SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 4

FAMILY

| TOPIC | OBJECTIVE | | | CONTENT | METHOD/ STRATEGIES | EVALUATION | INTEGRATION |
	KNOWLEDGE	SKILLS	ATTITUDE				
Family - People in the early communities.	Name the ethnic groups which lived in the early communities. Name and identify the continents from which these peoples came. List two similarities and two differences between slavery and indentureship.	Tracing the route used by the Amerindians to come to British Guiana. Inserting the names of the continents from which the various groups came.	Show appreciation for the various ethnic groups by listing some of their contributions to the Guyanese nation.	1. The groups of people who lived in the early communities are: (1) The Amerindians (2) The Europeans (3) The Africans (4) The Portuguese (5) The East Indians (6) The Chinese 2. The Amerindians are called the indigenous	Discussing pictures in "*Social Studies for Our Children*" Book Four page one. (With focus on community in which pupils live). Reading about and discussing the Amerindians (pages 2 – 4). On an outline map of the world trace the route the Amerindians used to come to Guyana.	On an outline map of the world pupils will colour the continents from which the various ethnic groups came. Each continent will be coloured in a different colour. Pupils will answer questions based on activities. The Africans came from the continent of ____.	**Language Arts:** Sentence construction. Composition Vocabulary Words and meanings e.g. trekked **Art and Craft:** (a) Make an arrow and bow. (b) Compiling folio (scrap book)

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				people because they were the first people to come to British Guiana. They came from the continent of Asia. They trekked from Asia to North America across the Bering Strait (Ice Bridge). From North America, they travelled through Central America into South America. Some of them travelled to different Caribbean Islands.	Discussion on the reasons for the coming of the Europeans (Book 5). Naming the countries from which the Europeans came. Discussion on the Africans *"Social Studies for Our Children"* (Pg 7 – 8). Discussion on the Indentured Immigrants *"Social Studies for Our Children"* (Books 4 & 5).	Which three ethnic groups came from the continent of Asia? The English, Dutch and French are called ____. Compiling folio (scrap book). Pupils are placed in six groups. Each group will compile a folio on one of the ethnic groups that came to Guyana. For example The Amerindians came from Asia. One of their foods is pepper-pot.	**Mathematics:** - Calculating how many years ago each of the ethnic groups came to Guyana.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				3. The Europeans came from the continent of Europe. They came from countries such as England, France, Holland and Spain. The English came in search of gold while the others came in search of new land for their countries.

4. The Africans came from West Africa. They came to British Guiana as slaves to work | Discussion on the similarities and difference between slavery and indentureship. | The Amerindian men hunted while the women fished.

The Amerindians named many places in Guyana. For example Kwebanna, Paramakatoi, Annai. | |

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				on the sugar plantations which were established by the Europeans.			
				5. The Portuguese, East Indian and Chinese came as indentured immigrants (labourers). The Portuguese came from Madeira.			
				The East Indians and Chinese came from the Continent of Asia.			

4

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Way of Live. How the different ethnic groups lived.	Explain how the different ethnic groups lived in the early communities. Compare and contrast the way of life of any two ethnic groups.	Making a model of an Amerindian community. Role-play the life of slaves/ indentured immigrants on the plantations.	Show co-operation by working with members of the group in class projects.	The Amerindians lived a communal way of life. The Africans, East Indians, Chinese and Portuguese lived under a similar system. The Europeans lived a very comfortable life. '*Social Studies for Our Children*" (Books Four and Five). Contributions of early families:	Reading information in text book (Social Studies Books 4 & 5) Discussing content read. Discussion on similarities and differences among ethnic groups. Working in groups, pupils write at least three sentences on similarities and differences among ethnic groups. Observing pictures of the layouts of various communities.	Making models of communities. Matching pictures of homes with the different ethnic groups. Rearranging jumbled letters to form words e.g. tpoppreep Pepperpot. Dramatising the life of slaves/ indentured immigrants on the plantation. The folio will be continued. Compiling poems in groups.	**Language Arts:** Sentience construction Vocabulary – communal Drama – Role Playing the way of life of the ethnic groups. **Art and Craft:** Making Models e.g. Benab **Guidance** – Way of life of the different ethnic groups. **Poetry:** Writing poems about given topics. **Drama:** Dramatising life on the plantation.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				East Indians – Housing Schemes	Discussion on the layouts of these communities.		
				Africans – Villages	Collecting articles/ materials to prepare models of communities.		
				Amerindians – Knowledge of the interior			
				Portuguese – Business Place, Pawn-brokery	Identifying the early communities through their symbols e.g. The Hindu community with its temple, mosque; the Amerindian community with its benab. Looking at pictures of houses and discussing the life style of the people.		
				Europeans – Architecture, Education System			
				Chinese – Groceries and Restaurants.			
				The houses in which the various ethnic groups lived			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				had different names e.g. Europeans – Great houses East Indians – Logies Africans – Cottages Amerindians – Benab			
Art Forms of the different ethnic groups. Customs and ceremonies of the various groups.	List the various art forms of the different groups of people. State the various customs and ceremonies of the different ethnic groups.	Making mats and costume jewellery using straw and shells e.g. matapee, jewel box. Working in groups to make costumes of the different peoples. Identifying and	Show appreciation for the talents of the ethnic groups by planning cultural activities involving their music, dance and dress. Show appreciation for	These groups of people have different talents e.g. Dance – Mari-Mari (Amerindians) Katak (East Indians), Queh - Queh (Africans) Craft –	1. Brain-storming to find out what people know about the art forms. 2. Observing pictures of the various art forms. 3. Discussing the various art forms of	1. Making craft items e.g. mats, matapee, jewel box. 2. Making models of dress of the different groups and placing them for display on dolls.	**Draft:** Making mats, costumes, musical instruments, weaving. **Dance:** Dances of the various ethnic groups. **Language Arts:** Discussion of pictures

