



**MINISTRY OF EDUCATION  
REPUBLIC OF TRINIDAD AND TOBAGO**

**PRIMARY SCHOOL SYLLABUS**

**SOCIAL STUDIES**

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## INTRODUCTION:

### **The philosophy underpinning the social studies curriculum framework and revised syllabus**

A society functioning with a significant amount of social cohesion is one that is imbued with a great deal of internal harmony. In the multi-ethnic society of Trinidad and Tobago, the education system needs to holistically develop socially and emotionally well adjusted young people and children, who can interrelate and contribute to peace, harmony and cohesion in society.

Such pupils must be equipped with both a carefully defined set of personal attributes as well as a predetermined range of aptitudes and skills. Social cohesion is likely only when the predominant reality in a society is that individuals feel comfortable with themselves, having inner calm reflecting a high degree of emotional health, so helping them to assist in the development and future growth of the country.

The purpose of this revised syllabus is to support teachers in the molding of well adjusted pupils by helping them to:

- Learn to love themselves;
- Be emotionally secure;
- Have self-confidence;
- Take full responsibility for their actions;
- Trust their own thinking;
- Be in touch with their innate spirituality;
- Respect themselves and others;
- Respect differing viewpoints and other cultures;
- Respect the validity and importance of their own culture;
- Appreciate their role and responsibilities as an emerging citizen.

It is also important that children acquire good writing, reading, speaking, listening and numeracy skills, creativity, competent information-seeking skills and sound problem-solving and critical-thinking skills.

*The revised syllabus rests on a foundation of*

- **Core concepts** that bring coherence to the process of understanding the distinctive features of each subject stand.
- The processes that can help pupils clarify their fundamental **values** and articulate them clearly, as well as their **attitudes** to specific issues;
- **Social studies skills** that enable and encourage pupils to participate in decision-making in the classroom and more widely throughout the school.

*The cross curricular strands provide vertical scaffolding and these are:*

- Personal and Social Development;
- Health Education;
- Citizenship;
- Problem Solving, Critical Thinking and Communication; Technological Competence.

*The horizontal subject strands complete the Miller disciplinary model. For example:*

- Geographical knowledge, understanding and skills;
- Historical knowledge, understanding and skills.

## **SOCIAL STUDIES CURRICULUM FRAMEWORK:**

### **Definition**

Social Studies is the study of the interaction of the individual with his/her personal and social environment. Such study should enable children to better understand the physical surroundings as well as the people with whom they come into contact. They should then be better able to deal with the environment and impact on it, in such a way, as to improve their standard of living in the future and to contribute to the development of Trinidad and Tobago, as effective citizens.

### **Purpose of the Social Studies Curriculum Framework**

Social Studies involves the integration of a range of subjects and experiences - personal and social education, citizenship, health education, critical thinking skills and communication, technological skills, history, geography, political science and economics. This social studies framework synthesizes these separate, unique viewpoints into one interdisciplinary subject consisting of selected concepts, skills, values and attitudes, which are presented to the children through half-termly studies or topics. Each of these studies or topics consists of six sessions. Teachers may wish to use the units sequentially or select a unit that is appropriate to the children's needs and the school and its locality. However, in order to offer teachers an overview of the balance and the structure of this integration of subjects, the framework indicates the subject strands.

### **The Goals:**

To enable children to:

- Develop skills of lifelong learning and knowledge acquisition that are both socially acceptable and economically efficient;
- Understand themselves as social beings in relationships with others such as family members, the community, the nation, the state, the Caribbean region and other parts of the world;

**The General Objectives of the Social Studies Syllabus are to develop:**

**Concepts:**

**Causes and consequences** - to know that our own and others' decisions can have both helpful and harmful effects for ourselves, others and the environment;

**Change** - to recognize that change is a constant part of life and that we can all work to try and make it change for the better;

**Conflict** - to be aware that whilst differing wants, needs, beliefs and values can lead to conflict between people and groups, it is possible to work them through;

**Co-operation** - to understand that we live and work with others all our lives, and that it is rewarding to get on well;

**Fairness and justice** - to understand that all human beings, whatever their differences, have the right to be valued and treated equally. We all have the right to food, shelter and just laws;

**Interdependence** - to be aware of how we are all connected and interdependent with other people and with life on earth. The actions of each one affects the others;

**Power** - to understand that individuals as well as groups can have influence over their own lives and what goes on in the world. Power is distributed unequally and this affects people's life changes, rights and welfare;

**Similarities and differences** - to be aware that while each of us is unique and has a different appearance, ideas and traditions, people share the same basic needs, including the need for love and acceptance;

**Values and beliefs** - to recognize and accept that people have differing dreams and goals about getting the best out of their life.

**Knowledge and Understanding:**

To know about one's own society, culture and history;

To know about other countries, cultures and histories;

To know about the links between our lives and others throughout the world;

To know about the various forces that shape our lives, including the major inequalities of wealth and power in the world;

To know about the basic geography of the earth and how plants, animals and people co-exist;

To recognize that the mass media is the main channel of information that we have about the world and to be aware of bias and selectivity.

**The social studies syllabus is based on:**

**People:**

- How they live (development, justice, the future, systems and structures);
- How they are different (culture, environment, choices);
- How they are the same (human rights, values, interdependence).

**Environment:**

- The interdependence of all life;
- Aesthetic and spiritual connections;
- Sustainable development;
- Responsibility;
- Optimistic concern/concerned optimism for the care of the planet.

**Learning:**

- Self-esteem;
- Co-operation and collaboration;
- Empathy;
- Critical thinking;
- Clear and courteous communication;
- Valuing feelings as well as reasoning;
- Generating action based on unbiased information and clear values;
- Positive commitment to oppose prejudice and discrimination;
- Problem solving and investigative skills;

**Making connections:**

- Recognizing common and basic human needs wherever and however people live;
- Understanding how we are connected to our cultures and places;
- Understanding how other people feel the same about their places and cultures;
- Recognizing that localities are interconnected and interdependent.



**Critical thinking and communication skills:**

By using thinking skills children can focus on knowing how as well as knowing what - on learning how to learn. Many aspects of Social Studies contribute to the development of thinking skills. The following examples show how different thinking skills can be developed in the different units.

**Information-processing skills**

These enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyze part/whole relationships.

**Reasoning skills**

These enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgments and decisions informed by reasons and/or evidence.

**Enquiry skills**

These enable children to ask relevant questions, to pose and define problems, to plan what to do and ways to research, to predict outcomes and anticipate consequences and to test conclusions and improve ideas.

**Creative thinking skills**

These enable children to generate and extend ideas, to suggest hypotheses, to apply imagination and to look for alternative outcomes.

**Evaluation skills**

These enable children to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgments.

**The Specific Objectives of the Subject Strands are:**

**Citizenship:**

- Recognizing what they like and dislike, what is fair and unfair and what is right and wrong;
- Sharing their opinions on things that matter to them and explain their views;
- Recognizing, naming and dealing with their feelings in a positive way;
- Thinking about themselves, learning from their experiences and recognizing what they are good at;
- Talking and writing about their opinions and explaining their views on issues that affect themselves and society;
- Recognizing their worth as individuals by identifying, positive things about themselves and their achievements, seeing their mistakes, making changes and setting personal goals;
- Facing new challenges positively by collecting information, looking for help, making responsible choices and taking action.

**History:**

- Learning about familiar and famous people and about events from the recent and more distant past in Trinidad and Tobago and elsewhere;
- Looking for similarities and differences between life today and in the past and use common words associated with the passing of time;
- Talking and writing about what happened and why people acted as they did;
- Finding out about the past using different sources of information and representations;
- Learning about different aspects of local and world history;
- Discussing why things happened or changed and the results;
- Carrying out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways;
- Using their understanding of chronology and historical terms when talking or writing about the past.

**Geography:**

- Investigating and learning about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places;
- Focusing on geographical questions like what/where is it? What is it like? How did it get like this?
- Developing and using geographical enquiry skills, including field work skills, IT skills, geographical terms, making and using maps;
- Studying places and themes at different scales from local to nation to international and investigating how people and places are linked and how they relate to the wider world;
- Studying how and why physical and human features are arranged as they are in a place or environment and how people are influenced by and affect environments.

**Personal and Social Education:**

- Learning about themselves and working with others;
- Becoming aware of the needs, rights and views of others;
- Learning social skills and a sense of social and moral responsibility;
- Developing an active involvement in the life of the school and its neighborhood;
- Learning about the wider world and the interdependence of communities within it.

**Health Education:**

- Learning basic skills for keeping themselves healthy and safe;
- Identifying healthy and socially desirable and undesirable practices pertaining to self, family and the community.

### **Features of Progression**

Progress in Social Studies can be characterized by:

- An increase in breadth of studies: the gradual extension of content - places, themes and environments to be considered;
- An increasing depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships;
- An increase in the spatial scale of study: the shift in emphasis from local, smaller scale studies to more distant, regional, continental and global scales;
- A continuing development of skills: to include the use of social studies skills such as enquiry, matched to children's developing cognitive abilities;
- Increasing opportunities for children to examine social, political and environmental issues: the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

**THEMES AND UNITS:**

<b>INFANT I</b>	<b>INFANT 2</b>	<b>STANDARD I</b>	<b>STANDARD II</b>	<b>STANDARD III</b>	<b>STANDARD IV</b>	<b>STANDARD V</b>
<b>THEMES:</b>						
<b>UNDERSTANDING MYSELF AND MY FAMILY</b>	<b>UNDERSTANDING MY WORLD</b>	<b>OUR COMMUNITY</b>	<b>OUR ISLAND</b>	<b>THE STORY OF TRINIDAD &amp; TOBAGO</b>	<b>OUR NATION</b>	<b>WORLD STUDIES</b>
<b>UNITS</b>						
<ol style="list-style-type: none"> <li>1. Who am I?</li> <li>2. My family;</li> <li>3. My home;</li> <li>4. My school;</li> <li>5. What affects me?</li> <li>6. Celebrations</li> </ol>	<ol style="list-style-type: none"> <li>1. My family – now;</li> <li>2. My family – long ago;</li> <li>3. The school;</li> <li>4. Ourselves and others</li> <li>5. Protecting ourselves;</li> <li>6. Celebrations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Study of around the school – the local area;</li> <li>2. How can we make the local area safer?</li> <li>3. Mapping a journey;</li> <li>4. A study of a contrasting locality (Tocuaro);</li> <li>5. What were homes like long ago?</li> <li>6. Celebrations.</li> </ol>	<ol style="list-style-type: none"> <li>1. An island;</li> <li>2. How can we improve the area we see from our window?</li> <li>3. The rainbow country;</li> <li>4. National festivals;</li> <li>5. The Caribbean family;</li> <li>6. Weather in other places.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding maps and globes;</li> <li>2. Investigating our local area;</li> <li>3. What was it like to live in the past</li> <li>4. Our country – the physical features;</li> <li>5. Our country - the natural resources;</li> <li>6. Protecting ourselves.</li> </ol>	<ol style="list-style-type: none"> <li>1. How and where do we spend our time?</li> <li>2. Investigating Trinidad and Tobago’s physical environment;</li> <li>3. Improving the environment;</li> <li>4. The history of Trinidad and Tobago;</li> <li>5. My role as a citizen;</li> <li>6. Living in Trinidad &amp; Tobago;</li> </ol>	<ol style="list-style-type: none"> <li>1. What’s in the news?</li> <li>2. Connecting ourselves to the world;</li> <li>3. Our Caribbean family – studying another locality;</li> <li>4. Our nation and government;</li> <li>5. Protecting ourselves;</li> <li>6. Working with others.</li> </ol>

**Specific Objectives to meet the particular needs of young children in Infants Levels 1 & 2:**

**The Social Studies Curriculum for Infants Levels 1 and 2 should underpin all future learning by supporting fostering, promoting and developing children's:**

- **Personal, social and emotional well-being:** by promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong, self-image and self-esteem are promoted;
- **Positive attitudes and dispositions towards their learning:** in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners;
- **Social skills:** in particular by providing opportunities that enable them to learn how to cooperate and work harmoniously alongside and with each other and to listen to each other;
- **Attention skills and persistence:** in particular the capacity to concentrate on their own play or on group tasks;
- **Language and communication:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communications skills they use and to listen carefully;
- **Knowledge and understanding of the world:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives;
- **Creative development:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of arts, design and technology, music, movement, dance and imaginative and role play activities
- **Physical development:** to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

**SOCIAL STUDIES CURRICULUM MAP – INFANTS 1 (LEVEL 1):****Theme: Understanding myself and my family**

<b>SUBJECT STRANDS</b>	<b>PERSONAL AND SOCIAL EDUCATION</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>CITIZENSHIP</b>	<b>HEALTH</b>
<b>CONCEPTS</b>	<ol style="list-style-type: none"> <li>1. Developing confidence &amp; responsibility and making the most of their abilities;</li> <li>2. Similarities and differences;</li> <li>3. Developing a healthy lifestyle;</li> <li>4. Understanding feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing knowledge &amp; understanding about the past and present events in their own lives, and those of their families.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe, find out about and identify features in the place they live and the natural world;</li> <li>2. Understand how the weather affects us.</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing to play an active role as a citizen;</li> <li>2. Interdependence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing a healthy, safer lifestyle.</li> </ol>
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>❖ Who am I?</li> <li>❖ My family;</li> <li>❖ My home;</li> <li>❖ My school</li> <li>❖ What affects me?</li> <li>❖ Myself and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>❖ My family;</li> <li>❖ My home;</li> <li>❖ My school;</li> </ul>	<ul style="list-style-type: none"> <li>❖ My home;</li> <li>❖ My school;</li> <li>❖ What affects me?</li> <li>❖ The weather?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Who am I?</li> <li>❖ What affects me?</li> <li>❖ Myself and others;</li> <li>❖ My school;</li> <li>❖ Celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Who am I?</li> <li>❖ What affects me?</li> <li>❖ Keeping healthy;</li> <li>❖ Feelings;</li> <li>❖ Myself and others;</li> <li>❖ Celebrations.</li> </ul>
<b>LEARNING SKILLS</b>	<p><b>Co-operation:</b></p> <ul style="list-style-type: none"> <li>• Can work with a partner taking turns to listen;</li> <li>• Use senses to observe and investigate;</li> <li>• Record information;</li> <li>• Express opinions;</li> <li>• Develop critical thinking skills;</li> <li>• Making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about their families and past and present events in their own lives;</li> <li>• Exploring objects and looking closely at similarities, differences, patterns and change;</li> <li>• Developing chronological understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• An appreciation of the world around them;</li> <li>• Observing the weather;</li> <li>• Using senses to investigate the environment;</li> <li>• Decoding diagrams and maps;</li> <li>• Inferring.</li> </ul>	<ul style="list-style-type: none"> <li>• To take part in discussions with one other person and the whole class;</li> <li>• To recognise choices they can make and recognise the difference between right and wrong;</li> <li>• Recognise symbols and objects associated with various groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning basic skills for keeping themselves healthy and safe;</li> <li>• Learning social skills and a sense of social and moral responsibility;</li> <li>• Making value judgements.</li> </ul>
<b>VALUES &amp; ATTITUDES</b>	<p><i>Empathy:</i></p> <ul style="list-style-type: none"> <li>• Can accept that there can be more than one side in a disagreement;</li> <li>• Can share feelings and explain behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• The beginnings of understanding and valuing of the past;</li> <li>• Understanding relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a respect for the environment and be encouraged evaluate their own and others' effect and impact on it.</li> </ul>	<ul style="list-style-type: none"> <li>• That they belong to various groups and communities, such as family, school and others;</li> <li>• Social justice;</li> <li>• Appreciating the value of rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about themselves as developing individuals;</li> <li>• Developing positive attitudes and values.</li> </ul>

**SOCIAL STUDIES CURRICULUM MAP – INFANT LEVEL II:**

**Theme: Understanding my world**

<b>SUBJECT STRANDS</b>	<b>PERSONAL AND SOCIAL EDUCATIO</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>CITIZENSHIP</b>	<b>HEALTH</b>
<b>CONCEPTS</b>	<ol style="list-style-type: none"> <li>1. Basic needs are shared by people everywhere;</li> <li>2. Accepting responsibility;</li> <li>3. Concept of family.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between aspects of their own everyday lives and the lives of people in the past.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding of maps;</li> <li>2. An increasing awareness of their own surroundings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing to play an active role as a citizen;</li> <li>2. Developing a positive inter-relationship and fostering an awareness of interdependence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning how to keep ourselves safe and healthy;</li> <li>2. Safety;</li> <li>3. Relating to strangers.</li> </ol>
<b>CONTENT</b>	My family – now; My family – long ago; The school; Ourselves and others; Protecting ourselves; Celebrations.	❖ My family – long ago;	❖ My family home – now;	❖ The school; ❖ My family; ❖ Ourselves and others.	❖ Ourselves and others; ❖ Protecting ourselves; ❖ Living together.
<b>LEARNING SKILLS</b>	<ul style="list-style-type: none"> <li>• Our own and other people’s feelings;</li> <li>• How to share, take turns, help others, resolve simple arguments and resist bullying;</li> <li>• Behaving well;</li> <li>• Understanding the benefits of working cooperatively;</li> <li>• Interpreting data.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the past using different sources of information and representations;</li> <li>• Developing chronological understanding;</li> <li>• Comparing, contrasting and clarifying.</li> </ul>	<ul style="list-style-type: none"> <li>• Use geographical language and draw maps and diagrams to communicate geographical information;</li> <li>• To investigate their surroundings and to know that the world extends beyond their own locality</li> </ul>	<ul style="list-style-type: none"> <li>• The views, needs and rights of other children and older people;</li> <li>• Analysing information;</li> <li>• Recognising symbols, objects associated with various groups with our multi-cultural society.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic skills in health care;</li> <li>• How to make simple choices that improve their health and well being.</li> </ul>
<b>VALUES &amp; ATTITUDES</b>	<ul style="list-style-type: none"> <li>• Promoting self-esteem and positive identity;</li> <li>• Engendering and understanding for one’s feelings, especially anger, desire, frustration and jealousy;</li> <li>• Developing listening skills;</li> <li>• Developing critical thinking skills;</li> <li>• Making decisions;</li> <li>• Use of senses to observe and investigate.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sense of identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop respect for the environment and be encourage to evaluate their own and others’ effect or impact on it;</li> </ul>	<ul style="list-style-type: none"> <li>• To take part in discussions with one other person and the whole class;</li> <li>• To recognise choices they can make, and recognise the difference between right and wrong;</li> <li>• Respect for property rights;</li> <li>• Individual and social responsibility;</li> <li>• Fostering a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for others and ourselves – diet and hygiene.</li> </ul>



**SOCIAL STUDIES CURRICULUM MAP – STANDARD I:**

**Theme: Our community:**

<b>SUBJECT STRANDS</b>	<b>PERSONAL AND SOCIAL EDUCATIO</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>CITIZENSHIP</b>	<b>HEALTH</b>
<b>CONCEPTS</b>	1. Understanding our community.	Sense of identity; Understanding and interpreting the past; Similarities and differences of past communities.	1. Causes and consequences; 2. Sustainability; 3. Knowledge and understanding of places.	Preparing to play an active role as citizens	
<b>CONTENT</b>	1. A study of around the school; 2. How we can make the local area safer? 3. Mapping a journey; 4. A study of a contrasting locality; 5. What were homes like long ago? 6. Celebrations.	❖ What were homes like long ago?	❖ A study of around the school; ❖ How can we make the local area safer? ❖ A study of a contrasting locality; (Tocuraro) ❖ Mapping a journey.	❖ How can we make the local area safer? ❖ Celebrations	❖ How can we make the local area safer?
<b>LEARNING SKILLS</b>	<ul style="list-style-type: none"> <li>Share their opinions on things that matter to them and explain their view;</li> <li>Recognise, name and deal with their feelings in a positive way.</li> </ul>	<ul style="list-style-type: none"> <li>Carrying out a historical enquiry using a variety of sources;</li> <li>Look at similarities and differences between life today and in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and learn about the physical and human features of their own environment;</li> <li>Develop and use geographical study skills, including mapping skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing opinions on things that matter and explain views;</li> <li>Learn about themselves and working with others.</li> </ul>	<ul style="list-style-type: none"> <li>Learning basic skills for keeping themselves safe</li> </ul>
<b>VALUES &amp; ATTITUDES</b>	<ul style="list-style-type: none"> <li>Care and respect for the environment, others and different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Respect for evidence;</li> <li>Respect for our cultural heritage.</li> </ul>	<ul style="list-style-type: none"> <li>To have a concern for local issues;</li> <li>Respect for the environment;</li> </ul>	<ul style="list-style-type: none"> <li>That they belong to various groups and communities, such as family and school.</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility, safety and cleanliness of the environment.</li> </ul>

**SOCIAL STUDIES CURRICULUM MAP – STANDARD II:****Theme: Our Island**

<b>SUBJECT STRANDS</b>	<b>PERSONAL AND SOCIAL EDUCATIO</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>CITIZENSHIP</b>	<b>HEALTH</b>
<b>CONCEPTS</b>	Learning about the wider world and the interdependence of communities within it.	To develop a sense of historical identity by recognising that places change over time.	1. Recognise ways of changing the environment and the impact of change on the environment; 2. Empathy.	Learning about themselves as members of their community, country and region.	
<b>CONTENT</b>	1. An island; 2. How can we improve the area we see from our window? 3. The rainbow country; 4. National Festivals; 5. The Caribbean family; 6. Weather in other places.	❖ The rainbow country; ❖ Caribbean family;	❖ An island; ❖ How can we improve the area we see from our window? ❖ The Caribbean family; ❖ Weather in other places.	❖ Our Nation; ❖ The Caribbean family ❖ An island; ❖ How can we improve the area we see from our window?	❖ Rainbow country; ❖ National Festivals; ❖ Caribbean family.
<b>LEARNING SKILLS</b>	<ul style="list-style-type: none"> <li>To be able to work collaboratively and cooperatively with others to solve problems and share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Talk and write about what happened and why people acted as they did;</li> <li>Asking and answering more complex historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the physical and human characteristics of a place and discover how an island is different from the mainland;</li> <li>To make appropriate observations why things happen and to recognise where things are.</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning, giving reasons for opinions, drawing inference and making deductions.</li> </ul>	
<b>VALUES &amp; ATTITUDES</b>	<ul style="list-style-type: none"> <li>Cooperation, respect for others and belonging.</li> </ul>	<ul style="list-style-type: none"> <li>Making choices and national pride.</li> </ul>	<ul style="list-style-type: none"> <li>Interdependence, appreciation of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Loyalty; respect for authority and national pride.</li> </ul>	

**SOCIAL STUDIES CURRICULUM MAP – STANDARD III:**

**Theme: The story of Trinidad and Tobago:**

<b>SUBJECT STRANDS</b>	<b>PERSONAL AND SOCIAL EDUCATIO</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>CITIZENSHIP</b>	<b>HEALTH</b>
<b>CONCEPTS</b>	1. Similarities and differences;	1. Development and change; 2. Comparison between the area (community) today and in the past; 3. Chronology.	1. Sustainability; 2. Interdependence; 3. Development and change; 4. Shape and spatial 5. Knowledge and understanding of maps; 6. Earth concepts.	1. Knowledge and understanding about becoming an informed citizen.	1. We influence our lives; 2. Healthy lifestyles; 3. Protecting ourselves;
<b>CONTENT</b>	❖ Understanding maps and globes; ❖ Investigating our local area; ❖ What was it like to live in the past? ❖ Our country – physical features; ❖ Our country – natural resources; ❖ Protecting ourselves.	❖ What was it like to live in the past? ❖ How does the past impact on the present? ❖ Information acquired from oral and written sources.	❖ Understanding maps and globes; ❖ Investing our local area; ❖ Our Country – the physical features ; ❖ Our Country- the natural resources;	❖ Importance as citizen of a country; ❖ Rights and responsibilities of citizen; ❖ Societal norms relating to promoting positive social behaviour.	❖ Protecting ourselves; ❖ Nutrition; ❖ Exercise; ❖ Infectious diseases and how they can be prevented; ❖ Social problems; Environmental concerns.
<b>LEARNING SKILLS</b>	• Group work and language skills; • Information gathering; • To generate and extend ideas.	• Enquiry and information processing skills; • Extending historical knowledge and skills; • Collecting and processing information • Interviewing.	• Reading and using scales ; • Locating places; • Developing and applying geographical skills; • Evaluating using authoritative sources.	• Researching and recording; • Observation • Classifying information; • Questioning; • National pride.	• Expressing opinions; • Drawing conclusions; • Research and recording information; • Evaluating information; • Role- play
<b>VALUES &amp; ATTITUDES</b>	• Self-esteem, caring, sharing and empathy.	• Empathy; • Valuing the surroundings; • Interdependence; • Cooperation	• Valuing their surroundings and environment; • Awareness of the environment.	• A sense of belonging and pride; • Rights and responsibilities	• Empathy and self-esteem; • Co-operation; • Responsibilities

**SOCIAL STUDIES CURRICULUM MAP – STANDARD IV:**

**Theme: Our nation:**

<b>SUBJECT STRANDS</b>	<b>PERSONAL AND SOCIAL EDUCATIO</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>CITIZENSHIP</b>	<b>HEALTH</b>
<b>CONCEPTS</b>	<ol style="list-style-type: none"> <li>1. Conflict, causes and consequences;</li> <li>2. Impact and sustainability.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chronology</li> <li>2. Recognise where things are and why they are as they are;</li> <li>3. Dependence and independence;</li> <li>4. Democracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Appreciation and understanding of the influences of people’s beliefs, attitudes and values on the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be aware of and understand democratic responsibility</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between leisure, recreation and work</li> </ol>
<b>CONTENT</b>	<ol style="list-style-type: none"> <li>1. How and where do we spend our time?</li> <li>2. Investigating Trinidad and Tobago’s physical environment;</li> <li>3. Improving the environment;</li> <li>4. The historical development;</li> <li>5. My role as a citizen;</li> <li>6. Living in Trinidad and Tobago.</li> </ol>	<ul style="list-style-type: none"> <li>❖ Our nation – the historical development;                             <ul style="list-style-type: none"> <li>- the Pre-Columbian Era;</li> <li>- the coming of the Europeans;</li> <li>- the coming of the Africans</li> <li>- the coming of the East Indians</li> <li>- the Modern Era.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Improving our environment;</li> <li>❖ Investigating Trinidad and Tobago’s physical;</li> <li>❖ How and where do we spend our time?</li> <li>❖ Importance of the water cycle;</li> <li>❖ The interdependence of plant and animal life in relation to the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>❖ My role as a citizen</li> <li>❖ Living in Trinidad and Tobago</li> <li>❖ Rights and responsibilities of citizens</li> <li>❖ Personal budgeting</li> <li>❖ Importance of saving and being thrifty</li> </ul>	<ul style="list-style-type: none"> <li>❖ How and where do we spend our time?</li> <li>❖ Maintaining a clean scene – avoiding littering and pollution;</li> <li>❖ Managing time to include time for leisure and recreation</li> </ul>
<b>LEARNING SKILLS</b>	<ul style="list-style-type: none"> <li>• Problem solving;</li> <li>• Cooperative and collaborative activities;</li> <li>• Decision making;</li> <li>• Suggesting hypotheses;</li> <li>• Testing conclusions;</li> <li>• Conducting interviews and surveys;</li> <li>• Designing a questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways;</li> <li>• Comparing past and present issues in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake geographical investigations by asking and responding to questions;</li> <li>• Using a range of geographical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Selection and recording data;</li> <li>• Map skills;</li> <li>• Organising and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Making confident and informed choices</li> <li>• Taking responsibility for themselves.</li> </ul>
<b>VALUES &amp; ATTITUDES</b>	<ul style="list-style-type: none"> <li>• Cooperation and resourcefulness;</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• A sense of belonging and pride;</li> <li>• Appreciate and understand the ways of the impact of the past on the present.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the land;</li> <li>• Conceiving and preserving the environment by not wasting resources</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility;</li> <li>• Empathy; Equality; Patriotism;</li> <li>• Productivity; Harmony; Tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for themselves and others;</li> <li>• Eating proper foods;</li> <li>• Regular exercise;</li> <li>• Cleanliness of body and the environment.</li> </ul>

**SOCIAL STUDIES CURRICULUM MAP – STANDARD V:****Theme: World Studies:**

<b>SUBJECT STRANDS</b>	<b>PERSONAL AND SOCIAL EDUCATIO</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>CITIZENSHIP</b>	<b>HEALTH</b>
<b>CONCEPTS</b>	<ol style="list-style-type: none"> <li>Justice, fairness, rights and obligations in society;</li> <li>Change and conflict;</li> <li>Interdependence</li> </ol>	<ol style="list-style-type: none"> <li>The making of rules and laws</li> </ol>	<ol style="list-style-type: none"> <li>Similarities and differences;</li> <li>Links to other places;</li> <li>Interdependence.</li> </ol>	Cultural development - understand the nature and role of the different groups to which they belong	<p>How different groups of people live, operate and change;</p> <p>Causes and consequences</p> <p>Change and conflict</p>
<b>CONTENT</b>	<ol style="list-style-type: none"> <li>What's in the news?</li> <li>Connecting ourselves to the world;</li> <li>Our Caribbean family – studying a contrasting locality;</li> <li>Our nation and government;</li> <li>Protecting ourselves;</li> <li>Working with others.</li> </ol>	<ul style="list-style-type: none"> <li>What's in the news?</li> <li>Our Caribbean family;</li> <li>Our nation and government;</li> <li>Connecting ourselves to the world;</li> <li>Protecting ourselves (political bias and indoctrination);</li> <li>Working with others.</li> </ul>	<ul style="list-style-type: none"> <li>Our Caribbean family – a study of a contrasting locality;</li> <li>Connecting ourselves to the world;</li> <li>What's in the news?</li> <li>Our Nation and government;</li> <li>Working with others.</li> </ul>	<ul style="list-style-type: none"> <li>Our nation and government;</li> <li>Our Caribbean family;</li> <li>What's in the news?</li> <li>Connecting ourselves to the world (global village).</li> </ul>	<ul style="list-style-type: none"> <li>Our nation and government;</li> <li>Our Caribbean family;</li> <li>Working with others;</li> <li>Protecting ourselves;</li> <li>What's in the news?</li> <li>Connecting ourselves to the world.</li> </ul>
<b>LEARNING SKILLS</b>	<ul style="list-style-type: none"> <li>Consider other people's experiences and be able to think about, express and explain views that are not their own;</li> <li>Negotiate, decide and participate in group tasks;</li> <li>Discriminating between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions;</li> <li>Observation;</li> <li>Using inference and deduction;</li> <li>Using secondary sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>ICT skills;</li> <li>Collect and record evidence;</li> <li>Represent data graphically;</li> <li>Communicate in different ways;</li> <li>Map work;</li> <li>Analyse and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Collection evidence;</li> <li>Using ICT skills;</li> <li>Improving own learning and performance;</li> <li>Problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Investigation;</li> <li>Decision making;</li> <li>Case study;</li> <li>Using secondary sources of information.</li> </ul>
<b>VALUES &amp; ATTITUDES</b>	<ul style="list-style-type: none"> <li>Being a responsible and effective member of world society.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding relationships between people</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>Respect for diversity and difference</li> </ul>	<ul style="list-style-type: none"> <li>Value the contribution of other cultures</li> </ul>

# DRAFT PERFORMANCE STANDARDS

Performance Standards are normative statements that describe aspects of a child’s knowledge, understanding, skills and attitudes. They are usually nationally agreed expectations that provide a consistent and standardised set of expectations across all primary schools.

In these draft performance standards, statements that describe children’s behaviour, learning skills, social skills and knowledge and understanding have been designed.

They provide teachers with a range of level descriptors, which can be used to support teacher’s professional judgement and formative assessments. They provide guidance to teachers and enable them to recognise and identify progression and improvement in children’s knowledge, understanding, skills and attitudes.

The levels are:

**Level 1** – Some Infants 1 pupils;  
Most Infant 2 pupils;  
Some Standard I pupils.

**Level 2** – Some Standard I pupils;  
Most Standard II and III pupils;  
Some Standard IV pupils.

**Level 3** – Some Standard IV pupils;  
Most Standard V pupils.

However, some young children may be performing at a much higher level and some older pupils may be performing at much lower levels. It is also important to remember that many children will perform and achieve on a range of levels across the subject strands.

These level descriptors attempt to describe generalised expectations in a standardised way.

**KNOWLEDGE AND UNDERSTANDING**

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>Knowledge about one's own society, culture, country and history</b>	<p>Can place events and objects in Chronological order;</p> <p>Recognise why people did things</p> <p>Able to describe the characteristics of old things;</p> <p>Can understand near, far, to and from</p> <p>Know about changes in their own lives and the ways of life of their family and others around them</p>	<p>Can place events, people and changes into current periods of time and the passing of time;</p> <p>Able to identify difference between ways of life at different times as well</p> <p>Recognise that the past is represented and interpreted in different ways</p> <p>Know how to find out about the events, people and changes from an appropriate range of sources</p> <p>Can investigate how an aspect of a local area has changed over a period of time</p>	<p>Can recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods</p> <p>Can describe and analyse characteristics reasons for, and results of, historical events,</p> <p>Knows how and why historical events can be interpreted</p> <p>Can identify, select and use a range of sources</p> <p>Know about significant events, people and changes from the recent and more distant past of Trinidad and Tobago;</p>
<b>Know about other countries, cultures And histories</b>	<p>Know about their own locality and a contrasting locality</p>	<p>Know about their own locality, country and a range of contrasting localities throughout the world</p>	<p>Know about at least one other Caribbean country and the regional differences that exist in each country, their causes and consequences</p>

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>Know about the basic geography of the Earth and how people co-exist</b>			
<i>Can ask geographical questions:</i>	What is it like to live here?	What is the landscape like? What do I think about it?	How and why is this landscape changing? What is the impact of the changes? What do I think about them?  Can identify issues from the questions
<i>Can observe and record:</i>	Identify buildings and complete a chart	Carry out a survey and show findings on a graph	Can analyse, evaluate and present evidence Can draw and justify conclusions
<i>Can communicate:</i>	In pictures, speech and writing	Identify and explain different views to their own	Appreciate how people's values and attitudes affect social, environmental, economic and political issues
<i>Use geography vocabulary</i>	Near, far, to and from, north and south	Temperature, transport, industry	Drainage basin, urban regeneration
<i>Use fieldwork skills:</i>	Recording on a school plan or local map	Labelled field sketches	Land use survey
<i>Use globe, maps and plans:</i>	Following a route	Use contents, key and grids	Use atlases and globes, maps and plans at a Range of scales
<i>Use secondary information:</i>	Pictures, photographs, stories and Information texts	Information texts, internet	Evidence form ICT sources
<i>Make maps and plans:</i>	Pictorial map of a place in a story	Sketch map of locality	Draw maps and plans at a range of scales Using symbols, keys and scales
<i>Identify and describe what places are like:</i>	Can describe landscape, weather	Can locate and describe human and physical features	Can identify and describe the location of places and environments
<i>Identify and describe where places are:</i>	Position on map	Places in the news and nationally	Can identify and describe national, international and global locations.



	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<i>Recognise how places have become the way they are and how they are changing:</i>	The quality of the environment in a street	Able to explain why places are like they are – weather conditions, local resources	Able to describe and explain the physical and human features that give rise to the distinctive Character of places
<i>Recognise how places compare with other places:</i>	Compare the local area to places in T&T	To identify how and why places change and how they may change in the future from these changes	Able to explain how and why changes happen in places and the issues that arise
<i>Recognise how places are linked to other places in the world:</i>	Know about food from other countries	To be able to describe and explain how and why places are similar to and different from others places in the same country and elsewhere in the world	
<b>Know about the various forces that shape our lives, including the major inequalities of wealth and power in the world</b>			
<i>Make observations about where things are located and about other creatures in the environment</i>	Seasonal changes in weather	Recognise and explain patterns made by individual physical and human features in the environment	Describe and explain patterns of physical and human features and relate these to the character of places and environments
<i>Recognise some physical and human processes:</i>	Heavy rain and flooding in fields	River erosion	Identify, describe and explain physical and human processes and their impact on places and environments
<i>Recognise changes in the environment:</i>	Traffic in the street	Recognise how people can improve the Environment	Describe and explain environmental change and recognise ways of managing it
<i>Recognise how the environment may be improved and sustained:</i>	Restricting the number of cars	Recognise how and why people may seek to manage environmental sustainability, and to identify opportunities for their own involvement	Able to explore the idea of sustainable development and recognise its implications for people, places and their own lives
<i>Preparing to play an active role as a Citizen</i>	Stay as healthy as possible Keep themselves safe Have worthwhile and fulfilling relationships	Respect the differences between people Develop independence and responsibility Make the most of their own abilities	Play an active role as a member of a democratic society Make the most of others' abilities

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>To recognise that the mass media is the Main channel of information that we have about the world and to be aware of bias and selectivity</b>		<p>Understand the significance of the media in society</p> <p>Talk about political, spiritual, moral social and cultural issues, problems and events by analysing information from the newspapers and television</p> <p>Research the coverage of stories in Different media, discussing it and Describing how it differs</p>	<p>Understand that the world is a global community</p> <p>Justify orally and in writing a personal opinion about issues and problems</p> <p>Reflect on the process of participating</p> <p>Demonstrate advanced research and analysis skills</p> <p>Able to describe why the same story may be Presented in very different ways by different media</p> <p>Able to use knowledge to investigate bias or Misleading use of statistics. Able to discuss and debate the role of the media in society</p>
<b>To know about the various forces that shapes our lives</b>	Parents, school, location, weather and community	Personal values, the values of the family, school and community	Culture and laws of the country, region and global society

**LEARNING SKILLS**

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<i>Communication and cognitive skills</i>	Contributed to discussion	Initiated discussion	Justified own ideas
	Listened to others	Negotiate	Questioned others' ideas
		Explained own ideas clearly	Supported others' ideas that are different to their own
		Supported others' ideas	
Organisational	Took decisions	Helped prioritise tasks	Can work with any group
	Accepted being organised by others		Can suggest alternative solutions to personal, Social, local and global issues using cooperative tactics
	Shared resources	Accepted others' need	Can work with a partner, taking turns to listen
	Can disagree with others and explain why	Can work in friendship group	
		Can relate cooperation to life outside the school	
		Can accept others' differing viewpoint	
Interpersonal and personal Relationships	Accepts other's leadership	Willing to change ideas and plans	Prepared to take risks in their learning
	Accepts group's decisions	Uses inventiveness and imagination	Handles conflict constructively
	Accepts affirmation	Is willing to affirm others	Has a positive self concept

**SOCIAL STUDIES SKILLS**

<b>PHASE</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
Infants 1 & 2	Able to express ideas through talking and writing	Able to explain facts through talking and writing	Able to explain opinion through talking and writing
Infants 1 & 2 STD 1 & 2	Able to work collaboratively	Able to work collaboratively to solve problems	Able to work collaborative and cooperatively to solve problems and share ideas
Infants 1 & 2 STD 1 & 2	Able to change mind	Able to change mind as they learn more	Able to recognise a range of issues
STD 3 & 4	Able to identify solutions	Able to identify solutions that take Others into account	Able to identify solutions that take others into account and to handle controversy
STD 3 & 4	Able to approach issues with an open mind	Able to approach issues with an open and questioning mind	Prepared to consider issues that are distasteful
STD 3, 4 & 5	Able to listen to others	Able to listen to others and understand Their points of view	Able to understand others' points of view and use it as evidence for future decisions
STD 4 & 5	Able to imagine the feelings of others	Able to imagine the feelings and beliefs of others	To recognise bias
STD 4 & 5	Able to make decisions about what affects them	Able to make decisions about matters which affect them and others	Able to negotiate and make decisions

**ATTITUDES**

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
To have an optimistic concern for local issues	To have an optimistic concern for national issues	To have an optimistic concern for global issues
To be curious to find out more about people and local implications	To be curious to find out more about people, local, and national implications	To be curious to find out more about people, national and global implications
To have a sense of one's own worth	To believe that one can meet challenges	To believe that one can meet challenges With competence
To enjoy the diversity of culture	To appreciate the diversity of culture	To value the diversity of culture
	To be prepared to stand up for ones own rights	to be prepared to stand up for other's rights
To care for the environment	To care about and for the environment	To be able to take decisions and actions on caring for the environment
To be aware that we can influence The future personally,	To be aware that we can influence the future personally and nationally	To be aware that we can influence the future nationally and globally
To be willing to take part	To be willing to take part and work Together with others	To be willing to take part and work together with others to promote democracy and to work for a more just world

## **INFANTS 1**

### **UNDERSTANDING MYSELF AND MY FAMILY**

**Unit 1:**  
**Theme: Who am I?**

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Similarities and differences</b>	Explore similarities and differences in an affirming and positive way.	<ol style="list-style-type: none"> <li>Asking questions and working as a class or group.</li> <li>Taking turns to listen.</li> </ol>	<ul style="list-style-type: none"> <li>Empathy.</li> </ul>	<p>Teacher asks pupils to point out ways in which other children are like them and ways in which they are different.</p> <p><i>It is better not to discuss the children's actual common characteristics until they have worked on the first question, so that what they decide to look for is not influenced or predetermined.</i></p> <p>Alternatively, pupils can work through all of the suggested procedures or they can be grouped, and each group concentrates on one.</p> <p>Display the results.</p> <p>Repeat the activity, but this time generating ways of finding differences.</p>	<p>Contribute an idea;</p> <p>Ask questions of the teacher if they are unsure about whether a specific feature relates to similarities and differences e.g. long fingernails. This shows that they understand the basic concept;</p> <p>Talk about similarities and differences amongst children in the class;</p>	<ul style="list-style-type: none"> <li>Chart for displaying results.</li> </ul>
<b>Session 2</b>	Discuss and make comparisons of classmates.	<ol style="list-style-type: none"> <li>Using senses to investigate.</li> <li>Working with a partner.</li> <li>Comparing.</li> <li>Sharing observations.</li> </ol>	<ul style="list-style-type: none"> <li>Understand and appreciate differences.</li> </ul>	<p>Working in pairs, they look in mirrors and make drawings of themselves. They examine eye and hair colours, height, voice, feet, hands and gender (e.g. use clothes as discriminator).</p> <p>They make comparisons between partners.</p>	<p>State ways in which one is similar to or different from one's partner.</p>	<ul style="list-style-type: none"> <li>Mirrors.</li> <li>Name tags.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 3</b></p> <p><i>Similarities and differences</i></p>	<p><i>Pupils will be able to</i></p> <p>Use and apply the information gathered about themselves.</p>	<p>Recording their findings.</p>	<ul style="list-style-type: none"> <li>Confidence.</li> <li>Self esteem.</li> </ul>	<p>Each pupil completes activity sheet – “all about me”.</p>	<p><i>Pupils are able to:</i></p> <p>Record in drawing.</p>	<ul style="list-style-type: none"> <li>Sheets with tables.</li> </ul>
<p><b>Session 4</b></p> <p><i>Preparing to play an active role as a Citizen</i></p>	<p>Begin to develop social skills.</p>	<ol style="list-style-type: none"> <li>Taking part in discussions.</li> <li>Listening.</li> </ol>	<ul style="list-style-type: none"> <li>Self-esteem.</li> </ul>	<p>Pupils sit in a circle.</p> <p>Each child introduces himself/herself, and states one of his/her attributes: (e.g. brown hair, I can play the piano, my favourite colour is green, I like rice for dinner.) The child next to them re-introduces the speaker e.g. “This is James. He has brown eyes and likes to ride a bike.” The speaker then introduces himself/herself and is in turn described by his/her neighbour. The circle is complete when everyone has spoken about himself/herself and one other.</p>	<p>Listen and contribute at least two grammatically correct sentences.</p>	



CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Preparing to play an active role as a citizen</b>	Express opinions and views.	<ol style="list-style-type: none"> <li>Expressing opinions.</li> <li>Demonstrating clarity and confidence in speaking.</li> </ol>	<ul style="list-style-type: none"> <li>Self-esteem.</li> </ul>	<p>The teacher suggests an incomplete statement:</p> <p><i>Things that make me sad are.....</i></p> <p><i>Things that make me glad are .....</i></p> <p><i>When I am an adult .....</i></p> <p><i>Things I like are .....</i></p> <p><i>If I were in charge of the class, I'd .....</i></p>	<p>Demonstrate clarity and confidence in speaking in at least three (3) sentences.</p> <p>Use appropriate vocabulary.</p>	<ul style="list-style-type: none"> <li>Charts.</li> <li>Pictures.</li> </ul>
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Preparing to play an active role as a citizen</b>	Begin to understand why and how class rules are made and enforced.	<ol style="list-style-type: none"> <li>Taking part in making and changing class rules.</li> <li>Taking turns.</li> <li>Listening to each other.</li> </ol>	<ul style="list-style-type: none"> <li>Social Justice.</li> <li>Obedience.</li> <li>Respect.</li> </ul>	<p>In the circle, the pupils brainstorm on:</p> <ol style="list-style-type: none"> <li><i>Things that make them happy in the classroom;</i></li> <li><i>Rules of behavior that would enhance the classroom;</i></li> <li><i>Things that other pupils should not do in the classroom;</i></li> <li><i>What should be done to prevent pupils from doing unacceptable things;</i></li> </ol>	<p>Understand that their own choices and behaviour can affect others.</p> <p>Describe other pupil's interactions during the session e.g. agreeing, disagreeing and recalling an incident.</p>	<ul style="list-style-type: none"> <li>Crayons.</li> <li>Drawing paper.</li> <li>Scissors.</li> <li>Pictures.</li> <li>Chart of class rules.</li> <li>Objects from the class.</li> </ul>

**Unit 2:**  
**Theme: My Family:**

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Developing knowledge about past and present events in their own lives and in those of their families.</i></b>	Develop chronological understanding of recent family changes.	<ol style="list-style-type: none"> <li>Using words and phrases about the passing of time.</li> <li>Asking and answering questions.</li> <li>Using oral sources.</li> <li>Discussing family changes.</li> </ol>	<ul style="list-style-type: none"> <li>Valuing the past and record keeping.</li> <li>Appreciation.</li> </ul>	<p>Pupils are asked to draw pictures of their immediate family and to explain the relationships. Then they cut out the drawings and rank order them from oldest to youngest. (They may need a demonstration of how to rank order);</p> <p>In circle time, each pupil talks about the oldest members of his/her family.</p> <p>Teacher asks them:</p> <ul style="list-style-type: none"> <li><i>How do we know that they are older?</i></li> <li><i>What was life like for the older person when they were at school?</i></li> </ul> <p>Teacher asks grandparents to visit the school and talk about their lives when they were the same age – using artefacts or photographs.</p> <p>Pupils talk about the changes in their families – births, christening (or other rites), weddings, deaths, religious affairs, changing emotions, transition from home/pre-school/primary school.</p>	<p>Place pictures in order;</p> <p>Use appropriate vocabulary in speech, e.g. older, younger, before, after, last and first;</p> <p>Ask their parents or older members of the family about significant events that have occurred in <u>their</u> (i.e. the pupils’) lives e.g. christening, baptism or other religious rites;</p> <p>Report on past events that have involved them;</p> <p>Bring photographs to class e.g. an album (as an example of record keeping) and be able to speak about it to the class;</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Scissors.</li> <li>Markers.</li> <li>Crayons.</li> <li>Photographs.</li> <li>Artefacts.</li> <li>Pictures.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 2</b></p> <p><i>Developing knowledge about past and present events in their own lives and in those of their families.</i></p>	<p><i>Pupils will be able to</i></p> <ol style="list-style-type: none"> <li>Say what a family is.</li> <li>Describe a family.</li> </ol>	<ol style="list-style-type: none"> <li>Understanding relationships.</li> </ol>	<ul style="list-style-type: none"> <li>Belonging.</li> </ul>	<p>Teacher draws a large tree on paper (A family tree)</p> <p>Using a glove puppet, the teacher asks the pupils to decide:</p> <ul style="list-style-type: none"> <li>Name and gender of the puppet;</li> <li>Names, genders and ages of siblings;</li> <li>Names of parents and grandparents;</li> </ul> <p>These are now drawn into the family tree by the teacher;</p> <p>Teacher asks for words to describe the family;</p> <p>Pupils draw their own family tree;</p>	<p><i>Pupils are able to:</i></p> <p>Contribute ideas;</p> <p>Draw pictures of a family tree;</p> <p>Give a simple definition of a family;</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Gloves.</li> <li>Paper bag or stocking puppet.</li> <li>Crayons.</li> <li>Markers.</li> </ul>
<p><b>Session 3</b></p> <p><i>Developing knowledge about past and present events in their own lives and in those of their families.</i></p>	<ol style="list-style-type: none"> <li>State the role of various family members.</li> <li>List activities in which the family engages.</li> </ol>	<ol style="list-style-type: none"> <li>Understanding relationships.</li> <li>Drawing.</li> <li>Co-operating.</li> </ol>	<ul style="list-style-type: none"> <li>Caring.</li> <li>Co-operating.</li> <li>Love.</li> <li>Empathy.</li> </ul>	<p>In circle time, pupils talk about the things which they and their parents do together or individually.</p> <p>They identify the tasks (and other activities such as play or prayer) that parents, siblings and they undertake at home;</p> <p>Pupils write lists or draw a pictogram;</p> <p>Pupils paint pictures and produce a hard backed book for display;</p>	<p>Contribute at least two (2) ideas;</p> <p>Describe orally roles and responsibilities in the family;</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Paints/crayons.</li> <li>Materials for constructing a hard backed book.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Developing knowledge about past and present events in their own lives and in those of their families.</i></b>	Identify similarities and differences using photographs.	<ol style="list-style-type: none"> <li>1. Thinking and reasoning.</li> <li>2. Inferring information from photographs.</li> <li>3. Comparing and contrasting.</li> </ol>	<ul style="list-style-type: none"> <li>• Belonging.</li> </ul>	<p>Pupils bring photographs of family groups to school or the teacher provides pictures/photographs of weddings, parties, family events, etc;</p> <p>Pupils work in groups of three (triads) to talk about the pictures;</p> <ul style="list-style-type: none"> <li>- <i>What is happening?</i></li> <li>- <i>How do we know?</i></li> <li>- <i>What are people doing and how are they feeling?</i></li> <li>- <i>How do we know?</i></li> </ul> <p>Pupils compare the different photographs in their triad and draw conclusions:</p> <ul style="list-style-type: none"> <li>- <i>What are the similarities?</i></li> <li>- <i>What are the differences?</i></li> </ul> <p>Note that photographs may show non-family members and pupils can explain their relationship to the family or the occasion when the photograph was taken.</p>	<p>Work in 3's;</p> <p>Answer questions;</p> <p>Draw conclusions;</p> <p>Understand similarities and differences in families and households;</p>	<ul style="list-style-type: none"> <li>• Photographs of family types.</li> <li>• Pictures of weddings, parties, family events etc.</li> </ul>

CONCEPTS / THEME	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Developing knowledge about past and present events in their own lives and in those of their families</b>	Share feelings.	<ol style="list-style-type: none"> <li>Developing fine motor skills.</li> <li>Developing the use of recall skills.</li> </ol>	<ul style="list-style-type: none"> <li>Empathy.</li> </ul>	Teacher reads the story of the three little pigs (or, a similar story). Use the repetitive lines to recall the story. Involve students in collaborative puppet or mask making of pigs and wolf;	Demonstrate empathy by interchanging characters in role play;	<ul style="list-style-type: none"> <li>Story book.</li> <li>Paper bag, gloves or stockings for making puppets.</li> <li>Materials for constructing masks.</li> </ul>
<b>Session 6</b>	Share feelings.	Developing literacy and communication skills.	<ul style="list-style-type: none"> <li>Empathy.</li> </ul>	<p>The story continues:- Pupils sit in circle with puppets or with masks on. Discussion is centered on feelings and families being able to say sorry. The teacher highlights the different characteristics of the pigs – shy, lazy, hard-working – explore the possible alternative endings to the story.</p> <ul style="list-style-type: none"> <li><i>What were the different pigs like?</i></li> <li><i>How did the pigs feel to leave their mummy?</i></li> <li><i>What did the wolf feel about being excluded?</i></li> <li><i>Could the wolf have been misunderstood?</i></li> <li><i>What if the wolf had said sorry?</i></li> </ul> <p>Conclude the unit, in discussing when we have to sometimes say sorry to our families – why and when?</p> <p>Teacher emphasizes that when we are a member of a family, we can make mistakes, be forgiven and be happy;</p>	<p>Express feelings.</p> <p>Negotiate.</p> <p>Persuade.</p> <p>Critically interpret.</p> <p>Imagine.</p> <p>Review.</p>	<ul style="list-style-type: none"> <li>Story book.</li> </ul>

**Unit 3:**  
**Theme: My Home**

CONCEPTS / THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Acquire an appreciation of the world around them</b>	Identify and investigate features in the place where they live.	<ol style="list-style-type: none"> <li>Drawing simple maps.</li> <li>Drawing pictures.</li> <li>Discussing ideas and using evidence.</li> </ol>	<ul style="list-style-type: none"> <li>Curiosity about the environment.</li> </ul>	<p>Teacher asks pupils to draw their home;</p> <p>Pupils work in groups of four, with play blocks and construction toys to make a representation of their home;</p>	<p>Identify location;</p> <p>Describe location;</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Markers.</li> <li>Play Blocks.</li> <li>Construction toys.</li> <li>Crayons.</li> </ul>
<b>Session 2</b>	Begin to create simple models and maps.	<ol style="list-style-type: none"> <li>Making a 3D Map.</li> <li>Drawing a map collaboratively.</li> </ol>	<ul style="list-style-type: none"> <li>Collaboration.</li> </ul>	<p>Teacher provides a base map on a very large sheet of paper. The pupils place their models on the map according to where they live.</p> <p>The teacher and the class work collaboratively to draw an imaginative map of where the puppet (from Unit 2) lives;</p> <p>Teacher and class discuss the need for symbols and agree to them – pupils talk about which buildings are important and should go on the map;</p>	<p>Draw simple representation of 3D objects;</p> <p>Explain the need for symbols;</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Markers.</li> <li>Match boxes (<i>to make models of their homes</i>).</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Understanding old and new</b>	<ol style="list-style-type: none"> <li>Explore objects.</li> <li>Investigate similarities and differences between toys today and in the past.</li> </ol>	<ol style="list-style-type: none"> <li>Developing chronological understanding.</li> <li>Using words associated with the passing of time.</li> </ol>	<ul style="list-style-type: none"> <li>Valuing the past.</li> <li>Appreciation.</li> </ul>	<p>Ask the pupils to bring a favourite toy to school; Let them look at each other's toys and talk about them. Lead the discussion and encourage pupils to describe their toys.</p> <p>Introduce the idea that they will find out about "new" and "old". Ask the pupils who they might ask about old toys.</p> <p>Encourage the pupils to talk to parents and grandparents about the toys they had when they were small. Assemble a group of "old" toys.</p> <ul style="list-style-type: none"> <li><i>How are they different from today's toys?</i></li> <li><i>How are they similar to toys today?</i></li> <li><i>Why are there differences?</i></li> </ul> <p>Ask the pupils to describe an "old" toy that they are holding or "tell its story":</p> <ul style="list-style-type: none"> <li><i>Who did it belong to?</i></li> <li><i>Did it have any adventures?</i></li> </ul>	<p>Describe the characteristics of a selection of modern toys;</p> <p>Describe the characteristics of old toys; Discern that sometimes old and new toys can resemble;</p> <p>Ask questions about toys from the past;</p> <p>Infer information about toys in the past by studying old toys;</p> <p>Use imagination to tell a story;</p>	<ul style="list-style-type: none"> <li>Old and new toys.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Things change with time.</b>	<ol style="list-style-type: none"> <li>Identify when an object is old.</li> <li>Describe the characteristics of old and new objects.</li> </ol>	<ol style="list-style-type: none"> <li>Sorting objects into sets.</li> <li>Making decisions.</li> <li>Matching adjectives to appropriate sets of artifacts.</li> </ol>	<ul style="list-style-type: none"> <li>Belonging.</li> <li>Appreciation.</li> </ul>	<p>Make a mixed collection of old and new objects;</p> <p>Ask the pupils to sort them into two sets;</p> <p>Talk about the characteristics of each set;</p> <p>Encourage the pupils to use adjectives;</p> <p>Make a set of cards with adjectives written on them, e.g. broken, shiny, rusty and clean. Read a word and discuss its meaning. Ask the pupils to match the cards to the sets of objects e.g. books, spoons, pencils, photographs, utensils etc;</p> <p>Help the pupils to generalize about how we know an object is old.</p>	<p>Sort objects into two (2) sets.</p> <p>Give reasons.</p> <p>Match adjectives to the appropriate set.</p>	<ul style="list-style-type: none"> <li>Old and new objects e.g. (<i>books, photographs and labels</i>).</li> <li>Bristol board.</li> </ul>



CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Similarities and differences</b>	Identify similarities and differences in objects.	<ol style="list-style-type: none"> <li>1. Comparing.</li> <li>2. Sorting.</li> <li>3. Classifying.</li> </ol>	<ul style="list-style-type: none"> <li>• Co-operation.</li> </ul>	<p>Pupils are asked to bring any object. They show objects of various types.</p> <p>Ask the pupils to talk about what similar and different.</p> <p>Draw their attention to shapes, colour, materials, size etc. (One can show a film and ask pupils to identify colours e.g. an episode from Sesame Street).</p> <p>Pupils are grouped. Each group classifies objects based on given criteria e.g. shape, colour, function, size etc.</p>	<p>Identify similarities and differences through sorting activities.</p> <p>Explain the similarities and differences between objects.</p> <p>Suggest examples of other objects that are similar to or different from the ones in class.</p>	<ul style="list-style-type: none"> <li>• Objects.</li> <li>• Labels.</li> <li>• Drawing paper.</li> <li>• Markers.</li> <li>• Crayons.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Understand that homes are different and go beyond the physical structure.</i></b>	Identify similarities and differences in homes of classmates.	<ol style="list-style-type: none"> <li>1. Comparing.</li> <li>2. Contrasting.</li> <li>3. Sharing ideas.</li> </ol>	<ul style="list-style-type: none"> <li>• Appreciation of similarities and differences.</li> <li>• Co-operation.</li> <li>• Love.</li> </ul>	<p>Chat about features that are different and similar in their homes.</p> <p>Social:-</p> <ul style="list-style-type: none"> <li>- comparing the number of family members,</li> <li>- family structures,</li> <li>- occupations of family members</li> </ul> <p>Geographical:-</p> <ul style="list-style-type: none"> <li>- comparing distances of homes from school and other significant landmarks</li> </ul> <p>Physical :-</p> <ul style="list-style-type: none"> <li>- comparing and contrasting physical structure of homes e.g. flat, concrete, two storeys etc.</li> </ul>	Say what makes one home different from or similar to another.	<ul style="list-style-type: none"> <li>• Pictures of their homes.</li> <li>• Pictures of their family.</li> </ul>

**Unit 4:**  
**Theme: My School**

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowing and understanding my world;</b>	Investigate the school and its personnel.	<ol style="list-style-type: none"> <li>Identifying near, far, to and from, next to, at the front of, behind.</li> <li>Listening to each other.</li> <li>Co-operating.</li> </ol>	<ul style="list-style-type: none"> <li>Pride in belonging to the school community.</li> <li>Obedience.</li> <li>Care for school property.</li> <li>Responsibility.</li> <li>Respect for authority.</li> </ul>	<p>Teacher takes pupils on a tour of the school, including the classes of the older children.</p> <p>On returning to their classroom, the pupils sit in groups and one by one describe what they observed.</p> <p>Describe the location of the school in relation to other buildings.</p> <p>Teacher explains the significant places within the school and their usage, and explains the roles and responsibilities of school personnel.</p>	<p>Use the terms near, far, to and from, next to, at the front of, behind.</p> <p>Draw and colour places around the school.</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Markers.</li> <li>Crayons.</li> </ul>
<b>Session 2</b>	Know and understand the school rules and routines.	<ol style="list-style-type: none"> <li>Listening to each other.</li> <li>Discussing rules.</li> </ol>	<ul style="list-style-type: none"> <li>Obedience.</li> <li>Respect for authority.</li> <li>Pride in belonging to a school community.</li> </ul>	<p>Teacher writes a play involving breaking rules, consequences, making decisions and sanctions.</p> <p>Pupils enact the play.</p> <p>Teacher debriefs the ideas in the play and engenders class discussion.</p>	Assume roles related to rule-making and rule-breaking.	<ul style="list-style-type: none"> <li>Chart with school rules.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 3</b></p> <p><i>Preparing to play an active role as a citizen</i></p>	<p><i>Pupils will be able to</i></p> <p>Investigate pupils' rights within the school.</p>	<ol style="list-style-type: none"> <li>Forming opinions.</li> <li>Decision making.</li> <li>Discussing ideas.</li> <li>Interpreting simple diagrams.</li> </ol>	<ul style="list-style-type: none"> <li>Belonging.</li> </ul>	<p>The teacher starts with a list of statements of what the pupils think should and should not be allowed to happen in school. These should refer to their own and adult's behaviour, the physical condition of the school and so on.</p> <p>Teacher takes each statement and asks appropriate questions e.g. "If this was allowed to happen, what would it lead to? Would everybody be happier?"</p> <p>Large group discussion.</p> <p>After the discussion, teacher shows that in any society people have different views but these views need to be examined to see what their implications are.</p>	<p><i>Pupils are able to:</i></p> <p>Contribute to a group discussion.</p> <p>Appreciate the necessity for rules.</p>	<ul style="list-style-type: none"> <li>Slips of paper.</li> </ul>
<p><b>Session 4</b></p> <p><i>Developing knowledge and understanding of the past.</i></p>	<p>Investigate the history of an object from the school.</p>	<ol style="list-style-type: none"> <li>Enquiry skills.</li> <li>Predicting.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation.</li> <li>Valuing what has gone before.</li> </ul>	<p>The teacher should bring an object that is associated with the school e.g. school bell, an old register or book, table, desks or chair. The pupils describe the object and its possible uses.</p> <p>In circle time, the pupils pretend to be the object and describe a typical day long ago, as the object.</p>	<p>Ask questions.</p> <p>Predict simple outcomes.</p>	<ul style="list-style-type: none"> <li>Old object from school e.g. (bell, books etc.)</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Observe and identify features of the world which they live.</b>	Use the senses to appreciate their environment.	<ol style="list-style-type: none"> <li>1. Observational skills.</li> <li>2. Drawing.</li> <li>3. Evaluating and appraising.</li> </ol>	<ul style="list-style-type: none"> <li>• Respect for the environment.</li> <li>• Care and appreciation for their environment.</li> </ul>	<p>Take the pupils outside. They will need paper, pencils, boards or pads to lean on. Seat them comfortably where they have a good view of the school. Ask them to use adjectives to describe what they can see, hear, smell etc.</p> <p>Encourage them to draw what they see. You should also take part, by drawing.</p> <p>Ask them to evaluate their drawings – which bits are they pleased with and which bits would they change? They can also say what they like about the drawings of others.</p> <p>Display the work.</p>	<p>Think of two (2) adjectives and use them correctly in a sentence.</p> <p>Draw aspects of their environment.</p> <p>Demonstrate a sound attempt at observational drawing.</p>	<ul style="list-style-type: none"> <li>• Paper.</li> <li>• Pencils.</li> <li>• Crayons.</li> </ul>
<b>Session 6</b>						
<b>Similarities and differences</b>	<ol style="list-style-type: none"> <li>1. Develop confidence.</li> <li>2. Display confidence in sharing ideas, thoughts and feelings with a partner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Co-operation.</li> <li>2. Listening.</li> <li>3. Responsibility.</li> </ol>	<ul style="list-style-type: none"> <li>• Empathy.</li> </ul>	<p>Two older pupils (a boy and a girl) from standard IV or V, should be invited to talk with the class for a few minutes on:</p> <p>- <i>What it was like for me when I was in Infants 1.</i></p> <p>The class is given the opportunity to ask questions. The older pupils are thanked and they leave.</p> <p>The teacher can then conduct a general class discussion to see whether the pupils' experiences are similar to or different from those of the two guests.</p>	<p>Listen carefully.</p> <p>Speak on at least two (2) similarities and differences.</p> <p>Share ideas.</p>	

**Unit 5:**  
**Theme: What affects me?**

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Developing a healthy lifestyle.</b>	<ol style="list-style-type: none"> <li>Identify healthy foods.</li> <li>Develop healthy eating practices.</li> </ol>	<ol style="list-style-type: none"> <li>Discussing the basic need for food.</li> <li>Drawing.</li> <li>Classifying foods.</li> </ol>	<ul style="list-style-type: none"> <li>Change.</li> <li>Respect and care for self.</li> </ul>	<p>Teacher needs pictures, charts and books showing different types of food that the children will usually eat.</p> <p>Talk about where the food came from (from under and above ground, from abroad).</p> <p>Bring up notions of freshness and relative health value e.g. canned vs. fresh produce.</p> <p>Ask them, which are good foods? Help them to understand we need a healthy diet.</p> <p>Make a list of healthy foods e.g. fruits, vegetables etc.</p> <p>Give the children circles of white paper or paper plates and let them draw healthy foods on the plate or circle.</p>	<p>State the basic need for food.</p> <p>Identify healthy foods. Take part in the class discussion.</p>	<ul style="list-style-type: none"> <li>Pictures of types of food.</li> <li>Food Chart.</li> <li>Paper plates.</li> <li>Crayons.</li> <li>Pencils.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Developing a healthy lifestyle.</b>	Understand the importance of water.	<ol style="list-style-type: none"> <li>1. Observing.</li> <li>2. Comparing.</li> <li>3. Forming conclusions.</li> </ol>	<ul style="list-style-type: none"> <li>• Respect and care for self.</li> </ul>	<p>Guessing game:</p> <ul style="list-style-type: none"> <li>- <i>Where does water come from?</i></li> <li>- <i>How does it get to us?</i></li> </ul> <p>Explain the sources of water.</p> <ul style="list-style-type: none"> <li>- <i>Why does it need to be clean, if we are to drink it?</i></li> </ul> <p>Collect some samples of water: drinking water, and water from at least two (2) other sources. Tell them where you collected the water – put it in plastic, transparent containers and label. Leave on a shelf or window-sill for a few days. Bring their attention to the “settling” process.</p>	<p>Make simple statements about the basic need for clean water.</p> <p>Participate in a group activity.</p>	<ul style="list-style-type: none"> <li>• Plastic containers.</li> <li>• Water samples.</li> <li>• Labels.</li> </ul>
<b>Session 3</b>						
<b>Understanding feelings.</b>	Identify situations that impact on the emotions.	<ol style="list-style-type: none"> <li>1. Sharing feelings and explaining behaviour.</li> <li>2. Listening.</li> <li>3. Inferring.</li> </ol>	<ul style="list-style-type: none"> <li>• Empathy.</li> <li>• Acceptance.</li> <li>• Valuing humour.</li> </ul>	<p>Teacher tells a joke. Ask pupils to volunteer to tell a joke. Teacher asks pupils how we can use our feelings in a good way.</p> <p>End the lesson with a story on happiness or sadness. Dr Seuss “The Sneeches” is a good one, as it deals with people who are lonely and sad, because they have been excluded for being different (Or, the teacher can use a more culturally relevant story.).</p> <p>Ask potential questions such as:</p> <ul style="list-style-type: none"> <li>- What would they do if they were in this situation?</li> <li>- How can they make sure that no one in their class is in this situation?</li> </ul>	<p>Express their ideas and feelings.</p> <p>Empathize.</p>	<ul style="list-style-type: none"> <li>• Music tape.</li> <li>• Cassette player.</li> <li>• Story book.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>The weather affects us.</b>	<ol style="list-style-type: none"> <li>1. Assess their own personal values.</li> <li>2. Develop an insight into other people's values in times of natural disasters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Making decisions and judgments.</li> <li>2. Investigating living conditions.</li> <li>3. Co-operating.</li> <li>4. Listening to each other.</li> </ol>	<ul style="list-style-type: none"> <li>• Environmental awareness.</li> </ul>	<p>Teacher needs a collection of household objects in front of him/her. Some should be ordinary objects, some valuable and some unusual. Show the children the range of objects.</p> <p>Ask them to tell you which five (5) objects they would save if there was a flood/hurricane or other natural disaster.</p> <p>Children now work in pairs and have to agree which five (5) items they would save.</p> <p>Each child selects one (1) item from their list of five (5) and says why he or she would save it.</p> <p>Discuss with them how people who lose all possessions due to floods must feel.</p> <p>Emphasize the impact that the weather can have on our lives.</p>	<p>Make a decision given a problem or context.</p> <p>Work in pairs.</p> <p>Provide reasons for their decision.</p>	<ul style="list-style-type: none"> <li>• Objects.</li> <li>• Pictures.</li> </ul>



CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>The weather affects us.</b>	<ol style="list-style-type: none"> <li>1. Develop knowledge of different kinds of weather.</li> <li>2. Identify activities associated with each kind of weather.</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigating weather.</li> <li>2. Role playing.</li> <li>3. Comparing.</li> <li>4. Matching pictures of activities with weather conditions.</li> <li>5. Discussing.</li> <li>6. Co-operating.</li> </ol>	<ul style="list-style-type: none"> <li>• Respect and care for the environment.</li> <li>• Love for nature.</li> </ul>	<p>Show the children pictures of a sunny day, rainy day, windy day and a cloudy day. Ask them to describe what they feel on these days.</p> <p>Put children into four (4) groups and give each group one (1) kind of weather. The children need to think of words or sounds that reflect the weather type. Cloudy – wind blowing; Rainy – plip, plop, pitter; Sunny – hot, bright, shadows; Windy – whoosh, rattle, shake;</p> <p>Children can complete a weather chart. When they have all demonstrated the words and/or sounds, they could create songs on the weather.</p> <p>Discussion of activities/clothing etc associated with weather conditions.</p> <p>Teacher can create a table, for example, kind of weather, clothing, gear, activities;</p>	<p>Describe different kinds of weather.</p> <p>Use imagination.</p> <p>Co-operate in a group.</p>	<ul style="list-style-type: none"> <li>• Pictures of different weather types.</li> <li>• Simple weather chart.</li> <li>• Pictures of clothing, gear, activities associated with weather types.</li> <li>• Objects.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Moral values.</b>	<ol style="list-style-type: none"> <li>1. Consider what is right or wrong.</li> <li>2. Make informed decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening.</li> <li>2. Making decisions.</li> <li>3. Making value judgments.</li> <li>4. Weighing alternatives.</li> </ol>	<ul style="list-style-type: none"> <li>• Empathy.</li> <li>• Sharing.</li> <li>• Honesty.</li> <li>• Contentment.</li> </ul>	<p>The teacher tells the following story:</p> <p><i>A younger boy comes to your house with his mother as guests of your parents. He plays with your toys and takes a special liking for one of your toys. He plays with the toys for a long time – to his heart’s content. He wants to take it home with him. He then starts to cry and protest when his mother tells him to leave it.</i></p> <p><i>What will you do to stop him from crying?</i></p> <p>Take answers and ideas from around the room.</p>	<p>Discriminate between right and wrong actions.</p> <p>Make choices and decisions with good reason.</p> <p>Provide an answer that is appropriate.</p>	

**Unit 6:**

**Theme: Celebrations:**

*(This unit could be done at the appropriate times of the celebrations. Other celebrations that are not mentioned can also be done. Sessions can be divided into specific lessons.)*

CONCEPTS	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence</b>	<ol style="list-style-type: none"> <li>Identify the significance of Christmas, Divali and Eid.</li> <li>Explain their roles and responsibilities in these celebrations.</li> </ol>	<ol style="list-style-type: none"> <li>Discussing ideas.</li> <li>Drawing.</li> <li>Card making.</li> <li>Recognizing symbols associated with these celebrations e.g. singing.</li> </ol>	<ul style="list-style-type: none"> <li>Tolerance.</li> <li>Understanding.</li> <li>Co-operation.</li> <li>Sharing.</li> <li>Caring.</li> <li>Love.</li> <li>Fostering a sense of community.</li> </ul>	<p>Teacher/pupil discussion on when celebrated, why, how and by whom.</p> <p>Use pictures to explain concepts.</p> <p>Draw, cut and colour symbols associated with these festivals.</p> <p>Create a festival chart.</p> <pre> graph TD     A[ ] --- B[WHAT]     A --- C[WHY]     A --- D[WHEN]     A --- E[WHERE]     A --- F[HOW]     A --- G[WHO]             </pre>	<p>Make appropriate decorations etc.</p> <p>Appreciate the significance of these celebrations.</p>	<ul style="list-style-type: none"> <li>Pictures associated with the celebrations.</li> <li>Drawing paper.</li> <li>Pencil.</li> <li>Chart.</li> <li>Lyrics for songs.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence</b>	<ol style="list-style-type: none"> <li>1. Know the significance of these celebrations                             <ul style="list-style-type: none"> <li>- Carnival</li> <li>- Valentine’s Day</li> <li>- Easter</li> <li>- Shouter Baptist Liberation Day</li> </ul> </li> <li>2. Describe activities associated with these celebrations.</li> <li>3. Practice safety rules.</li> </ol>	<ol style="list-style-type: none"> <li>1. Drawing symbols.</li> <li>2. Colouring.</li> <li>3. Constructing masks, cards, sharing ideas.</li> </ol>	<ul style="list-style-type: none"> <li>• Tolerance.</li> <li>• Understanding.</li> <li>• Co-operation.</li> <li>• Sharing.</li> <li>• Caring.</li> <li>• Love and concern.</li> <li>• Interdependence.</li> <li>• Respect for others.</li> </ul>	<p>Chat about these celebrations.</p> <p>Collect information, objects and pictures e.g. from newspapers.</p> <p>At circle time pupils discuss pictures and information.</p> <p>Project work on a celebration.</p> <p>Make objects, cards, perform skits, sing and dance etc.</p> <p>Make Carnival costumes; Easter eggs, bonnet and bunnies; Valentine flowers;</p>	<p>Compile a portfolio of celebrations.</p> <p>Make simple statements on a range of festivals and celebrations;</p>	<ul style="list-style-type: none"> <li>• Objects/pictures associated with these celebrations.</li> <li>• Newspaper clippings.</li> <li>• Lyrics for songs.</li> <li>• Materials for Easter Egg.</li> <li>• Materials for Easter Bonnet.</li> <li>• Valentine flowers.</li> <li>• Materials for Face Masks.</li> <li>• Materials for Carnival costumes.</li> <li>• Drawing Paper.</li> <li>• Crayons.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence</b>	<ol style="list-style-type: none"> <li>1. State when it is celebrated.</li> <li>2. Explain why it is celebrated.</li> <li>3. Describe how it is celebrated:                             <ul style="list-style-type: none"> <li>- Labour Day</li> <li>- Father’s Day</li> <li>- Mother’s Day</li> <li>- Indian Arrival Day</li> <li>- Emancipation</li> <li>- Corpus Christi</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Sharing ideas.</li> <li>2. Drawing.</li> <li>3. Colouring.</li> <li>4. Constructing cards.</li> <li>5. Discussing.</li> </ol>	<ul style="list-style-type: none"> <li>• Love.</li> <li>• Respect for freedom of others.</li> <li>• Belonging.</li> <li>• Caring.</li> <li>• Serving others.</li> <li>• Interdependence.</li> </ul>	<p>Questioning and class discussions on the activities associated with these celebrations.</p> <p>Teacher can use a simplified flow chart with pictures to explain Indian Arrival Day and Emancipation Day.</p> <p>Making cards, writing songs and poems and storytelling.</p> <p>Building a chart with pictures of workers in our society for Labour Day.</p> <p>Children plan how they will celebrate Mother’s Day and Father’s Day this year.</p> <p>Teacher discusses with class a special activity they would be able to undertake.</p>	Respond correctly to the key concepts.	<ul style="list-style-type: none"> <li>• Drawing paper.</li> <li>• Crayons.</li> <li>• Markers.</li> <li>• Flow chart.</li> <li>• Pictures.</li> <li>• Paper to make cards.</li> <li>• Paper to make flowers.</li> <li>• Pictures of workers in our society.</li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS						
<p><b>Session 4</b></p> <p><i>Knowing and understanding my world</i></p>	<p><i>Pupils will be able to</i></p> <ol style="list-style-type: none"> <li>Develop knowledge of celebrations within the home:                             <ul style="list-style-type: none"> <li>Birthdays</li> <li>Anniversaries</li> <li>Weddings</li> <li>Christmas</li> <li>Baptisms etc.</li> </ul> </li> <li>Understand why people want and need to celebrate.</li> </ol>	<ol style="list-style-type: none"> <li>Sharing ideas.</li> <li>Comparing and contrasting events at their homes.</li> <li>Listening.</li> <li>Cutting.</li> <li>Coloring.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of the value of these celebrations.</li> <li>Love.</li> <li>Sharing.</li> <li>Caring.</li> <li>Co-operation.</li> </ul>	<p>Sing appropriate songs and read poems for the occasions.</p> <p>Discuss features of the celebrations.</p> <p>Share their individual experiences.</p> <p>Collect pictures of the celebrations as they occur at their homes as part of their daily journal entry.</p> <p>Teacher can prepare a simple concept map of birthdays.</p> <p>Concept mapping.</p> <div data-bbox="1360 792 1784 1081" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>BIRTHDAY</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">WHO</td> <td style="width: 50%; text-align: center;">WHEN</td> </tr> <tr> <td style="width: 50%; text-align: center;">HOW</td> <td style="width: 50%; text-align: center;">WHERE</td> </tr> <tr> <td style="width: 50%; text-align: center;"><b>EVENTS</b></td> <td style="width: 50%; text-align: center;"><b>NAMES</b></td> </tr> </table> </div>	WHO	WHEN	HOW	WHERE	<b>EVENTS</b>	<b>NAMES</b>	<p><i>Pupils are able to:</i></p> <p>Make post cards.</p> <p>Differentiate between these celebrations.</p>	<ul style="list-style-type: none"> <li>Lyrics for songs.</li> <li>Poems.</li> <li>Pictures of celebrations.</li> <li>Drawing paper.</li> <li>Concept map.</li> <li>Crayons.</li> </ul>
WHO	WHEN											
HOW	WHERE											
<b>EVENTS</b>	<b>NAMES</b>											

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Preparation for citizenship</b>	<ol style="list-style-type: none"> <li>State when these days are celebrated: <i>Universal Children’s Day; Independence Day and Republic Day.</i></li> <li>Understand the significance of these celebrations.</li> <li>Identify the national symbols and emblems e.g. colours of the national flag and their meaning;</li> </ol>	<ol style="list-style-type: none"> <li>Matching.</li> <li>Colouring.</li> <li>Sharing ideas.</li> <li>Communicating.</li> <li>Comparing.</li> </ol>	<ul style="list-style-type: none"> <li>Loyalty.</li> <li>Patriotism.</li> <li>Respect.</li> <li>Obeying rules.</li> <li>Interdependence.</li> <li>National pride.</li> <li>Love for country.</li> </ul>	<p>Discuss the significance of these days.</p> <p>Collect pictures and artifacts.</p> <p>Drawing and colouring the emblems.</p> <p>Matching emblems.</p>	<p>Relate the key aspects of these events.</p>	<ul style="list-style-type: none"> <li>Pictures of the national emblems/symbols.</li> <li>Drawing paper.</li> <li>Crayons.</li> <li>Artifacts.</li> </ul>
<b>Session 6</b>						
<b>Knowing and understanding my world</b>	<ol style="list-style-type: none"> <li>Develop a project on a celebration e.g. <i>Carnival; Christmas, Divali, Eid and Tobago Heritage Festival.</i></li> </ol>	<ol style="list-style-type: none"> <li>Co-operating.</li> <li>Sharing ideas, pictures etc.</li> <li>Working together.</li> <li>Delegating.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Positive interactions.</li> <li>Tolerance.</li> <li>Caring.</li> <li>Appreciation for the arts.</li> </ul>	<p>Collect pictures and drawings;</p> <p>Use the five (5) point questions for the project: <i>Who, What, How, Where and When;</i></p> <p>Construct a project book or project chart;</p> <p>Project work can be done individually or in groups.</p>	<p>Display the project;</p> <p>Work co-operatively;</p>	<ul style="list-style-type: none"> <li>Pictures.</li> <li>Drawing paper.</li> <li>Crayons.</li> <li>Materials for constructing a project book.</li> </ul>

## **INFANTS 2**

# **UNDERSTANDING MY WORLD**



**Unit 1:**  
**Theme: My Family**

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Extending the concept of family</i>	<ol style="list-style-type: none"> <li>Develop their existing knowledge and understanding of the family.</li> <li>Express and communicate feelings freely.</li> </ol>	<ol style="list-style-type: none"> <li>Thinking skills.</li> <li>Asking questions.</li> <li>Answering questions.</li> <li>Analyzing.</li> <li>Identifying members of the family of different generations and relationships (e.g. aunt or grandmother).</li> <li>Expressing feelings about relatives who are close to them and others who are not.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of families.</li> <li>Caring and loving.</li> <li>Sharing.</li> <li>Co-operation.</li> </ul>	<p>Pupils should be asked to bring a range of photographs of their family – immediate and extended – to school.</p> <p>The pupils should sit in a circle with the photographs. They are asked by the teacher (in turn):</p> <ul style="list-style-type: none"> <li><i>Who is in the picture?</i></li> <li><i>Why are they so special?</i></li> <li><i>What is their relationship to you?</i></li> <li><i>How do you feel about them?</i></li> </ul> <p>When all of the pupils have taken a turn, the teacher places the pupils in pairs. They swap and study each other’s photographs.</p> <p>They must be able to ask five (5) questions - which the other pupils will answer. Then change roles.</p>	<p>Construct a family tree using match stick drawing.</p> <p>Express feelings freely to each other.</p> <p>Observe and analyze.</p> <p>Ask five (5) relevant questions about their partner’s photographs.</p> <p>Answer five (5) relevant questions.</p>	<ul style="list-style-type: none"> <li>Photographs of their family.</li> <li>Drawing paper.</li> <li>Crayons or Markers.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>My place in the family.</i>	<ol style="list-style-type: none"> <li>1. Develop a positive self image.</li> <li>2. Develop healthy attitudes towards those who are family.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing a sense of confidence.</li> <li>2. Developing turn-taking skills.</li> <li>3. Developing vocabulary.</li> <li>4. Making affectionate and emotional statements without embarrassment.</li> </ol>	<ul style="list-style-type: none"> <li>• Affirmation of self and others.</li> </ul>	<p>Explain words like „adjective“ and „alliteration“ to the pupils and start the cycle yourself. After each pupil has introduced himself or herself, the rest of the class repeats what has just been said. They can say for example “Hello, Amazing Amir” or make a statement “Sanita is Super”.</p> <p>The pupils need to sit in a circle. Each child introduces him/herself with a positive adjective. It can be alliterative, such as “Joking John” or “Super Sanita”.</p> <p>Or describe some skill or interest “Football Amir” or “Dancing Rebecca”.</p> <p>When every pupil has introduced himself/herself and been affirmed, he/she should be asked to describe his/her place in his/her family. For instance, “I am the oldest of four children” or “I am the youngest of six brothers and two sisters and the youngest grandchild.”</p> <p>Each pupil takes a turn. When he/she has made his/her statement – everyone should respond “You are loved.”</p>	<p>Stand and say “I am proud to be (name)”.</p> <p>Understand adjectives.</p> <p>Use alliteration.</p> <p>Describe their place in the family in a coherent sentence.</p> <p>Say “<i>I love you</i>” without embarrassment.</p>	

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOME	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<p><b>Basic needs are shared by all.</b></p> <p><b>The basic needs are food, clothing, shelter, water and love.</b></p>	<p><b>Describe their basic needs e.g. food.</b></p>	<ol style="list-style-type: none"> <li><b>Working collaboratively.</b></li> <li><b>Using adjectives.</b></li> <li><b>Knowing and appreciating that we live in a connected world.</b></li> <li><b>Observing and taking mental notes.</b></li> <li><b>Expressing themselves.</b></li> </ol>	<ul style="list-style-type: none"> <li><b>Interdependence.</b></li> <li><b>Appreciating/ not wasting food.</b></li> </ul>	<p>The pupils begin the lesson in a circle. Ask each child in turn to say what is his/her favourite food and why. After each child has taken his or her turn – ask who cooks the food and how they help? This may elicit early understandings of gender roles in the family.</p> <p>When everyone has had his/her turn, give each child a piece of fruit or a vegetable. Ask them to name and describe the object: Colour, texture, size, smell, feel and what it is used for.</p> <p>Teacher may use this opportunity to discuss the health value of certain foods e.g. <i>yellow foods being good for the eyes.</i></p> <p>Teacher asks questions to elicit the rhythm of meals that the pupil experience e.g.                      - <i>Does the family eat together?</i>                      - <i>When is their first meal together?</i>                      - <i>What foods are eaten in combination?</i>                      Draw out from them – that we all need to eat and drink (water), as it is a basic requirement for life but also a very pleasant family occasion.</p> <p>Talk about eating together as a happy time but that it is underscored by table manners and etiquette.</p>	<p>Describe their favourite food in an effective sentence.</p> <p>Use at least two adjectives.</p> <p>Explain why we must all eat.</p> <p>Suggest acceptable table manners and etiquette.</p>	<ul style="list-style-type: none"> <li><b>Samples of fruits and vegetables.</b></li> <li><b>Labels with adjectives.</b></li> </ul>

