SUBJECT: Social Studies

GRADE: ONE (1)

TERM: ONE (1)

| TOPIC | SPECIFIC OBJECTIVES | ASSESSMENT |
|-------------------------------------|---|---|
| Individual Development and Identity | 1. Identify personal characteristics, mannerisms, aptitudes and preferences, | Compile a booklet entitled "All |
| Myself | (inner characteristics) | About Me" - physical characteristics |
| | 2. Demonstrate respect for self in terms of cleanliness, language, behavior. | - aptitudes - feelings |
| | | Use questionnaires to show how you feel Prepare a collage of preferences |
| My Family | 3. Describe the composition of their families in terms of number, gender and relationships.4. Identify ways in which the composition of families might differ. | Use of drawings to make a family album. |
| | 4. Give examples to illustrate that the composition of the family may change. | Use of questionnaire to find out information about another family in the neighbourhood. |
| | 5. Identify three (3) functions of all families (providing material needs, health and safety and love and belonging for its members. | Write simple sentences about their family and other families. |
| | 6. List and describe occasions when families come together | |

| TOPIC | SPECIFIC OBJECTIVES | ASSESSMENT |
|----------------------------------|--|--|
| | | Have oral presentation about their families and classmates families. |
| Culture and Heritage | Define culture, customs, traditions and festivals. | Interview resource persons and present findings. |
| Culture, customs, traditions and | 2. Explain the purpose and significance of some local customs, | |
| festivals | traditions and cultural celebrations in the community. | Projects |
| | Give examples of customs which are used for certain purposes such as the production of goods, leisure, entertainment, the spread of information. | Creative expressions to depict customs, traditions and cultural celebrations. |
| | | Dramatize various cultural activities. |
| | | Make various products relating our customs and traditions eg. carts, kites, etc. |
| | | Competition relating to various festivals or cultural celebrations. |
| People, Places and Environments | | |
| | | Creating models of home neighbourhood using play dough, |
| Our neighbourhood/community | 1. Define the term neighbourhood and neighbour. | match boxes, sketches. |

| TOPIC | SPECIFIC OBJECTIVES | ASSESSMENT |
|-------|---|---|
| | 2. Name the home neighbourhood.3. Select examples of neighbours from persons/situations provided. | Having a mini exhibition of neighbourhood models. |
| | Describe the location of the home in the neighbourhood in relation to other landmarks including streets, building, amenities, etc. using simple directional terms such as near, behind, right of etc. | Use of neighbourhood maps to locate home and other important buildings. |
| | Describe the neighbourhood in terms of size, cleanliness, and special buildings, number of buildings, landscape and vegetation. | Projects to identify one/two special buildings and what takes place at these buildings. |
| | 6. Explain the importance of some features/amenities/buildings in the neighbourhood. | Use of worksheets to identify important buildings. |
| | 7. Identify differences between two neighbourhoods. | |
| | 8. Give simple directions to a place nearby. | Use of puzzles, word search |
| | 9. Justify opinions on whether people in the neighbourhood use selected Features /amenities/ buildings wisely. | Discussions using pictures to compare two neighbourhoods. |
| | Suggest proper ways of using selected features in the neighbourhood. | |

| TOPIC | SPECIFIC OBJECTIVES | ASSESSMENT |
|-------|---|---|
| | 11. Give examples of special activities that children can undertake to make their neighbourhood a better place. | Prepare posters to educate people of the proper use of these features/amenities/ Buildings. |
| | | Report on activities that children under- Took in the schools' neighbourhood to make it a better place. |
| | | Prepare posters depicting activities, which make the neighbourhood a better place. |