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		describing the customs and ceremonies of the various ethnic groups.	the customs of the people by role playing e.g. Hindu marriage ceremony, Queh-Queh.	Weaving, Straw-work, Costume jewelry. Music – Tassa (East Indian), comfu (Africans), Dragon Dance (Chinese), Waltz (Europeans) "*Social Studies for Our Children*" (Book 4 pg. 5 to 21). Each group of people has its own customs *Birth* African – celebration of nine day	the peoples. 4. Listening to a cassette with the music/drumming of the various groups. 1. Observing pictures of customs/ ceremonies. 2. Listening to resource persons talk about the topic. 3. Discussing the various customs and ceremonies of the people in early communities. 4. Reading extracts on	3. Planning and executing a cultural presentation involving the music and dance of the different groups. Compiling a folio/scrapbook on (i) ceremonies (ii) customs of the various groups.	(Sentence Construction) **Art & Craft:** Compiling folio – drawing pictures. **Physical Education:** Movements to the beating of drums.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				East Indian – naming ceremony.

Marriage East Indian – Dig dutty, dowry. Marry at a very young age.

African– Queh – Queh

Death e.g. The East Indians shave the head of the eldest son;

Africans – wake, nine night, 1 year.

"*Social Studies for Our Children*" | customs/ ceremonies "*Social Studies for our Children*" (Book 4 pg. 11 & 12, pg. 20 & 21). | | |

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	KNOWLEDGE	SKILLS	ATTITUDE				
				(Book 4 pg. 11 to 21). *Dress* turban, sari, shalwar - East Indian dashiki, turban - African loin cloth – Amerindian Portuguese , Chinese – Kimono. European – Suit, fan.			
Foods of the peoples of the early communities.	Name the foods of the peoples in the early community.	Preparing foods of people in the early community, e.g. cassava bread, roti, pow, metagee.	Show appreciation for the contributions of the different ethnic groups by displaying	*Foods* East Indian – Roti African – Metagee, conkee	Observing pictures of foods people in the early communities ate. Naming the	Preparing foods eaten by early peoples, and displaying same. Compiling folio of foods eaten.	**Food & Nutrition:** - Nutritional values of various foods. **Language Arts:**

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
			pictures and samples of their foods. Works co-operatively in preparing foods eaten by peoples of early communities.	Chinese – Fried Rice, Chowmein European – Creamed Potatoes Portuguese – Black Cake, Garlic Pork Amerindians – Farine, Pepperpot "*Social Studies for our Children*" (Book 4 pg. 5), "*Fun with Language*" (Book 4).	foods of the various ethnic groups. Collecting and compiling recipes of foods eaten. Discussing the nutritional value of the foods.	Matching foods with ethnic groups **Food - Ethnic Group** Roti - African Farine - East Indian Pow - Portuguese Black Cake – European Conkee - Chinese Creamed Amerindians potatoes	David from Paramakatoi (Text Book) **Art & Craft:** Compiling folio of foods of peoples of the early communities.

SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 4

POLITENESS

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Politeness Respect your Elders	List ways of showing respect for your elders.	Writing four ways in which they could show respect for elders. Role-playing situations where they have to show respect for elders.	Show respect for elders by saying what they will do when they meet or live with elders. Show respect for elders by role playing how they would help an elderly person to cross the road, or offer them a seat on the bus.	'Manners maketh man'. An old saying which means that good manners make you a better person. Manners distinguish man from a brute. Man has the ability to think and to do what is correct. Show respect by practising courtesy rules and maxims e.g. Thank you	Brainstorming Sessions to elicit ways of showing respect for elders. List responses on chalkboard. Group Work Pupils role-play situations showing respect for elders. Listening to stories and poems about others showing respect for elderly persons.	Pupils complete rules and the appropriate courtesy rules. Write sentences to say what you would do in the following situations. 1. An old lady asked you to help her cross the road. 2. Mr. Bart is walking towards you on the street /road.	**Art:** Collecting pictures. **Language Arts:** Writing sentences. **Reading:** Reading text-books. **Drama:** Role-playing given situations.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Politeness Showing respect for others.

Caring for Public Property.

Preserving animals and plants in the community. | Name ways in which people can be polite and show care and respect for others in the community.

Say whose responsibility it is to care for public property.

Name animals and plants in the community. | Writing sentences showing politeness to others.

Making slogans to show care and respect for others.

Dramatizing how they would care property, plants and animals in the community.

Making flip cart with ways in which children and other people can show respect for others in the community. | Demonstrate ways in which people can show care and respect for others in the community.

Appreciate the importance of caring property, plants and animals in the community by stating their importance to us.

Show willingness to participate in community activities.

Be aware that they should preserve | People in the community have a responsibility to show concern for their community and the people who live there.

People must avoid
- Abusive language
- Harming others
- Stealing from others | Listening to a story about 'The Elephant never forgets'.

In a village there was an elephant whose name was Kamala. Kamala was very fond and many persons befriended her. Every day she would pass by the village tailor. She pushed her trunk into his shop expecting to get a pat or something to eat. Instead he pricked her with his needle. One day | **TEXT**

Social Studies for our Children Book 4.

