

Apportioned Social Studies

Curriculum

Grade Four

Curriculum and Materials Development Unit

Ministry of Education and Culture

ST. Lucia

August 2008

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	DURATION
	<p>Locate on a map of St. Lucia some special features (including nature reserves and national parks).</p> <p>Indicate the benefits of the physical features of a country.</p> <p>Identify and differentiate among some of the main landforms (mountain, valleys, plateau, ridges, bays, beaches and peninsular) and water bodies found in St. Lucia.</p> <p>Identify the uses to which the people of St. Lucia put the various land forms.</p> <p>Give the general description of the topography of St. Lucia in one or two sentences.</p> <p>Collect geographical information about their country.</p> <p>Classify geographical information about their country.</p> <p>Present in different forms geographical information about their country.</p>		

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Population of the community.	Graphically illustrate the major characteristics of the local population, size, composition, growth and distribution.	Performance Tasks	One weeks
Population of the country.		Performance Tasks	(three lessons)
Effects of change in		Explain possible consequences of change in population	

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<p>Population</p> <p>Settlements</p> <p>Migration</p>	<p>characteristics.</p> <p>Give reasons why people sometimes move from one area to settle in another.</p> <p>Illustrate the effect of migration on people.</p>	<p>Performance Tasks</p>	
<p>Environment</p> <p>Environment</p>	<p>Classify and explain local weather features.</p> <p>Describe the climate of St. Lucia in terms of prevailing weather patterns (average temperature, seasons).</p> <p>Associate the prevailing weather patterns of certain times of the year with particular activities (e.g. planting and harvesting of certain crops, road repairs and sporting activities.)</p> <p>Simply explain the relationship between the climate and the type of clothing used, design of houses, leisure activities and the food crops grown.</p> <p>Give examples of how the weather affects the lives of people.</p> <p>Indicate what human made changes have being made to the environment.</p> <p>Use examples to illustrate the effect of landscape on</p>	<p>Performance Tasks</p>	<p>Two weeks (Six lessons)</p>

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	<p>the type of economic activity.</p> <p>Explain simply the effect of landscape on location of the human settlement and the design of buildings.</p> <p>Recognize the relationship between landscape and the availability of infrastructure.</p> <p>Identify some of the problems faced by people who settle on slopes, ridges and lowlands and make suggestions for reducing or addressing these problems.</p> <p>Give examples of changes made to the natural landscape by man through deforestation, land reclamation and diversion of rivers.</p> <p>Explain simply why humans attempt to make changes to the landscape.</p> <p>Identify major consequences (positive and negative) of manmade changes to the landscape.</p> <p>Give examples to show how natural forces such as wind and water in particular can significantly alter the landscape including coastlines and riverbanks.</p> <p>Identify ways in which human may be affected when natural forces change the landscape.</p>	<p>Performance Tasks</p> <p>Performance Tasks</p> <p>Performance Tasks</p>	<p>Two weeks</p> <p>(Six lessons)</p>

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	Give examples of actions that have been taken to lessen the effects of natural forces on the landscape.		

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Resources	<p>Demonstrate knowledge of the types and examples of resources.</p> <p>Explain the use and importance of local resources to the country.</p> <p>Identify major uses of land in St. Lucia (agriculture, housing, recreation, habitats commerce.)</p> <p>Simply explain why types of vegetation are found in particular areas of St. Lucia.</p> <p>Identify major uses of vegetation in St. Lucia (medicine, fuel, housing, furniture, craft making and guarding from erosion.</p> <p>Explain the importance of water to St. Lucia and St. Lucians.</p> <p>Explain and construct a simple version of the water</p>	<p>Draw a concept map or web for the Concept of Resources.</p> <p>Create a scrap book to depict the various types and uses of resources. A scoring rubric can be used to grade the scarp book.</p> <p>Draw a map of your community or country to show how individuals use resources.</p> <p>In groups, create a representation of the water cycle. Have a mini exhibition to display the finished pieces. A check list can be used to</p>	