CONCEPTS	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Places and location.</b>	Describe the location of their homes in relation to the school and other significant buildings in the community.	<ol style="list-style-type: none"> <li>Learning the simple cardinal points.</li> <li>Developing and/ understanding of maps and the globe.</li> <li>Understanding and following directions.</li> <li>Expressing themselves.</li> </ol>	<ul style="list-style-type: none"> <li>Caring and loving.</li> <li>Belonging.</li> <li>Respect for community property.</li> <li>Confidence in finding their way.</li> </ul>	<p>Explain the simple cardinal points: North, South, East and West. Draw an outline of the main streets around the school on a large sheet of paper or the board. Locate the school's position and other key buildings that the children pass daily (e.g. church). Locate north on the paper.</p> <p>Pair the children and ask one of the pair to describe his/her route to school. Swap roles.</p> <p>Now put the children in their circle. Ask each child in turn to locate his/her home on the map, to describe its location in relation to the school by saying whether it is north, south, east or west of the school.</p>	<p>Identify the simple cardinal points.</p> <p>Locate the school on the sketch map.</p> <p>Locate their home on a sketch map in relation to school and other key buildings. Use the simple cardinal points. Express themselves to each other and the larger group.</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Map of the streets around the school.</li> </ul>
<b>Session 5</b>	Understand how and why families celebrate e.g.	<ol style="list-style-type: none"> <li>Describing activities.</li> <li>Understanding time e.g. when a celebration occurs.</li> <li>Expressing themselves to each other and the whole class.</li> </ol>	<ul style="list-style-type: none"> <li>Caring and loving.</li> <li>Sharing.</li> <li>Appreciation.</li> <li>Identifying with people of other religions.</li> <li>Understanding and tolerance.</li> <li>Discipline.</li> </ul>	<p>Any appropriate celebrations can be used and this will be dependent on the time of the year. However, the celebration should be relevant to the home (e.g. birthday, Valentine's Day, Father's Day, Mother's Day, a wedding or a baptism, prayers or thanksgiving held at home).</p> <p>Ask the pupils to work in pairs to describe a family celebration to each other.</p> <p>Each pupil summarizes for the class what the other has said.</p>	<p>Show they understand the celebration.</p> <p>Describe the celebration.</p> <p>Express themselves to each other and the larger group.</p>	

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Taking responsibility.</b>	<b>Undertake a simple investigation.</b>	<ol style="list-style-type: none"> <li><b>Identifying and demonstrating ways of sharing and caring for something or someone.</b></li> <li><b>Collecting data.</b></li> <li><b>Presenting data.</b></li> </ol>	<ul style="list-style-type: none"> <li><b>Working together.</b></li> <li><b>Caring.</b></li> <li><b>Taking responsibility.</b></li> <li><b>Appreciation of objects and people.</b></li> <li><b>Sharing.</b></li> <li><b>Co-operation.</b></li> <li><b>Identifying with groups, objects and people.</b></li> </ul>	<p>Before the session:</p> <p>Ask the pupils to think about a pet, or plant or person or object that they are responsible for or that they would like to be responsible for. (Note: that for some students the use of electronic pets or toys can be substituted).</p> <p>They are going to undertake an investigation into how to care for the object, person, pet or plant. They should be encouraged to use picture reference books to collect the information that they need.</p> <p>Ask the pupils to bring pictures from picture books or magazines or to draw pictures that are related.</p> <p>During the session:</p> <p>The pupils take turns to verbally present their findings. The teacher gives supportive and positive developmental feedback.</p>	<p>Work independently by collecting data.</p> <p>Present their findings.</p>	<ul style="list-style-type: none"> <li><b>Objects (<i>pets, plants, toys</i>).</b></li> <li><b>Pictures (<i>pets, plants, person or toys</i>).</b></li> <li><b>Picture books.</b></li> <li><b>Magazines.</b></li> <li><b>Pictures.</b></li> <li><b>Drawing paper.</b></li> <li><b>Crayons.</b></li> <li><b>Glue.</b></li> </ul>

**Unit 2:**

**Theme: My Family Long Ago:**

**This is one project that can be carried out over six (6) sessions.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
Session 1	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Chronology</i>	<b>Undertake a small investigation into their family – in the past.</b>	<ol style="list-style-type: none"> <li>1. Collecting data.</li> <li>2. Ordering data.</li> <li>3. Speaking to older members of the family – immediate and extended.</li> <li>4. Asking questions.</li> <li>5. Designing and using a questionnaire.</li> <li>6. Thinking critically.</li> <li>7. Learning to express themselves clearly to adults and each other.</li> <li>8. Developing a sense of gender roles in their family.</li> </ol>	<ul style="list-style-type: none"> <li>• Valuing the past.</li> <li>• Understand and appreciate where I am going.</li> <li>• Be proud from whence I came.</li> </ul>	<p>This theme will cover all of the sessions in this unit. It could be undertaken at any time of the year.</p> <p>Explain to the pupils that they will begin to find out about their family in the past. They need to consider:</p> <ul style="list-style-type: none"> <li>- <i>Who is the eldest member of the family (who is easily accessible)?</i></li> <li>- <i>What do they want to ask this family member?</i></li> </ul> <p>Help the pupils to draw up a list of questions e.g.</p> <ul style="list-style-type: none"> <li>- <i>What it was like when they were children, in terms of the home, clothes, food, school, behavior, playing and toys.</i></li> <li>- <i>Was the family different then or the same? – In what way?</i></li> </ul> <p>When the questions are finalized – the children should write these out.</p>	<p>Formulate questions – (at least four (4)).</p> <p>Ask questions – (at least four (4)).</p> <p>Use words associated with the past and chronology.</p> <p>Develop confidence in speaking with adults.</p>	<ul style="list-style-type: none"> <li>• Drawing paper.</li> <li>• Crayons.</li> <li>• Markers.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOME	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>  <b>Prepare for the investigation.</b>	<ol style="list-style-type: none"> <li>1. Asking questions.</li> <li>2. Problem solving.</li> <li>3. Planning.</li> <li>4. Developing a sense of the past.</li> </ol>	<ul style="list-style-type: none"> <li>• Co-operation.</li> </ul>	<p>Ask the pupils to work in pairs and to practice asking the questions with their partner and thinking about how they are going to record the answers.</p> <p>Will this be in writing, drawing or by tally?</p> <p>By the end of this session, they will be ready to interview.</p>	<i>Pupils are able to:</i>  <b>Work in pairs.</b>  <b>Make a decision on an appropriate recording approach.</b>	<ul style="list-style-type: none"> <li>• Sheets (for recording answers).</li> </ul>
<b>Session 3</b>	<b>Analyze and interpret data.</b>	<ol style="list-style-type: none"> <li>1. Decision making.</li> <li>2. Analyzing and interpreting data.</li> <li>3. Summarizing.</li> <li>4. Evaluating.</li> </ol>	<ul style="list-style-type: none"> <li>• Co-operation.</li> <li>• Interdependence.</li> <li>• Orderliness.</li> </ul>	<p>The pupils should bring the answers and outcomes of the interviews into school.</p> <p>In circle time, take each question in turn and go around the circle – ascertaining what the children found out.</p> <p>Ask them – <i>How easy was it to be a historical interviewer?</i></p> <p>Agree with them about how the data could be presented.</p>	<p>Undertake an interview with a relative.</p> <p>Record the basic data they collected.</p> <p>Describe the experience of interviewing.</p> <p>Summarize some of the experiences of their families.</p>	<ul style="list-style-type: none"> <li>• Sheets (with findings).</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS				
Session 4	<i>Pupils will be able to</i>  <b>Continue to develop investigative skills.</b>	<ol style="list-style-type: none"> <li>1. Collating.</li> <li>2. Reporting.</li> <li>3. Investigating.</li> <li>4. Expressing themselves in different ways.</li> </ol>	<ul style="list-style-type: none"> <li>• Co-operation.</li> <li>• Valuing the past.</li> <li>• Appreciation for evidence.</li> </ul>	<p>Ask the pupils to bring a photograph of the person that they interviewed. This should be glued into the middle of a large sheet of paper.</p> <p>The pupils should then put the data on a time line e.g. Time - Event – and write the data they have collected around the edge.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>WHEN</td> <td>WHAT</td> </tr> <tr> <td>TIME</td> <td>EVENT</td> </tr> </table> <p>It is very helpful to the pupils, if they are given a large sheet of paper – with the questions around the edge.</p>	WHEN	WHAT	TIME	EVENT	<i>Pupils are able to:</i>  <b>Present the information on a timeline.</b>	<ul style="list-style-type: none"> <li>• Photographs.</li> <li>• Glue.</li> <li>• Paper.</li> </ul>
WHEN	WHAT									
TIME	EVENT									
Session 5	<b>Present data.</b>	<ol style="list-style-type: none"> <li>1. Expressing themselves.</li> <li>2. Reporting.</li> </ol>	<ul style="list-style-type: none"> <li>• Valuing the past.</li> <li>• Affirming their family.</li> </ul>	<p>In circle time, each pupil in turn should talk about what they had found out about their family long ago and how it is different/similar now.</p>	<p><b>Discuss similarities and differences.</b></p> <p><b>Express themselves to each other and the group in affirming ways.</b></p>					



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS												
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>													
	<b>Evaluate the investigation.</b>	<ol style="list-style-type: none"> <li><b>Reflecting.</b></li> <li><b>Expressing themselves.</b></li> <li><b>Evaluating experiences.</b></li> <li><b>Problem solving.</b></li> </ol>	<ul style="list-style-type: none"> <li><b>Interdependence.</b></li> <li><b>Orderliness.</b></li> <li><b>Appreciation of the research process.</b></li> <li><b>Empowerment (that their suggestions will improve the exercise when it is done next).</b></li> </ul>	<p><b>In the circle, the pupils should consider the following questions:</b></p> <ul style="list-style-type: none"> <li><i>What did we learn?</i></li> <li><i>If we did an investigation again, how could we improve it?</i></li> <li><i>What would we never do again?</i></li> <li><i>What was very successful?</i></li> </ul> <p><b>Teacher helps to make matrix.</b></p> <table border="1"> <tr> <td></td> <td>EVENT</td> <td>SAME</td> <td>DIFFERENT</td> </tr> <tr> <td>THEN</td> <td></td> <td></td> <td></td> </tr> <tr> <td>NOW</td> <td></td> <td></td> <td></td> </tr> </table> <p><b>The pupils fill in verbally.</b></p>		EVENT	SAME	DIFFERENT	THEN				NOW				<p><b>Reflect on their actions and make a judgment.</b></p> <p><b>Evaluate their work.</b></p> <p><b>Express themselves fluently about their family and how it has changed over time;</b></p>	<ul style="list-style-type: none"> <li><b>Worksheet with matrix.</b></li> </ul>
	EVENT	SAME	DIFFERENT															
THEN																		
NOW																		

**Unit 3:**  
**Theme: The School**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Preparing to play an active role as a citizen</i>	<ol style="list-style-type: none"> <li>1. Identify different individuals and groups in school.</li> <li>2. Describe the part played by individuals and groups in school e.g. Individual – teacher and principal; Groups – Red Cross; Boy Scouts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classifying.</li> <li>2. Matching words and pictures.</li> <li>3. Discussing ideas.</li> <li>4. Role playing.</li> </ol>	<ul style="list-style-type: none"> <li>• Interdependence.</li> <li>• Pride.</li> <li>• Co-operation.</li> <li>• Respect for authority.</li> <li>• Responsibility.</li> <li>• Self respect.</li> <li>• Appreciation of school personnel.</li> </ul>	<p>Visit persons in their workplace. Drawing persons doing their work;</p> <p>Teacher must explain that school groups consist of individuals.</p> <p>At circle time, pupils can discuss roles and functions of individuals and groups.</p> <p>Use resource personnel e.g. Red Cross teacher, Cub Scout member.</p>	<p>Perform role play depicting individuals and groups.</p> <p>Recall concepts taught.</p>	<ul style="list-style-type: none"> <li>• Drawing paper.</li> <li>• Pictures of groups at work e.g. <i>Red Cross</i>.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Understanding time and space relationships</i>	<ol style="list-style-type: none"> <li><b>Name the significant buildings around the school.</b></li> <li><b>Describe the school in relation to other buildings using the cardinal points.</b></li> <li><b>Draw a simple model to show the relationship between their school and other buildings.</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Observing skills.</b></li> <li><b>Drawing buildings around the school.</b></li> </ol>	<ul style="list-style-type: none"> <li><b>Appreciation.</b></li> <li><b>Belonging.</b></li> <li><b>Identification.</b></li> </ul>	<p>Take pupils outside to see where the sun appears in the morning and disappears in the evening.</p> <p>Use a simple directional drawing.</p> <p>One pupil remains in the centre while other pupils stand around in a circle.</p> <p>Pupils pull string to each of the cardinal points.</p> <p>Identify point's e.g.</p> <ul style="list-style-type: none"> <li>East = Right</li> <li>Left = West</li> <li>North = Front</li> <li>South = Back</li> </ul> <p>[The teacher should ensure that these points are aligned properly – that „North“ really corresponds with North in the country]</p>	<p>Name places in each cardinal area in relation to the school.</p> <p>Follow direction given the cardinal points.</p>	<ul style="list-style-type: none"> <li><b>Drawing paper.</b></li> <li><b>Crayons or markers.</b></li> <li><b>Colour coded string.</b></li> </ul>

CONCEPTS/ THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
	<b>Investigate the history of the school.</b>	<ol style="list-style-type: none"> <li>1. Studying and researching skills.</li> <li>2. Reporting findings.</li> <li>3. Sharing ideas.</li> </ol>	<ul style="list-style-type: none"> <li>• Valuing the past.</li> <li>• Appreciation.</li> </ul>	<p>The teacher needs to do some preparation before beginning this session. This should include:</p> <ul style="list-style-type: none"> <li>- <i>Date the school was built;</i></li> <li>- <i>Date the school was opened;</i></li> <li>- <i>Unusual facts;</i></li> </ul> <p>Now tell the story of the school to the pupils. They should paint or make models of the school. They should use non-standard measures to collect information on the size and shape of the oldest part of the school. This should include talking about building materials.</p>	<p>Collect information.</p> <p>Recall facts about the history of the school.</p> <p>Insert facts on a simplified picture time line.</p> <p>Use the concepts of first, second, third, before and after.</p>	<ul style="list-style-type: none"> <li>• Report sheets.</li> <li>• Crayons.</li> <li>• Match boxes.</li> <li>• Paper.</li> <li>• Bristol board.</li> <li>• Glue.</li> <li>• Drawing paper.</li> <li>• Pictures.</li> <li>• String.</li> <li>• Clips.</li> <li>• Labels.</li> <li>• Story of the history of the school.</li> <li>• Samples of building materials.</li> </ul>
<b>Session 4</b>						
<i>Preparing to play an active role as a citizen</i>	<ol style="list-style-type: none"> <li>1. Differentiate between school and personal property.</li> <li>2. Demonstrate care and respect for school and personal property.</li> </ol>	<ol style="list-style-type: none"> <li>1. Comparing objects.</li> <li>2. Drawing items of school and personal property.</li> <li>3. Colouring.</li> <li>4. Matching.</li> </ol>	<ul style="list-style-type: none"> <li>• Caring for property.</li> <li>• Respect for the environment.</li> <li>• Appreciation.</li> <li>• Sense of belonging.</li> </ul>	<p>Discuss terms such as personal and school property.</p> <p>In groups of two, pupils can classify items, objects, pictures etc, using a chart.</p> <p>Bring out the concept of group responsibility for school property.</p> <p>Labelling of items like lunch kits, desks etc.</p> <p>Stories and role-playing.</p>	<p>Categorize items as school and personal property.</p> <p>Understand the need to show care and concern for all property.</p>	<ul style="list-style-type: none"> <li>• Objects of personal and school property.</li> <li>• Worksheet (<i>for classifying pictures</i>).</li> <li>• Bristol board (<i>to construct charts</i>).</li> <li>• Labels.</li> <li>• Coloured markers.</li> <li>• Crayons.</li> <li>• Stories.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
	<ol style="list-style-type: none"> <li>1. Understand the school rules.</li> <li>2. State safety rules at school.</li> <li>3. Understand the importance of practicing safety rules at school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking critically.</li> <li>2. Solving problems.</li> <li>3. Making decisions.</li> <li>4. Sharing ideas.</li> <li>5. Collaborating.</li> <li>6. Working to consensus.</li> </ol>	<ul style="list-style-type: none"> <li>• Obedience.</li> <li>• Respect.</li> <li>• Being cautious.</li> <li>• Trust.</li> <li>• Orderliness.</li> </ul>	<p>Discuss the school rules.</p> <p>Brainstorm to elicit the importance of rules in making the school a safe place.</p> <p>Teacher emphasizes the importance of following safety rules at school.</p> <p>At circle time, the pupils collaboratively create a list of safety rules at school. For example:</p> <ul style="list-style-type: none"> <li>- Do not talk to strangers;</li> <li>- Do not play under the tank;</li> <li>- Keep shoe laces tied;</li> <li>- Do not play on the stairs;</li> </ul> <p>Use resource persons e.g. district nurse, community police etc.</p>	<p>Recall school rules and safety rules.</p> <p>Role-playing.</p> <p>Observing other pupils.</p> <p>Practice rules in their daily school life.</p>	<ul style="list-style-type: none"> <li>• Pictures of individuals following and not following school rules and the consequences.</li> <li>• Charts.</li> </ul>
<b>Session 6</b>	<ol style="list-style-type: none"> <li>1. Recognize the value of school.</li> <li>2. Demonstrate a love for school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussing ideas.</li> <li>2. Listening.</li> <li>3. Analyzing.</li> <li>4. Enquiry skills.</li> </ol>	<ul style="list-style-type: none"> <li>• Loyalty.</li> <li>• Love.</li> <li>• Pride.</li> <li>• Respect.</li> <li>• Appreciation.</li> </ul>	<p>Discuss what life would be like without school.</p> <p>Teacher builds lessons on students' responses, so as to foster positive attitudes towards school.</p> <p>Teach students school songs, pledge and motto.</p> <p>Introduce class project to improve the school. This may involve parents and other resource personnel.</p>	<p>Observe other pupils.</p> <p>Demonstrate love, respect and other positive attitudes towards school.</p> <p>Observe behavioural changes in pupils.</p>	<ul style="list-style-type: none"> <li>• Copies of the school song.</li> <li>• School pledge.</li> <li>• School motto.</li> <li>• Pictures.</li> <li>• Project book.</li> <li>• Journals.</li> <li>• Clippings from newspapers/ magazines etc.</li> </ul>

**Unit 4:**  
**Theme: Ourselves and Others**

CONCEPTS	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Developing positive inter-relationships and fostering an awareness of interdependence</i>	<ol style="list-style-type: none"> <li>1. Identify acceptable manners and courtesies.</li> <li>2. Demonstrate acceptable manners and common courtesies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussing ideas.</li> <li>2. Listening.</li> <li>3. Role-playing.</li> <li>4. Reasoning.</li> </ol>	<ul style="list-style-type: none"> <li>• Courtesy.</li> <li>• Kindness.</li> <li>• Interdependence.</li> <li>• Politeness.</li> <li>• Love.</li> <li>• Respect for others.</li> </ul>	<p>Brainstorm to elicit ideas the pupils have about good manners.</p> <p>Teacher writes some of the key words on the board. Teacher asks pupils why these are considered to be “good manners”.</p> <p>Pupils role-play to demonstrate situations and ways that words - magic words – can be used e.g. please, thank you and excuse me.</p> <p>Use poems and songs for reinforcement.</p>	<p>Display common courtesies.</p> <p>Appreciate the reasons behind displaying good manners.</p>	<ul style="list-style-type: none"> <li>• Paper for signs with magic words.</li> <li>• Poems.</li> <li>• Songs.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Safety.</b>	<ol style="list-style-type: none"> <li>1. Identify helpful persons to approach in the school's neighborhood in times of need.</li> <li>2. Engage in problem solving behaviours in context.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussing.</li> <li>2. Listening.</li> <li>3. Making decisions.</li> <li>4. Observing.</li> <li>5. Interpreting situations.</li> </ol>	<ul style="list-style-type: none"> <li>• Respect for life.</li> <li>• Interdependence.</li> <li>• Obedience.</li> <li>• Co-operation.</li> <li>• Trust.</li> </ul>	<p>A sensitive approach to this issue may be for the teacher to use two (2) identical glove puppets (perhaps of different colours).</p> <p>One is the „bad“ or naughty puppet who perpetrates many injustices on the other.</p> <p>The teacher asks the class:</p> <ul style="list-style-type: none"> <li>- about their general observations;</li> <li>- judgements they have made;</li> <li>- differences between people who may look alike;</li> <li>- experiences they may have had;</li> </ul> <p>The teacher tries to instil the understanding that people are capable of different behaviours (naughty and good) and that with strangers it is difficult to tell so they should be approached with caution.</p> <p>The children then role-play safe and cautious behaviours in interacting with strangers.</p>	Use their own judgment about personal safety issues.	<ul style="list-style-type: none"> <li>• Words of the song „Who are the people in the neighbourhood?“</li> <li>• Pictures of helpful persons.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
	<b>Identify and recognize safe places to congregate before and after school.</b>	<ol style="list-style-type: none"> <li>1. Making choices.</li> <li>2. Listening.</li> <li>3. Questioning.</li> <li>4. Classifying.</li> <li>5. Investigating.</li> <li>6. Differentiating.</li> <li>7. Developing critical thinking skills.</li> <li>8. Observing.</li> </ol>	<ul style="list-style-type: none"> <li>• Care.</li> <li>• Trust.</li> <li>• Obedience.</li> <li>• Responsibility.</li> </ul>	<p>Teacher asks pupils to list places in the school’s neighbourhood.</p> <p>Teacher asks pupils about the activities that take place in these places and where these places are situated etc.</p> <p>Teacher explains to pupils that all the places in the neighbourhood are not safe to go or to be around.</p> <p>Teacher explains the importance of congregating only in safe places.</p> <p>Teacher and pupils classify places under the headings: SAFE - UNSAFE</p>	<p>Express themselves to each other and the larger group.</p> <p>Describe potentially safe and unsafe areas in the school’s neighbourhood.</p> <p>Identify the characteristics of places that may be considered safe or unsafe.</p>	<ul style="list-style-type: none"> <li>• Pictures of places in the neighbourhood.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Preparing to play an active role as a citizen.</i>	<b>Understand, recognize and respect other people’s property.</b>	<ol style="list-style-type: none"> <li>1. <b>Discussing ideas.</b></li> <li>2. <b>Listening.</b></li> <li>3. <b>Reasoning.</b></li> <li>4. <b>Expressing.</b></li> <li>5. <b>Analyzing.</b></li> <li>6. <b>Role-playing.</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Respect.</b></li> <li>• <b>Co-operation.</b></li> <li>• <b>Appreciation.</b></li> <li>• <b>Love.</b></li> <li>• <b>Caring.</b></li> <li>• <b>Valuing.</b></li> <li>• <b>Belonging.</b></li> <li>• <b>Fair play.</b></li> </ul>	<p>Teacher asks pupils to list their personal effects? (Things belonging to them e.g. book bag, lunch kit etc.).</p> <p>Teacher asks pupils to explain how they treat these belongings and why?</p> <p>In circle time, teacher reads the story e.g. “Destructive Diana”. A girl who destroys everything in her way except her own property. (Pupils can role-play this story).</p> <p>Teacher questions pupils about this story:</p> <ul style="list-style-type: none"> <li>- <i>What kind of person is Diana?</i></li> <li>- <i>How does Diana treat her belongings?</i></li> <li>- <i>Why do you think Diana treats her own in this way?</i></li> <li>- <i>How must Diana treat other people’s belongings?</i></li> <li>- <i>Why should she treat them in this way?</i></li> </ul> <p>Teacher explains the importance of appreciating, caring and valuing other people’s property.</p>	<p>Discuss proper treatment of their personal effects.</p> <p>Express their ideas.</p> <p>Extend ideas to the treatment of other people’s property.</p>	<ul style="list-style-type: none"> <li>• <b>Objects that belong to people e.g. lunch kits, book bags; pencils, snacks etc.</b></li> <li>• <b>Story book.</b></li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Developing positive inter-personal relationship and interdependence through friendship.</i>	<ol style="list-style-type: none"> <li>1. Identify and recognize who is a friend.</li> <li>2. Describe different types of relationships with friends e.g. best friend, personal and informal.</li> <li>3. State the characteristics of a good friend.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussing;</li> <li>2. Choosing.</li> <li>3. Making decisions.</li> <li>4. Thinking.</li> <li>5. Analyzing.</li> </ol>	<ul style="list-style-type: none"> <li>• Trust.</li> <li>• Loyalty.</li> <li>• Sharing.</li> <li>• Caring.</li> <li>• Honest.</li> <li>• Friendship.</li> <li>• Understanding.</li> <li>• Tolerance.</li> </ul>	<p>Teacher creates a short story and reads it to the class about two (2) friends who exhibit good and poor friendship behaviours.</p> <p>The teacher then questions the class, prompting them to identify and describe the relationship between friends, eliciting particular behaviours.</p> <p>The teacher then asks for volunteers to describe to the class their „best friend“ and what makes that person special.</p>	<p>Express themselves fluently to the class.</p> <p>Discuss issues relating to friendship and love without reservation or embarrassment.</p>	

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Developing positive inter-personal relationships</i>	1. Identify things they like doing with themselves and with others.	1. Discussing.	<ul style="list-style-type: none"> <li>• Sharing.</li> <li>• Co-operating.</li> </ul>	Teacher elicits from pupils some of the things they like doing by themselves and why.		<ul style="list-style-type: none"> <li>• Puzzles.</li> <li>• Pictures.</li> </ul>
<i>Co-operation</i>	2. Recognize and appreciate the importance of co-operation.	3. Making decisions. 4. Co-operating. 5. Interacting. 6. Developing group skills.	<ul style="list-style-type: none"> <li>• Respect.</li> <li>• Interdependence.</li> </ul>	Teacher gives each pupil pieces of a puzzle. (Some pupils will be able to match or fit their pieces together to get a complete object or picture e.g. a cat, a ball or a car. Others would have to get pieces from others to complete their matching).  Teacher explains that sometimes one can do things by themselves but at times they would need help from other persons.  Teacher asks pupils who have similar pieces to sit together and those who have finished to assist others in completing their projects.	Demonstrate co-operation as they move around in order to get the correct piece to complete their object.	<ul style="list-style-type: none"> <li>• Worksheets.</li> </ul>

**Unit 5;**  
**Theme: Protecting Ourselves**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Basic needs are shared by people everywhere</i>	<ol style="list-style-type: none"> <li>1. Identify food as a basic need.</li> <li>2. Have knowledge of the various sources of food that comprise a healthy diet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classifying types of food.</li> <li>2. Sharing ideas.</li> <li>3. Matching.</li> </ol>	<ul style="list-style-type: none"> <li>• Positive self concept.</li> <li>• Decision making.</li> <li>• Sharing.</li> <li>• Appreciation for the environment.</li> </ul>	<p>Teacher brings to class two (2) sets of photographs of different kinds of foods e.g. hamburger, fruits, meats, dairy, vegetables, sweets etc.</p> <p>Two large circular pieces of paper are placed on the ground and pupils make decisions of where to place foods that are „good“ for you and foods that may not be so good.</p> <p>They repeat the exercise, this time, foods they like and foods they do not like.</p> <p>With the four (4) circles on the floor, teacher questions class to elicit understanding about why foods may be healthy or not; and their own food preferences.</p>	<p>Say why some foods are considered healthy and some are not.</p> <p>Put into practice informed decision making about their own eating habits.</p>	<ul style="list-style-type: none"> <li>• Pictures/drawings of food types.</li> <li>• Food chart.</li> <li>• Drawing paper.</li> <li>• Crayons.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
	<ol style="list-style-type: none"> <li>1. Identify the need for clothing.</li> <li>2. State clothing appropriate for different types of weather.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grouping.</li> <li>2. Discussing ideas.</li> <li>3. Decision making.</li> <li>4. Inferring.</li> </ol>	<ul style="list-style-type: none"> <li>• Self respect.</li> <li>• Appreciation for the environment.</li> </ul>	<p>Teacher shows photographs/drawings of a rainy, windy, snowy and warm day.</p> <p>Teacher asks questions:</p> <ul style="list-style-type: none"> <li>- <i>What would it feel like (for each)?</i></li> <li>- <i>If it feels like that, what would you wear to feel comfortable?</i></li> </ul> <p>Teacher divides class into groups of three (3). They are given either a doll (or cardboard cut out doll) with a variety of clothes (or clothes made of paper with flaps behind to affix). They are then asked to dress the doll for a particular type of weather. The children make decisions and hold up the doll for teachers and pupils to decide whether their choices are appropriate.</p> <p>To reinforce learning, pupils can be asked to name their doll and briefly state a country or area where that doll lives, that should be relevant to the clothing chosen.</p>	<p>Make appropriate choices about clothing for different types of weather.</p> <p>Use a range of vocabulary associated with clothing and weather.</p>	<ul style="list-style-type: none"> <li>• Articles of clothing.</li> <li>• Pictures.</li> <li>• Drawing paper.</li> <li>• Crayons.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>  <b>Recognize that shelter is a human need.</b>	<ol style="list-style-type: none"> <li>1. <b>Sharing ideas.</b></li> <li>2. <b>Classifying.</b></li> <li>3. <b>Thinking critically.</b></li> <li>4. <b>Inferring.</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Respect for nature.</b></li> <li>• <b>Appreciation of differences.</b></li> <li>• <b>Empathy.</b></li> </ul>	<p>Each pupil is to bring to class any picture, drawing, photograph or newspaper clippings of homes. The teacher also brings some of the more unusual e.g. igloo, tents, huts, skyscrapers.</p> <p>Pupils show their picture of a home to the class and describe why people need these forms of shelter (e.g. protection from the weather, from others, for a feeling of love and belonging).</p> <p>Teacher shows his/her pictures to extend pupil's understanding of shelter in different environments. They discuss the possible weather in those areas.</p> <p>Pupils are asked to express ideas on how „homeless“ people may feel.</p> <p>How they would feel if they suddenly did not have a home.</p>	<i>Pupils are able to:</i>  <b>Recognize a variety of forms of shelter.</b>  <b>Describe the reasons why shelter is a universal human need.</b>	<ul style="list-style-type: none"> <li>• <b>Pictures.</b></li> <li>• <b>Newspaper clippings.</b></li> <li>• <b>Magazines.</b></li> <li>• <b>Drawing paper.</b></li> <li>• <b>Match boxes, bristol board for constructing models of their homes.</b></li> <li>• <b>Scissors.</b></li> <li>• <b>Glue.</b></li> <li>• <b>Crayons.</b></li> <li>• <b>Markers.</b></li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
	<b>Recognize the need for proper hygiene/health practices.</b>	<ol style="list-style-type: none"> <li>1. Making choices.</li> <li>2. Classifying.</li> <li>3. Inferring.</li> <li>4. Role-playing.</li> </ol>	<ul style="list-style-type: none"> <li>• Responsibility.</li> <li>• Self respect.</li> <li>• Cleanliness.</li> </ul>	<p><b>Class sits in a circle on the floor. Teacher is on a low stool (to simulate an intimate conversation).</b></p> <p><b>Teacher asks:</b>  <b>“If we did not bathe, or clean our teeth or brush our hair, or changed our clothes for a month, how-</b>                      - <i>Would we look?</i>                      - <i>Would we smell?</i>                      - <i>Would we feel?</i></p> <p><b>Teacher has a low board or flip chart nearby (to maintain intimate conversation) and records relevant adjectives that pupils use.</b></p> <p><b>Teacher then asks the class what they would have to do to ensure that they are not like the adjectives they have offered, (,opposites“are then written on the board).</b></p> <p><b>Then, individual pupils can be asked to demonstrate good techniques in brushing one’s teeth, in washing one’s neck, washing one’s feet, etc.</b></p>	<p><b>Use their imagination.</b></p> <p><b>Demonstrate practices associated with good hygiene.</b></p> <p><b>Use vocabulary associated with good hygiene.</b></p>	<ul style="list-style-type: none"> <li>• Chart.</li> <li>• Drawing paper.</li> <li>• Pictures.</li> <li>• Posters.</li> <li>• Words for songs e.g. <i>Here we go round the mulberry bush.</i></li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
	<b>Recognize the need to observe safety rules.</b>	<ol style="list-style-type: none"> <li>1. Comparing situations.</li> <li>2. Making decisions.</li> <li>3. Imagining.</li> <li>4. Role-playing.</li> </ol>	<ul style="list-style-type: none"> <li>• Obedience.</li> <li>• Self respect.</li> <li>• Respect for life.</li> <li>• Responsibility.</li> <li>• Caring.</li> </ul>	<p>Teacher takes the class outside the school building into the school grounds. Teacher draws on the ground a road with two lines.</p> <p>Teacher and pupils then demonstrate correct ways of crossing the road – imagining the traffic, looking and listening. They discuss the dangers posed by road traffic.</p> <p>They go back into the classroom. Teacher asks class, “If I was a little girl (or boy), in your home, what advice or instructions would you give to me about being safe in the kitchen?”</p>	<p>Discuss safety practices related to roads and homes.</p> <p>Express themselves and speak about their experiences of these issues.</p>	<ul style="list-style-type: none"> <li>• Pictures or illustrations.</li> <li>• Objects from home.</li> <li>• Words of songs or rhymes.</li> <li>• Bristol board (<i>for listing safety rules</i>).</li> <li>• Paper for road safety signs.</li> </ul>
<b>Session 6</b>	<ol style="list-style-type: none"> <li>1. Understand that the choices they make can affect their personal health and well being.</li> <li>2. Begin to develop the ability to make life choices that would affect them positively.</li> </ol>	<ol style="list-style-type: none"> <li>1. Making decisions.</li> <li>2. Thinking critically.</li> <li>3. Analyzing situations.</li> <li>4. Discussing.</li> <li>5. Sharing ideas.</li> </ol>	<ul style="list-style-type: none"> <li>• Self respect.</li> <li>• Self esteem.</li> <li>• Responsibility.</li> <li>• Appreciation for healthy practices.</li> <li>• Inter-dependence.</li> </ul>	<p>Teacher creates 4 or 5 short scenarios – “What if .....?” situations which involve safety issues in the home and on the roads, with other people, and health issues to do with food and shelter.</p> <p>The teacher reads each scenario to the class and pupils try to identify the particular practice or situation that poses a threat to health and/or safety. They suggest to the class what correct healthy or safe practice should be, e.g. “Jane brings to school from home everyday a lunch packed by her mother. She gives away this lunch and buys fried chicken and chips for lunch with her transport money. She asks for a lift home every afternoon from parents who come to pick up their children at school.”</p>		<ul style="list-style-type: none"> <li>• Stories.</li> <li>• Fairy tales.</li> <li>• Fables.</li> <li>• Poems.</li> </ul>



**Unit 6:**

**Theme: Celebrations:**

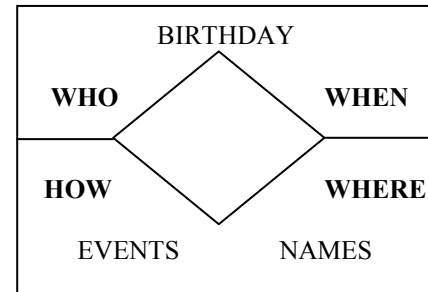
*(This unit could be done at the appropriate times of the celebrations. Other celebrations that are not mentioned can also be done. Sessions can be divided into specific lessons.)*

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
Session 1	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Interdependence</i>	<p>3. Identify the significance of Christmas, Divali and Eid.</p> <p>4. Explain their roles and responsibilities in these celebrations.</p>	<p>5. Discussing ideas.</p> <p>6. Drawing.</p> <p>7. Card making.</p> <p>8. Recognizing symbols associated with these celebrations e.g. singing.</p>	<ul style="list-style-type: none"> <li>• Tolerance.</li> <li>• Understanding.</li> <li>• Co-operation.</li> <li>• Sharing.</li> <li>• Caring.</li> <li>• Love.</li> <li>• A sense of community.</li> </ul>	<p>Teacher and pupil discussion on when celebrated, why, how and by whom.</p> <p>Use picture to explain concepts.</p> <p>Draw, cut and colour symbols associated with these festivals.</p> <p>Create a festival chart.</p> <pre> graph TD     A[ ] --- B[WHAT]     A --- C[WHY]     A --- D[WHEN]     A --- E[WHERE]     A --- F[HOW]     A --- G[WHO]                     </pre>	<p>Make appropriate decorations etc.</p> <p>Understand the significance of these celebrations.</p>	<ul style="list-style-type: none"> <li>• Pictures associated with the celebrations.</li> <li>• Drawing paper.</li> <li>• Pencil.</li> <li>• Chart.</li> <li>• Lyrics for songs.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence</b>	<p>4. Know the significance of these celebrations</p> <ul style="list-style-type: none"> <li>- Carnival</li> <li>- Valentine’s Day</li> <li>- Easter</li> <li>- Shouter Baptist Liberation Day</li> </ul> <p>5. Describe activities associated with these celebrations.</p> <p>6. Practice safety rules;</p>	<p>4. Drawing symbols.</p> <p>5. Colouring.</p> <p>6. Constructing masks, cards, sharing ideas.</p>	<ul style="list-style-type: none"> <li>• Tolerance.</li> <li>• Understanding.</li> <li>• Co-operation.</li> <li>• Sharing.</li> <li>• Caring;</li> <li>• Love and concern.</li> <li>• Interdependence.</li> <li>• Respect for others.</li> </ul>	<p>Chat about these celebrations.</p> <p>Collect information, objects and pictures e.g. from newspapers.</p> <p>At circle time pupils discuss pictures and information.</p> <p>Do project work on a celebration.</p> <p>Make objects, cards, perform skits, singing and dancing etc.</p> <p>Make Carnival costumes; Easter eggs, bonnet and bunnies and Valentine flowers.</p>	<p>Compile a portfolio of celebrations.</p> <p>Demonstrate knowledge of a range of festivals and celebrations.</p>	<ul style="list-style-type: none"> <li>• Objects/pictures associated with these celebrations.</li> <li>• Newspaper clippings.</li> <li>• Lyrics for songs.</li> <li>• Materials for Easter Egg.</li> <li>• Materials for Easter Bonnet.</li> <li>• Valentine flowers.</li> <li>• Materials for Face Masks.</li> <li>• Materials for Carnival costumes.</li> <li>• Drawing Paper.</li> <li>• Crayons.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence</b>	<p>4. State when it is celebrated.</p> <p>5. Explain why it is celebrated.</p> <p>6. Describe how it is celebrated:</p> <ul style="list-style-type: none"> <li>- Labor Day</li> <li>- Father’s Day</li> <li>- Mother’s Day</li> <li>- Indian Arrival Day</li> <li>- Emancipation</li> <li>- Corpus Christi</li> </ul>	<p>6. Sharing ideas.</p> <p>7. Drawing.</p> <p>8. Colouring.</p> <p>9. Constructing cards.</p> <p>10. Discussing.</p>	<ul style="list-style-type: none"> <li>• Love.</li> <li>• Respect for freedom of others.</li> <li>• Belonging.</li> <li>• Caring.</li> <li>• Serving others.</li> <li>• Interdependence.</li> </ul>	<p>Questioning and class discussions on the activities associated with these celebrations.</p> <p>Teacher can use a simplified flow chart with pictures to explain Indian Arrival Day and Emancipation Day.</p> <p>Making cards, writing songs and poems and storytelling.</p> <p>Building a chart with pictures of workers in our society for Labour Day.</p> <p>Children plan how they will celebrate Mother’s Day and Father’s Day this year.</p> <p>Teacher discusses with class a special activity they would be able to undertake.</p>	<p><b>Respond correctly to the key concepts.</b></p>	<ul style="list-style-type: none"> <li>• Drawing paper.</li> <li>• Crayons.</li> <li>• Markers.</li> <li>• Flow chart.</li> <li>• Pictures.</li> <li>• Paper to make cards.</li> <li>• Paper to make flowers.</li> <li>• Pictures of workers in our society.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowing and understanding my world</b>	<p>3. Develop knowledge of celebrations within the home:</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Anniversaries</li> <li>- Weddings</li> <li>- Christmas</li> <li>- Baptisms etc</li> </ul> <p>4. Understand why people want and need to celebrate.</p>	<p>6. Sharing ideas.</p> <p>7. Comparing and contrasting events at their homes.</p> <p>8. Listening.</p> <p>9. Cutting.</p> <p>10. Colouring.</p>	<ul style="list-style-type: none"> <li>• Appreciation of the value of these celebrations.</li> <li>• Love.</li> <li>• Sharing.</li> <li>• Caring.</li> <li>• Co-operation.</li> </ul>	<p>Sing appropriate songs and read poems for the occasions.</p> <p>Discuss features of the celebrations.</p> <p>Share their individual experiences.</p> <p>Collect pictures of the celebrations as they occur at their homes as part of their daily journal entry.</p> <p>Teacher can prepare a simple concept map of birthdays.</p> <p>Concept mapping.</p>	<p>Make post cards;</p> <p>Differentiate between these celebrations;</p>	<ul style="list-style-type: none"> <li>• Lyrics for songs;</li> <li>• Poems;</li> <li>• Pictures of celebrations;</li> <li>• Drawing paper;</li> <li>• Concept map;</li> <li>• Crayons;</li> </ul>