(1) Read pages 72 and 73. Answer the questions on page 73 & 74 of your Social Studies Book.

(2) Read pages 74 to 77. Answer the questions on page 77.

Display the mobile with the rules in your Social Studies corner. | **Grammar:** Sentence Construction.

Writing: Writing sentences.

Reading: Reading passages about care and protection.

Art and Craft: Making mobiles with rules.

Comprehension: Reading passages and answering questions. |

| TOPIC | OBJECTIVE | | | CONTENT | METHOD/ STRATEGIES | EVALUATION | INTEGRATION |
	KNOWLEDGE	SKILLS	ATTITUDE				
		Discussing the importance of animals and plants. Stating why animals and plants should be preserved.	animals and plants in the community. Appreciate the importance of animals and plants to the community.	Preservation of plants and animals in the community is the responsibility of everyone in the community. Avoid - Cruelty to animals e.g. stoning dogs. - Injury to plants and crops. - Catching nesting birds and fish - Caging birds	Kamala filled her trunk with water. She went to the tailor, he did his usual pricking. Kamala in return flooded his shop with water. Since that day Kamala never returned to the tailor's shop. Answering questions based on the story. (1) How did the tailor treat Kamala? (2) Why do you think he did that? (3) Why did Kamala do what she did? (4) If you were	(3) Read pages 78 to 84. Answer the questions on pages 80 and 83. <u>Picture Study</u> Book: *Social Studies for our Children* page 76. Write three sentences in proper sequence telling your teacher what the boys in the picture should have done. Teacher places a large cardboard elephant in the Social Studies corner and label it "*I NEVER FORGET*".	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					the tailor, how would you have treated Kamala?	Pupils work in groups of five (5).	
					Reading flip chart with ways in which children and others can show respect for other people in the community.	Each group writes a sentence on cardboard of some things that they will like to remember.	
					Discussing these ways and pointing out the consequences of being involved in these actions/ activities.	They pin the sentences on the elephant for example: We must be kind to animals	
					Writing sentences on ways in which people can be affected by inappropriate	Answering questions on the ways in which plants and animals can be preserved.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					behaviours. Observing pictures of people involved in acts which do not protect property. Discussing the attitude of these people and the consequences their actions have on others. Role playing ways in which people can protect property. Naming some plants and animals in the Community.		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Discussing their importance and how and why they should be preserved.		
Caring our environment	Define the term environment.

Name places in their environment which should be cared for.

Give reasons why we must care our environment.

Discuss these reasons.

Discussing what they will do to protect public property.

Identify laws of conservation made by the Government. | Making a chart with a list of ways to care our environment.

Writing sentences to say how the environment should be cared for.

Making slogans and fliers with hints on caring the environment.

Reading and answering questions on the environment. | Demonstrate willingness to participate in environmental projects.

Demonstrate a positive attitude towards caring their environment by saying what they would do.

Appreciate that things last longer when properly cared for (by saying how they would care for their school and classroom). | Caring our environment.

What is our environment? Our environment is made up of all the things around us
- those which are nearby as well as those further away. | Brainstorming and discussion to bring out the concept of environment.

Discussion on
- caring for their homes.

Pupils share experiences
- tasks assigned by their parents and ways they try to help on their own.
- caring the school environ- ment. | Environmental Day

Organise pupils into groups.

Group 1 Caring the school environment.

Prepare slogans on "Caring our school".

Group 2 Neighbourhood group. Prepare fliers with hints on caring our environment. | **Grammar:** Sentence Construction

Art: Drawing cartoons depicting caring for the environment.

Science: The environment

Comprehension: Reading and answering questions.

Composition: Write a paragraph on caring for the environment. |

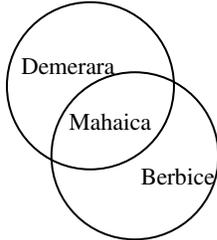| TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Caring for places around us - our home environ-ment - our school environ-ment: do not litter, do not deface the building and furniture. - Our neighbour-hood	Group Work Making a Chart A classroom reminder - a list of do's and don'ts to care our school environment. - our neighbour-hood Picture Study Comparing neighbourhoods - those that are cared for. - those that are not cared for.	Fliers must be distributed to persons living in the neighbourhood.	

| TOPIC | OBJECTIVE | | | CONTENT | METHOD/ STRATEGIES | EVALUATION | INTEGRATION |
	KNOWLEDGE	SKILLS	ATTITUDE				
				Caring for public property - the parks - the gardens - the streets - do not litter	Making suggestions for the improvement of those that are not properly cared for.		
Caring Plants	List reasons why we should care for plants. Explain how plants should be cared.	Discussing the need for caring plants in the environment. Setting up a "garden corner" in the class and caring for the plants on a daily basis.	Appreciate the value of plants in the environment by listing four uses of plants to us.	Caring the plants in the environment - plants beautify the environ- ment. - Caring for plants show our apprecia- tion for things around us.	Discussion on the care of plants in our environment. List responses on chalkboard. Plan a tour of a community identified by pupils.	<u>Group Work</u> Pupils make 1. slogans to place on trees and near plants CARE OUR TREES DO NOT DESTROY THE ENVIRONMENT PLANTS BEAUTIFY	**Science:** Caring for plants.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				- When things are cared for they last longer.	Observe flowering plants and make suggestions for their care.	2. Pupils collect flowering plants Teacher supervises pupils in a tree planting exercise on a parapet in the environment.	
Protecting Animals	Explain how animals should be treated.	Telling stories of how animals should be treated. Reading stories which tell how animals were cared for or mistreated. Answering questions about the story. (Both oral and written).	Show kindness to animals by (a) not pelting and/or starving them. (b) saying how we should treat and care abandoned animals.	Protecting the animals in our environment. Animals should be treated kindly. STORY *Amerita Fergerson's Award for Courage* Amerita was given an award for courage from the RSPCA	Individual pupils tell of their experience of showing kindness to animals. Pupils listen to story. Pupils say what they would have done if they were faced with that situation. Discussing Amerita's actions and	Pupils write five sentences saying how they could be kind to animals.	**Science:** Animals in and out of our environment.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(Royal Society for the Prevention of Cruelty to Animals).

