

# Apportioned Social Studies

## Curriculum

### Grade Two

Curriculum and Materials Development Unit

Ministry of Education and Culture

St. Lucia

August 2008

**SUBJECT: SOCIAL STUDIES**

**TERM: ONE**

**GRADE: TWO**

**THEME: PEOPLE, PLACES AND ENVIRONMENTS**

<b>TOPIC</b>	<b>SPECIFIC OBJECTIVES</b>	<b>ASSESSMENT</b>	<b>DURATION</b>
<b>What is a community?</b>	<ol style="list-style-type: none"><li>1. Define a community.</li><li>2. Explain why most people live in communities.</li><li>3. List the essential attributes of any community.</li></ol>	<ul style="list-style-type: none"><li>• Pencil/paper tests</li><li>• Draw community including essential attributes</li></ul>	<b>One Week</b>
<b>What do I know about my Community?</b> <ul style="list-style-type: none"><li>• Places in the community</li><li>• Physical surroundings</li></ul>	<ol style="list-style-type: none"><li>1. Name some larger communities of which their community is part.</li><li>2. Locate their community on a map of St. Lucia using cardinal directions.</li><li>3. Describe the location of the community in terms of its proximity and cardinal location to other communities.</li><li>4. Describe the community in terms of its size, noticeable features, landmarks, types of buildings, amenities and the normal activities</li></ol>	<ul style="list-style-type: none"><li>• Checklist</li><li>• Oral test</li><li>• Map skills</li><li>• Oral presentations</li><li>• Poems</li><li>• Pencil/paper tests</li><li>• Research projects</li><li>• Mini exhibitions</li><li>• Debates</li></ul>	<b>Three Weeks</b>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>of the people.</p> <ol style="list-style-type: none"> <li>5. Name some common types of communities found in St. Lucia (fishing, farming, business)</li> <li>6. Identify important factors in the history of the community.</li> <li>7. Identify major changes which have taken place in the community. (size, general appearance, size of population and activities of the people)</li> <li>8. Express views on whether the changes in the community have been for the better or the worse.</li> </ol>		
<p><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>• What are resources?</li> <li>• Why are the people in the community regarded as a resource?</li> <li>• How are the natural resources in the community needed to provide needs and wants?</li> <li>• How can we protect the natural resources so that we can continue to use them for our needs and wants?</li> </ul>	<ol style="list-style-type: none"> <li>1. Define a resource.</li> <li>2. Differentiate between natural and human resources.</li> <li>3. Explain the importance of human resources in a country or community.</li> <li>4. Give reasons why some human beings, their qualities and skills are regarded as resources.</li> <li>5. List some natural resources found in the community.</li> <li>6. Identify some uses of the community's natural resources which are not directly associated</li> </ol>	<ul style="list-style-type: none"> <li>• Pencil/paper tests</li> <li>• Scrapbook</li> <li>• Research project</li> <li>• Panel discussions</li> <li>• Design posters</li> </ul>	<p style="text-align: center;"><b>Three weeks</b></p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>with the production of goods. (primary resources)</p> <p>7. Give examples of misuse, wastage and abuse of natural resources in the community.</p> <p>8. State some consequences to the community of misuse and wastage of specific natural resources.</p> <p>9. Suggest actions needed to correct misuse and wastage of at least one natural resource.</p> <p>10. Participate in a class or group project aimed at reducing wastage or correcting misuse of one natural resource.</p>	<ul style="list-style-type: none"> <li>• Performance tasks</li> </ul>	

## THEME: CULTURE AND HERITAGE

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
<p><b>Culture and Heritage</b></p> <ul style="list-style-type: none"> <li>• Customs and traditions</li> <li>• Festivals</li> </ul>	<p>1. Define the terms customs, traditions and festivals.</p> <p>2. Give examples of customs, traditions and festivals celebrated in their country.</p> <p>3. Give examples of customs which are used for purposes such as the</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Oral presentation</li> <li>• Report</li> <li>• Debate</li> </ul>	<p><b>Two Weeks</b></p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>production of goods, home-building, leisure and entertainment, the spread of information and the stages of the life cycle.</p> <p>4. Share views on whether certain customs and traditions should be discontinued.</p>		

### THEME: INDIVIDUAL DEVELOPMENT AND IDENTITY

TOPICS	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
<p><b>Myself</b></p> <ul style="list-style-type: none"> <li>• Good manners and behaviour</li> <li>• Feelings</li> <li>• Rights of a child</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe self in terms of name</li> <li>2. Describe self in terms of physical appearance</li> <li>3. Demonstrate respect for self in terms of cleanliness, language and behaviour.</li> <li>4. Describe self in terms of aptitude and feelings.</li> <li>5. Identify the right to name, opinion, privacy, safety, education and play as some of the basic rights of all children.</li> </ol>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Journal</li> <li>• Creative expressions/name poems</li> </ul>	<p><b>One Week</b></p>

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