CONCEPTS/THEMES	Objectives	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<i>Preparation for citizenship</i>	<p>4. State when these days are celebrated: <i>Universal Children’s Day; Independence Day and Republic Day.</i></p> <p>5. Understand the significance of these celebrations.</p> <p>6. Identify the national symbols and emblems e.g. colours of the national flag and their meaning.</p>	<p>6. Matching.</p> <p>7. Colouring.</p> <p>8. Sharing ideas.</p> <p>9. Communication skills.</p> <p>10. Comparing emblems.</p>	<ul style="list-style-type: none"> <li>• Loyalty.</li> <li>• Patriotism.</li> <li>• Respect.</li> <li>• Obeying rules.</li> <li>• Interdependence.</li> <li>• Citizenship.</li> <li>• National pride.</li> <li>• Love for country.</li> </ul>	<p>Discuss the significance of these days.</p> <p>Collect pictures and artifacts.</p> <p>Draw and colour the emblems.</p> <p>Match emblems.</p>	<p>Orally relate the key aspects of these events.</p>	<ul style="list-style-type: none"> <li>• Pictures of the national emblems/symbols.</li> <li>• Drawing paper.</li> <li>• Crayons.</li> <li>• Artifacts.</li> </ul>
<b>Session 6</b>						
<i>Knowing and understanding my world</i>	<p>Develop a project on a celebration e.g. <i>Carnival; Christmas, Divali, Eid and Tobago Heritage Festival.</i></p>	<p>5. Co-operating.</p> <p>6. Sharing ideas, pictures etc.</p> <p>7. Delegating;</p>	<ul style="list-style-type: none"> <li>• Interdependence.</li> <li>• Positive interactions.</li> <li>• Tolerance.</li> <li>• Caring.</li> <li>• Appreciation for the arts.</li> </ul>	<p>Collect pictures and drawings;</p> <p>Using the five (5) point questions for the project: <i>Who, What, How, Where and When;</i></p> <p>Construct a project book or project chart;</p> <p>Project work can be done individually or in groups.</p>	<p>Display the project.</p> <p>Work co-operatively.</p>	<ul style="list-style-type: none"> <li>• Pictures.</li> <li>• Drawing paper.</li> <li>• Crayons.</li> <li>• Materials for constructing a project book.</li> </ul>

# **STANDARD I**

## **OUR COMMUNITY**

**Unit 1:**  
**Theme: A study of around the school – the local area**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Causes and Consequences</b>	Investigate the physical and human features of our own environment.	<ol style="list-style-type: none"> <li>Developing and using geographical study skills.                             <ul style="list-style-type: none"> <li>Using geographical skills</li> <li>Undertaking fieldwork</li> <li>Following directions</li> <li>Making maps &amp; plans</li> <li>Locating home locally</li> <li>Following a route</li> <li>Using secondary resources (e.g. maps, photographs, and texts)</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Care and respect for the environment.</li> </ul>	<p>The teacher asks the pupils to write out their addresses (with an explanation of each line) and display these around a map of the local area.</p> <p>Pupils discuss who lives the nearest and who lives the furthest away.</p> <p>Pupils carry out a survey of how they come to school.</p> <p>Teacher helps the pupils to draw a graph. It could be computer generated. Pupils analyze the findings.</p>	<p>Give their own address. State the significance of each line.</p> <p>Represent the various types of travel on a simple graph.</p> <p>Draw some conclusions.</p>	<ul style="list-style-type: none"> <li>Maps.</li> <li>Photographs.</li> <li>Texts.</li> <li>Computer.</li> <li>Graph paper.</li> <li>Writing paper.</li> <li>Plan.</li> </ul>
<b>Session 2</b>						
<b>Causes and Consequences</b>	Draw a map of a simple route from their home to the classroom.	<ol style="list-style-type: none"> <li>Developing a sense of place.</li> <li>Describing a route.</li> </ol>	<ul style="list-style-type: none"> <li>Care and respect for the environment.</li> </ul>	<p>Pupils draw a map of their route from home to their classroom.</p> <p>Pupils describe their route to a friend (i.e. name of streets, buildings).</p>	<p>Draw a map from their home to school putting in important features.</p> <p>Recognize where places are.</p>	<ul style="list-style-type: none"> <li>Writing paper.</li> <li>Drawing paper.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Causes and Consequences</b>	<ol style="list-style-type: none"> <li>Recognize some of the physical (geographical) and human (man made) features of their locality.</li> <li>Understand some of the ways in which the features are used.</li> <li>Identify individual buildings and their significance to the community.</li> </ol>	<ol style="list-style-type: none"> <li>Associating.</li> <li>Sequencing.</li> <li>Thinking critically.</li> <li>Observing.</li> <li>Mapping skills.</li> </ol>	<ul style="list-style-type: none"> <li>Care and respect for the environment.</li> </ul>	<p>Teacher shows pupils pictures of physical and man-made features of their locality which they classify according to the above features.</p> <p>Pupils draw maps to identify features along their own route to school. They give their correct names of features e.g. Health Centre – Doctors and Nurses.</p> <p>Pupils describe what the buildings are used for and annotate correctly to further develop the map that they have drawn (Session 2).</p>	<p>Identify a sequence of features seen on their route to school e.g. church then supermarket by using maps, orally or written.</p> <p>Describe the features.</p>	<ul style="list-style-type: none"> <li>Variety of pictures of the locality.</li> <li>Map from previous lesson.</li> <li>Pictures of buildings of the features of the past of the locality.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Describing features of the local environment</b>	<ol style="list-style-type: none"> <li>Describe features of the local environment.</li> <li>Express views on the features.</li> <li>Know that changes occur in the locality.</li> </ol>	<ol style="list-style-type: none"> <li>Observing.</li> <li>Recording skills.</li> <li>Evaluating.</li> <li>Classifying.</li> <li>Interviewing skills.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Collaboration.</li> </ul>	<p>Walk the pupils around the local area to identify the main features and changes that are occurring.</p> <p>Ask the pupils to complete a simple questionnaire to rate the quality of the features. They return to school and present their findings in a suitable way e.g. chart, graph or poster.</p> <p>Ask the pupils to sketch or photograph a range of attractive and unattractive places.</p> <p>On return to school, pupils locate these on the map of the locality.</p> <p>Discuss with pupils their favourite place seen on the walk and ask them to write about it explaining what makes it an attractive or unattractive place.</p> <p>Split the pupils into pairs, and ask them to identify a route around the area that visitors could follow to give them a good idea of the character of the place.</p> <p>Ask pupils to consult with older persons on changes in the locality.</p>	<p>Use a range of words and pictures to show their view on the quality of the environment.</p> <p>Know about changes in the locality; i.e. participate in group presentations on „then“ and „now“.</p> <p>Offer at least two (2) ideas on what they believe is an “attractive place” and two (2) ideas on an “unattractive place”. Explain why they think this.</p>	<ul style="list-style-type: none"> <li>School environment.</li> <li>Questionnaire.</li> <li>Drawing paper.</li> <li>Pictures of different types of places.</li> <li>Resource personnel.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 5</b></p> <p><i>Pupils will be able to</i></p> <p><b>Describing features of the local environment.</b></p>	<p>1. Identify some of the uses of land and buildings in the locality.</p> <p>2. Understand that these uses are linked to the work people do.</p> <p>3. Recognize the need for leisure activities and the types of facilities available.</p>	<p>1. Observing.</p> <p>2. Recording skills.</p> <p>3. Mapping skills.</p> <p>4. Designing survey.</p>	<ul style="list-style-type: none"> <li>Appreciation of the need for recreation.</li> </ul>	<p>Walk the pupils around the local area, asking them to observe and record the different use of land and types of buildings.</p> <p>On return to school with the pupil's help, draw a large map or diagram of the route taken and annotate with suitable caption.</p> <p>The pupils should now design a survey of how they, their parents, friends and other adults spend their leisure time.</p> <p>Pupils should then carry out the survey before the next session.</p>	<p><i>Pupils are able to:</i></p> <p>Recognize that different places in the area support different kinds of work.</p> <p>Design a survey.</p> <p>Carry out a survey.</p>	<ul style="list-style-type: none"> <li>School environment.</li> <li>Questionnaire.</li> <li>Drawing paper.</li> <li>Pictures of different types of places.</li> <li>Resource personnel.</li> </ul>
<p><b>Session 6</b></p> <p><b>Impact of change over time</b></p>	<p>Know how places change for better or worse, over time.</p>	<p>1. Developing an understanding of chronology.</p> <p>2. Adapting to change.</p>	<ul style="list-style-type: none"> <li>Appreciation of the need for recreation.</li> </ul>	<p>Ask the pupils to present the findings from their surveys on leisure.</p> <p>Ask the pupils about the changes they have noted during this study. Make a list of them and mark on the local map.</p> <p>Display the maps they have made.</p>	<p>Realize that the process of change is continuous and happens in most places.</p> <p>Complete a word search exercise based on important changes.</p>	<ul style="list-style-type: none"> <li>Local map.</li> <li>Different sets of pictures depicting changes in the community.</li> </ul>

**Unit 2:**

**Theme: How can we make the local area safer?**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Causes &amp; Consequences</b>	Begin to develop a personal and social concern for safety and environmental concerns.	1. Distinguishing the character of a place.	<ul style="list-style-type: none"> <li>Care and respect for the environment, oneself and others.</li> </ul>	Recognize basic geographical features e.g. steep and gentle slopes, plains, valleys, hills, undulating or rolling land („up and down“).	Produce models of features.	<ul style="list-style-type: none"> <li>Pictures of landscape and other geographical features.</li> </ul>
<b>Sustainability</b>		2. Asking geographical questions.	<ul style="list-style-type: none"> <li>Respect for the rules of road safety.</li> </ul>	Discuss with the pupils what makes a road busy or quiet.	Identify the nature and character of a road in relation to traffic and basic geographical features.	<ul style="list-style-type: none"> <li>Pictures or models of traffic signs.</li> </ul>
		3. Using geographical terms.		<b>Arrange for the pupils to complete a simple traffic survey on the road outside the school;</b>	Ask questions.	<ul style="list-style-type: none"> <li>Drawing paper.</li> </ul>
		4. Observing and interpreting road and traffic signs.		With the pupil’s help, draw a large plan with traffic signs, road markings and distinguishing features. (All safety features)		<ul style="list-style-type: none"> <li>Newspaper.</li> </ul>
		5. Making maps and plans.				
		6. Expressing their own ideas to the group.		Ask the pupils to think about their own road at home and to decide whether it is quieter or noisier than the school road.	Compare different roads (e.g. pupil’s own roads at home with that of the model drawn at school).	
		7. Developing survey skills e.g.		Encourage the pupils to think up their own questions about traffic around the school.	Recognize simple road and traffic signs.	
		- <i>Number of cars passing in a period of time.</i>			Reflect on what they have learned and begin to develop a consciousness about safety.	
		- <i>Number of cars emitting smoke.</i>				
		- <i>Number of buses, trucks, etc.,</i>				

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 2</b></p> <p><i>Causes and consequences</i></p>	<p><i>Pupils will be able to</i></p> <p>Carry out a small scale investigation.</p>	<p>Developing enquiry skills.</p>	<ul style="list-style-type: none"> <li>Care and respect for the environment.</li> </ul>	<p>With the pupils help, design and carry out a survey of the parking of cars in the street;</p> <p><b>Discuss with pupils how such a survey could best be carried out e.g. should it be done at a specific time or different times? Should it be done in one place? Where are most cars parked?</b></p> <p>Ask the pupils to present the results as a graph. Ask the children simple questions, such as:</p> <ul style="list-style-type: none"> <li><i>Are the cars parked all day?</i></li> <li><i>Where do people go to after they have parked their cars?</i></li> </ul> <p><b>* If the survey of parked cars on the street is not relevant to the context of a particular school, the teacher is encouraged to substitute any investigation of a road safety or other problem e.g. the operations of crossing guards.</b></p>	<p><i>Pupils are able to:</i></p> <p>Organize a survey.</p> <p>Use ICT or other methods to record findings and present data.</p> <p>Discuss their findings and make simple observations.</p>	<ul style="list-style-type: none"> <li>Computer.</li> <li>Graph paper.</li> <li>Drawing paper (for surveying chart).</li> <li>Other resources related to the school environment.</li> </ul>
<p><b>Session 3</b></p> <p><i>Becoming an active citizen.</i></p>	<p>Developing concern for local issues.</p>	<ol style="list-style-type: none"> <li>Expressing views.</li> <li>Recognizing ways of changing the environment.</li> </ol>	<ul style="list-style-type: none"> <li>Care and respect for the environment.</li> </ul>	<p>Ask the pupils to use the information that they have collected and to brainstorm the way or ways of making the area safer.</p> <p>The pupils now write a letter (either individually or in pairs), to the Transport Department, to ask about the possibility of safety features being constructed (e.g. pedestrian crossing).</p>	<p>Identify a variety of solutions.</p> <p>Use a variety of evidence to present a case in the form of a letter.</p>	<ul style="list-style-type: none"> <li>Writing paper.</li> <li>Envelopes and stamps.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 4</b></p> <p><i>Becoming an active citizen</i></p>	<p><i>Pupils will be able to</i></p> <ol style="list-style-type: none"> <li>Share opinions and explain their views.</li> <li>Learn about themselves.</li> </ol>	<ol style="list-style-type: none"> <li>Recalling information.</li> <li>Working co-operatively.</li> <li>Problem solving.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Belonging to a community.</li> </ul>	<p>Ask the pupils to think about how the school grounds or an area within the school could be improved. The pupils are to work in pairs and to agree on the area that could be improved, why, how, and who would benefit?</p> <p>Each pair presents their ideas to the class.</p> <p>The class, with the teacher’s guidance, decides on one project.</p>	<p><i>Pupils are able to:</i></p> <p>Work as a group using a teacher devised checklist of co-operative behaviors.</p> <p>Present their justification for their Project.</p>	<ul style="list-style-type: none"> <li>Writing paper.</li> </ul>
<p><b>Session 5</b></p> <p><i>Becoming an active citizen</i></p>	<p>Plan a project to improve an area or the school.</p>	<ol style="list-style-type: none"> <li>Planning skills.</li> <li>Working collaboratively.</li> <li>Critical thinking.</li> <li>Problem solving.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation and collaboration.</li> </ul>	<p>The teacher’s task is to lead the pupils in planning and preparing the project that was agreed on in Session 4.</p>	<p>Demonstrate logic, reason and concern for cost, time and convenience.</p>	<ul style="list-style-type: none"> <li>Chart showing each stage of planning (<i>prepared by the teacher</i>).</li> </ul>
<p><b>Session 6</b></p> <p><i>Becoming an active citizen</i></p>	<p>Carry out an improvement project.</p>	<ol style="list-style-type: none"> <li>Assessing the plan, planning and implementing.</li> <li>Problem solving.</li> </ol>	<ul style="list-style-type: none"> <li>A sense of belonging to a community.</li> <li>Care and respect for the environment.</li> </ul>	<p>The small scale project should be implemented and evaluated.</p>	<p>Evaluate various stages of the project.</p>	

**Unit 3:**  
**Theme: Mapping a journey**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding of direction;</b>	<ol style="list-style-type: none"> <li>Identify the four main cardinal points.</li> <li>Use the knowledge of the cardinal points to give basic directions.</li> </ol>	<ol style="list-style-type: none"> <li>Developing geographical study skills e.g. using geographical terms to follow directions and to follow a simple route.</li> <li>Using secondary resources e.g. places around the school.</li> </ol>		<p>Have pupils go outside and identify the direction from which the sun comes up.</p> <p>Have pupils point to the direction of the rising sun with their right hands. Teacher uses this to introduce east and the other cardinal points (west, north and south).</p> <p>Use a song and get students to respond to given directions.</p>	<p>Use the cardinal points in the classroom.</p> <p>Respond to a game or song.</p>	<ul style="list-style-type: none"> <li>Sun.</li> <li>Music.</li> </ul>
<b>Session 2</b>						
<b>Knowledge and understanding of direction;</b>	<ol style="list-style-type: none"> <li>Identify the four cardinal points on a simple map.</li> <li>Apply the knowledge of the four cardinal points in arriving at the direction from one point to another on a map.</li> </ol>	<ol style="list-style-type: none"> <li>Interpreting geographical information.</li> </ol>	<ul style="list-style-type: none"> <li>To have a basic sense of direction;</li> </ul>	<p>Have pupils move around the class stating the direction in which they move.</p> <p>Have pupils draw the cardinal points using the north arrow.</p> <p>Using drawings of simple maps on worksheets, state the directions of one point from another.</p>	<p>Find simple direction on maps.</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Classroom.</li> <li>Model of the North arrow.</li> <li>Drawings of simple maps.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 3</b></p> <p><i>Knowledge and understanding of direction;</i></p>	<p><i>Pupils will be able to</i></p> <ol style="list-style-type: none"> <li>Identify the eight cardinal points.</li> <li>Use the knowledge of the eight cardinal points in giving direction.</li> </ol>	<ol style="list-style-type: none"> <li>Developing and using geographical study skills e.g. geographical terms to follow directions or follow a simple route.</li> </ol>		<p>Teacher establishes four main cardinal points in the classroom and outside.</p> <p>Teacher sets up objects in between the main cardinal points and elicits from students what direction the objects are from them. If they cannot, the teacher will provide the information.</p> <p>Use a song or a given activity and get the students to respond to given directions.</p>	<p><i>Pupils are able to:</i></p> <p>Demonstrate that they understand cardinal points.</p>	<ul style="list-style-type: none"> <li>Flash cards of the four (4) major cardinal points.</li> <li>School/classroom environment.</li> <li>Objects to be used as markers in between points.</li> </ul>
<p><b>Session 4</b></p> <p><i>Knowledge and understanding of direction;</i></p>	<ol style="list-style-type: none"> <li>Identify the eight cardinal points on a map;</li> <li>Use the knowledge of the eight intermediate points in arriving at the direction of one point from another on a map.</li> </ol>	<ol style="list-style-type: none"> <li>Interpreting of geographical skills.</li> </ol>		<p>Have pupils move around the classroom and outside, stating the direction in which they move.</p> <p>Have pupils draw the four cardinal points with the north arrow. Using their knowledge they must put in the intermediate points.</p> <p>Using a map on the board get students involved in plotting directions from one point to another and state the respective direction.</p>	<p>Find simple directions on the map using worksheet or activity sheets.</p> <p>Demonstrate that they understand the intermediate cardinal points.</p> <p>Plot the direction of a route between two (2) points.</p>	<ul style="list-style-type: none"> <li>Classroom.</li> <li>Drawing paper.</li> <li>Small simple maps.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding of direction;</b>	<ol style="list-style-type: none"> <li>Use a map of their school and follow simple directions.</li> <li>Create a map of a journey from one point of the school to another.</li> </ol>	<ol style="list-style-type: none"> <li>Interpreting of geographical information.</li> <li>Thinking creatively.</li> <li>Collaborating skills.</li> <li>Recording skills.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Honesty.</li> <li>Trust.</li> <li>Pride.</li> <li>Self esteem.</li> </ul>	<p>Teacher will give pupils a map of the school with simple directions and have them follow them to reach a particular destination. (It could be done in groups).</p> <p>This activity could also be applied to a treasure hunt.</p> <p>Have pupils plot a journey from the classroom to another area of the school compound e.g. play ground or cafeteria.</p> <p>On returning to the classroom, the teacher helps the pupils to improve and refine their maps.</p>	<p>Map a journey.</p> <p>Plot a journey accurately.</p>	<ul style="list-style-type: none"> <li>Map of the school compound.</li> <li>Drawing paper.</li> <li>Objects for treasure hunt.</li> </ul>
<b>Session 6</b>	Use the knowledge of mapping skills to create a map of their journey from home to their school.	<ol style="list-style-type: none"> <li>Interpreting and using geographical skills.</li> <li>Researching and recording skills.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation for accurate directions.</li> </ul>	<p>The teacher using the school as the central point gets the pupils to indicate the directions from which they come to attend school.</p> <p>Pupils are allowed to create a mental picture of their journey from home to school. This mental picture or image will be used as a rough sketch of that journey from home to school.</p> <p>With the help from others e.g. parents, the pupils will try to draw an accurate map of the journey from home to school.</p> <p>The teacher will further verify the accuracy of the maps.</p>	<p>Map a journey e.g. from school to any other important facility in the district or to their home.</p> <p>Draw a sketch map of the journey from home to school.</p> <p>Improve the sketch map to produce an accurate representation.</p>	<ul style="list-style-type: none"> <li>Drawing paper.</li> <li>Resource personnel e.g. parent.</li> </ul>



**UNIT 4:**

**Theme: Studying a contrasting locality overseas.**

This unit introduced a distant locality through aspects of life that will be familiar to children, such as housing, cooking and going to school. The unit is based on a small area, this allows children to compare it more easily with their own local area.

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding of places</b>	Study a contrasting locality.	<ol style="list-style-type: none"> <li>1. Asking geographical questions.</li> <li>2. Observing and recording.</li> <li>3. Expressing own views.</li> <li>4. Communicating in different ways.</li> <li>5. Using geographical vocabulary.</li> <li>6. Using globes, maps and plans.</li> <li>7. Interpreting information creatively.</li> </ol>	<ul style="list-style-type: none"> <li>• Appreciation of similarities and differences.</li> </ul>	<p>Using maps, atlases and globes, ask the children to locate Trinidad and Tobago and any other foreign locality.</p> <p>Ask the pupils to trace a route to the chosen locality.</p> <p>Ask the pupils how they might travel there and what time would be needed for the journey.</p> <p>Ask the pupils to write down or say what they think that locality would be like, if they went there.</p>	<p>Locate Trinidad and Tobago and a foreign locality on a map;</p> <p>Locate major oceans, seas and continents around Trinidad and Tobago and the foreign locality.</p> <p>The distance from Trinidad and Tobago to the foreign locality using a time factor.</p>	<ul style="list-style-type: none"> <li>• Package on a foreign locality.</li> <li>• Atlases.</li> <li>• Large world map.</li> <li>• Globe.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding of places</b>	Make comparisons to their own locality.	<ol style="list-style-type: none"> <li>Asking geographical questions.</li> <li>Observing and recording.</li> <li>Expressing own views.</li> <li>Communicating in different ways.</li> <li>Using geographical vocabulary.</li> <li>Using globes, maps and plans.</li> <li>Making connections – recognizing common and basic human needs wherever and however people live.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of similarities and differences.</li> <li>Valuing diversity of culture.</li> </ul>	<p>Using pictures discuss with the pupils what the chosen foreign locality is like.</p> <p>Ask the pupils to draw and label pictures of the locality to show its main natural and man made features.</p> <p>Ask the pupils to write a short description of the area to describe what the locality is like;</p> <p>Ask the pupils to list the physical and human features of the locality that are similar and different from those in their own area.</p>	<p>Extract information from pictures.</p> <p>Describe physical and man made features.</p> <p>Discuss the main similarities and differences between their local area and the foreign locality.</p>	<ul style="list-style-type: none"> <li>Pictures of foreign locality.</li> <li>Pictures of their family and home setting.</li> <li>Writing paper.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding of places</b>	Explore similarities and differences in culture of different localities.	<ol style="list-style-type: none"> <li>Identifying similarities and differences.</li> <li>Communicate findings in different formats.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for other countries.</li> <li>Empathy.</li> </ul>	<p>Using pictures discuss with pupils what life might be like in the foreign locality.</p> <p>Divide the class into groups. Some develop questions to ask members of a family in the foreign locality, e.g.</p> <ul style="list-style-type: none"> <li><i>What is family life like for you?</i></li> <li><i>What sort of food do you eat?</i></li> <li><i>How much do things cost where you live etc...?</i></li> </ul> <p><b>Others develop answers to those questions.</b></p> <p>Using the pictures, ask the pupils to write about any aspect of life in the foreign locality.</p>	<p>Describe village life in the foreign locality.</p> <p>Extract information from various sources;</p> <p>Discuss aspects of the lives of children in a foreign locality and Trinidad and Tobago;</p>	<ul style="list-style-type: none"> <li>Pictures of the foreign locality.</li> <li>Dictionary.</li> <li>Writing paper.</li> <li>Resources e.g. books, magazines, computers and encyclopedias.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 4</b></p> <p><i>Knowledge and understanding of places</i></p>	<p><i>Pupils will be able to</i></p> <p>Transfer ideas into acceptable written format.</p>	<ol style="list-style-type: none"> <li>Expressing clearly in writing.</li> <li>Reasoning skills.</li> </ol>	<ul style="list-style-type: none"> <li>Self esteem.</li> </ul>	<p>Ask the children to write a description of life in another locality, using headings such as houses, food, shopping and going to school. The use of a writing frame for this task might be helpful for some children.</p> <p>Ask the children to do the same for their own locality and then to decide which aspects of life might be the same for both places.</p>	<p><i>Pupils are able to:</i></p> <p>Appreciate similarities and differences through the creative writing process.</p> <p>Identify words which are peculiar to the chosen locality.</p>	<ul style="list-style-type: none"> <li>Pictures of a foreign locality.</li> <li>Writing frame (<i>consisting of relevant headings</i>).</li> </ul>
<p><b>Session 5</b></p> <p><i>Knowledge and understanding of places</i></p>	<p>Recognize links between their lives and others throughout the world e.g. mask making traditions.</p>	<ol style="list-style-type: none"> <li>Creative thinking skills.</li> <li>Working collaboratively.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of other's cultures;</li> </ul>	<p>Pupils will draw some aspect of their culture and the foreign culture, which are similar.</p>	<p>Recognize and use foreign designs in local productions.</p>	<ul style="list-style-type: none"> <li>Pictures of foreign cultural influence.</li> <li>Materials for mask making e.g. cardboard, bristol board, kite paper, scissors, glue, markers etc.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding of places</b>	<ol style="list-style-type: none"> <li>1. Reflect on how life could change in the foreign locality e.g. <i>the influence of foreign values such as dress, speech etc.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluating.</li> <li>2. Creative thinking.</li> <li>3. Reasoning.</li> </ol>	<ul style="list-style-type: none"> <li>• Having an optimistic concern for issues of cultural and environmental change.</li> </ul>	<p>Ask the pupils to think about how life is changing and may change in the future in the foreign locality.</p> <p>Ask the pupils to think about how the method for washing, cooking or cleaning may change now that the family is earning money, and whether the change will be for the better or for the worse.</p> <p>Ask the pupils to reflect on how their ideas about a foreign village have changed and developed.</p>	<p>Recognize the different ways that change could impact on people’s lives by being able to offer at least three (3) ideas.</p> <p>Discuss the idea that change may be for the better or worse.</p>	<ul style="list-style-type: none"> <li>• Pictures of a foreign locality.</li> <li>• Pictures of modern day appliances.</li> <li>• Pictures of urban setting.</li> </ul>

**Unit 5:**  
**Theme: What were homes like long ago?**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Similarities and Differences</b>	Compare home life now and in the past beyond living memory.	<ol style="list-style-type: none"> <li>Identifying and drawing features of homes past.</li> <li>Using physical evidence to infer what the lives of people were like in the past and now.</li> <li>Making comparisons across time periods.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for evidence.</li> <li>Respect for the past.</li> <li>Empathy.</li> </ul>	<p>Show the pupils pictures of different homes.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li><i>Which are like your home?</i></li> <li><i>Which are different?</i></li> </ul> <p>Encourage them to talk about homes they have visited.</p> <ul style="list-style-type: none"> <li><i>Why do people live in different types of homes?</i></li> </ul> <p>Show pupils objects of past and present and encourage them to draw;</p> <p>Select pupils to place or write labels on the pictures of different types of homes.</p>	<p>Recognize and name different types of home.</p> <p>Recognize and name different features of homes past/present.</p>	<ul style="list-style-type: none"> <li>Pictures of homes past and present.</li> <li>Objects or pictures of objects in homes – past and present.</li> <li>Drawing paper.</li> <li>Small cut-outs for labels.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Similarities and Differences</b>	<ol style="list-style-type: none"> <li>Recognize and describe the common external features of homes.</li> <li>Record their observations.</li> </ol>	<ol style="list-style-type: none"> <li>Observing.</li> <li>Recording.</li> <li>Comparing.</li> <li>Contrasting.</li> </ol>	<ul style="list-style-type: none"> <li>Sensitivity to others homes/dwelling.</li> </ul>	<p>Take the pupils to look at homes near the school.</p> <p>Help them to recognize common features by asking them to look for what is the same and what is different about the homes (e.g. styles of architecture).</p> <p>Encourage them to talk about what the houses are made of, details of windows, doors etc.</p> <p>Ask the pupils to draw one of the homes, showing everything they can recognize.</p> <p>On returning to school, they should improve the drawing and label all the key features.</p>	<p>Identify common features of homes.</p> <p>Describe and draw details of homes.</p>	<ul style="list-style-type: none"> <li>School environment (homes around).</li> <li>Drawing materials.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Similarities and Differences</b>	<ol style="list-style-type: none"> <li>Identify the features of a house built long ago.</li> <li>Identify differences between two homes built at different times.</li> </ol>	<ol style="list-style-type: none"> <li>Observing and recording enquiry skills.</li> </ol>	<ul style="list-style-type: none"> <li>Care and respect for heritage/history.</li> <li>Empathy.</li> </ul>	<p>Gather information from elders on homes built long ago.</p> <p>Show the pupils a picture of a house that was built at the beginning of the last century.</p> <p>Tell them they are going to find out about the sort of homes people lived in a long time ago.</p> <p>Using the knowledge they acquired in Session 2, ask the pupils to identify the key features of what they can see:</p> <ul style="list-style-type: none"> <li>What is different about this house compared to a modern one?</li> <li><i>Is it made from the same materials?</i></li> <li><i>Are the windows the same shapes?</i></li> <li><i>How do they open and close?</i></li> <li><i>What is different about the front door?</i></li> </ul> <p><b>Ask the pupils to draw the home showing clearly all the things they noticed that are different from the other home they drew.</b></p> <p>Agree with the pupils the heading(s) or caption(s) they should give the two drawings of homes.</p>	<p>Describe the features of a home built long ago.</p> <p>Identify differences between the homes built at different times.</p>	<ul style="list-style-type: none"> <li>Resource personnel.</li> <li>Pictures of houses – present and long ago.</li> <li>Drawing materials.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Change and Development</b>	<ol style="list-style-type: none"> <li>Recognize different rooms and household objects from a long time ago.</li> <li>Describe the characteristics of the objects.</li> </ol>	<ol style="list-style-type: none"> <li>Observation.</li> <li>Recording.</li> <li>Researching.</li> </ol>	<ul style="list-style-type: none"> <li>Care and respect for heritage.</li> <li>Attitude of curiosity.</li> </ul>	<p>Read or create a story of an estate owner’s house or read the pupils a story set in a Victorian house or one at the turn of the 20<sup>th</sup> century and show them different pictures of rooms in the home.</p> <p>Ask them to identify the rooms using the furniture and the household objects as clues.</p> <p>Encourage the pupils to notice and describe as many objects as they can.</p> <p>Ask them to use their knowledge about their own homes to identify those objects in the picture that are the same as today’s, those that are different but recognizable, and those they do not know anything about.</p> <p>Use the pupils’ suggestions and ideas to develop a word bank of new nouns and adjectives.</p> <p>Ask them to research and find the meaning of new words.</p>	<p>Identify the rooms in a house from long ago.</p> <p>Describe using appropriate vocabulary.</p> <p>Classify objects into known/unknown.</p>	<ul style="list-style-type: none"> <li>Story.</li> <li>Pictures or drawing of homes.</li> <li>Dictionary.</li> <li>Pictures of present day objects in the home.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Understand the past</b>	<ol style="list-style-type: none"> <li>1. Recognize objects from long ago.</li> <li>2. Describe the use of the objects.</li> <li>3. Demonstrate how the objects were used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering questions.</li> <li>2. Making inferences.</li> <li>3. Thinking creatively.</li> </ol>	<ul style="list-style-type: none"> <li>• Care, respect and appreciation for heritage.</li> </ul>	<p>Give the pupils some objects from Victorian times or from the early 20<sup>th</sup> century. They should feel, smell and speak about the object that has been given to them.</p> <p>Ask the pupils to describe the object and to say how it might have been used. Correct them if they are not correct.</p>	<p>Describe characteristics.</p> <p>Match pictures and names of objects.</p>	<ul style="list-style-type: none"> <li>• Objects or pictures of objects from long ago.</li> <li>• Flash cards with names of objects.</li> </ul>
<b>Understand the past</b>	Create a model of a room of a home long ago.	<ol style="list-style-type: none"> <li>1. Creative thinking.</li> <li>2. Planning.</li> <li>3. Collaboration.</li> <li>4. Synthesizing previous knowledge.</li> </ol>	<ul style="list-style-type: none"> <li>• Care, respect and appreciation for heritage.</li> <li>• Care and respect for the environment.</li> <li>• Pride and co-operation.</li> </ul>	<p>Ask each pupil to bring a small cardboard box or carton into school.</p> <p>Their task is to design and make a room (from a house long ago) inside the carton or the box. They may use the pictures from earlier sessions to help them plan the room.</p> <p>If this is too complicated, the pupils could work in pairs or groups.</p>	<p>Display and evaluate each other's work.</p> <p>Apply previous knowledge to create and critique models.</p>	<ul style="list-style-type: none"> <li>• Small cardboard box or carton.</li> <li>• Scissors.</li> <li>• Glue.</li> <li>• Pictures of rooms (house long ago).</li> </ul>

**Unit 6:**

**Theme: Celebrations**

This unit needs to be taught at appropriate times. A section should be taken from this unit, when it is relevant. If this causes overload or interference in another unit – that unit may be continued into another half term. It would not be expected that pupils should know about each and every one of these celebrations. However, they should have knowledge and understanding of some from each of the sessions. The teacher should select the most appropriate events or celebrations.

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>National: Independence Day; Republic Day; Carnival; Arrival Day; Emancipation; Labour Day.</i></b>	<ol style="list-style-type: none"> <li>Identify the National celebrations.</li> <li>Explain the importance of these celebrations.</li> <li>Know how the celebrations are observed.</li> <li>Describe and explain their roles and responsibilities in the celebrations.</li> </ol>	<ol style="list-style-type: none"> <li>Developing ideas and opinions through discussion.</li> <li>Role-playing.</li> <li>Researching.</li> <li>Developing skills of conflict resolution.</li> <li>Creating;</li> </ol>	<ul style="list-style-type: none"> <li>Respect for others.</li> <li>Patriotism.</li> <li>Appreciate diverse cultures;</li> <li>Self worth.</li> <li>Belongingness.</li> <li>Care and respect for the environment.</li> </ul>	<p>The teacher asks the pupils to identify the particular celebrations e.g. Carnival.</p> <p>Discussion on the importance of the celebration.</p> <p>Group work – Pupils source information on the celebrations from e.g. newspapers, magazines, computer and resource personnel.</p> <p>Re-enactment of pertinent aspects of celebrations e.g. Emancipation, Arrival Day.</p>	<p>Understand National celebrations.</p> <p>Use cartoon characters to dialogue on celebrations.</p>	<ul style="list-style-type: none"> <li>Newspaper, magazines, computers, brochures.</li> <li>Comic strips.</li> <li>Resource personnel.</li> <li>Writing materials.</li> <li>Model of objects e.g. clothing, artifacts.</li> </ul>
<b><i>Religious: Divali; Eid; Ash Wednesday; Easter and Good Friday; Spiritual Baptist Day; Corpus Christi; Christmas; Phagwa.</i></b>	<ol style="list-style-type: none"> <li>Identify major religious celebrations.</li> <li>Explain the importance of the celebration to the religious group.</li> <li>Know how the group observes the celebration.</li> </ol>	<ol style="list-style-type: none"> <li>Thinking creatively.</li> <li>Questioning.</li> <li>Listening.</li> <li>Researching.</li> </ol>	<ul style="list-style-type: none"> <li>Tolerance.</li> <li>Appreciate and respect others.</li> <li>Share.</li> <li>Co-operate.</li> </ul>	<p>Repeat of former strategies.</p> <p>Vocabulary book with terms used in religious celebrations and their meanings.</p>	<p>Write a short description of the celebration using words and terms.</p> <p>Carry out observances appropriate to the celebration e.g. lighting deyas (Divali), making Christmas cards, etc.</p>	<ul style="list-style-type: none"> <li>Newspaper, magazines, computers, brochures.</li> <li>Resource personnel.</li> <li>Writing materials.</li> <li>Model of objects e.g. clothing, artifacts.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<p><b><i>Days of Observance:</i></b></p> <p><b><i>Universal Children’s Day, Mother’s Day, Father’s Day, Valentine’s Day, Halloween Day</i></b></p>	<ol style="list-style-type: none"> <li>Understand the reason for the observance.</li> <li>Know the origin of the days of observances.</li> <li>Explain how the observance is celebrated.</li> </ol>	<ol style="list-style-type: none"> <li>Thinking creatively.</li> <li>Researching.</li> </ol>	<ul style="list-style-type: none"> <li>Love.</li> <li>Caring.</li> <li>Empathy.</li> <li>Appreciation for parents, others and themselves.</li> </ul>	<p>The teacher asks the pupils to identify the observance.</p> <p>Discussion on the reason for the observance.</p> <p>Pupils work with groups or individually and carry out a small research project on the origin of the observance.</p> <p>Teacher could have pupils compare how the observances are celebrated in other communities (local/foreign).</p>	<p>Make cards using appropriate designs and vocabulary.</p> <p>Give a short description of the particular observance.</p>	<ul style="list-style-type: none"> <li>Newspaper, magazines, computers, encyclopedia.</li> <li>Writing materials.</li> <li>Materials for cards.</li> </ul>
<p><b>Localized Community Celebrations:</b></p> <p><b><i>St. Peter’s Day, Borough Day, Tobago Heritage, Sugar &amp; Energy Festival, La Divina Pastora, Santa Rosa Festival and any other community celebrations.</i></b></p>	<ol style="list-style-type: none"> <li>Identify the celebrations within the community.</li> <li>State why they are celebrated.</li> <li>Explain how they are celebrated;</li> </ol>	<ol style="list-style-type: none"> <li>Researching.</li> <li>Role-playing.</li> <li>Creating.</li> <li>Observing.</li> <li>Enquiring.</li> </ol>	<ul style="list-style-type: none"> <li>Care, respect and appreciation of heritage, history and community.</li> <li>Co-operation.</li> <li>Collaboration.</li> <li>Sense of Belonging.</li> <li>Tolerance.</li> </ul>	<p>Teacher asks pupils to identify the important celebrations in the community.</p> <p>Discussion on the importance of the celebration in the community.</p> <p>Have pupils collect and record information from members of their community on the celebration.</p> <p>This information will be presented to the class.</p> <p>A member of the community could also visit the class to talk about the event.</p>	<p>Locate on a map of Trinidad and Tobago where these festivals are celebrated.</p> <p>Enact aspects of the celebrations.</p>	<ul style="list-style-type: none"> <li>Resource personnel.</li> <li>Pictures.</li> </ul>

## **STANDARD II**

## **OUR ISLAND**

**Unit 1:**  
**Theme: An Island.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Location of Trinidad and Tobago</b>	4. Locate Trinidad and Tobago on a world map.  5. Identify the physical characteristics of Trinidad and Tobago.	1. Asking questions.  2. Describing places.  3. Using globes, maps and charts.  4. Making maps and plans.  5. Communicating in different ways.	<ul style="list-style-type: none"> <li>• Interdependence.</li> <li>• Appreciation for the physical environment.</li> </ul>	Use a map of Trinidad and Tobago.  Ask the pupils to find where they live and look at the main physical features.  Find Trinidad and Tobago on a globe and look at its position, compared to other Caribbean islands, South America, North America, UK and Europe.  Ask the pupils to name the seas that surround the two islands.  Help the pupils draw a sketch map of the island that they live on and locate where they live.	Locate Trinidad and Tobago on a map.  Identify the seas surrounding Trinidad and Tobago.  Complete a sketch map of either Trinidad or Tobago;	<ul style="list-style-type: none"> <li>• Map.</li> <li>• Globe.</li> <li>• Atlas.</li> <li>• Charts.</li> <li>• Sketch maps.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>The geographical features associated with Trinidad and Tobago</i></b>	Investigate and identify the special geographical characteristics of our islands.	<ol style="list-style-type: none"> <li>Using maps and atlases.</li> <li>Thinking critically.</li> <li>Labeling accurately.</li> <li>Working in pairs.</li> </ol>	<ul style="list-style-type: none"> <li>Interdependence.</li> <li>Appreciation of Nature.</li> </ul>	<p>Ask the pupils to identify:</p> <ul style="list-style-type: none"> <li>Geographical landforms of Trinidad and Tobago, such as, <i>swamps, plains, mountains, rivers and peninsulas.</i></li> </ul> <p>Ask pupils to label the sketch map (from Session 1) with the geographical features.</p> <p>Ask each pupil to work with a partner and agree on the forms of transport that people use to get to and from Trinidad and Tobago.</p> <p>Why do these forms of transport have to be used?</p> <p>Ask pupils to look at large scale maps of the islands that clearly show roads. They need to locate at least one main highway and work with a partner to list two reasons for the highway being there.</p>	<p>Label the geographical features on the sketch map.</p> <p>Indicate physical features and roads on a hypothetical map of an island.</p>	<ul style="list-style-type: none"> <li>Models.</li> <li>Plasticene.</li> <li>Pictures.</li> <li>Maps.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Land-use and its impact on an island</b>	<ol style="list-style-type: none"> <li>Discuss who lives in Trinidad and Tobago and what work they do.</li> <li>Consider how land and buildings are used.</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions.</li> <li>Answering questions.</li> <li>Working in pairs.</li> <li>Using maps.</li> </ol>	<ul style="list-style-type: none"> <li>Interdependence.</li> <li>Appreciation of Nature.</li> </ul>	<p>Using a land use map of Trinidad and Tobago:</p> <ul style="list-style-type: none"> <li>Ask half of the class to work together and list the different ways that land is used.</li> <li>Ask the other half to list all the ways that buildings are used e.g. residential, industrial and recreational.</li> </ul> <p>Discuss with the pupils the main types of employment and land use:-</p> <ul style="list-style-type: none"> <li><i>on the coast;</i></li> <li><i>inland;</i></li> <li><i>in the capital;</i></li> </ul>	<p>Identify the land use of their own locality.</p> <p>State the use of specific buildings in their community.</p> <p>List employment in relation to identified land use.</p>	<ul style="list-style-type: none"> <li>Pictures.</li> <li>Map.</li> </ul>
<b>Session 4</b>						
<b>Investigation</b>	Take part in the enquiry process.	<ol style="list-style-type: none"> <li>Naming and investigating places.</li> <li>Using geographical terms.</li> <li>Using maps and atlases.</li> <li>Conducting a survey.</li> <li>Thinking critically.</li> </ol>	<ul style="list-style-type: none"> <li>Collaboration.</li> <li>Appreciation for the physical environment.</li> </ul>	<p>Ask the pupils to write a list of all of the places they have visited in Trinidad and Tobago. The pupils should now locate the places on a map and group them into types of environment – e.g. urban, town, rural countryside, coastal seaside, etc. and present the information pictorially or geographically.</p> <p>Work in groups of three (3) where the pupils should design a survey, where they will interview other pupils in the school, to find places that pupils have visited (on the two (2) islands), and find out, why.</p> <p>They should now carry out the survey.</p>	<p>Identify places and relate them to different types of environment.</p> <p>Design a survey.</p>	<ul style="list-style-type: none"> <li>Map.</li> <li>Atlas.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Understanding places on our island</b>	<ol style="list-style-type: none"> <li>Analyze the information from the survey.</li> <li>Present the data.</li> </ol>	<ol style="list-style-type: none"> <li>Using ICT or other methods to present findings.</li> <li>Concluding from evidence.</li> <li>Completing a sketch map or plan.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation for use of evidence in drawing conclusions.</li> </ul>	<p>The pupils will analyze and evaluate the information from their survey.</p> <p>The pupils will decide on the most appropriate way to present the information.</p> <p>Pupils will ensure that they know which are the most popular places on the islands.</p> <p>Using information gathered pupils will be able to say why these places are popular.</p> <p>Draw a sketch map or plan of the islands and locate the places on it.</p> <p>Evaluate their survey and say how they would improve it, if they had to do it again.</p> <p>Consider what they have learned from undertaking the survey.</p>	<p>Describe at least two (2) popular places visited and explain reason for popularity.</p>	<ul style="list-style-type: none"> <li>Photocopy of map.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Preparation for citizenship</b>	Reflect on the unique concerns of living on an island.	<ol style="list-style-type: none"> <li>1. Working in pairs.</li> <li>2. Presenting an argument.</li> <li>3. Using information.</li> <li>4. Thinking critically.</li> </ol>	<ul style="list-style-type: none"> <li>• Community responsibility.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Review the learning that has happened over the last five sessions.</li> </ul> <p>Remind the pupils that the focus of this study is to think about our island home.</p> <p>Ask the pupils to work in pairs and to decide on <i>why living on an island is different to living on a large landmass, continent or mainland.</i></p> <p>Ask the pairs to present their reasons.</p> <p>As a whole class, now consider:  <b>What are the things that we as future citizens of Trinidad and Tobago have to be aware of, if we want to protect our island home?</b></p> <p>Summarize the unit.</p>	<p>State their responsibility to the community.</p> <p>Pair presentation of reasoned argument e.g. for or against living on an island.</p> <p>Write two (2) paragraphs summarizing two (2) points about the unique concerns of living on an island.</p>	

**UNIT 2:**

**Theme: How can we improve an area we can see from our window**

This unit is based on a book called “Window” by Jeannie Baker,

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>The natural environment</b>	Discuss the various habitats (home) in the physical environment – swamp, forest, mangrove, savanna.	<ol style="list-style-type: none"> <li>Asking and responding to questions.</li> <li>Recognizing the interdependence of animal life and the environment.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation for the natural environment.</li> <li>Protection and care of the environment.</li> </ul>	<p>Divide the pupils into small groups.</p> <p>Distribute pictures of different aspects of the natural environment.</p> <p>Ask the groups to identify the different environments and to label each one.</p> <p>Discuss with the class the range and type of animals and birds that could live in these habitats.</p>	<p>Match pictures of different environments accurately with labels such as: swamps, forest, mangrove and savanna.</p> <p>Apply this knowledge to pictures of habitats and animals in Trinidad and Tobago.</p>	<ul style="list-style-type: none"> <li>Pictures of physical environment.</li> <li>Pictures of animals.</li> </ul>
<b>Session 2</b>						
<b>Interdependence of communities</b>	<ol style="list-style-type: none"> <li>Account for their own views on the environment.</li> <li>Recognize that change is a constant part of life.</li> </ol>	<ol style="list-style-type: none"> <li>Observing and listening.</li> <li>Using geographical vocabulary that relates to the natural environment.</li> <li>Expressing ideas, opinions and explaining facts clearly.</li> </ol>	<ul style="list-style-type: none"> <li>Responsibility for the environment.</li> <li>Empathy.</li> <li>Valuing feelings as well as reasoning.</li> </ul>	<p>Read the book to the pupils.</p> <p>Talk about the book, showing colour overhead transparencies of selected pages.</p> <p>Ask the pupils about the changes they can see and how the boy might be feeling about what he can see through the window.</p> <p>Divide the pupils into small groups. Give each group colour copies of three or four pages of the book. Ask the groups to record the main features in each view and to note changes between views.</p>	<p>Identify change and describe how the boy might be feeling.</p> <p>Identify main land uses and changes.</p> <p>Write the story of their series of pictures, focusing on changes, land use and what it would feel like to be there.</p>	<ul style="list-style-type: none"> <li>„Window” by Jennie Baker or a similar type of picture book.</li> <li>Colour photocopies of pages of book.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>  <i>How man impacts on the natural environment</i>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
	1. Differentiate between the natural (physical) environment and the human environment.	1. Using geographical vocabulary.	<ul style="list-style-type: none"> <li>• Responsibility for the environment.</li> </ul>	The pupils could either make models of different environments or put their work from Session 2 together and produce a class display.	Display and explain models or work presented.	<ul style="list-style-type: none"> <li>• Clay.</li> <li>• Plasticene.</li> <li>• Pictures of trees, mountains, fields, rivers, towns or streets.</li> </ul>
	2. Describe the impact of man on the natural environment.	2. Identifying land use.		Pupils will brainstorm on the positive and negative effects that man has had on the environment.	Speak on the negative impact of man on the environment.	
3. Discuss the negative and positive effects of man on the environment.	3. Working collaboratively.	Pupils will work in pairs. They will draw up two lists – man’s positive effects and man’s negative effects.		Apply the knowledge gained in discussing changes in their home area.		
		4. Using information to think creatively.				
		5. Making connections – the influence of Man on the environment and vice versa.				

