <li>2. Express appreciation of one's personal attributes one's name and the people who care. e.g. family and friends.</li> <li>3. Recognize that all children are special as they all have people who love them, their own physical characteristics, aptitudes, and mannerisms.</li> <li>4. Show respect for the rights, feelings and property of others.</li> <li>5. Demonstrate respect for self in terms of cleanliness, language and behavior.</li> <li>6. Give examples of things which children can do to keep themselves safe with respect to play, moving from place to place; and interaction with other people especially strangers.</li> </ol>	<p>Projects</p> <p>Portfolio</p> <p>Scrapbook These are to be supervised by teachers. Parents may be asked to assist.</p> <p>Checklists using pictures depicting safe and unsafe health habits and practices.</p>

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<p><b>People, Places and Environments</b></p> <ul style="list-style-type: none"> <li>- Places in the community</li> <li>- My Home</li> <li>- Home and family</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the composition of their family in terms of number, gender and relationships.</li> <li>2. Identify ways in which the composition of families might differ.</li> </ol>	<p>Project - Booklet or album of family members.</p>
<p><b>Individuals, Groups and Institutions</b></p> <ul style="list-style-type: none"> <li>- Adults and children in families</li> <li>- Cooperation in the family</li> <li>- Living together</li> </ul>	<ol style="list-style-type: none"> <li>1. Suggests things which children and adults can do to help the families perform each of their functions (eg. taking care of possessions, putting toys away, not wasting).</li> <li>2. List some activities which many families participate in together.</li> <li>3. State why it is important for families to do things together.</li> </ol>	<p>Project - compilation of pictures of families doing things together.</p> <p>Portfolios - collection of students' best work.</p> <p>Jigsaw puzzles - assemble given puzzles (group work)</p>
<p><b>Power, Authority and Governance</b></p> <ul style="list-style-type: none"> <li>- Leadership in the family</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify leaders in the home.</li> <li>2. Explain the importance of leaders.</li> </ol>	

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<p><b>Individuals, Groups and Institutions</b></p> <ul style="list-style-type: none"> <li>- The school</li> <li>- School rules</li> <li>- School events</li> </ul>	<ol style="list-style-type: none"> <li>1. Give reasons why each child should attend school and do so regularly.</li> <li>2. Describe the location of their school in terms of proximity to landmarks such as roads, playing fields and prominent buildings.</li> <li>3. Recognize the name of the school and the class when written.</li> <li>4. Describe the school in terms of colour, size, the materials constructed with the location of special rooms such as the principal's office, staff room and toilets.</li> <li>5. Describe the school grounds.</li> <li>6. Identify school workers and their work.</li> <li>7. Address and interact with all school workers in the appropriate manner.</li> <li>8. Describe the location of the class in terms of its proximity to special rooms or features, such as stairs.</li> <li>9. Give a physical description of the class including special activity areas.</li> <li>10. Follow oral and graphic directions to move around the classroom quietly and efficiently.</li> <li>11. Use special rooms and other places in the school and grounds at the right</li> </ol>	<p>Create a model of the school layout using concrete objects. e.g. blocks, cut-outs, matchboxes.</p> <p>Name find - identify name of school from a list of other school names. Group work</p> <p>Portfolios - collection of students' best work on the topic.</p> <p>Jigsaw puzzles - assemble given puzzles (group work)</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p><b>Culture and Heritage</b></p> <ul style="list-style-type: none"> <li>- Culture, Folk tales</li> <li>- Festivals</li> <li>- Traditions, culture and customs</li> <li>- Customs and values</li> <li>- Food we eat</li> </ul>	<p>times and in the proper manner.</p> <p>12. Give examples of school rules concerning attendance, uniform, safety, property, language, work and dealing with conflicts and state why each rule is important.</p> <p>13. Follow rules for using activity areas in the class, interacting with other students and the teacher and for moving within, in and out of the classroom.</p> <p>14. Give examples of behavior which violates school rules.</p> <p>15. Suggest steps which children can take to deal with problem situations at school without breaking rules.</p> <p>1. Name some of the special events/activities in our communities.</p>	<p>Mini exhibition and display of photograph, actual artifacts, costumes.</p> <p>(Resource personnel Quiz competition/Role play)</p> <p>Questions students on group performance.</p>

