

# Apportioned Social Studies

## Curriculum

### Grade Two

Curriculum and Materials Development Unit

Ministry of Education and Culture

St. Lucia

August 2008

**SUBJECT: SOCIAL STUDIES**

**TERM: TWO**

**GRADE: TWO**

**THEME: INDIVIDUAL, DEVELOPMENT AND IDENTITY**

TOPIC	SPECIFIC OBJECTIVE	ASSESSMENT	DURATION
<b>My Family</b>	<ol style="list-style-type: none"><li>1. Describe the unique features of one's own family</li><li>2. Explain why all individuals and families are important and special.</li><li>3. Show respect for the name, physical appearance and opinions of peers and other.</li></ol>	<ul style="list-style-type: none"><li>• Quality circle</li><li>• Discussion</li><li>• Scrapbook</li></ul>	<b>One Week</b>
<b>Safety</b> <ul style="list-style-type: none"><li>• Safety and care</li><li>• Safety measures</li><li>• Road safety</li><li>• Road safety signs and signals</li><li>• Cooperating with others</li></ul>	<ol style="list-style-type: none"><li>1. List possible causes of accidents in the home and at play.</li><li>2. Plan and institute safety precaution.</li><li>3. Recognize street signs and other signs that are designed to protect children (e.g. pedestrian crossing)</li><li>4. Describe the purpose of the street signs and other signs that are designed to protect children.</li><li>5. Work independently, and with a</li></ol>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Role play (groups)</li><li>• Design posters</li><li>• Checklist</li><li>• Observation</li><li>• Research</li><li>• Design street signs</li><li>• Creative expressions (dramatise)</li><li>• Logs</li></ul>	<b>Two weeks</b>

TOPIC	SPECIFIC OBJECTIVE	ASSESSMENT	DURATION
	partner to decide on an appropriate course of action in dealing with a problem/situation.		
<b>Heroes in my community</b> • National Heroes	1. Identify some of the heroes, outstanding individuals and outstanding achievements of their community and their country.		<b>One week</b>
<b>Achievement of my community</b> • National Achievement	Explain the significance of these personal and national achievements.	<ul style="list-style-type: none"> <li>• Written report</li> <li>• Discussion</li> </ul>	<b>One week</b>
<b>Leaders in the family, community and Nation</b>	Identify leaders in the home, school, church, community groups and the nation.	<ul style="list-style-type: none"> <li>• Research</li> <li>• Role play</li> <li>• Creative expression</li> </ul>	<b>Two weeks</b>

**THEME: INDIVIDUALS, GROUPS AND INSTITUTIONS**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
<b>Children in Families</b> <b>Behaviour at home</b>	<ol style="list-style-type: none"> <li>1. Suggest ways in which children can assist their families</li> <li>2. Explain the importance of rules and laws in helping people to live and work together in the home, school and community.</li> </ol>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Scrapbook</li> <li>• Discussion</li> <li>• Pencil/paper tests</li> <li>• Role play</li> </ul>	<b>One week</b>
<b>Community groups</b> • School events	1. Name the various groups and institutions in the community and their functions. (family, school , church, government agencies)	<ul style="list-style-type: none"> <li>• Research</li> <li>• Oral presentation</li> <li>• Creative expressions</li> </ul>	<b>One week</b>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	2. Discuss events observed in school (reading month, Teacher appreciation, sports etc.)		
<b>Relationships in the neighbourhood</b> <ul style="list-style-type: none"> <li>• <b>Sharing in the community</b></li> <li>• <b>Health workers in the community</b></li> <li>• <b>Clean neighbourhoods</b></li> </ul>	1. Discuss ways in which people work together in the neighbourhood. ("coudmein") 2. Describe occasions when people in the community come together to share achievement, joy or sorrow in the home, school or neighbourhood. 3. Identify health workers in the community 4. Identify foods we eat to keep us healthy 5. Explain the work of the persons who keep us healthy. (janitors, sanitary workers)	<ul style="list-style-type: none"> <li>• Research</li> <li>• Creative expressions</li> <li>• Role play</li> <li>• Observation</li> <li>• Report writing</li> <li>• Scrap book</li> </ul>	<b>One week</b>
<b>The family</b> <ul style="list-style-type: none"> <li>• <b>Things a family does to keep healthy.</b></li> <li>• <b>Conflicts within the family.</b></li> </ul>	1. Describe some of the things we do in order to stay healthy. 2. Give examples of conflict within and between families and groups in the community. 3. Suggest ways of dealing with such conflicts.	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> </ul>	<b>One week</b>