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Investigating</b>	<ol style="list-style-type: none"> <li>Carry out an investigation using observational skills to detect:-                             <ul style="list-style-type: none"> <li>Aspects of the human and natural environment</li> <li>The influence of man on the environment.</li> <li>Changes in the local environment of the school.</li> </ul> </li> <li>Make contributions to the life of the school and its neighbourhood.</li> </ol>	<ol style="list-style-type: none"> <li>Observing.</li> <li>Asking and responding to questions.</li> <li>Collecting evidence to answer questions.</li> <li>Using fieldwork skills.</li> <li>Using ICT or other methods to present data.</li> </ol>	<ul style="list-style-type: none"> <li>Responsibility.</li> </ul>	<p>Pupils organize themselves into small groups. They look out of the window.</p> <p>Pupils record what they see and document questions they may have about the view.</p> <p>Pupils discuss what they want to find out about the area through the window. They focus on key questions raised by each group. Pupils discuss why features are located where they are.</p> <p>Pupils are to visit the area that can be seen from the window, focusing on selected features. They record what they see and discover, using sketches and descriptive writing.</p> <p>Help the pupils to use spreadsheets to classify, store, retrieve and sort data, and to interpret the results produced.</p>	<p>Record different types of data collected.</p> <p>Present data in different formats.</p> <p>Pupils are to produce a class display of their pictures of:</p> <ul style="list-style-type: none"> <li>the view through the window.</li> <li>what they found outside.</li> <li>field sketches, notes and evidence collected during the field visit.</li> </ul>	<ul style="list-style-type: none"> <li>Writing materials.</li> <li>Drawing materials.</li> <li>Graph paper.</li> <li>Computer (if possible).</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS	
		<i>Pupils will be able to</i>			<i>Pupils are able to:</i>		
<b>Session 5</b> <i>Preparing for citizenship</i>	Use the field work data to agree on a project for environmental improvement.	<ol style="list-style-type: none"> <li>1. Decision making.</li> <li>2. Planning.</li> <li>3. Problem solving.</li> <li>4. Collaborating.</li> </ol>	<ul style="list-style-type: none"> <li>• Taking responsibility.</li> <li>• Awareness that we can influence the kind of future we will have – personally, nationally and globally.</li> </ul>	<p>Pupils are to design a small project to improve the area immediately outside the window.</p> <p>Pupils brainstorm ideas with the whole class.</p> <p>Pupils agree on a project, which should be realistic and achievable.</p> <p>Pupils decide upon the tasks that need to be done during preparation and implementation.</p> <p>Pupils organize themselves into groups and select preparatory tasks.</p> <p>Pupils work on selected task.</p>	<p>Present a written proposal of project.</p> <p>In it write a</p> <ol style="list-style-type: none"> <li>1. Rationale justifying the importance of the project.</li> <li>2. List preparatory tasks.</li> </ol> <p>Work collaboratively in groups according to a checklist of desired behaviours designed by the teacher;</p>		
<b>Session 6</b> <i>Preparing for citizenship</i>	Carry out an improvement project.	<ol style="list-style-type: none"> <li>1. Working to a plan.</li> <li>2. Working collaboratively.</li> <li>3. Problem solving.</li> <li>4. Thinking creatively.</li> <li>5. Evaluating process and outcomes.</li> </ol>	<ul style="list-style-type: none"> <li>• Collaboration for improvement for all.</li> </ul>	<p>The pupils carry out the project under the teachers’ direction and management.</p> <p>Pupils evaluate the project.</p> <ul style="list-style-type: none"> <li>• Did we achieve what we set out to do?</li> <li>• Could we have done it better?</li> <li>• How?</li> <li>• What would we do differently next time?</li> <li>• What have we learned from doing this?</li> </ul>	<p>Work to plan.</p> <p>Prepare a sample project.</p> <p>Offer solutions to challenges or obstacles that threaten the work plan;</p> <p>Evaluate the process the class went through and the outcomes of the project.</p>	<ul style="list-style-type: none"> <li>• Note pad.</li> <li>• Teacher prepared chart on the steps or stages in the agreed improvement plan (e.g. who does what and when).</li> <li>• Questions prepared on a chart.</li> </ul>	

**Unit 3:**  
**Theme: The Rainbow Country**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to</i>	
<b>Cultural Heritage</b>	<ol style="list-style-type: none"> <li>Identify the different ethnic groups in Trinidad and Tobago.</li> <li>State when they came and the reasons for their presence in Trinidad and Tobago.</li> <li>Locate place of origin for each ethnic group.</li> <li>List contribution made by each group to our cultural heritage.</li> </ol>	<ol style="list-style-type: none"> <li>Interpreting maps.</li> <li>Information gathering.</li> <li>Interpreting.</li> <li>Communicating.</li> <li>Collaborating.</li> <li>Sketching.</li> <li>Investigating.</li> <li>Reporting/ Presenting.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciate cultural differences.</li> <li>Brotherhood.</li> <li>Friendship.</li> <li>Unity.</li> <li>Pride in ancestry.</li> </ul>	<p>Pupils are to name some of the ethnic groups they know.</p> <p>Use world maps to locate the places the groups came from.</p> <p>Pupils investigate what each ethnic group brought that are now part of our national heritage.</p> <p>Pupils discuss reasons for each group's arrival.</p>	<p>Work in groups to complete an information card.</p> <p>Locate places of origin on a world map.</p> <p>Describe briefly some of the cultural contributors of each group.</p> <p>Complete a map showing arrows to Trinidad and Tobago from the different countries of origin.</p> <p>Organize a display of artifacts.</p>	<ul style="list-style-type: none"> <li>Maps.</li> <li>Atlases.</li> <li>Sketch maps.</li> <li>Bristol board.</li> <li>Pictures.</li> <li>Magazines.</li> <li>Cultural artifacts.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<i>Session 2</i>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Building a nation</b>	<ol style="list-style-type: none"> <li>Recognize and explain the meaning of symbols of nationhood.</li> <li>Demonstrate respect for national symbols.</li> </ol>	<ol style="list-style-type: none"> <li>Observing.</li> <li>Explaining.</li> <li>Presenting.</li> </ol>	<ul style="list-style-type: none"> <li>Patriotism.</li> <li>Respect.</li> </ul>	<p>Pupils access, through the internet, symbols of other countries than compare with symbols of Trinidad and Tobago.</p> <p>Pupils discuss national symbols and its role in creating a national identity.</p> <p>Pupils are to collect and discuss the meaning of national symbols.</p>	<p>Prepare a booklet on national symbols.</p> <p>Sing national songs.</p>	<ul style="list-style-type: none"> <li>Pictures of symbols of nationhood.</li> <li>Tape recorder.</li> <li>Cassettes.</li> </ul>
<b>Session 3</b>						
<b>Places of interest in our nation.</b>	<ol style="list-style-type: none"> <li>Identify and locate important towns, landmarks and places in the nation.</li> <li>Explain the significance of the site, landmark and places identified.</li> </ol>	<ol style="list-style-type: none"> <li>Researching information.</li> <li>Communicating.</li> <li>Planning.</li> <li>Collaborating.</li> <li>Discussing.</li> <li>Interpreting maps.</li> </ol>	<ul style="list-style-type: none"> <li>National Pride.</li> <li>Co-operation.</li> </ul>	<p>Pupils discuss and interpret a tourism map of Trinidad and Tobago.</p> <p>Pupils classify places of interest e.g. places of historical interest, eco-tourism, recreational places etc.</p> <p>Pupils work in groups. They select one of the classified group and research information and collect pictures on selected landmarks, towns and places in the nation.</p>	<p>Make a brochure on place researched.</p> <p>Present information gathered to different groups.</p> <p>Prepare a map showing important sites, landmarks and places.</p>	<ul style="list-style-type: none"> <li>Bristol board.</li> <li>Markers.</li> <li>Pictures.</li> <li>Library books.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b> <b>Government</b>	<i>Pupils will be able to</i> 1. Identify the type of government in Trinidad and Tobago. 2. State the role of the government. 3. State the prominent figures that make up the government.	1. Asking questions. 2. Working in groups. 3. Solving problems. 4. Using technical vocabulary.	<ul style="list-style-type: none"> <li>• Respect for authority.</li> <li>• Responsibility.</li> <li>• Democracy.</li> </ul>	Discuss the concept of governing. Discuss with pupils the need for leaders. Identify who make up the government. Draw a diagram representing a simple structure of government. Identify Prime Ministers of Trinidad and Tobago (past and present).	<i>Pupils are able to:</i> State why we need a government. Identify given pictures of past and present Prime Ministers.	<ul style="list-style-type: none"> <li>• Pictures of Prime Ministers.</li> <li>• Literature on governance.</li> </ul>
<b>Session 5</b> <b>Citizenship</b>	1. Identify some significant people in Trinidad and Tobago, both past and present and state how they contributed to nation building (e.g. Sports, Religion, Beauty, Politics etc.) 2. Describe the roles and responsibilities of various family members, as well as other people in their school or neighborhood who have contributed to nation building.	1. Improving vocabulary e.g. courteous, respecting, co-operating etc. 2. Locating information from various sources. 3. Classifying information. 4. Presenting findings in both formal and informal manner.	<ul style="list-style-type: none"> <li>• Respect for others.</li> <li>• National Pride.</li> <li>• Valuing positive role models.</li> <li>• Honesty.</li> <li>• Co-operation.</li> </ul>	Place the pupils into groups. Each group will research one aspect or category e.g. sports.	Identify significant people (at least two). Describe roles and responsibilities of family members, at least one person, in their neighborhood who has contributed to nation building.	<ul style="list-style-type: none"> <li>• Pictures.</li> <li>• Newspapers.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<i>Session 6</i>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>What is a nation?</b>	<ol style="list-style-type: none"> <li>Analyze information from previous sessions.</li> <li>Develop love, respect and loyalty for Trinidad and Tobago and strive to make it a better place.</li> </ol>	<ol style="list-style-type: none"> <li>Using information.</li> <li>Asking questions.</li> <li>Communicating in different ways.</li> <li>Discussing issues.</li> <li>Giving opinions.</li> <li>Synthesizing previous information.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Loyalty.</li> <li>National Pride.</li> </ul>	<p>Explore ideas with pupils on what is a Nation and what are some aspects that make Trinidad and Tobago such.</p> <p>Ask questions to bring out previous sessions on what makes Trinidad and Tobago a nation.</p> <p>Use prepared game cards and ask each pupil questions e.g.</p> <p><i>Card 1</i>  <i>Q. Who is the head of the government in Trinidad and Tobago?</i></p>	Describe the general characteristics of „nationhood“.	<ul style="list-style-type: none"> <li>Prepared game cards.</li> </ul>

**Unit 4:**  
**Theme: National Festivals.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Defining national festivals.</b>	<ol style="list-style-type: none"> <li>Identify National Festivals.</li> <li>Explain why we have National Festivals.</li> <li>Demonstrate appreciation for National Festivals.</li> </ol>	<ol style="list-style-type: none"> <li>Researching.</li> <li>Reporting.</li> </ol>	<ul style="list-style-type: none"> <li>Caring.</li> <li>Tolerance.</li> <li>Living in harmony.</li> <li>Appreciation of others.</li> </ul>	<p>Ask pupils to name a special day for them in the year.</p> <p>Explain to pupils that every year there are special days that are celebrated by one or more of the ethnic groups in this country.</p> <p>State that those days can be holidays.</p> <p>Elicit from pupils a list of days.</p> <p>Explain the reasons for these National festivals e.g. <i>due to a great leader (Labor Day);</i> <i>historical event (Independence Day);</i> <i>God's or Saints – Religious.</i></p> <p>Ask pupils to dramatize aspects of National Festivals.</p>	<p>Answer questions orally.</p> <p>Propose portfolios on important aspects of National Festivals.</p>	<ul style="list-style-type: none"> <li>Pictures.</li> <li>Computers.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Categories of National Festivals</b>	<ol style="list-style-type: none"> <li>Organize national festivals into groups.</li> <li>Relate data about national festivals.</li> </ol>	<ol style="list-style-type: none"> <li>Questioning.</li> <li>Discussing.</li> <li>Communicating in different ways.</li> <li>Sketching.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation.</li> <li>Living in harmony.</li> <li>Co-operation.</li> </ul>	<p>Review list of national festivals.</p> <p>Discuss with pupils the groups that can be generated from the list.</p> <p>Ask pupils to give reasons for choosing such a group for list.</p> <p>Decide on the final group headings (categories) and National Festivals to be listed under such.</p> <p>Note: Teacher must emphasize that although Carnival is a national festival it is not a Public Holiday.</p>	<p>Draw symbols of the National Festivals and label under the corresponding category.</p>	<ul style="list-style-type: none"> <li>Prepared list of festivals.</li> <li>Drawing material.</li> </ul>
<b>Session 3</b>						
<b>Symbols and customs related to National Festivals</b>	<ol style="list-style-type: none"> <li>Identify symbols in relation to given National Festivals e.g. deyas for Divali.</li> <li>Describe customs related to the National Festivals e.g. Christmas – Parang.</li> <li>Develop an awareness of symbols and customs centered around the National Festivals.</li> </ol>	<ol style="list-style-type: none"> <li>Developing vocabulary.</li> <li>Developing observational skills.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for others.</li> <li>Tolerance.</li> </ul>	<p>Review the main types of National Festivals.</p> <p>Outline the symbols seen when the various festivals come about.</p> <p>Make a list of some of the customary practices that are done at the National Festival time.</p> <p>Divide the pupils into pairs and ask them to design and make information cards that would communicate their ideas to tourists.</p>	<p>Make information cards based on symbols and customs of a specific national festival.</p>	<ul style="list-style-type: none"> <li>Prepared chart of festival symbols.</li> <li>Postcard sized card or paper.</li> <li>Drawing and painting materials.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<i>Session 4</i>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Significance of National Festivals</b>	<ol style="list-style-type: none"> <li>Discuss the significance of National Festivals.</li> <li>State when they are celebrated.</li> <li>Develop an awareness and understanding for National Festivals.</li> </ol>	<ol style="list-style-type: none"> <li>Questioning.</li> <li>Reaching conclusions from evidence.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of festivals.</li> <li>Tolerance.</li> <li>Caring.</li> </ul>	<p>Use pictures and videos to discuss and explain the significance of these festivals. Ask pupils to state when they are celebrated.</p> <p>Use specialized vocabulary to describe these festivals.</p> <p>Each pupil is asked to think of at least three (3) reasons as to why a festival is significant to them.</p> <p>They then work with a partner and explain their ideas and thinking (5 minutes).</p> <p>The partner’s role is to listen and ask questions at the end. They then swap roles.</p> <p>Group work, flash cards and pictures.</p>	<p>Research the significance of another festival.</p> <p>Think about their own experiences.</p> <p>Communicate clearly to partner.</p>	<ul style="list-style-type: none"> <li>Pictures or video of one or more festival.</li> </ul>
<b>Activities related to National Festivals</b>	<ol style="list-style-type: none"> <li>State the related activities done in preparation for, during and after the National Festival.</li> <li>Demonstrate an appreciation for the ways of life of the people at this time.</li> <li>Appreciate why activities are important for successful delivery of any national festival.</li> </ol>	<ol style="list-style-type: none"> <li>Communicating in different ways;</li> <li>Using information;</li> <li>Considering issues of current concern;</li> <li>Asking and responding to questions;</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation for work;</li> <li>Service to others;</li> <li>Sharing;</li> <li>Tolerance;</li> </ul>	<p>Discuss with pupils that national festivals are usually associated with some type of preparation.</p> <p>Ask pupils to name the activities that are done when each national festival is observed.</p> <p>Divide the pupils into groups and ask each group to consider one festival. They should make a flow chart on activities that led up to a National Festival e.g. Carnival and Divali;</p> <p>As a whole class now consider why it is important to have activities before, during and after National Festivals.</p>	<p>Think in logical and sequential stages.</p>	<ul style="list-style-type: none"> <li>Materials to make a group flow chart.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Becoming a good citizen</i></b>	<ol style="list-style-type: none"> <li>Describe and explain their roles and responsibilities in National Festival.</li> <li>Become more involved in celebrations of the country.</li> <li>Develop an appreciation for national festivals.</li> </ol>	<ol style="list-style-type: none"> <li>Asking and responding to questions.</li> <li>Communicating with others.</li> <li>Solving problems.</li> </ol>	<ul style="list-style-type: none"> <li>Tolerance.</li> <li>Respect for others.</li> <li>Caring.</li> <li>Co-operation.</li> </ul>	<p>Present pictures depicting Divali celebration, Christmas, Eid and Baptist Day.</p> <p>Ask pupils to describe how they relate or feel when these festivals are being celebrated.</p> <p>Teacher emphasizes that since we live in a „Rainbow Country“ there are many religions and people of different races.</p> <p>State that each has a festival that they commemorate, therefore, we must respect others as we would want them to respect us.</p> <p>Discuss ways of respecting other’s festivals.</p>	Offer at least three (3) ideas to problematic situations.	<ul style="list-style-type: none"> <li>Pictures of Divali, Christmas, Eid and Baptist Day.</li> </ul>

**Unit 5:**  
**Theme: The Caribbean Family**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Our Caribbean neighbours</b>	<ol style="list-style-type: none"> <li>1. Recognize the Caribbean sea as the main linking factor of the Caribbean islands.</li> <li>2. Name the Caribbean islands that are our neighbours.</li> <li>3. Identify the geographical location of Caribbean islands.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using maps and atlases.</li> <li>2. Identifying the geographical location.</li> <li>3. Naming and investigating places.</li> <li>4. Completing sketch maps.</li> <li>5. Asking questions.</li> </ol>	<ul style="list-style-type: none"> <li>• Unity.</li> <li>• Sharing.</li> </ul>	<p>Use atlases to explore the Caribbean Region and search for Trinidad and Tobago's neighbours.</p> <p>Identify the Caribbean Sea as a linking factor.</p> <p>Discuss islands with reference to geographical location, e.g. Barbados (most easterly), Jamaica (west) and Grenada (north).</p> <p>Writing in pairs locate, identify and label islands and the Caribbean Sea on the prepared map.</p> <p>The teacher should draw attention to the fact that there are countries in the Caribbean Family that are not islands e.g. Guyana and Belize.</p>	<p>Use a sketch map and put in the names of the selected islands.</p> <p>Answer questions about their Caribbean neighbours.</p> <p>Identify the Caribbean Sea.</p>	<ul style="list-style-type: none"> <li>• Prepared sketch map of the Caribbean.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Definition of family and types of families in the Caribbean</b>	<ol style="list-style-type: none"> <li>Define the term “family”.</li> <li>Identify the different types of families in our society e.g. nuclear, extended and single parent households.</li> <li>Identify the reasons for those types of families.</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions.</li> <li>Role-playing.</li> <li>Profiling.</li> </ol>	<ul style="list-style-type: none"> <li>Caring.</li> <li>Respect for authority.</li> </ul>	<p>Present pictures of different types of families.</p> <p>Discuss characteristics of each picture.</p> <p>List the names of the family types based on discussions.</p> <p>Make comparison to their family types.</p> <p>Discuss with pupils reasons why their specific type of family came about e.g. parent left home to work abroad etc.</p> <p>Point out that whatever the family type, families are characterized by love, belonging and sharing.</p>	<p>Create a portfolio on different types of families : <i>nuclear, extended and single parent etc;</i></p> <p>Discuss the characteristics of each family type;</p>	<ul style="list-style-type: none"> <li>Pictures.</li> <li>Folders.</li> </ul>
<b>Session 3</b>						
<b>History of families in the Caribbean</b>	<ol style="list-style-type: none"> <li>Identify the different ethnic groups that make up the Caribbean family.</li> <li>Explain why these groups of people were brought to the Caribbean.</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions.</li> <li>Drawing conclusions.</li> </ol>	<ul style="list-style-type: none"> <li>Unity.</li> <li>Independence.</li> <li>Harmony.</li> <li>Co-operation.</li> </ul>	<p>Review names of races in Trinidad and Tobago.</p> <p>State that the neighboring countries in the Caribbean are also made up of different races.</p> <p>Relate a historical story with the aid of pictures explaining how and why long, long ago people from Africa and India were bought.</p> <p>Discuss content of the story and reasons for their coming – sugar cane, etc.</p>	<p>Draw a concept map of where the people came from.</p> <p>Name the countries in the Caribbean where sugar cane is grown.</p>	<ul style="list-style-type: none"> <li>Pictures.</li> <li>Library books.</li> <li>Atlas.</li> <li>Paper.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>  <b>The Caribbean as a family</b>	<i>Pupils will be able to</i>  1. Explain the benefits of having Caribbean neighbors.  2. Show how there is greater strength in unity.	1. Researching.  2. Developing vocabulary skills.  3. Working in groups.	<ul style="list-style-type: none"> <li>• Unity.</li> <li>• Co-operation.</li> <li>• Kindness.</li> <li>• Acceptance.</li> <li>• Tolerance.</li> </ul>	<p>Teacher presents picture of some members of the West Indies Cricket Team.</p> <p>Ask pupils what these people have in common? Which country do they belong?</p> <p>Teacher explains that just as we have a cricket team that is made up of people from other Caribbean countries, similarly there are other activities that we come together for e.g. festivals and trade.</p> <p>Ask the pupils to write a report, story or poem on strength in unity.</p>	<i>Pupils are able to:</i>  Participate in a group discussion of the benefits of Caribbean neighbors.  Write in their own words why there is greater strength in unity in the Caribbean.	<ul style="list-style-type: none"> <li>• Newspapers.</li> <li>• Pictures.</li> </ul>
<b>Session 5</b> The national family	1. Give a meaning for the term “National Family”.  2. Identify symbols and events that make a “National Family”.  3. Appreciate the need for a “National Family”.	1. Working in groups.  2. Respecting national symbols.  3. Communicating in different ways.  4. Considering issues of current concern.  5. Observing skills.	<ul style="list-style-type: none"> <li>• Respect.</li> <li>• Interdependence.</li> <li>• Tolerance.</li> <li>• Patriotism.</li> <li>• National pride.</li> </ul>	<p>Use a simple skit or video clipping depicting unity among races. Allow pupils to discuss what was observed that would be good for nation building. Elicit from pupils other ways of making the nation as a family (symbols and events).</p> <p>Discuss with pupils that these ideas can make us a “National Family”. Explore a meaning for “National Family” by asking the pupils to either draw a picture, write a story, compose a song, poem or a short dramatic sketch on the „National Family“.</p>	Relate an understanding of the term “National Family” through :- <i>- Drawing, storytelling, singing and literature (Poems)</i>	<ul style="list-style-type: none"> <li>• Paper.</li> <li>• Video clips.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Social problems and the national family</b>	1. Explain the term “social problem”.	1. Asking questions.	<ul style="list-style-type: none"> <li>• Tolerance.</li> </ul>	Briefly discuss with pupils rules within the family, school, church etc.	List three (3) social problems.	<ul style="list-style-type: none"> <li>• Writing materials.</li> </ul>
<b>Developing citizenship roles and responsibilities</b>	2. Explain how rules help us to live an orderly life.	2. Giving examples.	<ul style="list-style-type: none"> <li>• Decision making.</li> </ul>	Talk about the significance of obeying rules and being a disciplined person.	Write in their own words what they think can be done to solve social problems.	
	3. Recognize some problems that affect the national family.	3. Reaching conclusions.	<ul style="list-style-type: none"> <li>• Personal safety.</li> <li>• Problem solving.</li> </ul>	Elicit from pupils what happens when we break rules and don’t display discipline.		
		4. Considering issues of current concern.	<ul style="list-style-type: none"> <li>• Self control.</li> </ul>	Discuss the impact of this on the nation as a whole.		
				Explain the term “social problems” to pupils and list them when pupils call them out.		
				Working in groups of three (3), the pupils agree and write what they would do to solve social problems in Trinidad and Tobago if they were the Prime Minister.		
				Teacher summarizes the unit by showing at every level – regional, national and local – there are conflicts and problems in “families” and there are ways of working through such problems.		

**Unit 6:**  
**Theme: Weather in other Places.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Tropical zone</b>	<ol style="list-style-type: none"> <li>Identify regions or countries that experience tropical weather patterns.</li> <li>State the type of weather experienced in the tropical zone.</li> <li>Describe the impact of the weather on the lifestyle (dress, food), flora and fauna of this region.</li> <li>Identify the Equator.</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions.</li> <li>Describing places, people, flora, fauna etc.</li> <li>Using maps, atlases and the globe.</li> <li>Communicating in different ways.</li> <li>Using secondary sources.</li> <li>Locating places.</li> </ol>	<ul style="list-style-type: none"> <li>Love of Nature.</li> <li>Appreciation for Nature.</li> </ul>	<p>Identify the equator on the map of the world.</p> <p>Discuss with pupils the type of weather conditions experienced around the equator.</p> <p>Identify the countries that fall into the Tropical zone.</p> <p>Discuss with pupils the lifestyle (clothes, homes, people, flora and fauna) found in the Tropical zone.</p> <p>Pupils now work in pairs and color code the Tropical Zone on a sketch map.</p>	<p>Colour code the tropical zone on a sketch map of the world.</p> <p>Locate the Equator.</p> <p>Describe orally the life experienced in the tropical zone.</p>	<ul style="list-style-type: none"> <li>Globe.</li> <li>Map of the world.</li> <li>Pictures of other countries and peoples from the Tropical Zone.</li> <li>Prepared sketch map of the world.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>The Desert Region</b>	<ol style="list-style-type: none"> <li>Identify regions or countries that experience desert conditions.</li> <li>State the type of weather experienced in the desert region.</li> <li>Describe the impact of the weather on the lifestyle, flora and fauna of the region.</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions.</li> <li>Describing places, people, flora and fauna etc.</li> <li>Using maps, globes and atlases.</li> <li>Communicating in different ways.</li> <li>Using secondary sources.</li> <li>Locating places.</li> </ol>	<ul style="list-style-type: none"> <li>Love of Nature.</li> <li>Appreciation of Nature.</li> </ul>	<p>Discuss with pupils the weather of a desert region.</p> <p>Allow pupils to describe what they may encounter in a desert region (use pictures).</p> <p>Complete a list with pupils based on discussions of weather, lifestyle, flora and fauna, modes of transport etc.</p> <p>Point out regions of the world on a world map which experience desert weather.</p> <p>Elicit a reason for the weather experienced.</p> <p>Using their sketch map from session one, the pairs now colour code the desert areas of the world on to their sketch map.</p>	<p>Colour code the desert regions on a sketch map of the world.</p> <p>Describe orally life experiences in a desert region.</p>	<ul style="list-style-type: none"> <li>Prepared sketch map of the world.</li> <li>Pictures of desert places and peoples.</li> <li>Globe.</li> <li>World map.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Temperate Zone</b>	<ol style="list-style-type: none"> <li>Identify regions or countries that experience temperate weather patterns.</li> <li>State the type of weather experienced in the temperate zone.</li> <li>Describe the impact of the weather on the lifestyle, people, flora and fauna in the region.</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions.</li> <li>Describing places.</li> <li>Using maps, globes and atlases.</li> <li>Using secondary sources.</li> <li>Locating places.</li> </ol>	<ul style="list-style-type: none"> <li>Love of nature.</li> <li>Appreciation of nature.</li> </ul>	<p>Present pupils with a map of the world. Allow them to point out the equator. Briefly remind them that it is very hot there.</p> <p>Explain to them that the further away we get from the equator, the colder it gets.</p> <p>Explain to them that we call these cold areas the temperate regions.</p> <p>Allow them to point out areas in the temperate region.</p> <p>Discuss ways of life in the temperate region.</p> <p>The pairs repeat the colour coding activity for the temperate zone.</p>	<p>Colour code temperate areas on a copied map of the world.</p> <p>Describe orally the life experienced in the temperate zones.</p>	<ul style="list-style-type: none"> <li>Globe.</li> <li>Map of world.</li> <li>Pictures of temperate countries and their people.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>The four seasons</b>	<ol style="list-style-type: none"> <li>Name and describe the four (4) seasons.</li> <li>Identify the regions and countries that experience the four (4) seasons.</li> <li>Name the spring, summer, autumn and winter months.</li> <li>Compare and contrast the lifestyle in the different seasons.</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions.</li> <li>Describing the seasons.</li> <li>Using secondary sources.</li> <li>Locating places.</li> </ol>	<ul style="list-style-type: none"> <li>Love of nature.</li> <li>Appreciation of nature.</li> </ul>	<p>Present pupils with four (4) pictures depicting each season.</p> <p>Discuss the pictures.</p> <p>Name the months associated with each season.</p> <p>Discuss the lifestyle in each season.</p> <p>[N.B: At this level the four (4) seasons and their occurrence should be restricted to the experience in the Northern Hemisphere].</p>	<p>Draw a picture representing each season.</p> <p>State the months under each.</p>	<ul style="list-style-type: none"> <li>Four (4) pictures of seasons (<i>Spring, Summer, Autumn and Winter</i>).</li> <li>Map of the world.</li> <li>Globe.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS	
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>		
<b>The frigid and polar zones</b>	<ol style="list-style-type: none"> <li>Identify regions or countries that experience the Frigid Zone weather patterns.</li> <li>State the types of weather experienced in the Frigid Zone.</li> <li>Describe the impact of the weather on the lifestyle and flora and fauna of the region.</li> <li>Identify the Arctic and Antarctic zones.</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions.</li> <li>Describing places, people, flora and fauna.</li> <li>Using maps, globes and atlases.</li> <li>Communicating in a different way.</li> <li>Using secondary sources.</li> <li>Locating places.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of nature.</li> <li>Love of nature.</li> </ul>	<p>Locate the Arctic and Antarctic Zones on the map.</p> <p>Discuss with pupils the weather of the Frigid Zone.</p> <p>By questioning pupils – describe the lifestyle of the people.</p> <p>How the weather impacts on clothes, homes, flora and fauna.</p> <p>Again, repeat the paired color coding activity for the polar and frigid zones.</p>	<p>Color code the Frigid region’s on a sketch map of the world.</p> <p>Describe orally the life experienced in the Frigid Zone.</p>	<ul style="list-style-type: none"> <li>Pictures of cold or polar zones.</li> <li>Map of the world.</li> <li>Globe.</li> </ul>	
<b>Session 6</b>	<b>Compare and contrast the ways of life of regions</b>	<p>Compare and contrast any two regions: <i>tropical, temperate and frigid</i>; using the following categories: <i>clothes, people, homes, flora and fauna</i>.</p>	<ol style="list-style-type: none"> <li>Describing people, places, flora and fauna.</li> <li>Asking questions.</li> <li>Using globes, maps and atlases.</li> <li>Using secondary resources (pictures).</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of nature.</li> </ul>	<p>Describe the regions to be compared.</p> <p>Discuss the similarities between the two regions.</p> <p>Identify and describe the differences in each region using pictures of the two regions.</p> <p>Group work with pupils.</p>	<p>Fill in two columns with temperate and tropical region using the following criteria: <i>people, clothes, flora, fauna and home</i>.</p> <p>Draw pictures to show any aspect of the two (2) types of weather studied.</p> <p>Work co-operatively.</p>	<ul style="list-style-type: none"> <li>All the pictures, books and resources of the previous five sessions should be available.</li> <li>Atlas and map of the globe.</li> <li>Internet access (<i>if possible</i>).</li> <li>Prepared worksheet.</li> <li>Drawing materials.</li> </ul>

## **STANDARD III**

### **The Story of Trinidad and Tobago;**



**Unit 1:**  
**Theme: Understanding Maps and Globes**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence</b>	<ol style="list-style-type: none"> <li>Recognize and express relative location between places.</li> <li>Understand that a plan is also a map e.g. of the classroom or streets.</li> </ol>	<ol style="list-style-type: none"> <li>Locating places on a map using the cardinal points.</li> <li>Locating features on a plan of the classroom.</li> <li>Devising symbols of their own to represent familiar features.</li> </ol>	<ul style="list-style-type: none"> <li>Awareness of their environment.</li> </ul>	<p>Provide pupils with a photocopy of a street map (this can be of anywhere). Ask the pupils to work in pairs and take them on a journey.</p> <p>Find an obvious central point on the map (or street plan) and ask pupils to point to it. Now ask them to move their finger up a particular street that you have chosen and as you describe the journey – they follow it with their finger – they use the cardinal points in describing.</p> <p>Provide each pair with an outline plan of the classroom. The walls, door(s) and window(s) should be marked on squared graph paper.</p> <p>Draw a large plan of the classroom on the board, which is identical to the pupil’s version. Ask one child to locate where the teacher’s desk or table or chair should be on the plan. Ask each pair to locate where their desk should be and then to locate other key features of furniture in the room onto their grid plan. They need to draw some furniture and the features of the room. Ask them to add a key, e.g. all furniture coloured red, other features colored a different colour.</p> <p>Display the plans.</p>	<p>Follow a journey accurately on a map using the cardinal points.</p> <p>Draw a plan.</p> <p>Add a key to the plan.</p> <p>Locate specific features on a plan.</p>	<ul style="list-style-type: none"> <li>Squared graph paper.</li> <li>Paper and pencils.</li> <li>Outline map of the classroom.</li> <li>Photocopy of the street map.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence.</b>	<ol style="list-style-type: none"> <li>Recognize that maps convey different types of information.</li> <li>Identify the information shown on maps by using the key/legends.</li> <li>Recognize conventional symbols on maps.</li> </ol>	<ol style="list-style-type: none"> <li>Distinguishing between different types of maps.</li> <li>Using a key/legend.</li> <li>Developing geographical vocabulary (e.g. relief map, land use map, natural vegetation map).</li> </ol>	<ul style="list-style-type: none"> <li>Awareness of their environment.</li> </ul>	<p>The teacher uses an atlas or chart showing different kinds of maps.</p> <p>Ask questions as to the type of information shown, how it is shown, how the key should be used, etc.</p> <p>Select some symbols from a map and explain what they mean. Emphasize looking at the legend or key before using the map.</p> <p>Explain that many maps use colour or shading as a symbol of many purposes, the most common being to show the elevation of the land measured from sea level. Pupils should understand that elevation is measured from sea level and that colours show the height above sea level. Discuss the profiles of mountains and explain that colour used in this way helps us determine elevation. Provide the pupils with a blank outline map of either Trinidad or Tobago.</p> <p>The pupils have to plan a trip from north to south. As they proceed south, they use crayons to represent mountains, valleys and plains. They will need a relief map to refer to. Then ask them to include some symbols for cities, main roads, mountains etc.</p>	<p>Read the key to a map.</p> <p>Explain the different types of information conveyed by maps.</p> <p>Locate the features of the key on a map.</p> <p>Use the symbols stated above.</p>	<ul style="list-style-type: none"> <li>Blank map of Trinidad and Tobago.</li> <li>Coloured pencils.</li> <li>Chart showing different types of maps.</li> <li>Atlas.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Shape and spatial perception</b>	<ol style="list-style-type: none"> <li>Understand scale.</li> <li>Apply knowledge of scale to calculate distance.</li> </ol>	<ol style="list-style-type: none"> <li>Reading and using scale.</li> <li>Solving problems.</li> <li>Asking questions.</li> <li>Developing numeracy skills.</li> </ol>	<ul style="list-style-type: none"> <li>Valuing relationships between classroom knowledge and the real world.</li> </ul>	<p>The teacher should show a picture or photograph of a group of people or children.</p> <p>Ask: Is this the real size of the people/children – help them to realize that the picture represents a real group of children or adults, but in a smaller way – this is what scale does on a map.</p> <p>Take the pupils outside and have them pace the distances between two places on the playground. They should count the spaces and measure the distance. Ask them if they could draw this – as the piece of paper would have to be very big. How can we solve the problem? Back in the classroom, the teacher assists pupils to reduce their paced walk through scale.</p> <p>Ask the pupils to look at the scale at the bottom of a map.</p> <p>Choose a section between two key points on a map and help the whole class to work out the distance between the two points through the scale.</p>	<p>Explain that scale represents distance.</p> <p>Construct scale.</p> <p>Read scale.</p> <p>Use the scale to calculate actual distance.</p>	<ul style="list-style-type: none"> <li>Paper and pencil.</li> <li>Squared graph paper.</li> <li>Map of the World.</li> <li>Ruler.</li> <li>Globe.</li> <li>Picture/Photograph of a group of people.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Shape and spatial perception</b>	<ol style="list-style-type: none"> <li>Recognize that grids can be used to locate places on a map (e.g. towns and cities).</li> <li>Extend their knowledge of grids to the use of latitude and longitude in locating places.</li> </ol>	<ol style="list-style-type: none"> <li>Using directions on maps.</li> <li>Locating places on maps.</li> </ol>	<ul style="list-style-type: none"> <li>Valuing how the real world is represented.</li> </ul>	<p>Give the pupils a piece of squared graph paper. The paper should be number 1 through 12 across the top and A to I down the left-hand side. Ask them to colour in the square of the numbers that you give them: E3, E4, D8, etc</p> <p>Put the pupils into pairs, using the street map, ask the pairs to find a prominent landmark and to work out the grid reference. This should be a quiz, so that the children feel that it is fun.</p> <p>Give them a grid map of an island. Ask pupils to locate specific towns given grid reference.</p> <p>End the session by explaining that the globe is also split into a grid. There are parallels (lines drawn from west to east across a globe) called lines of latitude. Find the equator on a map and the Tropic of Cancer and Capricorn on a world map.</p> <p>The lines running from the north pole to the south pole are the meridians – or lines of longitude beginning at Greenwich. Find the Prime Meridian Line.</p> <p>Explain that these lines of latitude and longitude are imaginary lines encircling the earth and are used as a means of locating places.</p>	<p>Give the grid directions for places.</p> <p>Use grid directions to find places.</p> <p>Find the equator and other named lines of latitude.</p> <p>Find the north and south poles.</p> <p>Find the Prime Meridian on the globe.</p>	<ul style="list-style-type: none"> <li>Squared graph paper, numbered 1-12 across top;</li> <li>A-I labeled down left side.</li> <li>Globe.</li> <li>Grid map of an island.</li> <li>World map.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Earth concepts</b>	<ol style="list-style-type: none"> <li>Understand that the globe is a model representing the earth.</li> <li>Identify the location of Trinidad and Tobago on the globe.</li> <li>Understand the phenomenon of day and night</li> </ol>	<ol style="list-style-type: none"> <li>Developing an understanding of the shape of the Earth and its implications e.g. rotation, day and night.</li> <li>Locating places on the globe in terms of hemispheres.</li> <li>Recognizing that certain lines of latitude and longitude divide the globe into hemispheres.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of their environment.</li> </ul>	<p>Explain that a globe, shaped like the earth is a map. Globes show shapes of areas exactly as they appear on the earth's surface.</p> <p>Explain that the earth is a planet, which moves around the sun and that it is from the sun that the earth receives its heat and light. The final piece of basic globe knowledge is that the axis is an imaginary line that runs through the earth from north to south poles. Show how the earth rotates on an axis.</p> <p>The teacher can use a globe and a flashlight (representing the sun) to demonstrate rotation and the phenomenon of day and night.</p> <p>After familiarizing the pupils with these basic earth concepts, explain that the earth is divided into hemispheres. Ask the pupils to look at the globe and work out which hemisphere they live in.</p> <p>Divide the pupils into teams of four and ask the teams to find a list of cities on the globe.</p>	<p>Explain basic earth concepts.</p> <p>Identify in which hemispheres they live.</p> <p>Locate cities on the globe.</p>	<ul style="list-style-type: none"> <li>Globes.</li> <li>Flashlight.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Mapping concepts</b>	<ol style="list-style-type: none"> <li>1. Recognize that maps can be drawn free-hand.</li> <li>2. Synthesize previous learning to produce free hand maps.</li> </ol>	<ol style="list-style-type: none"> <li>1. Making mental maps.</li> <li>2. Working collaboratively.</li> <li>3. Expressing opinions.</li> <li>4. Evaluating using authoritative sources.</li> </ol>	<ul style="list-style-type: none"> <li>• Valuing knowledge of one's own country.</li> <li>• Co-operate in groups.</li> </ul>	<p>Conceal all maps and globes in the room. Draw freehand your own mental map of Trinidad and Tobago on the board.</p> <p>Discuss it with the pupils, getting them to point out the errors that you have made. They should then check an atlas or map.</p> <p>Remove or cover up your map. The pupils work in groups of three or four and use string, cotton or chain to make a joint outline of their mental map of the islands on a very large sheet of paper. When they have agreed on their outline, they fix it to the paper and fill in the names of the places and features, they know.</p> <p>These should be compared with maps or atlases to assess how effective and accurate they have been.</p> <p>Bring the class back together, the pupils now negotiate a common map.</p> <p>Now ask the pupils individually to draw a mental map of the classroom, to scale with a key.</p>	<p>Devise a reasonably accurate mental map of a country of choice.</p> <p>Draw a reasonably accurate map with symbols/key to scale.</p>	<ul style="list-style-type: none"> <li>• Atlas.</li> <li>• Large sheets of paper.</li> <li>• Pencil and paper.</li> <li>• String or cotton.</li> <li>• Glue.</li> </ul>