One day Amerita was on her way to school when she saw a horse tangled with his rope. Amerita recognized that the animal needed help to get loose.

Amerita was brave. She untangled the horse and set her free. Amerita got a Book award for her courage. | explain what you would have done.

Teacher explains to pupils that if they did not have Amerita's courage they could seek help in freeing the animal. | | |

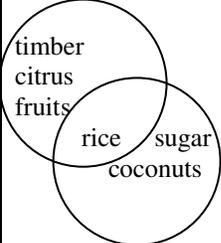# SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 4

OUR COMMUNITY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Location of Communities in Administrative Regions	Define the term "Community". On a given map identify early communities in the various Administrative Regions.	Answering questions orally and in writing.	Co-operate with each other to complete group projects. Work in groups to make models of the map of Guyana.	A community is a particular area where people live and interact with each other. Some early communities found in the administrative Regions are:- **Region 1** – Mabaruma Port Kaituma **Region 2** – Dartmouth, Good Hope	Pupils tell of some early communities within the region in which they live. Identifying and naming early communities in any four other regions. Discussing the communities identified, their products, life style of people, etc.	Writing the names of selected early communities on given maps.	**Vocabulary:** Community, Uitvlugt. **Mathematics:** Sets (Regions) Demerara / Mahaica / Berbice **Spelling:** Spelling words used:- Dartmouth Uitvlugt Belladrum Paramakatoi Lethem Kwakwani

| TOPIC | OBJECTIVE | | | CONTENT | METHOD/ STRATEGIES | EVALUATION | INTEGRATION |
	KNOWLEDGE	SKILLS	ATTITUDE				
				Region 3 – Uitvlugt, Wakenaam **Region 4 –** Victoria, Stabroek **Region 5 –** Bush Lot Belladrum **Region 6 –** New Amsterdam, No. 2 Village, East Canje **Region 7 –** Bartica **Region 8 –** Paramakatoi **Region 9 –** Aishalton, Lethem	Working in groups (3 or 4) to locate early communities on maps given.	Word Search B E L L A D R U M A U T V L U G T B O S T I S S M E T L P H Q Z L R H I T U M L I O Z Z C L O T E O Z O Q A I S H A L T O N Belladrum Uitvlugt Bush Lot Aishalton Complete the following 1. John lives in Mabaruma. He is from Region ___.	

23

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Region 10 – McKenzie, Kwakwani		2. Good Hope is to Region Two as Bartica is to _____. 3. The name of the Administrative Region in which Kwakwani is located is _____. Prepare a folio on an early community in each Administrative Region (Group Work).	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Land Forms of communities.	Define the term land-form.

Describe the land-forms of the various Administrative Regions. | Drawing and labeling land-forms.

Writing sentences about land-forms.

Using clay to make models of different land-forms. | Co-operate with others to complete group projects. | Communities have different land-forms e.g. plains, valleys, cliffs and caves.

The Land-Forms of the Administra-tive Regions are:

Region 1 – Although some parts of this region are flat, most of it is hilly and sandy.

Region 2 – This region's land form is flat.

Region 3 – Flat land form. | Listening to individual discussion by pupils.

Discussing the similarities and differences of landforms in the Administrative Regions.

Collecting pictures, information on landforms of the various regions.

Touring parts of one of the Administrative Regions and observing landforms. | Match pictures with a land-forms. 1.

2.
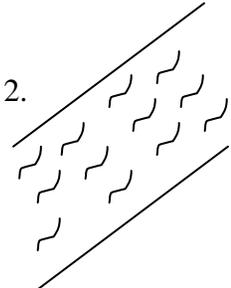
3. | **Mathematics: Sets** Show the subset of regions that have similarities in land form.

Language Arts: Sentence construction.

Subject and verb agreement.

Completing sentences e.g. Barima/Warini is flat and _____.

Science: Plants and animals that can be found in the various Administrative Regions. |

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Region 4 – This region has flat plains and soil made of silt, loam and pegasse. Region 5 – flat land form. (plains) Region 6 – flat land form (plains) Region 7 – mountainous, forested. Regions 8 – mountainous and vast savannahs. Region 9 – mountainous and vast savannahs	Associating land form with regions. Writing composition on <u>one</u> of the Regions' landforms. Making a model of a landform e.g. Mountain. (Pupils can do this in groups).	4. 5. **Land Forms** 1. Hill 2. Flat and Plain 3. Sandy 4. Forested 5. Mountainous Say in which Administrative Regions the Land-Forms can be found.	**Language Arts:** Essequibo Islands/West Demerara's land-form is _____ Region nine's land-form is _____. **Composition:** Write a composition on any land form and its importance.

26

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Region 10 – this region's land form is hilly and sandy.			
Resources of communities.	Define the term resource.

Identify resources found in different Administrative Regions.

Name important places found in the Administrative regions. | Collecting samples of resources found in the Administrative Regions.