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<p>Conservation of Recourses</p>	<p>cycle.</p> <p>Name natural and manmade forms of storage or passage of water in St. Lucia (river, lake, waterfall, mangrove., ground water)</p> <p>List ways in which the rivers in St. Lucia are important.</p> <p>Explain what a water catchment area is and its importance to the people of St. Lucia.</p> <p>Give examples to illustrate the importance of mangroves to St. Lucia.</p> <p>Identify various ways in which the sea is important to St. Lucians.</p> <p>Simply explain the importance of Coral reefs.</p> <p>Identify some important relationships between and among natural resources.</p> <p>Use examples to illustrate the fragility of the island ecosystem.</p> <p>Suggest reasons for conserving the natural recourses.</p> <p>Propose a course of action for preserving the natural environment.</p>	<p>grade the finished piece. The checklist/rating scale should factor in or take into account presentation, content, mechanics and organization. Observation of students and the use of a cooperative learning checklist/rating scale may be used as well to determine the level of participation of students.</p> <p>Oral questioning and a worksheet at the end of each lesson or unit of work.</p> <p>Use of I learned statements at the end of each lesson. Retelling of facts learned during the lesson.</p> <p>Create slogans, posters, poems, rhymes, jingles to state the importance of conservation.</p>	

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	<p>Describe the activities that decrease the water supply.</p> <p>Give examples of human activities that pollute the water catchment areas and the rivers.</p> <p>List ways in which St. Lucians misuse mangrove areas.</p> <p>Give examples of common human activities that pollute the sea and damage the coral reefs.</p> <p>Identify possible consequences of wastage of water.</p> <p>Identify possible consequences of pollution of rivers, catchment areas and seas.</p> <p>Identify possible consequences of deforestation.</p> <p>Identify possible consequences of filling and polluting mangroves.</p> <p>Use the word conservation correctly.</p> <p>Simply state laws related to conservation of each of the following: animal life, forests, rivers, coral reefs and the sea.</p> <p>Identify groups in St, Lucia that work towards the environment and the work of each group.</p> <p>Propose a list of actions that children can take to help</p>	<p>Create cartoon scripts to argue the laws related to conservation.</p> <p>Write a letter to your neighbor who always wastes water when bathing telling him or her about the need to conserve water.</p> <p>Write up signs to show proper garbage disposal practices.</p> <p>Crossword puzzle based on terms associated to resources and conservation.</p>	

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	conserve resources.		

THEME: CULTURE AND HERITAGE / TIME, CONTINUITY AND CHANGE

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<p>Early Settlers</p> <p>Culture</p> <p>Heritage</p>	<p>Identify the early groups of people who came to their country.</p> <p>Explain, when, why and how they came.</p> <p>Illustrate the ethnic, cultural and racial composition of the nation.</p> <p>Give examples of local and national languages, folktales and children's games and music.</p> <p>Portray the culture, customs and way of life of the indigenous peoples of the nation.</p> <p>Explain how the ethnic, cultural and racial composition of their country is reflected in cultural events, customs, folklore and festivals.</p> <p>Explain the purpose and significance of such customs, traditions and cultural celebrations in their country.</p> <p>Explain the extent to which any of these customs are</p>	<p>Draw a time line showing the order in which the early settlers came to the Caribbean.</p> <p>Choose a cultural event and write an expository paragraph explaining the nature of the event.</p> <p>Have a cultural day in the class that includes playing of traditional games, story telling, co-operative work and folk dancing.</p> <p>Oral presentation after a visit to the Folk Research Centre.</p>	

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	<p>still present today.</p> <p>Present information on the different ethnic groups in the community and the nation.</p> <p>Identify examples of historical sites and buildings in the country.</p> <p>Identify ways in which culture and customs have changed in their country.</p> <p>Explain why the local culture should be supported and preserved.</p> <p>Identify ways in which groups and institutions have changed in the country over time.</p>		

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