**Unit 2: Investigating our local area.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Sustainability</b>	Develop map work skills.	<ol style="list-style-type: none"> <li>1. Locating Trinidad and Tobago in relation to the world and the region.</li> <li>2. Locating their community in Trinidad and Tobago.</li> <li>3. Giving directions from a specific point to another.</li> <li>4. Identifying features in sequence.</li> </ol>	<ul style="list-style-type: none"> <li>• Valuing their environment.</li> </ul>	<p>Ask the pupils to locate Trinidad and Tobago on a globe, and then progressively larger scale maps, to locate the region, town or village.</p> <p>Ask the pupils to find the school site on the local map and to give directions as cardinal points from the school to specific points in the village or town, recording their directions on a map and identifying features in sequence.</p>	<p>Locate their village or town on a map at a range of scales.</p> <p>Plan routes around the local area on a base map.</p>	<ul style="list-style-type: none"> <li>• World maps (different scales).</li> <li>• Globe.</li> <li>• Trinidad and Tobago maps (different scales).</li> <li>• Local maps of a school area.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Sustainability</b>	Understand the importance of land use in settlements.	<ol style="list-style-type: none"> <li>1. Collecting evidence.</li> <li>2. Using field work techniques.</li> <li>3. Using colour coded keys on maps.</li> <li>4. Examining land use in your community.</li> <li>5. Identifying natural and man-made physical features.</li> </ol>	<ul style="list-style-type: none"> <li>• Co-operation and teamwork.</li> <li>• Valuing your surroundings.</li> </ul>	<p>Before finding out about land use in the village or town, ask the pupils how they think land use can be recorded.</p> <p>Use colour coded keys on maps.</p> <p>Take the pupils out into the field.</p> <p>Divide them into pairs.</p> <p>Each pair to identify land use (e.g. <i>houses, shops, roads, services, farm land</i>) within a small area of the village or town and to mark it on a base map of the local area, using color-coded key.</p>	<p>List different land uses.</p> <p>Use colour coded keys to represent physical features.</p>	<ul style="list-style-type: none"> <li>• Map with colour-coded key.</li> <li>• Blank map (<i>of the area under study</i>).</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Sustainability</b>	Examine the impact of land use on the environment.	<ol style="list-style-type: none"> <li>Expressing ideas and explaining facts through different media e.g. graphic, oral etc.</li> <li>Presenting their findings through graphic representations.</li> </ol>	<ul style="list-style-type: none"> <li>Sharing.</li> </ul>	<p>The pupils collate their results from the field visit;</p> <p>Ask them to represent their results using ICT, e.g. <i>databases, simple graphs or pie charts;</i></p> <p>Discuss the findings with the pupils and compile their findings into a class land use plan.</p> <p>This land use plan should identify the main land uses and features, labels on the outline showing key land boundaries.</p>	<p>Compile a database.</p> <p>Compile simple graphs or pie charts using ICT and/or other methods.</p> <p>Contribute to a class plan.</p>	<ul style="list-style-type: none"> <li>Computer.</li> </ul>
<b>Session 4</b>						
<b>Sustainability</b>	<ol style="list-style-type: none"> <li>Illustrate how the locality is linked with other places.</li> <li>Appreciate the importance of different types of employment.</li> </ol>	<ol style="list-style-type: none"> <li>Collecting and recording evidence.</li> <li>Producing and interpreting maps.</li> <li>Stating the relationship between work and travel.</li> </ol>	<ul style="list-style-type: none"> <li>Interdependence.</li> </ul>	<p>With the pupil’s help, design and conduct a class survey to identify adult jobs within and beyond the school.</p> <p>List the jobs and ask the pupils to sort them into categories and investigate where and how far people travel to work.</p> <p>Ask the pupils to use a map to work out how they would travel to those places and to produce a map describing the route they would travel to buy something of value to them.</p>	<p>Classify different types of work.</p> <p>Describe a journey, including the route and type of transport.</p> <p>Draw a simple map to show a route.</p>	<ul style="list-style-type: none"> <li>Paper.</li> <li>Pencil.</li> <li>Map of local area.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Change</b>	Identify changes in an area and understand their impact on the environment.	<ol style="list-style-type: none"> <li>1. Interviewing and recording collected data.</li> <li>2. Thinking critically.</li> <li>3. Identifying the changes that have taken place in the town or village they live in.</li> <li>4. Stating the reasons for the changes which have taken place.</li> <li>5. Describing the impact of these changes on the human and physical resources.</li> <li>6. Suggesting solutions to the negative impact of the recent changes on developments in the town or villages where they live.</li> <li>7. Identifying other environmental concerns in the village or town in which they live.</li> </ol>	<ul style="list-style-type: none"> <li>• Concern for local issues.</li> <li>• Value, appreciate and discriminate aspects of the local environment.</li> </ul>	<p>Ask the pupils to think about a recent change or development that has happened in their town or village;</p> <ul style="list-style-type: none"> <li>- <i>Why did it happen and what has been the impact on the land and people?</i></li> <li>- <i>Was it a good change or not?</i></li> <li>- <i>Why do they think this?</i></li> </ul> <p>Discuss with the pupils other potential environmental concerns in the village or town and how they might be addressed?</p>	<p>Prepare oral/written reports on the positive and negative impact of changes that have occurred in your town or village.</p> <p>Design posters to highlight environmental concerns.</p> <p>Compose slogans and jingles to highlight environmental concerns.</p>	<ul style="list-style-type: none"> <li>• Bristol board.</li> <li>• Coloured pencils.</li> <li>• Poster paints.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>CONFLICT</b>  <i>Knowledge and understanding about becoming informed citizens.</i>	Understand the difficult choices that have to be faced when spending tax payers' money.	<ol style="list-style-type: none"> <li>Thinking critically.</li> <li>Resolving conflicts.</li> <li>Analyzing costs.</li> <li>Negotiating and making decisions.</li> <li>Problem solving.</li> <li>Carrying out a simple cost/benefit analysis of some types of public recreational facilities.</li> <li>Identifying the criteria by which spending on recreational facilities may be governed.</li> <li>Stating the advantages and disadvantages of spending a lot of money on facilities for a relatively small number of people.</li> </ol>	<ul style="list-style-type: none"> <li>Rights, responsibilities and fairness.</li> </ul>	<p>Tell the pupils that some people have written to the local government complaining that there are no facilities in their town or village for young people. They want to see a new skateboarding or biking area in the local park or field. However, this is only going to be used by approximately 12 young people. Other people in the town or village are against the idea, as they think that the money could be better spent on other things to benefit the local community.</p> <p>Ask the pupils – how should the local government people reply?</p> <p>Discuss the issue of spending the taxpayers' money on facilities for pursuits in which few people take part.</p> <p>Look at local public leisure facilities from the point of view of cost compared with number of users (if there are local leisure facilities).</p> <p>The class should decide what leisure facilities they would like to see in their own area, who these would benefit and why?</p> <p>They should ask their parents and families, to get other opinions – and present these to the class at another time.</p>	<p>Compile data and write reports on findings.</p> <p>Debate the advantages and disadvantages of spending money on recreational facilities.</p> <p>Present oral and written reports on their research.</p>	<ul style="list-style-type: none"> <li>Paper.</li> <li>Pencils.</li> </ul>

**UNIT 3:**

**Theme: What was it like to live here in the past?**

In the unit, pupils are introduced to an enquiry-based approach to a local study. It follows on from Unit 1. It is best to focus on an aspect of the local community in the immediate vicinity. It might also be part of a field visit. Pupils compare two or three periods of time. A house, or group of houses, a shopping street, the school, a workplace or a place of worship. It gives direct access to historical sources (past, present and/or the future). It also provides an opportunity to consider citizenship issues such as planning for change, conservation, local identity and social responsibility. The teacher will need to prepare and find sources of written information for this unit.

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Sessions 1 and 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Comparisons between their area today and in the past</b>	1. Describe how the locality has changed over time.	1. Using secondary sources.	<ul style="list-style-type: none"> <li>• Belonging and pride.</li> </ul>	Gather different written sources of information about the history of different buildings in the locality e.g.	Write an eye-witness account of an incident which occurred in the past. (Period under discussion).	<ul style="list-style-type: none"> <li>• School records.</li> <li>• Inventory list (<i>possessions of yester-year</i>).</li> </ul>
<b>CHANGE</b>	2. Access information from different written sources.	2. Recognizing different types of information associated with different sources.	<ul style="list-style-type: none"> <li>• Co-operation.</li> <li>• Responsibility.</li> <li>• Collaborating.</li> </ul>	<p><i>School Records</i> – Choose an event from a school log book to provide background information for the pupils to write their own account of an incident, e.g. from an eye witness or participants’ point of view.</p> <p><i>Inventories</i> – Teachers will prepare inventory lists to help the pupils see what possessions people in the past owned and kept in certain rooms in the house. Discuss the contents of a particular room for which details are available. Compare with the modern equivalent in the children’s homes. Pupils should use ICT to sort information and present on database, if available.</p>	Dramatize the event.	<ul style="list-style-type: none"> <li>• Written sources of information (<i>History of building etc.</i>).</li> </ul>
	3. Show an appreciation of the past.	3. Expressing ideas, opinions and explaining facts clearly through talking and writing.		<p>It is intended that this should take at least two (2) sessions. If only one source of information is available, then all pupils should be involved with this – working in small groups.</p>	Extract information from written sources.	<ul style="list-style-type: none"> <li>• Computer.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Making comparisons between past and present</i></b>	Present their findings from one of the written sources.	1. Making comparisons and adjusting to new information.	<ul style="list-style-type: none"> <li>• Respect for another point of view.</li> <li>• Caring.</li> <li>• Concern.</li> </ul>	Discuss with the pupils what sorts of information they have found out from the sources (or different sources) and compare life now and then.	<p>Present ideas on the similarities and differences between life today and in the past.</p> <p>Use words associated with the passage of time.</p>	<ul style="list-style-type: none"> <li>• Resource person (<i>to talk about changes in local area</i>).</li> </ul>
<b>Session 4</b>						
<b><i>Change</i></b>	<p>1. Investigate how oral sources of information can help us to find out about how people lived?</p> <p>2. Design a simple questionnaire.</p>	<p>1. Questioning along pre-determined lines to elicit specific information.</p> <p>2. Listening and note taking skills.</p>	<ul style="list-style-type: none"> <li>• Respect for truth and evidence in investigations.</li> <li>• Co-operation.</li> <li>• Collaboration.</li> </ul>	<p>Identify a topic of interest about the local area and discuss questions that could be asked of a visitor to the school, who is able to talk about changes over time in the local area.</p> <p>Encourage open-ended questions such as;  <i>Can you describe your day?</i>  <i>Can you describe your house?</i>  <i>Can you describe your work?</i>  <i>What was it like to .....?</i>  <i>How do you .....?</i>  <i>What do you remember about ....?</i></p> <p>Compile a short list of questions and make sure that the pupils are clear about the purpose of the interview.</p> <p>Before the visitor comes into school, during the next session, ask the pupils to practice interviewing teachers, family and friends.</p>	<p>Critique questions from each.</p> <p>Devise relevant questions for an investigation;</p> <p>Competently use questions in an interview to elicit specific information;</p>	<ul style="list-style-type: none"> <li>• Paper.</li> <li>• Pencils.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Causes and consequences</i></b>	<ol style="list-style-type: none"> <li>1. Conduct an interview with someone from the locality.</li> <li>2. Identify fact from opinion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing listening and note-taking skills.</li> <li>2. Differentiating between fact and opinion.</li> <li>3. Learning that historical accounts are often influenced by personal opinion.</li> </ol>	<ul style="list-style-type: none"> <li>• Respect.</li> <li>• Courtesy.</li> <li>• Co-operation.</li> <li>• Collaboration.</li> </ul>	<p>Ask the pupils to collect information during the interview by taking notes.</p> <p>After the interview, the pupils should work in pairs to summarize the main points.</p> <p>Hold a class discussion, help the pupils to identify the facts from the visitor's opinions.</p>	<p>Present main points.</p> <p>Differentiate between fact and opinion.</p>	<ul style="list-style-type: none"> <li>• Paper.</li> <li>• Pencils.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Chronology</b>	Synthesize what they have found out about the local area.	<ol style="list-style-type: none"> <li>Listing their findings into chronological context.</li> <li>Organizing information and communicating it in a variety of ways appropriate to the audience.</li> <li>Thinking creatively.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Collaboration.</li> </ul>	<p>Put the information together into one or some of the following:</p> <p><u>Wall Display</u> – Ask groups to make detailed labeled drawings to surround a large picture or model of their chosen building, to show lifestyle, costume and transport.</p> <p><u>Guide Book</u> – Decide as a class, who the guide book is for, its format, content and length of text. Sub-divide the tasks between groups and make the guide book.</p> <p><u>Tape/Slide Show</u> - Plan a tape/slide presentation using a story board technique. Discuss with the pupils the best length for a presentation for a chosen audience and the number of slides that will be needed. Write the script. Take the photographs, have them developed and record the audio presentation.</p> <p><u>Oral Presentation</u> – What questions would the pupils ask if they became time travelers and visited their area in the past? Ask different groups of pupils to take on the role of experts on a particular place at a certain time, while the rest of the class asks questions.</p> <p><u>Drama</u> – give out a picture or an object associated with the building to small groups. Ask them to devise a story on it and act it out.</p> <p><u>Time-line</u> – Select a range of information from the oral presentation by the visitor, to create a class time line for the history of the local area.</p>	<p>Contribute and co-operate as part of a group.</p> <p>Organize information and communicate in an appropriate way for the task chosen by the teacher e.g.</p> <ul style="list-style-type: none"> <li>- Wall Display</li> <li>- Guide Book</li> <li>- Tape/Slide Show</li> <li>- Oral Presentation</li> <li>- Dramatization</li> <li>- Time Line</li> </ul> <p>Generate and extend ideas about issues connected to the past.</p>	<ul style="list-style-type: none"> <li>Paper.</li> <li>Pictures or drawings.</li> <li>Materials for making models.</li> <li>Costumes/pictures of costumes.</li> <li>V. C. R. and video cassette.</li> <li>Cassette recorder and blank cassettes.</li> <li>Information from oral presentation in Session 3.</li> </ul>

**Unit 4:**

**Theme: Our Country: The physical features:**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Sessions 1 and 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Development and change</b>	Identify different types of physical features in Trinidad and Tobago.	<ol style="list-style-type: none"> <li>Explaining facts clearly.</li> <li>Interpreting colour coded keys and symbols.</li> <li>Sharing ideas.</li> <li>Interpreting maps.</li> <li>Modeling.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Appreciating their surroundings.</li> <li>Conservation.</li> <li>Preservation of the environment.</li> </ul>	<p>With the teacher’s guidance, the pupils identify the physical features of Trinidad and Tobago using a map.</p> <p>Divide the pupils into groups to make models, illustrating the physical features of Trinidad and Tobago.</p> <p>Each group to identify physical features on a map of Trinidad and Tobago using a colour-coded key and symbols.</p> <p>Each group presents its findings on observations made of physical features of Trinidad and Tobago.</p>	<p>Locate physical features of Trinidad and Tobago.</p> <p>Drawing maps depicting physical features done using ICT and/or other methods.</p> <p>Write short paragraphs about the physical features in Trinidad and Tobago.</p> <p>Contribute to group presentations. Display models.</p>	<ul style="list-style-type: none"> <li>Physical map of Trinidad and Tobago.</li> <li>Materials for making a model (<i>plasticene, sand, clay etc.</i>).</li> <li>Paper.</li> <li>Pencils.</li> <li>Coloured pencils.</li> <li>Computer.</li> </ul>
<b>Session 3</b>						
<b>Climate</b>	<ol style="list-style-type: none"> <li>Locate Trinidad and Tobago in relation to the equator on the world map.</li> <li>Identify the features of a tropical marine climate.</li> <li>Recognize that Trinidad and Tobago experiences a tropical/marine type climate.</li> </ol>	<ol style="list-style-type: none"> <li>Collecting evidence.</li> <li>Identifying features.</li> <li>Developing map work skills.</li> <li>Using secondary sources.</li> </ol>	<ul style="list-style-type: none"> <li>Collaboration.</li> <li>Curiosity to learn.</li> </ul>	<p>Ask pupils to locate the equator on a world map and identify Trinidad and Tobago in relation to the equator.</p> <p>Divide pupils into groups to source information on features of a tropical marine climate (using a computer or encyclopedia).</p> <p>Pupils collate information and present to class.</p>	<p>Use encyclopedia and textbooks to research information.</p> <p>Access information via ICT or other methods. List other countries which experience tropical marine type of climates and locate them on a world map.</p> <p>Research, record and present data;</p>	<ul style="list-style-type: none"> <li>World map.</li> <li>Computer.</li> <li>Encyclopaedia/text books.</li> <li>Pencil.</li> <li>Paper.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Causes and consequences</b>	Describe the impact of a tropical marine type of climate on the lives of the people of Trinidad and Tobago.	<ol style="list-style-type: none"> <li>1. Researching.</li> <li>2. Reporting.</li> <li>3. Making comparisons.</li> <li>4. Interviewing.</li> </ol>	<ul style="list-style-type: none"> <li>• Appreciation of climatic differences.</li> <li>• Value their surroundings.</li> <li>• Preserving and conserving the environment.</li> </ul>	Pupils are divided into groups to explore events and activities which are influenced by the climate conditions in their country e.g. the seasonal nature of some festivals and of activities e.g. building houses, planting, kite flying, cricket and football; as well as of foods e.g. fruits.	<p>Contribute to oral discussions.</p> <p>Write research reports.</p> <p>Classify activities.</p> <p>Participate in field trips at various times to farm lands.</p> <p>Display pictures, drawings and posters of seasonal events and activities.</p>	<ul style="list-style-type: none"> <li>• Pictures, drawings or posters of seasonal events.</li> </ul>
<b>Session 5</b>						
<b>Causes and consequences</b>	<ol style="list-style-type: none"> <li>1. Identify and locate three (3) main vegetation types in Trinidad and Tobago.</li> <li>2. State that climate conditions and physical land features determine agricultural land use in Trinidad and Tobago.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing map work skills.</li> <li>2. Researching.</li> <li>3. Reporting.</li> <li>4. Developing field work techniques.</li> <li>5. Thinking critically.</li> </ol>	<ul style="list-style-type: none"> <li>• Valuing the environment.</li> </ul>	<p>Pupils are divided into three (3) groups to locate areas of forests, swamps, shrubs and grasses on maps of Trinidad and Tobago.</p> <p>Ask the pupils to examine climatic conditions and physical land features to see if these influence agricultural land use in Trinidad and Tobago.</p>	<p>Demonstrate knowledge of map skills by correctly using keys and symbols.</p> <p>Contribute to oral reports.</p> <p>Write a few paragraphs showing the relationship between - the natural vegetation and physical and climatic features of Trinidad and Tobago.</p>	<ul style="list-style-type: none"> <li>• Maps of Trinidad and Tobago (<i>vegetation, climate, agricultural and land use</i>).</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Becoming a good citizen</i></b>	<ol style="list-style-type: none"> <li>1. Locate natural attractions and historical sites on maps of Trinidad and Tobago.</li> <li>2. View our national heritage as an important part of our nationhood.</li> <li>3. Recognize that our climate and physical features contribute to our tourism thrust.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing map work skills.</li> <li>2. Researching.</li> <li>3. Interviewing.</li> <li>4. Developing field trip techniques.</li> </ol>	<ul style="list-style-type: none"> <li>• Patriotism.</li> <li>• Responsibility to protect our heritage.</li> <li>• Pride and belonging.</li> </ul>	<p>Resource persons are invited to address students on the natural attractions and historical sites.</p> <p>Pupils access information from the tourist board.</p> <p>Pupils prepare a tourist package.</p> <p>Pupils visit sites and speak to officials on sites then prepare and present reports.</p> <p>They write reports and make presentations.</p> <p>Pupils view film strips and videos then use the medium of oral expression to show an appreciation of our national heritage.</p>	<p>Ask and answer questions on preserving our heritage.</p> <p>Research and write projects on places of interest.</p> <p>Make advertisement brochures.</p> <p>Compose and dramatize actual tour experiences.</p> <p>Create a display booth.</p>	<ul style="list-style-type: none"> <li>• Resource person (<i>talk on local natural attractions</i>).</li> <li>• Handouts from TIDCO.</li> <li>• V.C.R and video cassettes.</li> <li>• Paper.</li> <li>• Pencil.</li> <li>• Film strips.</li> <li>• Markers, pictures, Bristol board and glue for making posters.</li> </ul>

**Unit 5:**  
**Theme: Our Country – The Natural Resources**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Sessions 1 and 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Sustainability</i></b> <b><i>Development and change</i></b>	<ol style="list-style-type: none"> <li>Define the term Natural Resources.</li> <li>List the natural resources found in Trinidad and Tobago.</li> <li>Understand that some resources are “renewable” and others are “non renewable”.</li> <li>Classify the resources found in Trinidad and Tobago.</li> <li>Identify the areas in Trinidad and Tobago where important natural resources are found.</li> </ol>	<ol style="list-style-type: none"> <li>Researching and recording information.</li> <li>Observing.</li> <li>Making comparisons.</li> <li>Classifying.</li> <li>Interpreting maps.</li> <li>Formulating tables.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation for the environment.</li> <li>National pride.</li> <li>Responsibility for conservation and preservation of natural resources.</li> </ul>	<p>Teacher uses pictures, film strips or audio visual presentations to highlight the different physical resources. Pupils observe and differentiate between natural and man-made resources.</p> <p>Pupils draw up a list and classify the resources into natural and man-made.</p> <p>Pupils investigate the concept of „renewable“ and „non-renewable“ and classify those resources that fall under these categories.</p> <p>Pupils identify the location of resources on maps of Trinidad and Tobago.</p>	<p>Interpret maps.</p> <p>Collect and display pictures of natural and man-made resources.</p> <p>Design charts.</p> <p>Make oral or written presentations.</p>	<ul style="list-style-type: none"> <li>Pictures (<i>natural and man-made resources</i>).</li> <li>Film strips.</li> <li>Overhead projector transparencies.</li> <li>V.C.R and video cassette.</li> <li>Pencils.</li> <li>Paper.</li> <li>Map of Trinidad and Tobago.</li> <li>Bristol board, markers and glue.</li> </ul>
<b>Session 3</b>						
<b><i>Sustainability</i></b>	<ol style="list-style-type: none"> <li>List some of the uses of each natural resource.</li> <li>Identify ways of conserving each natural resource.</li> </ol>	<ol style="list-style-type: none"> <li>Thinking critically.</li> <li>Observing.</li> <li>Problem solving.</li> <li>Researching.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of the environment.</li> <li>Co-operation.</li> <li>Responsibility for conservation and preservation of the natural resources.</li> </ul>	<p>Teacher divides the class into groups.</p> <p>Each group will identify the uses of a named natural resource and list ways of conserving this natural resource.</p>	<p>Create tables, posters, slogans, jingles depicting ways on conserving and the importance of conservation.</p> <p>Make oral or written presentations;</p>	<ul style="list-style-type: none"> <li>Information on natural resources.</li> <li>Colored pencils, markers, glue, scissors, pictures and Bristol board for making posters and slogans.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Sustainability</b>	<ol style="list-style-type: none"> <li>1. Identify indiscriminate use of natural resources.</li> <li>2. Identify problems which may result from the indiscriminate use of natural resources.</li> <li>3. Suggest possible solutions for the problems identified.</li> <li>4. Appreciate the importance of working with others to conserve and preserve our national resources.</li> <li>5. Become proactive in activities designed to preserve the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Researching and recording information.</li> <li>2. Thinking critically.</li> <li>3. Processing information.</li> <li>4. Problem solving.</li> <li>5. Making judgments.</li> </ol>	<ul style="list-style-type: none"> <li>• National pride.</li> <li>• Co-operation.</li> <li>• Responsibility.</li> </ul>	<p>Pupils are asked to identify the indiscriminate use of our natural resources by questioning and discussion e.g. waste of water, slash and burn, destruction of wild life etc.</p> <p>Teacher divides the class into groups.</p> <p>Pupils discuss and suggest possible problems and solutions.</p> <p>Pupils define terms such as “conservation” and “preservation” in relation to natural resources.</p> <p>Initiate a „Save the water“ campaign with the school population.</p>	<p>Present problems and define solutions;</p> <p>Compile and critique portfolios.</p> <p>Evaluate the effectiveness of the campaign e.g. by developing a performance matrix;</p>	<ul style="list-style-type: none"> <li>• Pictures.</li> <li>• V.C.R and video cassette.</li> <li>• Bristol board and markers for making posters.</li> <li>• Scissors.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Sustainability</b> <b>Development and change</b>	<ol style="list-style-type: none"> <li>Identify the ways by which natural resources are converted into usable products.</li> <li>Identify some products and by-products of natural resources.</li> <li>List the natural resources and by-products which are exported.</li> <li>Appreciate how the natural resources relate to the wealth of Trinidad and Tobago.</li> </ol>	<ol style="list-style-type: none"> <li>Researching and recording information.</li> <li>Observing.</li> <li>Questioning.</li> </ol>	<ul style="list-style-type: none"> <li>National pride.</li> <li>Self reliance.</li> </ul>	<p>Teacher provides a list of natural resources and a list of related by-products for pupils to match.</p> <p>The class discusses the methods used to identify the correct match for resources and products.</p> <p>Teacher presents information from the Ministry of Trade and Industry on local products that are exported.</p> <p>Pupils use maps to locate manufacturing industries.</p> <p>Pupils use maps to indicate countries where local products are exported.</p> <p>Teacher uses graphic representations (pie charts) to show the contribution of natural resources to the national economy.</p> <p>Pupils answer simple questions involving the interpretation of charts.</p>	<p>Develop a chart showing natural resources and the matching of by-products.</p> <p>Use maps.</p> <p>Write a few paragraphs on the importance of natural resources to the wealth of Trinidad and Tobago.</p>	<ul style="list-style-type: none"> <li>List of natural resources.</li> <li>List of by-products.</li> <li>Handouts from Ministry of Trade (exported local products).</li> <li>Maps of Trinidad and Tobago.</li> <li>Caribbean map.</li> <li>World map.</li> <li>Pie chart (<i>contribution of wealth of Natural Resources to the National Economy</i>).</li> <li>List of questions (<i>based on chart</i>).</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding;</b>	<ol style="list-style-type: none"> <li>Identify some environmental concerns which are the result of the exploitation of some natural resources e.g. pollution, erosion and forest fires.</li> <li>Suggest ways of alleviating some of the environmental concerns.</li> <li>Appreciate the role of the Environmental Management Agency in minimizing the negative impact of exploitation of some natural resources on the environment.</li> <li>Recognize that our decisions and others' decisions can have both a positive and negative effect on us, others and the environment.</li> <li>Contribute positively to activities designed to alleviate some environmental problems.</li> </ol>	<ol style="list-style-type: none"> <li>Observing.</li> <li>Researching.</li> <li>Recording of information.</li> <li>Listening.</li> <li>Questioning.</li> <li>Playing roles.</li> <li>Negotiating and making decisions.</li> </ol>	<ul style="list-style-type: none"> <li>Concern for local issues.</li> <li>Care for the environment.</li> <li>Responsibility.</li> <li>Co-operation.</li> <li>Resourcefulness.</li> </ul>	<p>Teacher shows pictures, film strips, audio-visual presentations which depict the effects of exploitation of natural resources on the environment.</p> <p>Pupils discuss and list environmental concerns.</p> <p>Teacher divides students into groups. Each group examines a concern and suggests ways of alleviating the problem.</p> <p>Teacher will invite resource personnel from the Environmental Management Agency (E.M.A) to present information on the E.M.A. in relation to the monitoring of the environment.</p> <p>Pupils ask questions, take notes and report on the talks.</p> <p>Teacher presents pupils with various scenarios which they would dramatize to highlight the effects of their actions.</p>	<p>Make notes.</p> <p>Present reports.</p> <p>Dramatize environmental issues/ concerns.</p> <p>Produce posters to promote environmental preservation.</p> <p>Participate in competitions geared towards promoting environmental awareness.</p> <p>Work with community groups e.g. clean up campaign.</p>	<ul style="list-style-type: none"> <li>Pictures.</li> <li>Overhead projections – transparencies or film strips.</li> <li>V.C.R and video cassette.</li> <li>Bristol board, glue and markers for making posters.</li> <li>Scissors.</li> <li>Resource person (E.M.A.).</li> <li>Drawings.</li> <li>Paper.</li> <li>Pencils.</li> </ul>

**Unit 6:**  
**Theme: Protecting Ourselves**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Healthy lifestyles</b>	<ol style="list-style-type: none"> <li>1. Know that a healthy nation is dependent on the health and well being of its citizens.</li> <li>2. Assume responsibility for their own safety and well being.</li> </ol>	<ol style="list-style-type: none"> <li>1. Co-operating.</li> <li>2. Drawing conclusions.</li> <li>3. Expressing opinions.</li> </ol>	<ul style="list-style-type: none"> <li>• Sharing.</li> <li>• Collaboration.</li> <li>• Team work.</li> </ul>	<p>Pupils are encouraged to speak about their ideas of healthy practices e.g. associated with foods, beverages, exercise, leisure, work and school.</p> <p>Teacher asks questions for them to reflect on their own practices, drawing examples from what they have said.</p>	Express their feeling on matters related to health.	<ul style="list-style-type: none"> <li>• Paper.</li> <li>• Pencils.</li> <li>• Pictures.</li> </ul>
<b>Session 2</b>						
<b>Healthy lifestyles</b>	<ol style="list-style-type: none"> <li>1. Enhance their personal well being by adhering to a proper nutritional plan.</li> <li>2. Understand the concept of a balanced diet.</li> <li>3. List the food groups which make a healthy diet and state their importance.</li> <li>4. Establish proper eating habits.</li> <li>5. Understand the importance of exercise and rest in achieving good health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Researching.</li> <li>2. Observing.</li> <li>3. Recording information.</li> <li>4. Classifying.</li> <li>5. Listening.</li> <li>6. Questioning.</li> </ol>	<ul style="list-style-type: none"> <li>• Healthy lifestyles.</li> <li>• Sharing.</li> <li>• Resourcefulness.</li> </ul>	<p>Pupils collect pictures of various foods.</p> <p>They visit the library and make notes on properties of these foods.</p> <p>They design menu sheets of what they consider to be a well balanced diet.</p> <p>Make charts displaying various food groups.</p> <p>Resource person is invited to talk to pupils on proper eating habits.</p> <p>Pupils ask questions, discuss, talk and write reports on findings.</p>	<p>Take notes.</p> <p>Research.</p> <p>Discuss menus.</p> <p>Display charts.</p> <p>Present reports.</p>	<ul style="list-style-type: none"> <li>• Resource person (Nutritionist).</li> <li>• Paper.</li> <li>• Pencil.</li> <li>• Bristol board.</li> <li>• Markers.</li> <li>• Glue.</li> <li>• Pictures or drawings of food.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Healthy lifestyles</b>	<ol style="list-style-type: none"> <li>Identify infectious diseases in their country.</li> <li>List the agents of these diseases.</li> <li>Suggest ways to rid our country of these agents.</li> </ol>	<ol style="list-style-type: none"> <li>Researching.</li> <li>Discussing issues.</li> <li>Making suggestions.</li> <li>Taking notes.</li> <li>Classifying.</li> </ol>	<ul style="list-style-type: none"> <li>Sharing.</li> <li>Empathy.</li> <li>Caring.</li> <li>Being responsible.</li> </ul>	<p>Teacher leads discussion. Pupils are to formulate a definition of an infectious disease after which pupils classify diseases as infectious and non-infectious.</p> <p>Pupils would classify diseases as water borne, insect borne, rodent borne and resulting from poor hygiene and irresponsible behaviour (sexually transmitted).</p> <p>Groups select a category and list agents and make suggestions for ridding our environment of these agents.</p>	<p>Prepare lists, reports and journals with this information.</p> <p>Critique such lists, reports and journals.</p>	<ul style="list-style-type: none"> <li>Paper.</li> <li>Pencil.</li> <li>Book for journals.</li> </ul>
<b>Session 4</b>						
<b>Self Preservation</b>	<ol style="list-style-type: none"> <li>Identify common social problems in this country which affect them.</li> <li>List illegal drugs and describe their effects on the user.</li> <li>Establish that violence leads to violence and eventually destroys the perpetrator.</li> <li>Exercise caution when interacting with strangers.</li> </ol>	<ol style="list-style-type: none"> <li>Listening.</li> <li>Observing.</li> <li>Role playing.</li> <li>Composing.</li> <li>Questioning.</li> </ol>	<ul style="list-style-type: none"> <li>Resourcefulness.</li> <li>Empathy.</li> <li>Collaboration.</li> </ul>	<p>Pupils view a film depicting some of the social problems and list these problems.</p> <p>Resource persons discuss these problems and their effects.</p> <p>Pupils listen and ask questions then engage in role play depicting the various social ills.</p> <p>Pupils also compose jingles, slogans, poems, calypsos highlighting these ills and their effects.</p>	<p>Debate a social problem in the country.</p> <p>Dramatize situations.</p> <p>Display and present composition on this topic.</p>	<ul style="list-style-type: none"> <li>V.C.R and video cassette on Social Problems.</li> <li>Bristol board and markers for making slogans.</li> <li>Resource person (Social worker, policemen, health officer).</li> <li>Paper.</li> <li>Pencils.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Healthy family life</b>	<ol style="list-style-type: none"> <li>Describe the family as an important unit in which they can learn how to protect themselves.</li> <li>List positive family values which bind the members and protect them against negative societal influences.</li> <li>Recognize that there are other important institutions and services in their country which provide for their safety and wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>Listening.</li> <li>Discussing.</li> <li>Summarizing.</li> </ol>	<ul style="list-style-type: none"> <li>Sharing.</li> <li>Collaborating.</li> </ul>	<p>Pupils list the various roles and responsibilities of the family unit.</p> <p>They discuss these, drawing conclusions as to how the family can protect them as well as listing the values which bond the family together from negative outside influences.</p> <p>Pupils discuss and make short notes on other agencies that provide for their protection and well being e.g. Police Service, Fire Service, E.H.S. and Churches etc.</p>	<p>Debate or have discussion on this topic;</p> <p>Write a short paragraph or essay about healthy family lifestyle.</p>	<ul style="list-style-type: none"> <li>Paper.</li> <li>Pencils.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
	1. Identify the impact of our environment on our lives.	1. Listening. 2. Observing.	<ul style="list-style-type: none"> <li>Care for the environment.</li> <li>Resourcefulness.</li> </ul>	<p>Pupils view films, documentaries or pictures detailing environmental pollution and use these as the basis to identify various forms of pollution.</p> <p>Pupils prepare reports on how they can care for the environment.</p> <p>They make posters, compose calypsos, jingles and poems on the environment.</p> <p>Resource person discusses the role of the E.M.A. with students who ask questions and take notes.</p>	<p>Present reports, jingles, poems, calypsos etc.</p> <p>Maintain journals.</p> <p>Display posters and portfolios.</p> <p>Make notes.</p>	<ul style="list-style-type: none"> <li>V.C.R and video cassette on environmental pollution.</li> <li>Bristol board, pictures, glue and markers for making posters.</li> <li>Scissors.</li> <li>Resource person (E.M.A.).</li> </ul>
	2. Examine the different types of pollution: land, water, air and noise.	3. Summarizing. 4. Classifying.				
	3. State that each individual is responsible for the care and protection of his immediate environment.	5. Questioning. 6. Recording of information.				
	4. Identify and describe the role of the E.M.A. in the enhancement of our environment.					