Drawing a map of Guyana and inserting the resources in the various Administrative Regions.

Writing sentences about resources found in the various Administrative Regions. | Share willingly ideas and information about resources found in the Administrative Regions. | A resource is anything natural or man made that is useful to man.

Some resources found in the Administra-tive Regions are:

Region 1 - timber and coconuts

Region 2 - Rice, timber and citrus fruits.

Region 3 - Sugar, rice, | Identifying resources in Guyana.

Collecting samples of resources found in the Administrative Regions

Drawing one of the resources.

Writing sentences about the resources.

Making a folio on resources found in Administrative Regions. | Making a folio of resources found in the different Administrative Regions.

Matching resources to the places in the Administrative Regions.

Compare and contrast resources found in any two regions. | **Mathematics:** Sets: Showing subsets of regions that have similarities in resources. e.g.

Reg. 2

timber citrus fruits

rice   sugar coconuts

Reg. 3 |

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				and coconuts Region 4 - rice, sugar, manufactured products. Region 5 - rice, cattle, sugar Region 6 - cattle, rice, sugar Region 7 - minerals, stone Region 8 - minerals, timber Region 9 - Cattle, timber Region 10 – bauxite, timber	Naming important places in the administrative regions viz. Regions 10 – Linden, Kwakwani. Region 6 – Corriverton, New Amsterdam. Region 8 – Potaro River (Kaieteur Falls).	Match important places in the regions with their names. **PLACE** / **NAMES** Georgetown / Tourist Resort Kaieteur Falls / Town Corriverton / Capital	**Spelling:** Minerals Quarrying Cattle Bauxite Complete sentences by using these words e.g. Region Ten is known for _____ mining. Using the above words to make sentences.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Industries in communities	Define the term Industry. Name industries in Guyana and the areas in which they are located. List products of various industries.	Classifying Industries. Matching industries with their location.	Show appreciation for Guyana's industries by explaining how they are of benefit to the nation.	An Industry is concerned with the processing of raw materials and the manufacture of goods in factories. Some Industries in the Administrative regions are: Region 1 – the coconut industry Region 2 – the rice industry. Region 3 – rice, sugar and coconut industries.	Pupils tell of the various industries found in the region in which they live. Identifying and listing industries found in four other regions. Discussing the industries in any two regions and saying how they benefit from these industries. Naming and discussing produce of various industries e.g. Coconut Industry – oil, soaps.	Making a folio of the different types of industries found in each of the Administrative Regions. Comparing and contrasting the Industries found in any two Administrative Regions. Writing short notes based on the definition and classification of industries.	**Vocabulary:** Finding meaning of words e.g. industry, produce, classify, compare, contrast. **Spelling:** Industry, produce classify, compare contrast **Mathematics:** Sets: Set of industries that are in more than one region. **Region 3** coconut industry rice industry sugar industry **Region 4**

29

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Region 4 – rice and sugar industries, manufacturing industries.

Region 5 – cattle industry and sugar industry.

Region 6 – rice and sugar industries.

Region 7 – mining industry.

Region 8 – forest industry.

Region 9 – cattle industry.

Region 10 – bauxite industry. | Manufacturing Industry – sweets, drink, clothing, etc.

Discussing the benefits of the industries to the community/ country. | | |

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Leaders in the community	Define the term 'Leader'. State ways in which leaders are acquired.	Discussing leaders in the community and the roles they play. Role-playing leaders.	Show the need to respect the leaders by (a) demonstrating good manners. (b) role – playing showing respect for a leader.	Leaders are people who are responsible for the governing or administering of the affairs of the community. Leaders have more authority than other persons. Leaders guide the members of the community to work together for the development of the community.	1. Pupils will say who is a leader. 2. Discuss ways in which we get leaders e.g. elected, selected, appointed. 3. Listing the duties of a leader in the community. 4. Making a scrap book of the various leaders found in a community.	Completing sentences 1. A leader is someone _____. 2. Some duties of a leader are ____, ___, and ___. Answering questions orally and in complete sentences after discussion about leaders and their roles in the community. Write pen pictures of leaders.	**Language Arts:** Sentence construction. **Vocabulary:** Finding the meaning of words e.g. Leaders respect demonstrate responsible authority. **Art/Craft:** Compiling a scrap book of leaders, showing some of them performing their functions.