## **STANDARD IV**

# **OUR NATION AND OUR PART IN DEVELOPING IT**

**Unit 1:**

**Theme: Our Nation – How and where do we spend our time?**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Understanding of leisure/ recreation and lifestyle.</b>	Distinguish between leisure/recreation and work.	<ol style="list-style-type: none"> <li>Deciding what evidence to collect and how to answer questions.</li> <li>Designing a questionnaire.</li> </ol>	<ul style="list-style-type: none"> <li>Care for themselves and others.</li> <li>Display common courtesies.</li> <li>Care for aesthetics.</li> </ul>	<p>Discuss with the pupils, and create a list of different ways they spend their time. With the pupil’s help, divide activities into categories.</p> <p>As a class design a questionnaire to identify the time spent on the main activities and where these could take place.</p> <p>Ask the pupils to use the questionnaire with their families and friends.</p>	<p>Classify types of activity.</p> <p>Design a questionnaire.</p> <p>Give examples of leisure or recreation and work;</p>	<ul style="list-style-type: none"> <li>Sample questionnaire.</li> </ul>
<b>Session 2</b>	Interpret the results of a questionnaire.	<ol style="list-style-type: none"> <li>Analyzing, communicating and presenting their findings.</li> <li>Managing time effectively.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Decision Making.</li> </ul>	<p>Ask the pupils to work in groups of four (4) – to collate their data. Calculate the time spent on each category.</p> <p>Ask pupils to decide on the most suitable method for tabulating the results.</p> <p>Pupils then draw summary tables of the data.</p>	<p>Analyze and communicate the findings – individually and in groups.</p> <p>Use information. Suggest how time could be managed effectively.</p> <p>Devise a study plan.</p>	<ul style="list-style-type: none"> <li>Paper.</li> <li>Pencils.</li> <li>Rulers.</li> </ul>
<b>Session 3</b>	Study aspects of leisure/ recreation and work in their own locality and become aware of how places fit into a wider context.	<ol style="list-style-type: none"> <li>Making plans and maps related to leisure, recreation and work using symbols and keys.</li> </ol>	<ul style="list-style-type: none"> <li>Efficiency.</li> <li>Self understanding.</li> <li>Awareness of country.</li> </ul>	<p>Ask the pupils to locate places where they spend time, e.g. <i>their homes, school, park, leisure centers, beaches, etc.</i> on a map.</p> <p>They extend this discussion to areas of Trinidad and Tobago which may be associated with leisure, work or both.</p>	<p>Draw a map devising symbols and using a key.</p> <p>Describe how they spend their time in leisure activities.</p> <p>Describe areas associated with leisure in Trinidad and Tobago.</p>	<ul style="list-style-type: none"> <li>Maps and pictures of Trinidad and Tobago.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>Understanding why we need leisure and relaxation for healthy bodies</i></b>	<p>3. Appreciate the need for good health to enjoy leisure, relaxation and work.</p> <p>4. Understand the importance of healthy eating and exercise.</p> <p>5. Develop personal and social skills through team games.</p>	<p>1. Reflecting on their knowledge and experience.</p> <p>2. Working as individuals and teams.</p> <p>3. Problem solving.</p>	<ul style="list-style-type: none"> <li>• Personal responsibility.</li> <li>• Co-operation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask pupils about what they think comprise good health.</li> <li>▪ Discuss the benefits of exercise and healthy eating.</li> <li>▪ Ask pupils to list health foods and less healthy foods, and then ask them to suggest a food that could be described as healthy or unhealthy.</li> <li>▪ Ask pupils to examine the food they eat and assess whether they have healthy or unhealthy eating habits.</li> <li>▪ Talk about the need for a balanced approach to leisure, recreation and work as related to good health.</li> <li>▪ To find out why games and team activities are important to good health.</li> <li>- Divide the class into two (2) groups. Ask one half to list all the reasons why it is good to undertake physical activities.</li> <li>- Ask the other half to list the positive and negative reasons for playing team games and sports.</li> <li>- Ask each group to report.</li> </ul> <p>Ask the class to brainstorm the following problem:  <i>A boy (of their age) with no sight wants to play cricket, but his school friends say that he cannot be part of the team because he cannot see. What solutions can the class offer to ensure that he can play?</i></p>	<p>Know about healthy food and exercise.</p> <p>Suggest reasons why persons persist in unhealthy behaviors.</p> <p>Work as a large group.</p> <p>Provide logical reasons.</p> <p>Think creatively and offer a variety of solutions.</p>	

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding about becoming informed citizens</b>	<ol style="list-style-type: none"> <li>1. Appreciate that health and safety issues need to be addressed in sport and leisure.</li> <li>2. Understand why they should follow rules.</li> <li>3. Develop school rules for health and safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflecting on their experiences.</li> <li>2. Using their imagination to consider other people's experiences.</li> <li>3. Negotiating and decision making about right action.</li> </ol>	<ul style="list-style-type: none"> <li>• Fair play in sports.</li> <li>• Respect for the rights of individuals.</li> <li>• Empathy.</li> <li>• Conflict resolution.</li> <li>• Caring.</li> <li>• Sharing.</li> </ul>	<p>Ask the pupils to think of a sport where physical contact is either part of the game or might happen accidentally.</p> <p>The class should consider what should happen to:</p> <ul style="list-style-type: none"> <li>• a team that consistently intimidates its opponents.</li> <li>• a player who makes a reckless tackle and seriously injures his/her opponent.</li> <li>• a referee/umpire who fails to keep control of a game, which ends when someone is hurt.</li> <li>• two players who get into a fight after a game</li> <li>• someone who is being racially abused and leaps into the crowd and assaults the person abusing him or her.</li> </ul> <p>Ask the class to decide whether the law has been broken in any of these cases. If so, should the matter go to court?</p> <p>Appreciate the need for safety when playing games and also the need for common courtesies and consideration of other people.</p>	<p>Demonstrate an understanding of the issues involved.</p> <p>Devise school/classroom rules for health and safety.</p> <p>Discuss a situation from another person's point of view.</p>	

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Cause and effect.</b>	Compare themselves to others.	<ol style="list-style-type: none"> <li>1. Summarizing.</li> <li>2. Reflecting.</li> <li>3. Presenting data.</li> </ol>	<ul style="list-style-type: none"> <li>• Self-awareness.</li> <li>• Empathy.</li> </ul>	<p>Teacher asks pupils to review all the sessions in this unit and to write about how they spend their time compared to others in the class e.g. graph, flow chart, picture, story or diary.</p> <p>Teacher asks pupils to consider the behavior of adults and identify healthy and/or unhealthy practices or behaviors.</p> <p>Teacher encourages pupils to review concepts/experiences of past sessions. Each pupil will show how his /her time is spent and compare such with others.</p>	<p>Present evidence in an appropriate way.</p> <p>Apply knowledge gained and extend to a general discussion.</p>	<ul style="list-style-type: none"> <li>• Paper.</li> <li>• Pencils.</li> <li>• Rulers.</li> <li>• Pictures.</li> </ul>

**Unit 2:**  
**Theme: Investigating Trinidad and Tobago’s Physical Environment**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Physical features of Trinidad and Tobago</b>	<ol style="list-style-type: none"> <li>Recognize physical features on an atlas map e.g.                             <ul style="list-style-type: none"> <li>highlands (hills, mountains)</li> <li>lowlands (plains, undulating land)</li> <li>swamps</li> <li>river valleys</li> <li>coasts (bays, peninsulas)</li> </ul> </li> <li>Change or modify ideas based on new learning.</li> </ol>	<ol style="list-style-type: none"> <li>Asking, responding and drawing.</li> <li>Reviewing and classifying previous knowledge.</li> <li>Identifying new knowledge.</li> </ol>	<ul style="list-style-type: none"> <li>Reflecting on their own learning.</li> <li>Respect for the environment.</li> </ul>	<p>Teacher elicits from pupils all the physical environmental features that they know.</p> <p>Teacher asks pupils to give descriptions supported by sketches of these features.</p> <p>Teacher asks pupils to examine a map of Trinidad and Tobago to identify physical features, using and extending previous knowledge.</p>	<p>Speak about the physical features they knew and what new knowledge they have gained.</p> <p>Apply the knowledge gained to recognize physical features on a map of another country.</p>	<ul style="list-style-type: none"> <li>Board.</li> <li>Chalk.</li> <li>Maps.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Sessions 2 and 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>The physical features of Trinidad and Tobago</i></b>	<ol style="list-style-type: none"> <li>Identify the land and sea boundaries that surround the two islands.</li> <li>Identify and locate rivers, main towns and cities in Trinidad and Tobago.</li> <li>Identify and locate the main areas where crops are grown.</li> </ol>	<ol style="list-style-type: none"> <li>Using maps and atlases.</li> <li>Learning independently.</li> <li>Collecting and recording information.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation for the environment.</li> <li>National Pride.</li> <li>Co-operation.</li> </ul>	<p>The teacher should discuss some guidelines for co-operation and working in groups.</p> <p>Divide the class into five (5) groups. Each group should be allocated one region of the islands.</p> <ol style="list-style-type: none"> <li>Port of Spain and the western tip.</li> <li>The north.</li> <li>Central Trinidad.</li> <li>San Fernando and the South.</li> <li>Tobago.</li> </ol> <p>The groups' tasks are to collect information on :</p> <ol style="list-style-type: none"> <li>The physical features of the region.</li> <li>The main towns.</li> <li>Location of main crop and/or industries.</li> <li>Location of areas of leisure and recreation.</li> </ol> <p>Each group will present information gathered.</p> <p>Encourage them to find information from books, pictures, photographs, video, CD ROM's and the internet. The research and the presentation must be collaborative and must be a continuous exercise.</p>	<p>Use evidence and information in researching a project.</p> <p>Work as a member of a team.</p> <p>Suggest different sources of information for different types of data.</p>	<ul style="list-style-type: none"> <li>Books.</li> <li>Pictures.</li> <li>Video.</li> <li>CD Rom's.</li> <li>Internet.</li> <li>Maps.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b><i>The physical features of Trinidad and Tobago</i></b>	Make group presentations on their research.	<ol style="list-style-type: none"> <li>1. Decision making in the presentation of findings in appropriate and effective ways.</li> <li>2. Expressing ideas, opinions and facts clearly.</li> </ol>	<ul style="list-style-type: none"> <li>• Working as a team.</li> <li>• Co-operation.</li> </ul>	<p>The teacher’s role is to organize the presentations.</p> <p>Ensure that each group is allocated an appropriate amount of time.</p> <p>Provide feedback on the effectiveness of the presentations and the accuracy of the knowledge and information that each group communicates.</p>	<p>Contribute to a group presentation.</p> <p>Describe the physical and human features of the landscape and locate them on a map of Trinidad and Tobago.</p>	<ul style="list-style-type: none"> <li>• Board.</li> <li>• Labels.</li> <li>• Paper.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Sustainability</b>	<ol style="list-style-type: none"> <li>Identify and sequence the processes of the water cycle.</li> <li>Discuss the importance of the Water Cycle to Man and his activities.</li> <li>Appreciate the interdependence of plant and animal life in relation to the water cycle.</li> </ol>	<ol style="list-style-type: none"> <li>Using secondary sources.</li> <li>Drawing diagrams.</li> <li>Using technical terms correctly.</li> <li>Applying personal knowledge of the weather to account for variations in the water cycle.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation of the environment.</li> <li>Interdependence.</li> </ul>	<p>Teacher prepares large diagram of the water cycle with separate labels to be affixed as the lesson unfolds.</p> <p>Teachers and pupils discuss major concepts and terms associated with the water cycle. For example;-</p> <ul style="list-style-type: none"> <li>- Evaporation.</li> <li>- Precipitation.</li> <li>- Condensation.</li> <li>- Transpiration.</li> <li>- Rivers.</li> <li>- Run-off.</li> <li>- Sea.</li> <li>- Clouds.</li> <li>- Ground water.</li> </ul> <p>Using the knowledge gained, pupils guide the teacher in affixing the labels correctly on the large diagram.</p> <p>Teacher assists pupils to construct a flow diagram to show the interdependence of plant and animal life in relation to the water cycle.</p>	<p>Identify and sequence the processes of the water cycle.</p> <p>Draw and label a diagram of the water cycle.</p> <p>Infer from an understanding of the water cycle that variations occur in the wet and dry season influencing times of water shortage and floods, respectively.</p> <p>Critique suggestions of others in affirming ways.</p> <p>Construct a flow diagram.</p>	<ul style="list-style-type: none"> <li>• Board.</li> <li>• Labels.</li> <li>• Paper.</li> </ul>

<b>CONCEPTS/THEMES</b>	<b>OBJECTIVES</b>	<b>LEARNING SKILLS</b>	<b>VALUES AND ATTITUDES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED FORMATIVE ASSESSMENT OUTCOMES</b>	<b>RESOURCE MATERIALS</b>
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Causes and consequences</b>	1. Understand the role played by the physical environment in attracting tourists.	1. Asking and responding to questions.	<ul style="list-style-type: none"> <li>Awareness of national issues.</li> <li>Empathy.</li> </ul>	<p>Teachers ask pupils to imagine that they are American tourists.</p> <ul style="list-style-type: none"> <li>What attracts a tourist to Trinidad and Tobago?</li> <li>Are there separate attractions on both islands?</li> <li>Can they be categorized e.g. physical and cultural?</li> <li>As a tourist, what services and other facilities will you expect?</li> </ul> <p>Teacher then divides the class into two (2) groups to compile two lists:</p> <ul style="list-style-type: none"> <li>Reasons that tourism should be encouraged.</li> <li>Negative impacts of the tourist industry.</li> </ul> <p>Display lists.</p>	Discuss the needs and expectations of tourists.	<ul style="list-style-type: none"> <li>Maps.</li> <li>Globes.</li> <li>Bristol board.</li> </ul>
<b>Conflict</b>	2. Assess the advantages and disadvantages of tourism.	2. Using personal pre-knowledge to inform discussion.	<ul style="list-style-type: none"> <li>Showing an optimistic concern for environmental issues.</li> </ul>			
<b>Sustainability</b>		3. Assuming, imaginatively, the role of another person.				
		4. Discussing environmental issues with attention to causes and consequences, conflicts over land use and sustainable development.			<p>Show how the physical environment and/or cultural attractions influence tourism.</p> <p>Relate the needs, services and accommodations made for tourists as having both positive and negative effects on sustainable development.</p> <p>Suggest how some of the negative effects can be overcome.</p>	

**Unit 3:**  
**Theme: Our Nation – Improving the Environment.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Impact and sustainability</b>	<ol style="list-style-type: none"> <li>Investigate environmental issues in and around the islands.</li> <li>Recognize ways to improve their environment.</li> </ol>	<ol style="list-style-type: none"> <li>Asking and responding to questions.</li> <li>Collecting and recording evidence to answer questions.</li> <li>Developing field work skills.</li> <li>Presenting findings using ICT and/or other methods.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation and care for land.</li> <li>Preserving the environment.</li> <li>Healthy lifestyles.</li> <li>Cleanliness.</li> </ul>	<p>Discuss with the pupils different environmental problems in and around the school and how people’s views differ.</p> <p>Discuss with the pupils how noise affects people and identify which noises cause the most problem e.g. <i>the noise of children moving around the school</i></p> <p>Divide the pupils into small groups and ask them to listen to the noise of children moving and undertake “children counts” at set points around the school at different times of the day.</p> <p>Arrange for the pupils to present their findings.</p> <p>Ask them to discuss their findings, identifying busy and quiet areas of the school at different times during the day.</p> <p>Ask them to draw a plan of the school and to suggest reasons for the patterns, e.g. <i>times of day, “land use” (where children are around the school).</i></p>	<p>Recognize and explain the variations in the flow of children around the school.</p> <p>Record data.</p> <p>Use ICT and/or other methods of presenting data.</p> <p>Draw an accurate plan.</p>	<ul style="list-style-type: none"> <li>Clip board.</li> <li>Paper.</li> <li>Pencils.</li> <li>Bristol board.</li> <li>Computer.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Impact and sustainability</b>	<ol style="list-style-type: none"> <li>Investigate their impact on the classroom environment.</li> <li>Investigate how a classroom can be improved.</li> </ol>	<ol style="list-style-type: none"> <li>Asking and responding to questions.</li> <li>Collecting and recording evidence to answer questions.</li> <li>Considering how people affect the environment.</li> </ol>	<ul style="list-style-type: none"> <li>Cleanliness.</li> <li>Self-awareness.</li> <li>Responsibility.</li> <li>Care of the environment.</li> <li>Co-operation.</li> </ul>	<p>The teacher should prepare for this session by placing a range of used but clean materials into labeled bags e.g. plastic, glass, aluminum, steel, paper, etc.</p> <p>Each group of 5 or 6 pupils should have at least 5 small bags of different materials. Ask them to estimate the weight of the rubbish in each bag. They should then weigh the bags to check on the accuracy of their estimates. Ask the pupils to find out where rubbish/ garbage go to, after it is collected.</p> <p>Ask them to estimate how much rubbish is generated in their classroom over a week.</p> <p>The pupils are to produce a cumulative graph, for an interactive display, that shows the weight of rubbish throughout the week. They discuss how the classroom environment can be improved.</p> <p>They should also find out about where the waste from the island is dumped.</p> <p>Discuss with the children which types of rubbish might be recycled and how to go about it.</p> <p>Discuss why recycling is important for Trinidad and Tobago.</p>	<p>Understand how waste is produced and how and why it should be reduced.</p> <p>Express a view on the environment and justify it.</p> <p>Make suggestions for solving the litter problems in the classroom.</p>	<ul style="list-style-type: none"> <li>Garbage bags.</li> <li>Rubbish (<i>suggested</i>).</li> <li>Gloves.</li> <li>Scale.</li> <li>Bristol board.</li> </ul>

**SAFETY:** Children should not handle litter directly. They should use litter-pickers and wear gloves.

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Impact and sustainability</b>	<ol style="list-style-type: none"> <li>Investigate the impact of rubbish on the school environment.</li> <li>Analyze an issue related to the environment.</li> <li>Explore ways to solve the problem.</li> </ol>	<ol style="list-style-type: none"> <li>Collecting and recording evidence to answer questions.</li> <li>Investigating places.</li> <li>Developing field work skills.</li> <li>Learning how people affect the environment.</li> <li>Managing and sustaining their environment.</li> <li>Using ICT and/or other methods to present findings.</li> </ol>	<ul style="list-style-type: none"> <li>Environmental responsibility.</li> <li>Self-pride.</li> <li>Maintaining a clean environment.</li> <li>Self-awareness.</li> </ul>	<p>Divide the pupils into small groups and ask each group to investigate and estimate litter in part of the school grounds and other classes.</p> <p>Ask each group to identify the litter bins and area that they will be responsible for on a plan. The pupils collect the rubbish at the end of the day for a week.</p> <p>Compare results between the different groups;</p> <p>Ask the pupils to present their findings, using spreadsheets and simple graphing software (if available).</p> <p>Ask the pupils to examine their findings, discussing the location of bins, number of bins and the issue of litter.</p> <p>What suggestions have they got for improving the litter problem around their school or in the nearby streets?</p>	<p>Understand about the amount of waste in the school grounds.</p> <p>Express a view on an environmental issue and justify it.</p> <p>Display problem solving attitudes.</p>	<ul style="list-style-type: none"> <li>Garbage bags.</li> <li>Gloves.</li> <li>Paper.</li> <li>Pencils.</li> <li>Rulers.</li> <li>Computer.</li> </ul>

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CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Impact and sustainability</b>	Investigate how the environment of a place can be improved.	<ol style="list-style-type: none"> <li>Investigating places.</li> <li>Collecting and recording evidence to answer questions.</li> <li>Developing field work skills.</li> <li>Using ICT and/or other methods to present findings.</li> </ol>	<ul style="list-style-type: none"> <li>To be pro-active in an acceptable way.</li> <li>National pride.</li> <li>Responsibility.</li> <li>Appreciation for and care of the environment.</li> </ul>	<p>Make a proposal of the suggestions to the principal (from session 3).</p> <p>As a class, identify an area in the locality that has been cared for e.g. <i>the park, shopping center, market or local street.</i></p> <p>Discuss with the pupils how the area might improve and who is responsible for improving the environment (self, others and authority).</p> <p>Divide the pupils into small groups and ask each group to use word-processing skills (if possible) to write a report about the area to send to the local authority, describing how the environment is being affected and asking if there are any plans to improve the area.</p>	<p>Formative enquiry questions.</p> <p>Distinguish between the most and least important details.</p> <p>Write a letter/report to the local authority, editor of the newspaper, Member of Parliament for the area.</p>	<ul style="list-style-type: none"> <li>Map of the area.</li> <li>Paper.</li> <li>Pencils.</li> <li>Pens.</li> <li>Computer.</li> <li>Envelopes.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Causes and consequences</b>	<ol style="list-style-type: none"> <li>Investigate an environmental issue.</li> <li>Create a model of an environmental area to exemplify environmental awareness.</li> <li>Recognize and understand the need for preserving and conserving the environment for sustainable development.</li> </ol>	<ol style="list-style-type: none"> <li>Asking key questions:                             <ul style="list-style-type: none"> <li>What is the issue?</li> <li>Where is the issue?</li> <li>Why is there an issue?</li> <li>What are the views of the different groups involved?</li> <li>What does the class think?</li> <li>How might the issue develop?</li> </ul> </li> <li>Discussing the importance of a clean, healthy environment such as river courses, industrial sites, beaches, farms, housing areas, schools, roadways, etc.</li> </ol>	<ul style="list-style-type: none"> <li>Care for the environment and understanding of others' view.</li> <li>Aesthetic value.</li> <li>Love for and pride in the environment.</li> <li>Environmental awareness.</li> </ul>	<p>Provide opportunities for the pupils to identify the key issues of some environmental feature that could impact on their local area. Look at maps, newspaper cuttings, etc.</p> <p>Once the issue has been selected, the pupils need to ascertain why there is an issue – what are the points of view of different people?</p> <p>Divide the pupils into two (2) groups. Ask one group to formulate arguments to support the issue and the other group to formulate arguments against the issue, as well as how the issue would be resolved or developed.</p> <p>Ask each group to appoint a spokesperson – who will present the groups' arguments and points of view.</p> <p>The teacher's role is to guide the discussion and give feedback.</p> <p>As a class, set up an area within the school compound using flash cards, posters, pictures, ornamental plants etc. to promote care of the environment.</p>	<p>Put a reasoned and logical argument together.</p> <p>Work as a member of a large group.</p> <p>Debate an issue related to the environment.</p> <p>Explain how people seek to manage and sustain the environment.</p> <p>Explain the benefits of preserving and conserving the environment and the need for sustainable development.</p>	<ul style="list-style-type: none"> <li>Maps.</li> <li>Newspapers.</li> <li>Flash cards.</li> <li>Posters.</li> <li>Pictures.</li> <li>Potted plants.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Knowledge and understanding about becoming informed citizens.</b>	<ol style="list-style-type: none"> <li>1. Explain the impact of man’s behavior on other members of the society.</li> <li>2. Explore crime and how it affects young people.</li> <li>3. Recognize that littering is a crime.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying the consequences of positive and negative actions.</li> <li>2. Discussing criminal and non-criminal offences and some of the characteristics of youth crime.</li> <li>3. Learning that crime has serious consequences for the victims and the perpetrators, even so-called “victim-less” crimes.</li> </ol>	<ul style="list-style-type: none"> <li>• Right and wrong.</li> <li>• Empathy.</li> <li>• Conflict resolution.</li> <li>• Coping.</li> <li>• Self-esteem.</li> <li>• Tolerance.</li> <li>• Harmony.</li> <li>• Inter-dependence.</li> </ul>	<p>Ask the class for a list of offences sometimes committed by young people.</p> <p>Ask the pupils which of these are crimes and which, if any, are “victim-less” e.g. defacing property, littering, taking drugs and driving without a license.</p> <p>Ask the pupils to identify the victim(s) of each of these crimes and consider how the offence would affect them.</p> <p>It is possible to distinguish between serious and less-serious offences. If so, how?</p> <p>Tell pupils that while some offences have no apparent victims, the offenders themselves may suffer as a result, e.g. <i>gaining a criminal record or health related problems.</i></p> <p>Ask the class to think of factors, positive and negative, that might stop young people committing crimes, and how effective each factor might be.</p>	<p>Distinguish between criminal and non-criminal offences.</p> <p>Ask and answer questions.</p> <p>Analyze a case study.</p> <p>Develop decision-making skills about personal choices and behaviors.</p>	<ul style="list-style-type: none"> <li>• Pictures.</li> <li>• Bristol board.</li> </ul>

**Unit 4:**

**Theme: The history of Trinidad and Tobago.**

This unit will involve the pupils in an extended historical enquiry and investigation. In the earlier years, the pupils would have acquired historical skills and some general understanding of the historical development of the islands. This unit provides the opportunity for them to develop, extend, use and apply these skills and knowledge. The enquiry is a collaborative group task, where the pupils will be expected to take on some responsibility and independence in their learning. The teacher’s role is to facilitate and support the enquiries, as well as providing appropriate resources, information and guidance.

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Causes and consequences</b>	<ol style="list-style-type: none"> <li>Use a time line to show a sequence of events.</li> <li>Investigate the past using a range of sources.</li> <li>Develop information processing skills.</li> <li>Develop enquiry skills.</li> <li>Apply creative thinking skills.</li> <li>Use their understanding of previous work and chronology.</li> <li>Trace the historical background of their ancestors (on a time line) – use of world map.</li> </ol>	<ol style="list-style-type: none"> <li>Representing information in a time line.</li> <li>Asking and answering questions.</li> <li>Locating, collecting, sorting and classifying information.</li> <li>Drawing inferences and making deductions.</li> <li>Presenting their findings – reporting verbally and written.</li> <li>Evaluating their own work – peer group evaluation.</li> <li>Working collaboratively.</li> </ol>	<ul style="list-style-type: none"> <li>Sequencing/ ordering.</li> <li>Appreciate and understand the impact of the past on present day.</li> <li>Empathy.</li> <li>Interpretation of the past.</li> <li>Co-operation.</li> <li>Harmony.</li> <li>Democracy.</li> <li>Responsibility.</li> </ul>	<p>Record personal data on a time line.</p> <p>The teacher will need to gather together a range of books, pictures, materials and resources for the pupils to use before commencing the investigation. There should be a time line around the room that provides key reference points for the five (5) groups.</p> <p>Divide the pupils into five groups and explain that they are to work collaboratively to undertake the investigation.</p> <p>Explain each stage of the investigation and their roles and responsibilities.</p> <p><b>Group 1: Pre – Columbian Era – pre 15<sup>th</sup> century:</b>  <i>Investigating the earliest inhabitants (Caribs and Arawaks, etc)</i></p> <ul style="list-style-type: none"> <li>Who were they?</li> <li>How did they get here?</li> <li>Where did they come from?</li> <li>How did they distribute themselves?</li> <li>How did they live?</li> </ul>	<p>Record information in sequence.</p> <p>Working in groups.</p>	<ul style="list-style-type: none"> <li>Chart (timeline).</li> <li>Pictures.</li> <li>Maps.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1 continued</b>	<i>Pupils will be able to</i>			<p><b>Group 2: The coming of the Europeans (1498 – 1640):</b></p> <ul style="list-style-type: none"> <li>- <i>How were the islands discovered?</i></li> <li>- <i>Who was already there?</i></li> <li>- <i>What happened next to the previous inhabitants?</i></li> <li>- <i>What happened to the Europeans?</i></li> <li>- <i>What was the impact?</i></li> <li>- <i>How do we know?</i></li> </ul> <p><b>Group 3: The coming of the Africans (1640-1845):</b></p> <ul style="list-style-type: none"> <li>- <i>How and why did they come?</i></li> <li>- <i>Who brought them?</i></li> <li>- <i>What was the impact on them and for Trinidad and Tobago?</i></li> <li>- <i>The sugar revolution.</i></li> <li>- <i>Emancipation.</i></li> </ul> <p><b>Group 4: The coming of the East Indians (1845-1917):</b></p> <ul style="list-style-type: none"> <li>- <i>Who were already there?</i></li> <li>- <i>How and why did they come?</i></li> <li>- <i>Who brought them?</i></li> <li>- <i>What was the impact on them and for Trinidad and Tobago?</i></li> </ul> <p><b>Group 5: The modern era (1917-present time);</b></p> <ul style="list-style-type: none"> <li>- <i>What were the changes made with the coming of Independence and republicanism?</i></li> <li>- <i>How do we choose our government?</i></li> <li>- <i>What is the basic structure of the government?</i></li> </ul>	<i>Pupils are able to:</i>	<ul style="list-style-type: none"> <li>• Artefacts.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1 continued</b>	<i>Pupils will be able to</i>			<p><b>Additional questions:</b>                      All groups are also asked to consider:</p> <ul style="list-style-type: none"> <li>- <i>What would I have felt like, if I had been there?</i></li> <li>- <i>What would I have done?</i></li> <li>- <i>What is the impact of this era that we have studied on my life now?</i></li> <li>- <i>What is the impact of this era that we have studied on Trinidad and Tobago?</i></li> </ul> <p>The teacher is responsible for setting up the groups, ensuring that they understand what exactly they are required to do and that they draw up a list of questions to ask. The pupils should also agree on how they will share and delegate the tasks and responsibilities. They should devise a time plan for the management of what has to be accomplished.</p>	<p><i>Pupils are able to:</i></p> <p>Ask questions.                      Compile information.                      Work effectively as a group.</p>	

<i>CONCEPTS/THEMES</i>	<i>OBJECTIVES</i>	<i>LEARNING SKILLS</i>	<i>VALUES AND ATTITUDES</i>	<i>SUGGESTED TEACHING/LEARNING STRATEGIES</i>	<i>SUGGESTED FORMATIVE ASSESSMENT OUTCOMES</i>	<i>RESOURCE MATERIALS</i>
<b>Session 2 and 3</b>  <i>Causes and consequences</i>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>  Commencing the investigation as a group.  Locate information.  Work effectively as a group.  Ability to conduct research.	
<b>Session 4</b>  <i>Causes and consequences</i>				Collecting, sorting, collating, classifying and analyzing their information.  The teacher's role is to set up specific time's to monitor pupils, get feedback from them and give advice accordingly.	Sort, order and classify data.  Draw references.  Make decisions.  Present findings appropriately.  Work collaboratively.	
<i>Causes and consequences</i>				Each group should make a display and ten minute presentations.  The teacher should provide positive and developmental feedback to each group.	Make a display.  Present in a group.	<ul style="list-style-type: none"> <li>• Bristol board.</li> <li>• Pens.</li> <li>• Markers.</li> <li>• Artefacts.</li> </ul>
<b>Session 6</b>  <i>Causes and consequences</i>				Evaluation by each group of how they carried out the investigation and undertook the group work.	Evaluate the content of the task.  Evaluate the work processes within the group.  Know how to improve future work.	

**Unit 5:**  
**Theme: My role as a citizen.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Behavior patterns</b>	<ol style="list-style-type: none"> <li>Distinguish between acceptable and unacceptable behavior.</li> <li>Determine whether situations are fair, just, right and equal.</li> </ol>	<ol style="list-style-type: none"> <li>Expressing verbally their opinions and feelings.</li> <li>Drawing on their own experiences.</li> <li>Using the golden rules and proverbs to initiate discussion e.g. do unto others...unto you.</li> </ol>	<ul style="list-style-type: none"> <li>Honesty.</li> <li>Justice.</li> <li>Punctuality.</li> <li>Productivity.</li> <li>Fairness.</li> <li>Resolution of conflict.</li> </ul>	<p>Use role play to highlight situations of right and wrong.</p> <p>Ask pupils to express views and feelings on the situations.</p> <p>Ask pupils if they would have behaved differently.</p>	<p>Evaluate situations and say whether it was fair or unfair, right or wrong.</p> <p>Assess situations in their own lives.</p>	<ul style="list-style-type: none"> <li>Newspapers.</li> <li>Story books.</li> </ul>
<b>Session 2</b>						
<b>Care for the environment</b>	<ol style="list-style-type: none"> <li>Express their opinions on things that matter to them.</li> </ol>	<ol style="list-style-type: none"> <li>Speaking clearly and with impact.</li> </ol>	<ul style="list-style-type: none"> <li>Civic responsibility.</li> </ul>	<p>Ask pupils to examine situations in their community and say how they would solve problems within the area.</p>	<p>Write letters to the local authority, Member of Parliament or media expressing concerns.</p>	<ul style="list-style-type: none"> <li>EMA resource materials.</li> </ul>
<b>Becoming an effective citizen</b>	<ol style="list-style-type: none"> <li>Examine current and national issues and how they impact on their lives.</li> </ol>	<ol style="list-style-type: none"> <li>Using their imagination to consider other people's experiences.</li> </ol>	<ul style="list-style-type: none"> <li>Decision making.</li> <li>Harmony.</li> </ul>	<p>Discuss the role of the Environmental Management Agency.</p> <p>Discuss with pupils ways they can make their community a better place.</p>		<ul style="list-style-type: none"> <li>Newspapers.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Understand themselves as social beings</b>	<ol style="list-style-type: none"> <li>1. Recognize their worth as individuals.</li> <li>2. Identify their achievements (positive and negative) about themselves.</li> <li>3. Examine their mistakes and set personal goals.</li> <li>4. Identify role models.</li> <li>5. Describe outstanding personalities in specific fields such as Politics, Science, Sports and Arts etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Asking and answering questions.</li> <li>2. Using self reflection to analyze themselves and their self worth.</li> <li>3. Using resource personnel.</li> <li>4. Categorizing outstanding personalities.</li> <li>5. Speaking clearly and with impact.</li> </ol>	<ul style="list-style-type: none"> <li>• Self-esteem.</li> <li>• Self-confidence.</li> <li>• Self-discipline.</li> <li>• Appreciation for role models.</li> <li>• Team work.</li> </ul>	<p>Reflect on their experiences both positive and negative and write an autobiography.</p> <p>Arrange the class into small groups and ask them to discuss positive and negative issues that affect each member of the group.</p> <p>Encourage them to look at their mistakes and set personal goals.</p> <p>Invite resource personnel to address the class. Teacher allocates time for questioning and discussion.</p> <p>Ask pupils to collect pictures, newspaper clippings and compile a manual on outstanding personalities.</p> <p>Show an appreciation of role models/ outstanding personalities through discussion.</p>	<p>Write an autobiography.</p> <p>Can work in groups.</p> <p>Oral and written reports.</p> <p>Storytelling and writing.</p> <p>Role playing based on models.</p>	<ul style="list-style-type: none"> <li>• Sample autobiography.</li> <li>• Resource person.</li> <li>• Pictures.</li> <li>• Newspapers.</li> <li>• Scrap-book.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 4</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Facing new challenges</b>	<ol style="list-style-type: none"> <li>1. Understand that every individual faces challenges.</li> <li>2. Examine a challenge pertaining to himself/herself.</li> <li>3. Analyze the pros and cons and takes appropriate action.</li> <li>4. Developing information processing skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking logically.</li> <li>2. Taking appropriate action.</li> </ol>	<ul style="list-style-type: none"> <li>• Self-assessment.</li> <li>• Making choices.</li> <li>• Self-reflection.</li> <li>• Problem solving.</li> <li>• Conflict resolution.</li> <li>• Responsibility.</li> </ul>	<p>Teacher guides pupils to complete the following task:-</p> <ul style="list-style-type: none"> <li>- <i>Identify a problem in their life.</i></li> <li>- <i>Relate these problems to their roles as citizens.</i></li> <li>- <i>Collect information relating to these problems.</i></li> <li>- <i>Determine the nature of the information.</i></li> <li>- <i>Make inferences based on data collected.</i></li> <li>- <i>Take appropriate action based on conclusions.</i></li> </ul>	<p>Use a scientific approach to problem solving and to deal with challenges.</p>	<ul style="list-style-type: none"> <li>• Stories.</li> <li>• Books (Texts).</li> <li>• Internet.</li> <li>• Newspapers.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Sessions 5 and 6</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Democracy</b> <b>Patriotism</b> <b>Rights and responsibilities of a citizen</b>	<ol style="list-style-type: none"> <li>1. Explain the meaning of democracy and why it must be maintained.</li> <li>2. Make rules necessary to maintain a democratic society.</li> <li>3. Examine characteristics of an ideal citizen.</li> <li>4. Identify personal changes they can make in order to become an ideal citizen.</li> <li>5. Identify the rights and responsibilities of a citizen.</li> <li>6. Demonstrate ways of showing love, respect and loyalty for the nation (via the flag and national anthem).</li> <li>7. Recognize that every right has a corresponding responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gathering information.</li> <li>2. Developing inquiry skills.</li> <li>3. Speaking clearly.</li> <li>4. Assessing characteristics that are valued.</li> <li>5. Self-analysis based on the qualities of an ideal citizen.</li> <li>6. Arriving at the conclusion that every citizen has certain rights.</li> <li>7. Having an understanding of behavior, this shows respect.</li> <li>8. Understanding that the right to freedom of speech comes with a responsibility not to say degrading things about others.</li> </ol>	<ul style="list-style-type: none"> <li>• Justice.</li> <li>• Fairness.</li> <li>• Freedom.</li> <li>• Equality.</li> <li>• National pride.</li> <li>• Responsibility.</li> <li>• Patriotism.</li> <li>• Productivity.</li> <li>• Respect for property.</li> <li>• Respect for authority.</li> <li>• Respect the rights of others.</li> <li>• Harmony.</li> <li>• Self-assessment.</li> <li>• Decision making.</li> <li>• Empathy.</li> <li>• Nation building.</li> <li>• Loyalty.</li> </ul>	<p>Lead a class discussion on different methods by which democracy can be brought about and initiate a class project to demonstrate the process.</p> <p>Discuss which method brings about participation by the majority.</p> <p>Define what is meant by democracy.</p> <p>Use role-play to demonstrate positive and negative behaviors and let pupils deduce qualities that model an ideal citizen.</p> <p>Introduce discussions to improve short comings.</p> <p>Use stories and problem solving situations to demonstrate rights and their infringement.</p> <p>Discuss the need for love, respect and loyalty for the nation.</p> <p>Role-playing to demonstrate rights and corresponding responsibility.</p>	<p>Make rules.</p> <p>Express views on democracy.</p> <p>Develop a semantic map to illustrate an ideal citizen.</p> <p>Rate themselves on a checklist.</p> <p>Make personal pledges to be improved.</p> <p>List rights and responsibilities of a citizen;</p> <p>Behave in an appropriate manner.</p> <p>Reason and justify.</p> <p>Answer enquiry questions.</p>	<ul style="list-style-type: none"> <li>• A copy of the Constitution (or, parts of it).</li> <li>• Stories that highlight conflict resolution.</li> </ul>

**Unit 6:**  
**Theme: Living in Trinidad and Tobago.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Population of Trinidad and Tobago</b>	<ol style="list-style-type: none"> <li>1. Define the term „Population“.</li> <li>2. Conduct a survey in their school.</li> <li>3. Compare the findings with the population of Trinidad and Tobago.</li> <li>4. Identify areas of dense and sparse population in Trinidad and Tobago.</li> <li>5. Examine reasons for the density.</li> <li>6. Discuss problems associated with overpopulation.</li> <li>7. Suggest solutions to these problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Asking and responding to questions.</li> <li>2. Collecting and recording data.</li> <li>3. Presenting findings in an appropriate and effective way.</li> <li>4. Analyzing their findings.</li> <li>5. Developing map skills.</li> <li>6. Drawing on their past knowledge and experience.</li> </ol>	<ul style="list-style-type: none"> <li>• Respect.</li> <li>• Co-operation.</li> <li>• Team work.</li> <li>• Nation building.</li> <li>• Peace and harmony.</li> <li>• Understanding and appreciation for others.</li> <li>• Problem solving.</li> </ul>	<p>Ask the pupils to conduct a census.</p> <p>Ask the pupils to collect and collate their data.</p> <p>Discuss with the pupils their findings and compare them to the population of Trinidad and Tobago.</p> <p>Draw maps showing density of population, colour coding as per density.</p> <p>Discuss environmental problems associated with population density.</p> <p>What solutions does the class have to deal with these problems.</p>	<p>Conduct a survey.</p> <p>Analyze, communicate and report their findings.</p> <p>Interpret maps.</p> <p>Provide logical reasons.</p> <p>Think creatively.</p>	<ul style="list-style-type: none"> <li>• Map of the area of the census.</li> <li>• Atlas.</li> <li>• Maps.</li> <li>• Texts.</li> <li>• Internet.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Cultural Heritage</b>	<ol style="list-style-type: none"> <li>Describe our cultural heritage.</li> <li>Learn about aspects of our ancestral culture that are still practiced today e.g. sou sou, bongo, gayap.</li> <li>Examine the contributions of people who came and the impact on our culture today.</li> <li>Appreciate and understand people’s beliefs, attitudes and values.</li> </ol>	<ol style="list-style-type: none"> <li>Conducting interviews.</li> <li>Presenting findings in an appropriate and effective way.</li> <li>Conducting research.</li> <li>Developing map skills.</li> <li>Drawing illustrations.</li> <li>Organizing displays.</li> <li>Co-coordinating a cultural program.</li> </ol>	<ul style="list-style-type: none"> <li>Understanding and appreciation of others.</li> <li>National pride.</li> <li>Tolerance.</li> <li>Co-operation.</li> </ul>	<p>Ask the class describe the multi-racial and multi-cultural aspects of our culture.</p> <p>Divide the class into groups, each group would research and present findings of the following groups:</p> <ul style="list-style-type: none"> <li>Amerindians.</li> <li>European.</li> <li>Africans.</li> <li>East Indians.</li> </ul> <p><u>Include:</u></p> <ol style="list-style-type: none"> <li>Place names on a map of Trinidad and Tobago.</li> <li>Religion, Festivals and Languages.</li> <li>Food, dress, musical instruments, modeling, dance and illustrations.</li> <li>Current practices.</li> </ol> <p>The role of the teacher is to monitor, facilitate and guide the pupils’ work and give a summary of the findings.</p>	<p>Present aspects of our culture using a variety of media.</p> <p>Work as a member of a large group and to communicate information.</p> <p>Make a critical analysis of findings.</p>	<ul style="list-style-type: none"> <li>Maps.</li> <li>Texts.</li> <li>Story books.</li> <li>Pictures.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Budgeting savings</b> <i>Making choices</i>	<ol style="list-style-type: none"> <li>Plan a personal budget.</li> <li>Identify the importance of savings.</li> <li>Understand the benefits in being thrifty.</li> <li>Identify the need to make wise choices.</li> </ol>	<ol style="list-style-type: none"> <li>Drawing on their experiences to develop a personal budget.</li> <li>Learning how to save.</li> <li>Drawing on their own experiences to show ways of being thrifty.</li> <li>Making choices.</li> </ol>	<ul style="list-style-type: none"> <li>Self-evaluation.</li> <li>Personal responsibility.</li> <li>Resourcefulness.</li> <li>Self-sufficiency.</li> <li>Decision making.</li> <li>Critical thinking.</li> <li>Problem solving.</li> </ul>	<p>The teacher’s role is to emphasize the need for budgeting and not overspending.</p> <p>Lead a class discussion on forms of savings.</p> <p>Ask pupils to look at a problem, propose and examine options.</p> <p>Select the most appropriate choice.</p>	<p>Plan a personal budget.</p> <p>Consider forms of saving.</p> <p>Make choices.</p>	<ul style="list-style-type: none"> <li>Pie charts.</li> <li>Bar graphs.</li> </ul>
<b>Session 4</b> <i>Information and communication technology</i>	<ol style="list-style-type: none"> <li>Identify forms of technology for communication and information.</li> <li>Use ICT.</li> <li>Examine how ICT influences the way we think and behave.</li> </ol>	<ol style="list-style-type: none"> <li>Identifying forms of technology.</li> <li>Using ICT to communicate.</li> <li>Collecting and recording information on a semantic map.</li> </ol>	<ul style="list-style-type: none"> <li>Competence.</li> <li>Problem solving.</li> <li>Efficiency.</li> <li>Choosing from alternatives.</li> <li>Self-awareness.</li> <li>Self-evaluation.</li> </ul>	<p>Ask the pupils how communication has been made faster and more accessible.</p> <p>The role of the teacher is to guide the pupils through an exercise in sending an email.</p> <p>Ask the class to brainstorm the influences of ICT.</p> <p>The role of the teacher is to develop a semantic map to classify influences expressed by students e.g. fashion, foods, movies, music and other recreational activities as well as negative influences such as drugs, video games (violence), etc</p>	<p>Send an email, fax and surf the internet.</p> <p>Express a view and provide logical reasons.</p> <p>Evaluate their own behaviour.</p>	<ul style="list-style-type: none"> <li>Computers.</li> <li>Internet access.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
Sessions 5 and 6	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Looking into the future.</b>	Examine existing conditions and make projections for the future.	1. Collecting and recording information.	<ul style="list-style-type: none"> <li>• Creativity.</li> <li>• Problem solving.</li> </ul>	Divide the class into four (4) groups to deal with issues pertaining to the following:-	Express opinions.	<ul style="list-style-type: none"> <li>• Newspapers.</li> <li>• Books.</li> </ul>
<b>Change</b>		2. Critically analyze data.	<ul style="list-style-type: none"> <li>• Reflection.</li> <li>• Decision making.</li> </ul>	i. The family. ii. The school. iii. The community. iv. The nation.		<ul style="list-style-type: none"> <li>• Magazines.</li> <li>• Computer.</li> </ul>
<b>Adapting to change</b>		3. Presenting findings in an appropriate way.	<ul style="list-style-type: none"> <li>• Team work.</li> <li>• Co-operation.</li> <li>• National pride.</li> </ul>	The teacher asks the pupils “If you were given the opportunity to look into the future of one of the above what changes would you recommend”.  Each group gathers information via interviews and questionnaires and assesses it.  Ask each group to appoint a spokes person – who will present the groups arguments and recommendations.  The teacher’s role is to summarize and give feedback.	Make projections.  Devise strategies.	<ul style="list-style-type: none"> <li>• Internet.</li> </ul>