| TOPIC | OBJECTIVE | | | CONTENT | METHOD/ STRATEGIES | EVALUATION | INTEGRATION |
	KNOWLEDGE	SKILLS	ATTITUDE				
				Some qualities of a good leader are honesty, willingness to work, respecting others. Some leaders found in the communities are: Village Chairman and Councillors, Touchau, Captain, Regional Councillor, Community Development Officer, Regional Executive Officer. Religious Leaders – Pastor, Pandit, Moulvi.			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Ways in which leaders can promote community culture and unity.	Define the terms (i) culture (ii) unity List ways in which leaders can promote community culture and unity. State some qualities of a good leader.	Answering questions orally and in writing. Discussing ways in which culture and unity can be promoted in a community. Role play leaders assisting members of the community.	Showing respect and appreciation for the culture and beliefs of others by participating in activities planned by people of other cultures.	Culture:- background, customs, education, way of life, music, art, clothing, etc. Unity:- in agreement, as one in harmony. Leaders can promote community culture and unity by:- (a) encourage-ing the people to be open about their culture and beliefs, and encouraging others to respect them. (b) organiz-ing to mark	Discussing pictures of self-help activities and how they can be used to benefit the community. Planning a class activity e.g. cleaning the classroom and getting all the pupils involved to work together in unity. Listing ways in which people of various cultures can come together to share and enjoy each other's culture. Planning class activities to	Write sentences to explain the meaning and importance of unity. Write a 'Thank You' note to self-helpers for a job that they had done. Make a scrap book showing people working together at different activities in a community. Write sentences stating two ways in which leaders can assist in promoting community culture and unity.	**Language Arts:** Letter Writing Sentence Construction **Vocabulary:** Finding the meaning of words used:- Unity Culture Belief Activities **Art & Craft:** Making symbols of celebrations e.g. kites, diyas, costumes. **Mathematics:** Show sets of celebrations according to religion.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				celebrations with cultural activities. (c) identifying self help activities e.g. building bridges, cleaning trenches, roads and dams, and encouraging the people of the community to work together. (d) getting everyone involved in the holiday celebrations e.g. Phagwah, Diwali, Easter, Eid Ul Adha even if they are of a different religion.	mark the different celebrations e.g. kite flying at Easter, lighting of diyas at Diwali. Reading and discussing stories about the involvement of leaders and other citizens in community work.		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	**SKILLS**	**ATTITUDE**				
Communication Service in the community. Improved forms of communication and their agencies.	Define the term Communication. Name the types of communication in the community. Say how people in the community communicated years ago. List the forms of communication that were improved in their communities. Identify the agencies involved in the supply and improvement of the various forms of communication.	Drawing methods of communication used in their community. Writing messages about their communities. Making models of methods of communication used in their communities. (both past and present).	Co-operate with one another and participate in activities. Willingness to share in class discussion. Respect the other students' opinion in class discussion.	Communication is the method used to enable people to keep in touch with one another within or out of the community. Methods of communication in the early times differ from the methods of communication now.	Pupils tell how they communicate with their friends and families. Working in groups to make folio of methods of communication used then and now. Making models of one of the forms of communication used now.	Comparing and contrasting any two methods of communication, one from earlier and one from the present. Tell of the efficiency of the methods of communication. Name the symbols of communication below.	**Craft:** Using plastic, paper, bottles, straw, paste, etc. to make models, of methods of communication. **Language Arts:** Sentence construction, subject and verb agreement. **Science:** How sounds travel. **Writing:** I must not destroy telephone cables.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
		Writing sentences to say how beneficial the improved forms of communication are to the community.		Some methods of communica-tion used earlier are : (a) Drum (b) Conch Shell	Preparing a radio or television message about your school fair. Role-playing a radio, television announcer or newspaper reporter. Touring one of the media houses. Reading chapter 4 of the Text "*Social Studies for Our Children*" (Book 4). Answer questions (set by the teacher) orally and in writing.	2. 3. 4.	**Spelling & Vocabulary:** Spelling and finding the meaning of words. - telephone - telegraph - cables - announcer - broadcast **Reading:** Read text books. **Comprehension:** Reading and answering questions on passages based on topic. **Composition:** Composing a radio or television message about your school fair.
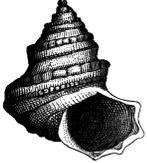
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(c) Bell Some Methods of communication used now are:- (a) Telephone	Pupils tell of the various changes made to the forms of communication within their (a) homes (b) school (c) communi-ties Working in groups to make scrap books of forms of communication and their agencies. Working in groups to write sentences on the forms of communication before they were improved and after they were improved.	5. Match the following means of communication with their agencies. *Means of Communication.* 1. Telephone 2. Radio 3. Television 4. Letters *Agencies* (a) The Guyana Post Office Corporation.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(b) Television (c) Radio (d) Letters		(b) The Guyana Television Company (National Communications Network) © Guyana Telephone and Telegraph Company (d) Guyana Broadcasting Corporation (National Communications Network) Writing sentences to comparing and contrasting any two forms of communication. Draw one form of communication	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(e) Computer Some forms of communication and their agencies are: (a) Telephone - The Guyana Telephone and Telegraph Company.		before and after it was improved. e.g. picture of instrument before improvement. After improvement	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				There are touch-tone phones and cellular services as well as phone booths. Phone cards are also used to make communica-tion easier. (b) Computers -Laparkan. Computers may be used to write e-mails, speak to another person through the internet. © Letters – The Guyana Post Office Corporation.		Write two sentences about what you learned at your class or school assembly. Put the sentences in order (see page 20 of text).	

40

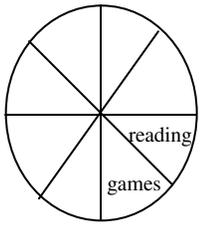| TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				There are post offices found in many communities, enabling people to send and receive mails quickly and easily.			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Development in the Community - natural resources.	(i) Say how communities develop. (ii) define the terms resource and industry. (iii) identify and discuss industries in the community. (iv) discuss how communities which have developed over time. (v) identify that changes in development can improve the community.	Listing reasons for development of communities. Drawing resources found on the coastland, hilly sand and clay area, etc. Making a model of a resource. Compile a folio on Resources.	Appreciate the contribution of every resource toward community development. Demonstrate understanding of how each community benefits from its resources. Work cooperatively with others in preparing folios.	Communities develop over a period of time. These developments may be caused by - exploitation of natural resources in the community. - population growth through migration of persons to the community. - setting up of factories to manufacture products viz. manufacturing industries.	Discussing how a community develops. Defining key terms: resource, industry, etc. Identifying and discussing industries found in our community. Identifying communities which have developed over time e.g. Black Bush Polder – Coastland. Listing reasons for development of communities. Drawing resources found	Make models of communities in the past and present time. Group work: state and discuss three changes in the sugar industry. Complete a folio with pictures depicting development (Group work).	**Vocabulary:** - Resource - Industry - Resort - Splashmins **Composition:** Write an essay about development in your community. **Health Education:** Types of food e.g. - Staples - Vegetables **Art and Craft:** Making a model. **Mathematics:** Sets of resources found in (a) Essequibo (b) Demerara (c) Berbice