# **STANDARD V**

# **WORLD STUDIES**

**Unit 1:**  
**Theme: What’s in the news?**

<i>CONCEPTS/THEMES</i>	<i>OBJECTIVES</i>	<i>LEARNING SKILLS</i>	<i>VALUES AND ATTITUDES</i>	<i>SUGGESTED TEACHING/LEARNING STRATEGIES</i>	<i>SUGGESTED FORMATIVE ASSESSMENT OUTCOMES</i>	<i>RESOURCE MATERIALS</i>
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Similarities and Differences</b>	Investigate the impact of the local media.	<ol style="list-style-type: none"> <li>Investigating places.</li> <li>Using secondary sources.</li> <li>Using and interpreting maps and plans.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for diversity and difference.</li> </ul>	<p>Bring local news items from newspapers or the internet to the attention of the whole class by displaying them on the class “News Board” and ask the pupils to do the same.</p> <p>Use images to develop an interactive display where the pupils identify the location of the story on a map.</p> <p>Ask the pupils to match headlines to stories and to create headlines.</p>	<p>Match headlines to stories.</p> <p>Write a news report based on the interpretation of secondary sources.</p>	<ul style="list-style-type: none"> <li>Newspapers.</li> <li>Scissors.</li> <li>News board.</li> <li>Globe, map or atlases.</li> <li>Glue.</li> <li>Computer.</li> <li>Television.</li> </ul>
<b>Session 2</b>						
<b>Causes and consequences.</b>	Investigate the impact of regional media.	<ol style="list-style-type: none"> <li>Using information.</li> <li>Using inference and deduction.</li> <li>Writing effectively.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for diversity and difference.</li> </ul>	<p>Take regional/local issue or story, give them the headline and ask the pupils to write the story as the reporter.</p>	<p>Write a brief report.</p> <p>Match stories to their location on a map.</p>	<ul style="list-style-type: none"> <li>Newspapers.</li> <li>Scissors.</li> <li>News board.</li> <li>Globe, map or atlases.</li> <li>Glue.</li> <li>Computer.</li> <li>Television.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>  <i>Causes and consequences</i>	<i>Pupils will be able to</i>  Investigate the impact of international news and events.	1. Expressing ideas and opinions, explaining facts through talking and writing.	<ul style="list-style-type: none"> <li>Being a responsible and effective member of world society.</li> </ul>	<p>Bring newspapers with international news stories – ask the pupils to locate the country on the globe or in an atlas.</p> <p>Ask the pupils to work in pairs and discuss what happened before and after the event. What is the impact of the event on human lives?</p> <p>When they have gathered the key facts, they should agree on a newspaper headline and write a report collaboratively (500 words only).</p>	<p><i>Pupils are able to:</i></p> <p>Compare and contrast local and international events.</p> <p>Examine how people respond differently to different situations.</p> <p>Demonstrate a deeper understanding of situations in the world.</p> <p>Interpret news effectively.</p>	<ul style="list-style-type: none"> <li>Newspapers.</li> <li>Scissors.</li> <li>News board.</li> <li>Globe, map or atlases.</li> <li>Glue.</li> <li>Computer.</li> <li>Television and Video player with cassette.</li> </ul>
<b>Session 4</b>  <i>Change conflict</i>	Investigate the reasons for places being mentioned in the news.	<ol style="list-style-type: none"> <li>Collecting and recording evidence.</li> <li>Using secondary sources of information.</li> <li>Discriminating between fact and opinion.</li> <li>Keeping abreast with current affairs.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciate and understand the impact of world events.</li> </ul>	<p>Record a news program from the TV onto video. Ask the pupils to watch the video. They should list and then mark on a map all the places mentioned on the news. Discuss the reasons why places become newsworthy.</p> <p>Discuss whether the news always presents the facts and whether facts can be distorted by the way they are presented.</p> <p>Ask the pupils to repeat the exercise for homework for a week. They should watch the news and to record the number of times in a week, places are mentioned and the reasons for the differences.</p>	<p>Show knowledge of current affairs.</p> <p>Represent data collected graphically in a table format.</p> <p>Debate on any prominent current affairs issues.</p>	<ul style="list-style-type: none"> <li>Newspapers.</li> <li>Scissors.</li> <li>News board.</li> <li>Globe, map or atlases.</li> <li>Glue.</li> <li>Computer.</li> <li>Television and Video player with cassette.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>  <b>Similarities and differences</b>	<i>Pupils will be able to</i>  Appreciate what life is like for young people in other communities.	1. Recognizing and investigating places through literature.  2. Exploring and understanding other life styles through literature.	<ul style="list-style-type: none"> <li>Empathy and understanding.</li> </ul>	Use a class story book, such as Journey to Jo’burg. Read the story to the class and discuss with the pupils the similarities and differences between communities and the lives of people who live in them.  Role play or prepare a skit related to literature studied.	<i>Pupils are able to:</i>  Relate how young people in other parts of the world live.	<ul style="list-style-type: none"> <li>Box.</li> <li>Paper and pencils.</li> <li>Bristol board.</li> </ul>
<b>Session 6</b>  <b>Interdependence</b>	Develop knowledge about world cities.	1. Locating and investigating places.  2. Analyzing the evidence.  3. Using secondary sources of information.	<ul style="list-style-type: none"> <li>Respect for diversity and differences.</li> </ul>	On each day for a week, give the pupils two facts about a city – elsewhere in the world.  If they are able to guess where the city is, they must put their answer on paper and place it in a box.  Reveal the identity of the city at the end of the week and check the papers in the box – did anyone get the correct answer?  Write the names of at least ten cities from around the world on slips of paper and place in a box or hat. The pupils work in pairs or threes and take a slip out of the box. Their task is to co-operatively investigate: <ul style="list-style-type: none"> <li>the location of the city.</li> <li>the climate and its impact.</li> <li>as many key facts as possible.</li> </ul> Communicate their findings to others in poster/chart or map as a group activity (2 or 3).	Locate places using co-ordinates on a map of the world.  Guess the identity of the city before the end of the week.  Use and interpret secondary sources.	<ul style="list-style-type: none"> <li>Card for templates.</li> <li>Pencil.</li> <li>White paper.</li> <li>Coloured sticky paper.</li> <li>Scissors.</li> <li>Units of paper currency (<i>from other countries</i>).</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Additional Activity</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Justice, Injustice and Interdependence;</b>	<ol style="list-style-type: none"> <li>Explore basic economic concepts.</li> <li>Begin to learn about becoming informed consumers.</li> </ol>	<ol style="list-style-type: none"> <li>Working collaboratively.</li> <li>Problem solving.</li> </ol>	<ul style="list-style-type: none"> <li>Interdependence.</li> </ul>	<p>Find a story in the newspaper or from the TV on trade, or commercial aspects of life in Trinidad and Tobago. Explain that the country cannot be isolated from the world.</p> <p>You will need: pencils, white paper, colored sticky paper, scissors and units of paper currency.</p> <p>Four different sets of templates made from Card (enough for each group to have a set.)</p> <p>Templates – a car, a TV set, a TV screen, a star (smaller than an A4 sheet); The car should be roughly twice the size of the template for the TV set.</p> <p>A copy of the buying list, the selling list and the rules for each group.</p> <p>Divide the pupils into groups of four or five. Appoint two or three pupils to be the suppliers and buyers in the Market Place. You may wish to do this yourself.</p> <p>Give each group thirty units of currency, a buying list, a selling list and discuss the rules carefully with them.</p>		<ul style="list-style-type: none"> <li>Pencils.</li> <li>Paper.</li> <li>Coloured sticky paper.</li> <li>Scissors.</li> <li>Units of paper currency.</li> <li>Cardboard.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
Additional Exercise Activity	<i>Pupils will be able to</i>			<p><b>Buying List:</b>                      Templates – 4 Units                      Scissors – 6 Units                      Pencils – 3 Units                      Colored paper – 2 Units                      White paper – 1 Unit</p> <p><b>Selling List:</b>                      TV white – 1 Unit                      TV with colored screen – 2 Units                      White car – 3 Units                      White car with colored star on bonnet – 4 Units</p> <p><b>Rules:</b>                      Five minutes discussion time in the group.                      Fifteen minutes buying, making and selling.                      You can only buy or sell in the market place.                      The winning team is the one with the most “wealth” – this will be worked out by the prices above.                      All supplies must be bought in the market place.</p> <p>The groups then buy their supplies and make and sell their goods to the other groups.</p> <p>At the end of the period, each group reports how much wealth they have and how many unsold goods.</p>	<i>Pupils are able to:</i>	

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Additional Exercise Activity	Pupils will be able to			<p>Ask the pupils what would have happened if there had been a fall in the price of cars because of overproduction by another country?</p> <p>What if the value of the star had changed – become more expensive?</p> <p>It is important to help the pupils to analyze the causes of their being winners and losers in the economic market place.</p> <p>Ask the pupils:</p> <ul style="list-style-type: none"> <li>- What strategies they think they used, to play the game?</li> <li>- What have they learned from it?</li> <li>- What does it make them think about, considering the global market place and Trinidad and Tobago’s place in it?</li> </ul> <p>The environmental impact of using raw materials can also be discussed and what we do with “obsolete” or worn out goods.</p>	<p>Pupils are able to:</p> <p>Identify and explain economic concepts that impact upon different situations.</p> <p>Analyze consumer behaviour.</p>	

**Unit 2:**

**Theme: Connecting ourselves to the world.**

This unit requires the use of a fax machine and a computer with email access. It would also be helpful if the school could twin with another school in the Caribbean or the United Kingdom. These arrangements need to be made before this unit can be undertaken.

<i>CONCEPTS</i>	<i>OBJECTIVES</i>	<i>LEARNING SKILLS</i>	<i>VALUES AND ATTITUDES</i>	<i>SUGGESTED TEACHING/LEARNING STRATEGIES</i>	<i>SUGGESTED FORMATIVE ASSESSMENT OUTCOMES</i>	<i>RESOURCE MATERIALS</i>
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence</b> <b>Links to other places.</b>	<ol style="list-style-type: none"> <li>Identify and use different aspects and systems of communication.</li> <li>Using technology systems to link plans.</li> </ol>	<ol style="list-style-type: none"> <li>Collecting and recording evidence.</li> <li>Exploring.</li> </ol>	<ul style="list-style-type: none"> <li>Relating as a member of world society.</li> </ul>	<p>Discuss with the pupils what faxes are.</p> <p>Ask the pupils why faxes are sent and compared to sending a letter.</p> <p>If there is a fax machine in the school – the pupils should find out how many faxes have been sent and to where.</p> <p>If there is no fax machine in the school – contact a local business with a fax machine and ask to visit. Pupils should send and receive a fax – noting how a fax is laid out – compared to a letter.</p>	<p>State the benefits of using faxes.</p> <p>Produce and send information via fax.</p>	<ul style="list-style-type: none"> <li>Computer.</li> <li>Fax machine.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 2</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence.</b>	Use email.	1. Writing letters.	<ul style="list-style-type: none"> <li>Responding to the use of the new forms of ICT.</li> </ul>	Discuss with the pupils what an email is.	Evaluate new forms of ICT through discussion.	<ul style="list-style-type: none"> <li>Computer.</li> </ul>
<b>Links to other places.</b>		2. Investigating places.		Explain why people use it and how it differs from posting a letter.		<ul style="list-style-type: none"> <li>Internet access.</li> </ul>
		3. Asking and responding to questions.		Ask each pupil to write a letter to be sent by email to their “twinned” school.	Produce and send a letter and questionnaire by email.	
		4. Collecting, analyzing and recording evidence.		The class should devise a questionnaire for the twinned school. This should be sent to the twinned school as an attachment.		
		5. Using ICT and other methods, to find and assist in presenting and handling data.				

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 3</b></p> <p><i>Interdependence.</i></p> <p><i>Links to other places.</i></p>	<p><i>Pupils will be able to</i></p> <p>Use the internet.</p>	<ol style="list-style-type: none"> <li>Asking and responding to questions.</li> <li>Collecting, recording and analyzing data.</li> <li>Using ICT to assist in the handling of information.</li> </ol>		<p>Gather information about the area in which the twin school is located e.g. weather, population and lifestyle.</p> <p>Once this data has been collected, ask the children to analyze and compare with local conditions.</p> <p>The pupils should produce graphs and charts to show the similarities and differences between the two places.</p>	<p><i>Pupils are able to:</i></p> <p>Present and analyze data through the internet.</p>	<ul style="list-style-type: none"> <li>Computer.</li> </ul>
<p><b>Session 4</b></p> <p><i>Interdependence</i></p> <p><i>To understand how their locality is set within a wider context;</i></p>	<p>Locate Trinidad and Tobago in relation to the twinned school.</p>	<ol style="list-style-type: none"> <li>Investigating places using different scales.</li> <li>Using and interpreting globes and atlases.</li> <li>Calculating distance and time.</li> </ol>	<ul style="list-style-type: none"> <li>Being a responsible and effective member of world society.</li> </ul>	<p>Discuss with the pupils where the twinned school is located. Find it on a globe and in the atlas.</p> <p>The pupils should identify the nearest airport to the school and mark out on a base map, the route that a flight might take.</p> <p>Help the pupils work out the time differences.</p> <p>Explain the time zones around the world.</p>	<p>Locate places on maps.</p> <p>Use an atlas to identify airports and mark routes on a base map.</p> <p>Calculate distances between their own country and another and calculate time differences.</p>	<ul style="list-style-type: none"> <li>Map or atlas.</li> <li>Bristol board.</li> <li>Scissors.</li> <li>Markers.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Interdependence</b>	Identify and explore different modes of travel/transport from one country to the next e.g. air travel.	Gathering and interpreting information on air travel.	<ul style="list-style-type: none"> <li>Developing a „global“ consciousness.</li> </ul>	<p>Discuss the various modes of travel from one country to another.</p> <p>Identify why people travel from one country to another.</p> <p>Pupils contact a travel agency and collect data on various aspect of air travel e.g. flights, destinations and cost.</p> <p>Identify and explore reasons for using/selecting air travel.</p>	<p>Construct a table/chart showing data collected.</p> <p>Represent information gathered on routes, destinations and cost on a world map.</p>	<ul style="list-style-type: none"> <li>Maps.</li> <li>Tourist brochures.</li> </ul>
<b>Session 6</b>						
<b>Interdependence</b>	Identify and explore different modes of sea transport.	Gathering and interpreting information on sea travel.	<ul style="list-style-type: none"> <li>Awareness of the importance of travel to the development of the world society.</li> <li>Fostering greater communication.</li> <li>Linkages</li> </ul>	<p>Discuss the various types of sea travel.</p> <p>Identify reasons for using sea travel/transport.</p> <p>Organize class into groups. Have each group explore on aspect of sea travel (e.g. cruise industry, cargo, passenger travel).</p> <p>Groups should identify major ports (local, regional and international).</p>	<p>Work in a group and make a presentation which will be evaluated using a set criterion.</p>	<ul style="list-style-type: none"> <li>Map or atlas.</li> </ul>

**Unit 3:**  
**Theme: Our Caribbean Family:**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 1</b></p> <p><u>Similarities and differences.</u></p> <p><i>Links to other places.</i></p> <p><i>How different groups of people live, operate and change.</i></p>	<p><i>Pupils will be able to</i></p> <p>Define and classify the Caribbean region.</p>	<ol style="list-style-type: none"> <li>Gathering and interpreting information.</li> <li>Interpreting maps.</li> <li>Classifying information.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for diversity and difference.</li> <li>Appreciation of membership in the Caribbean family.</li> </ul>	<p>Use a map of the World and Caribbean.</p> <p>Initiate discussion and elicit location and definition of the Caribbean.</p> <p>Group islands according to geographical commonalities and language commonalities.</p> <p>Alternative Suggested Strategies: Present the pupils with cut out's of each country of the Caribbean. Ask them to consult the Caribbean map and reconstruct the Caribbean region. Colour code each country according to:</p> <ol style="list-style-type: none"> <li>Geographical group.</li> <li>Language group.</li> </ol>	<p><i>Pupils are able to:</i></p> <p>Prepare table.</p> <p>Document data.</p> <p>Show each group of Caribbean islands:</p> <ol style="list-style-type: none"> <li>Geographical grouping.</li> <li>Language based grouping.</li> </ol>	<ul style="list-style-type: none"> <li>Maps of the Caribbean and the World.</li> <li>Bristol board.</li> <li>Markers.</li> </ul>
<p><b>Session 2</b></p> <p><i>Links to other people and places in the past.</i></p>	<p>Define and explain key concepts related to our Caribbean history.</p> <ul style="list-style-type: none"> <li>Re-discovery and colonialism;</li> <li>Slavery;</li> <li>Indenture ship;</li> <li>Emancipation;</li> </ul>	<ol style="list-style-type: none"> <li>Collecting and recording data.</li> <li>Sequencing (Time line).</li> </ol>	<ul style="list-style-type: none"> <li>Respect for diversity and difference.</li> <li>Value the contribution of other cultures.</li> <li>Understand relationships between people.</li> </ul>	<p>Research early colonizers.</p> <p>Locate on a world map.</p> <p>Locate colonies and link with colonizers.</p> <p>Pupils are grouped and asked to study literature on key concepts.</p>	<p>Make linkages between colonies and colonizers.</p> <p>Make a group presentation of the literature studied using role-playing, posters and illustration.</p>	<ul style="list-style-type: none"> <li>Maps of the Caribbean and the World.</li> <li>Bristol board.</li> <li>Markers.</li> <li>Literature relevant to topic.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Relationships Individual to their country.</b>	Identify significant Caribbean personalities (one from each field) e.g. literary, sports, culture, politics, science and social work.	<ol style="list-style-type: none"> <li>1. Researching personalities.</li> <li>2. Analyzing and evaluating contributions made by personalities.</li> <li>3. Negotiating, deciding and participating in group tasks.</li> </ol>	<ul style="list-style-type: none"> <li>• Value the contribution of other people.</li> <li>• Being a responsible and effective member of world society.</li> </ul>	<p>Organize and initiate research groups.</p> <p>Each group researches different personalities.</p> <p>Collect produced material where available for the personality studied.</p> <p>Encourage pupils to discuss contributions to development.</p>	<p>Make a group presentation which involves:</p> <ul style="list-style-type: none"> <li>- Oral and visual data.</li> <li>- Submitted and written material.</li> <li>- Presentation in unique and creative manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs.</li> <li>• Bristol board.</li> <li>• Markers.</li> <li>• Literature relevant to topic.</li> </ul>
<b>Session 4</b>						
<b>Interdependence</b>	<ol style="list-style-type: none"> <li>1. Trace the efforts at establishing Caribbean integration.</li> <li>2. Identify CARICOM members.</li> <li>3. Explain the need for Caribbean integration.</li> <li>4. Propose a solution to some problems of Caribbean integration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Researching.</li> <li>2. Collecting and recording data.</li> <li>3. Analyzing and drawing conclusions.</li> <li>4. Negotiating, deciding and participating in group talks.</li> <li>5. Drawing conclusions.</li> </ol>	<ul style="list-style-type: none"> <li>• Sustainable development.</li> <li>• Understanding relationships between people and countries.</li> </ul>	<p>Organize groups to research aspects of Caribbean integration related to objectives.</p> <p>Represent data collected in various forms e.g. semantic map, flowchart, tables, illustrations and posters.</p> <p>Create a word sleuth/puzzle using CARICOM members.</p>	<p>Debate and propose a solution to an issue related to the Caribbean integration.</p> <p>Indicate, on a given Caribbean map, members of CARICOM.</p>	<ul style="list-style-type: none"> <li>• Maps of the Caribbean.</li> <li>• Bristol board.</li> <li>• Paper.</li> <li>• Pencils.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Earth concepts</b>	Record and interpret maps.	<ol style="list-style-type: none"> <li>Recording and interpreting maps.</li> <li>Collecting data.</li> <li>Investigating data.</li> <li>Observing and drawing conclusions.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for diversity and difference.</li> </ul>	Use a map of the Caribbean and the map of a selected locality to determine location, key, physical features and weather.	Prepare a table showing similarities and differences between selected locality and Trinidad and Tobago.	<ul style="list-style-type: none"> <li>Maps of the Caribbean.</li> <li>Ruler.</li> <li>Paper.</li> <li>Pencils.</li> </ul>
<b>Session 6</b>						
<b>Technology and communication impacting on social relationship.</b>	<ol style="list-style-type: none"> <li>Recognize and analyze similarities and differences between contrasting locality and Trinidad and Tobago, in terms of lifestyles, family, home, school, work, leisure, land use etc.</li> <li>Establish contact with a school in contrasting locality through ICT systems i.e. fax, e-mail, internet, telephone and post etc.</li> </ol>	<ol style="list-style-type: none"> <li>Observing, analyzing and drawing conclusions.</li> <li>Using ICT skills.</li> <li>Interpreting data.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for diversity and difference.</li> <li>Value the contribution of other skills.</li> <li>Understand relationship between people.</li> </ul>	<p>Use photographs, literature and ICT systems to investigate, analyze, interpret and draw conclusions about lifestyles in selected locality.</p> <p>Compare and contrast with same in Trinidad and Tobago.</p>	Work as a group to prepare visual materials which could be used to market selected locality/Trinidad and Tobago as potential tourist sites.	<ul style="list-style-type: none"> <li>Photographs.</li> <li>Computer.</li> <li>Literature on the topic.</li> </ul>

**Unit 4:**  
**Theme: Our Nation and Government:**

<i>CONCEPTS/THEMES</i>	<i>OBJECTIVES</i>	<i>LEARNING SKILLS</i>	<i>VALUES AND ATTITUDES</i>	<i>SUGGESTED TEACHING/LEARNING STRATEGIES</i>	<i>SUGGESTED FORMATIVE ASSESSMENT OUTCOMES</i>	<i>RESOURCE MATERIALS</i>
<b>Session 1</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Justice, fairness, rights and obligation to society.</b>	<ol style="list-style-type: none"> <li>Outline the road to achievement of Republican status.</li> <li>Discuss the significance of each stage to the countries.</li> <li>Political development.</li> </ol>	<ol style="list-style-type: none"> <li>Reading and interpreting information.</li> <li>Constructing time lines and flow charts.</li> <li>Analyzing changes over time;</li> </ol>	<ul style="list-style-type: none"> <li>Being a responsible and effective member of society.</li> <li>Communicate our belief, feeling and conviction.</li> <li>Report systems, rules and laws.</li> </ul>	<p>Show a video on “The Road to Republicanism” or tell a story related to it.</p> <p>Organize pupils into groups and distribute literature related to the video/ story.</p> <p>Each group discusses and analyzes events then construct a time line.</p>	<p>Sequence events given a blank timeline and word or sentence box/strip.</p>	<ul style="list-style-type: none"> <li>V. C. R., Television and video cassette on topic.</li> <li>Cassette recorder with cassette.</li> <li>Literature relevant to topic.</li> </ul>
<b>Session 2</b>						
<b>Nationhood</b>	<ol style="list-style-type: none"> <li>Recognize and explain significance of national symbols.</li> <li>Know their rights and responsibilities as a citizen.</li> </ol>	<ol style="list-style-type: none"> <li>Observing.</li> <li>Interpreting and explaining.</li> <li>Drawing and singing.</li> <li>Decision making.</li> </ol>	<ul style="list-style-type: none"> <li>Being a responsible and effective member of society.</li> <li>Communicate our belief, feeling and conviction.</li> <li>Report systems, rules and laws.</li> </ul>	<p>Provide pupils with visual materials and literature on nationhood.</p> <p>Pupils will engage in producing a project book, charts or posters to set up display.</p> <p>Pupils will listen to national songs.</p>	<p>Each group presents and critiques each other’s project, book or display.</p>	<ul style="list-style-type: none"> <li>Literature on nationhood.</li> <li>Bristol board.</li> <li>Tape recorder.</li> <li>Tapes of national songs.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS	
<b>Session 3</b>	<i>Pupils will be able to</i>			<i>Pupils are able to:</i>		
<b>Central Government.</b>	<ol style="list-style-type: none"> <li>1. Define the term „Government.</li> <li>2. Identify our form of Government.</li> <li>3. Outline structure of Government.</li> <li>4. Describe function of Government.</li> </ol>	<ol style="list-style-type: none"> <li>1. Researching terms.</li> <li>2. Drawing semantic maps.</li> <li>3. Interpreting and analyzing information.</li> </ol>	<ul style="list-style-type: none"> <li>• Being a responsible and effective member of society.</li> <li>• Respect systems, rules and laws.</li> </ul>	<p>Discuss literature on Government, forms of Government and functions of Government.</p> <p>Have pupils prepare a semantic map showing the structure of the Government.</p>	<p>Role-play a parliamentary debate or cabinet meeting.</p> <p>Answer questions on the semantic map showing structure of Government.</p>	<ul style="list-style-type: none"> <li>• Literature on government.</li> <li>• Paper.</li> <li>• Ruler.</li> </ul>
<b>Session 4</b>						
<b>Local Government.</b>	<ol style="list-style-type: none"> <li>1. Distinguish between central and local government.</li> <li>2. Examine the function of local government.</li> <li>3. Identify the local government body in their community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Researching terms.</li> <li>2. Interpreting and analyzing information.</li> <li>3. Interviewing.</li> </ol>	<ul style="list-style-type: none"> <li>• Being a responsible and effective member of society.</li> <li>• Respect systems, rules and laws.</li> </ul>	<p>Examine literature on local government.</p> <p>Have pupils discuss the differences between local and central government.</p> <p>Explore the possibility of their being a Councilor for their area.</p> <p>After being exposed to the Councilor as a resource person, pupils will prepare a questionnaire to interview the councilor.</p>	<p>Students role-play a meeting of a councilor and constituents.</p>	<ul style="list-style-type: none"> <li>• Literature on local government.</li> <li>• Resource personnel (Councillor).</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>  <b>Choosing a Government</b>	<i>Pupils will be able to</i>  1. State the qualification of a voter.  2. Explain the importance of elections and the need to exercise their franchise.  3. Describe and enact the electoral process.	1. Observing.  2. Organizing.  3. Discussing.  4. Analyzing and drawing conclusions.	<ul style="list-style-type: none"> <li>Being a responsible and effective member of society.</li> <li>Participating in decision making.</li> <li>Making responsible choices.</li> </ul>	Engage in general discussion with pupils on the following:-  i. the qualification of a voter. ii. the importance of an election.  Show a video on the electoral process.  Divide the class into two (2) groups/parties. Have pupils select a leader and embark on campaign followed by election for a school prefect.	<i>Pupils are able to:</i>  Asses the qualification of voter and electoral process e.g. true/false, filling in the blanks etc.  Construct a flow diagram/ chart of the electoral process.  Write a campaign speech.	<ul style="list-style-type: none"> <li>V. C. R, Television and video cassette on the electoral process.</li> <li>Bristol board.</li> </ul>
<b>Session 6</b>  <b>Outstanding citizen or leaders</b>	1. Distinguish qualities of an outstanding citizen.  2. Evaluate the contribution made to society by any personality.  3. Identify personalities in various fields.	1. Considering other people's experiences.  2. Expressing and explaining views.  3. Negotiating, deciding and participating in group tasks.  4. Categorizing and evaluating information.	<ul style="list-style-type: none"> <li>Respect for diversity and differences.</li> <li>Making responsible choices.</li> <li>Working towards being a role model.</li> </ul>	Have pupils collect pictures and literature on any available personality.  Brainstorm with pupils the qualities of some noted important personalities.  Organize class into groups and allow pupils to study one personality from a specific field e.g. political, cultural, sports, social work, science, literature and religion.  Evaluate contributions made by each personality.	Deliver an oral presentation accompanied with display related to personality.  Write a campaign speech.	<ul style="list-style-type: none"> <li>Photographs (Caribbean personalities)</li> <li>Literature on relevant Local Personalities/Leader.</li> </ul>

**Unit 5:**  
**Theme: Protecting Ourselves:**

<i>CONCEPTS/THEMES</i>	<i>OBJECTIVES</i>	<i>LEARNING SKILLS</i>	<i>VALUES AND ATTITUDES</i>	<i>SUGGESTED TEACHING/LEARNING STRATEGIES</i>	<i>SUGGESTED FORMATIVE ASSESSMENT OUTCOMES</i>	<i>RESOURCE MATERIALS</i>
<p><b>Session 1</b></p> <p><i>Justice, fairness, rights and obligation in society</i></p> <p><i>The individual.</i></p>	<p><i>Pupils will be able to</i></p> <p>Show ways in which the individual demonstrates good health and safety practices.</p>	<ol style="list-style-type: none"> <li>1. Researching.</li> <li>2. Investigating.</li> <li>3. Decision making.</li> <li>4. Problem solving.</li> </ol>	<ul style="list-style-type: none"> <li>• Participating in public awareness campaign on health and safety.</li> <li>• Making responsible choices.</li> </ul>	<p>Have pupils research different aspects of health and safety e.g. drug abuse, aids, domestic violence, peer pressure, child abuse and personal safety.</p> <p>Alternatively: Invite a resource person to give presentation on these issues.</p> <p>Organize pupils into groups and allow each group to investigate one aspect with the criteria: who, what, when and why.</p> <p>Groups will propose solutions for problem of health and safety.</p>	<p><i>Pupils are able to:</i></p> <p>Create charts and posters illustrating good health and safety practices.</p> <p>Role-play skit on one aspect of health and safety studied.</p>	<ul style="list-style-type: none"> <li>• Resource person.</li> <li>• Literature on health and safety.</li> <li>• Bristol board.</li> </ul>
<p><b>Session 2</b></p> <p><i>Human Rights</i></p> <p><i>Rights of the child</i></p>	<ol style="list-style-type: none"> <li>1. List the rights of the child as is stated in the United Nations charter.</li> <li>2. Define the term human rights.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gathering information.</li> <li>2. Analyzing, interpreting and drawing conclusions.</li> <li>3. Expressing views.</li> <li>4. Comparing and contrasting.</li> </ol>	<ul style="list-style-type: none"> <li>• Respect for the rights of others.</li> </ul>	<p>Have pupils draft a „code of conduct“ for the class on behavior, conduct which will make class members feel respected and safe.</p> <p>Compare their code of conduct with the United Nations Convention on the Rights of the Child.</p>	<p>Make and colour a poster of the convention on the „Rights of the Child“.</p> <p>Write a journal or an essay about how to protect children in the world.</p>	<ul style="list-style-type: none"> <li>• Copy of „Rights of the Child“.</li> <li>• Literature on Human Rights.</li> <li>• Material for constructing journals, bristol board, paper, stapler machine etc.</li> </ul>



CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Consumer Affairs</b>	<ol style="list-style-type: none"> <li>1. Define the term „consumer“.</li> <li>2. State the rights and responsibilities of the consumer.</li> <li>3. Address grievances as consumers and identify forms of redress.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing conflict resolution skills.</li> <li>2. Writing and persuading skills.</li> </ol>	<ul style="list-style-type: none"> <li>• Integrity.</li> <li>• Fairness.</li> <li>• Responsibility.</li> </ul>	<p>Engage pupils in discussion of topic.</p> <p>Prepare a list of questions for resource personnel.</p> <p>Employ resource personnel or expert on consumer affairs.</p> <p>Have person address pupils.</p>	<p>Present problems.</p> <p>Have pupils identify appropriate consumer rights and responsibilities.</p> <p>Explore forms of redress e.g. write letters and make phone calls to appropriate authority.</p>	<ul style="list-style-type: none"> <li>• Resource person.</li> </ul>
<b>Session 4</b>						
<b>Environment</b>	<ol style="list-style-type: none"> <li>1. State the attributes of a healthy environment.</li> <li>2. Explain the importance of living in a healthy environment.</li> <li>3. Organize an environmental beautification project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observing.</li> <li>2. Analyzing.</li> <li>3. Formulating.</li> <li>4. Designing.</li> <li>5. Creating.</li> </ol>	<ul style="list-style-type: none"> <li>• Being a responsible and effective member of society.</li> <li>• Appreciation for aesthetics.</li> </ul>	<p>Present pupils with contrasting photographs e.g. polluted scene versus beautiful scene.</p> <p>Or</p> <p>Show video clipping based on above.</p> <p>Initiate discussion to elicit attributes of a healthy environment.</p> <p>Explore importance of living in a healthy environment.</p>	<p>Identify a problem in the local environment.</p> <p>Organize beautification of the identified area.</p> <p>Prepare a poster or cartoon depicting the problem.</p>	<ul style="list-style-type: none"> <li>• Photographs on scenes of the environment (polluted scenes and scenic ones).</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>Protection of country</b>	<ol style="list-style-type: none"> <li>Identify the various arms of the protective services.</li> <li>Outline the functions of the protective services.</li> </ol>	<ol style="list-style-type: none"> <li>Gathering information.</li> <li>Listening.</li> <li>Analyzing.</li> <li>Interpreting.</li> <li>Note-taking.</li> <li>Asking questions.</li> </ol>	<ul style="list-style-type: none"> <li>Respect for law and authority.</li> </ul>	<p>Have the pupils research and prepare questions on the protective services.</p> <p>Bring in a resource person from the protective services to address pupils.</p> <p>Have the pupils take notes and ask questions.</p> <p>Pupils are to collect newspaper clippings reflecting the functions of the protective services.</p>	<p>Write reports on the session with the resource personnel on the role of the protective services.</p> <p>Organize class into groups. Each group produces a scrap book containing clippings from the newspaper.</p>	<ul style="list-style-type: none"> <li>Resource person.</li> <li>Newspaper clippings.</li> <li>Bristol board.</li> </ul>
<b>Session 6</b>						
<b>Role of the United Nations in protecting countries throughout the world</b>	<ol style="list-style-type: none"> <li>Explain what the „United Nations“ is.</li> <li>Explain the role of the United Nation in global protection.</li> <li>Identify members of the United Nations.</li> </ol>	<ol style="list-style-type: none"> <li>Researching.</li> <li>Analyzing.</li> <li>Evaluating.</li> <li>Drawing conclusions.</li> <li>Developing map.</li> <li>Drawing.</li> </ol>	<ul style="list-style-type: none"> <li>Being a responsible and effective member of society.</li> </ul>	<p>Show a video on the United Nations (or use other visual material).</p> <p>Follow with discussions on the function of the United Nations and its part played in global protection.</p> <p>Make a collection of articles related to global protection.</p>	<p>Identify on a map of the world members of the United Nations.</p>	<ul style="list-style-type: none"> <li>Video Clip on the United Nations.</li> <li>Map of the world.</li> <li>Newspaper clippings on the United Nations.</li> <li>Diagrams of United Nations organisations.</li> </ul>

**Unit 6:**  
**Theme: Working with Others.**

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<p><b>Session 1</b></p> <p><i>The individual.</i></p>	<p><i>Pupils will be able to</i></p> <ol style="list-style-type: none"> <li>Identify the qualities that any individual should possess.</li> <li>Use these qualities to work and assist others.</li> </ol>	<p>Respecting oneself and others.</p>	<ul style="list-style-type: none"> <li>A sense of sound and moral responsibility.</li> <li>A sense of self worth.</li> </ul>	<p>Get pupils to identify qualities about themselves that they possess.</p> <p>Get pupils to state how they can use these qualities positively.</p> <p>How can these qualities are used to influence others.</p>	<p><i>Pupils are able to:</i></p> <p>Write an essay about the qualities they possess.</p> <p>Reflect on how to improve themselves and others.</p>	<ul style="list-style-type: none"> <li>Pupils and their own experiences.</li> <li>Family photographs.</li> <li>Resource personnel – Guidance counsellor.</li> </ul>
<p><b>Session 2</b></p> <p><i>At home</i></p>	<ol style="list-style-type: none"> <li>Identify the concepts of dependency, independency and interdependency.</li> <li>Apply these concepts to solutions at home.</li> </ol>	<ol style="list-style-type: none"> <li>Co-operating.</li> <li>Collaborating.</li> <li>Empathizing.</li> </ol>	<ul style="list-style-type: none"> <li>Appreciation for others.</li> <li>Care and respect for others.</li> <li>Willingness to share.</li> </ul>	<p>Get pupils to identify various situations at home.</p> <p>Where working alone or together as a group and the result of such situations.</p> <p>The teacher can use the questioning technique to elicit from pupils these situations.</p> <p>Help pupils to identify and correlate.</p>	<p>Write a passage on how a pupil would work and support the parents or others at home or provide support to members of the family by doing chores/tasks around the home.</p>	<ul style="list-style-type: none"> <li>Pupils themselves.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 3</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>The School</b>	<ol style="list-style-type: none"> <li>1. Explain the importance of co-operation in school.</li> <li>2. Identify ways in which people can co-operate at school.</li> <li>3. Demonstrate effective interaction strategies at school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explaining, planning and co-operating with others.</li> <li>2. Team building.</li> </ol>	<ul style="list-style-type: none"> <li>• Respect for diversity and differences.</li> <li>• Being a responsible group member.</li> </ul>	<p>Introduce theme by the use of a case study depicting co-operation.</p> <p>Discuss with pupils the importance of co-operation and have them identify ways in which people can co-operate in school.</p> <p>Set up teams and have pupils select a leader.</p> <p>Discuss with them the attributes of working together and how to be a good team member.</p> <p>Pupils are given an activity to plan a class party.</p>	<p>Use checklists to evaluate the performance and proposal of the group.</p>	<ul style="list-style-type: none"> <li>• Pupils themselves.</li> </ul>
<b>Session 4</b>						
<b>On the job</b>	<ol style="list-style-type: none"> <li>1. State the importance of co-operation at work.</li> <li>2. Identify ways in which workers need to co-operate to get the job done.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observing.</li> <li>2. Discussing.</li> <li>3. Role-playing.</li> <li>4. Note-taking.</li> <li>5. Singing.</li> </ol>	<ul style="list-style-type: none"> <li>• Participating in group activities.</li> <li>• Co-operating with each other.</li> </ul>	<p>Read a story for the class based on co-operation on the job and encourage the pupils to examine ways in which people co-operate on the job and the importance of such co-operation.</p> <p>Let some pupils choose a job and organize and perform a skit/role-play showing co-operation (e.g. on a ship or construction site).</p> <p>Play an appropriate calypso or song (e.g. „Productivity“ by the Mighty Sparrow).</p> <p>Let other pupils observe and take notes.</p>	<p>Compose a poem or song on co-operation in the work place.</p> <p>Draw a cartoon/chart depicting the importance of co-operation.</p> <p>Write a story on co-operation at work.</p>	<ul style="list-style-type: none"> <li>• Paper.</li> <li>• Pencil.</li> <li>• Markers.</li> <li>• Tape recorder.</li> <li>• Cassettes with calypsos or songs.</li> <li>• Literature on co-operation.</li> </ul>

CONCEPTS/THEMES	OBJECTIVES	LEARNING SKILLS	VALUES AND ATTITUDES	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED FORMATIVE ASSESSMENT OUTCOMES	RESOURCE MATERIALS
<b>Session 5</b>	<i>Pupils will be able to</i>				<i>Pupils are able to:</i>	
<b>In the community.</b>	<ol style="list-style-type: none"> <li>Describe their community or neighborhood.</li> <li>Identify ways in which people in communities inter-relate and help each other.</li> <li>Formulate a plan to help solve a problem through community participation.</li> </ol>	<ol style="list-style-type: none"> <li>Describing.</li> <li>Drawing.</li> <li>Mapping.</li> <li>Planning and organizing.</li> <li>Solving problems.</li> </ol>	<ul style="list-style-type: none"> <li>Sharing information/ experiences.</li> <li>Participating in community improvement activities.</li> <li>Being responsible and effective member of community.</li> </ul>	<p>Discuss with pupils ways in which communities inter-relate and help each other.</p> <p>Have pupils sketch a simple map of their community.</p> <p>Organize groups and encourage pupils to:-</p> <p>(a) Describe their communities to each other.</p> <p>(b) Create a plan to solve a problem of an identified community.</p> <p>Each group will report giving a description of the community and a plan to solve the problem.</p>	<p>Perform a case study where they will complete a worksheet with a map and other information on an imaginary community.</p> <p>Describe the community.</p> <p>State ways in which people co-operated and suggest a solution to problems identified.</p>	<ul style="list-style-type: none"> <li>Bristol board.</li> </ul>
<b>Session 6</b>						
<b>Nationality.</b>	<ol style="list-style-type: none"> <li>Explain the importance of working together as a nation.</li> <li>Identify ways in which citizens can work together nationally.</li> <li>Choose a national organization and conduct a case study.</li> </ol>	<ol style="list-style-type: none"> <li>Gathering, analyzing and interpreting information.</li> </ol>	<ul style="list-style-type: none"> <li>Co-operation.</li> <li>Collaboration.</li> <li>Loyalty.</li> <li>Patriotism.</li> <li>Team building.</li> </ul>	<p>Discussion with the pupils on the importance of working together for the benefit of the nation e.g. trade unions, PTA, etc.</p> <p>Use resource personnel to highlight how the organization works to benefit individuals and nation.</p> <p>Assign pupils in group work to do the case study.</p>	<p>Complete work sheets or questionnaires based on their contribution to the work group.</p>	<ul style="list-style-type: none"> <li>Resource personnel from Trade Union, PTA.</li> </ul>