| TOPIC | OBJECTIVE | | | CONTENT | METHOD/ STRATEGIES | EVALUATION | INTEGRATION |
	KNOWLEDGE	SKILLS	ATTITUDE				
				Some communities which have developed over time are: (a) Black Bush Polder, a former swamp area which was empoldered. Agricultural crops have been introduced in the area and housing settlements set up. The main agricultural crops are rice and green and yellow vegetables.	on the low coastal plain and other natural regions of Guyana. Making a model of a resource found in Guyana. Showing appreciation for the contribution every resource makes towards community development. Collecting pictures to compile a folio on resorts.		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(b) Supenaam – Mazaharally Sawmills. (c) Bartica, Kaow Island – Mills and Biogas. (d) Splashmins – Soesdyke-Linden Highway. (e) Mainstay Lake – Essequibo Coast. (f) Baracara Shanklands			

SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 4

HEALTH AND SAFETY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Health/ Leisure	List leisure activities that are good for our health. Name places in the community where these leisure activities take place.	Defining and identifying the activities. Reading about and dramatizing/ miming these activities.	Work co-operatively to plan setting up a club. Obey/observe safety rules when playing games. Working in groups to construct safety signs. Show willingness to interact with each other and render assistance by becoming members of voluntary	Leisure activities are important for good health. Leisure activities include - Strolling (short walks) - Games (indoor/ outdoor) - Reading books - Listening to music - Being members of voluntary organiza-tions	Observing scenes depicting leisure activities. Discussing scenes. Listing some leisure activities in which workers become involved. Discussing the importance of these activities to health.	State any three leisure activities which people do in their spare time. Complete the clock and insert any three leisure activities for which people can plan. reading games Make a folio using pictures to show some of these activities.	**Spelling:** Names of the activities. **Composition** Writing sentences on one of the activities. **Mathematics:** **Sets** - Make sets to show (a) indoor leisure activities. (b) outdoor leisure activities (c) Graph/Pie chart. **Art/Drawing:** A picture scene depicting one of the activities.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				- Looking at television			
Categories of Leisure Activities	1. Name three activities which they enjoy. 2. State reasons why they enjoy the activities chosen.	Listing activities of their choice. Dramatising some of the activities they enjoy. Grouping their chosen activities viz. passive/active.	1. Working in groups to participate in an activity of their choice. 2. Show respect for public property by saying how they would care for and behave in places where Leisure activities take place.	Leisure activities can be categorized e.g. Passive leisure activities - reading books - listening to music - Watching television Active leisure activities - walking - jogging - dancing - playing games - exploring	1. Naming activities of leisure. 2. Categoris-ing the activities. 3. Discussing the group of activities. 4. Role playing some of these activities.	Match any two leisure activities with specific group e.g. dancing passive watching active television	**Language Arts/ Grammar:** Comparison of adjectives **Composition –** e.g. writing sentences on one of the activities. **Art/Drawing:** Drawing of scenes depicting any activity. **Mathematics: Sets** - Equal Sets - Equivalent Sets - Comparing Sets using > < = Active Leisure activities are ___ than passive ones (better, healthier, etc.)

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Non-leisure Activities	Identify non-leisure activities done in the community. List reasons why non-leisure activities are important.	Discussing the various types of non-leisure activities done in their community. Making a montage of a none-leisure activity e.g. building a fence.	Willingness to work in groups to plan a community project e.g. fencing a play ground.	Non-leisure activities are important for good health. Activities include work done at home (chore). Work done to earn money (in the office, fields and factories). Work done to enhance the community (building a bridge).	Listing some non-leisure activities. Discussing the importance of non-leisure activities. Illustrating some non-leisure activities.	1. Make a folio with scenes/ pictures of non-leisure activities. 2. State two reasons why non-leisure activities are important.	**Language Arts: <u>Composition.</u>** Writing sentences on one of the activities. **Art & Craft:** - Illustrating activities - Preparing a folio

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Benefits gained from leisure activities	List some benefits gained from engaging in leisure activities.	Matching leisure activities with their benefits. Participating in activities at school e.g. games, reading.	Show co-operation by playing team games.	Benefits are derived from leisure activities. Benefits include physical and mental fitness - ability to grow socially, emotionally and mentally. Through activities there is satisfactory balance in the use of leisure time.	Collecting pictures of non-leisure activities. Brainstorming to list some benefits from leisure activities. Listing some leisure activities. Matching activities with benefits.	Name any two benefits derived from leisure activities. Work in groups to plan how they would spend their leisure time for the week. Say how many hours of leisure time they have and what part would be spent on each activity.	**Language Arts:** Writing sentences on any activity. **Composition** My favourite leisure activity. **Vocabulary** Physical, mental, emotional, benefit. **Physical Exercise** - team games **Mathematics** - graph - fractions - percentages - decimal

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Healthy life styles prevent the use of drugs	Name some drugs which are dangerous to health. State some dangers of "Drug use". List the effects of the use of drugs or an over dose of medicine on the body.	Discussing what are the benefits of living healthy life styles. Listing reasons why we should NOT use medicines prescribed for someone else. Asking and answering questions after listening to a talk by a resource person.	Work co-operatively to prepare a logo for a healthy life style. Work in groups to prepare a chart on the dangers of drug abuse.	Over indulgence in "drug use" is harmful to health. Avoid drugs e.g. coffee, alcohol, cigarettes. Engage in a healthy life style e.g. caring pets, playing games/ sports Having hobbies e.g. - swimming - reading	Naming some drugs taken by people. Discussing some healthy life styles which can help prevent the use of drugs. Discussing the effects of taking an overdose of medicine. Observing and discussing pictures of people affected by drug abuse.	Choose healthy life styles. Put a tick | ballgame	pet
coffee	smoking
alcohol	drugs	 Write a slogan about the dangers of drug use. Given a list of drugs, name those which can be dangerous to health.	**Art:** Drawing diagrams of activities. **Language Arts/ Composition:** Writing a paragraph on a topic. **Poetry** - My name is cocaine. - Write their own poems.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Traffic rules as safety measures	Be aware that obeying traffic rules is a safety measure. Give reasons why the rules were made and why they should be obeyed. Name means of traveling on land and in water. List traffic symbols to be obeyed when traveling on land, water and in the air.	Discussing some of the rules to be used as safety measures. Drawing traffic safety signs. Reading articles on traffic safety. Collecting and sorting pictures. Answering questions in complete sentences.	Share ideas on traffic safety. Appreciate each other's contribution by listening to their ideas. Participate in rallies and other activities to mark Road Safety Week. Volunteer to be a member of your school's Road Safety Patrol Group. Work in groups to collect pictures of traffic symbols.	Traffic rules should always be obeyed. Travel safely on land, water and in the air:- Land - horse - donkey carts - motor car - mini-buses - jeeps - bicycles - on foot - motor cycles Water - canoes - logs - river boats	Naming some means of travel on land and water. Stating rules for travelling safely on land and water using these means. Comparing safety rules which should be obeyed when using any two means of travel. Observing pictures/scenes with symbols used when travelling.	Compare two rules which should be obeyed on land and water. Match one symbol for safe travelling with the means of travel. State the meaning of any three traffic symbols. Compile a folio on symbols for traffic safety.	**Language Arts:** Writing rules for travelling safety on land and water. **Composition:** - How to avoid traffic accidents. **Mathematics: Sets** - Symbols for traveling safety on road, water and in the air. - Sets of means of transportation. **Vocabulary:** - Life jackets - Seat belts - Life buoys - Pedestrian crossings - Avenue - Pavement

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				There are traffic symbols for travelling on land and water, and by air. Land - Road signs and symbols Water - flags - buoys - lights Air - Lights on air-strips - Air space	Identifying traffic symbols used and say for which means of travelling. Discussing the meanings of the symbols. Reading paragraphs indicating the meanings of these symbols. Answering questions based on symbols and their meanings. Reading Chapter 6 of "*Social Studies for Our Children*" Book 4 and discussing it.		**Comprehension:** Reading passages on traffic safety and answering questions. **Poetry:** - Kerb drill - Poetry writing - Road Safety Pledge

SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 4

OUR NATION

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Community Involvement in National Events.

Reasons for National Awards.

Ceremony for the presentation of National Awards. | Identify different national events in the Community.

Say what is a National Award.

Identify categories of outstanding members of the community who receive National Awards.

State reasons for which members in the community receive National Awards. | Naming the ceremony at which National Awards are given.

Naming the persons who make the presentation of awards to the recipients.

Making models of National Awards.

Role playing the Award Ceremony. | Be aware of the importance of National Awards by giving reasons why people receive them.

Volunteer to work co-operatively to role play activities to mark National Events.

Appreciate that National Events help to foster our Guyanese culture. | The presentation of National Awards is one of our National Events.

A National Award is an honour given to Guyanese for invaluable service in a special field of work.

Some categories of workers who are awarded:
- farmers
- teachers | Discussing National Events in the community with special reference to National Awards.

Discussing what is a National Award.

Brainstorming ideas and finding a suitable meaning.

Listing the National Awards. | Read chapter 5 pages 46 – 51 from the text "*Social Studies for Our Children*" and answer the questions on page 51 in your Social Studies books.

Write the correct name for the abbreviations.

OE =
OR =
CCH =
AA =
MS =
MSM =
DSM = | **Reading:** Reading from Newspaper clippings,

Book: "*Social Studies for Our Children*" Book 4 pages 46 – 51.

Comprehension: Reading and answering questions on National Awards.

Art & Craft: Drawing National Awards. |

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				- politicians - policemen - soldiers - religious leaders - groups e.g. Co-op Societies Reason for Awards - dedication and long and meritor-ious service. - Commit-ment - bravery - efficiency The special ceremony at which National Awards are presented is called an	Some of them are: - The Order of Excellence - The Order of Roraima - The Order of Service - The Cacique crown of Honour - The Golden Arrow of Achieve-ment - The Medal of Service Listing some categories of outstanding persons who received awards. Observing	Group work Groups of pupils make models of National Awards. Write T or F in the space provided. People receive awards because 1. They are lazy ____. 2. They gave invaluable service to their community ____. 3. They change jobs regularly ____.	**Mathematics:** Sets - Listing the set of persons who receive: (a) Military Service Awards. (b) Disciplined Services Award. (c) A set of three persons honoured with (a) O.E (b) M.S

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Investiture Ceremony. His Excellency, The Executive President of Guyana and The Chancellor of the Order of Guyana presents the Awards to the Awardees.	scenes of recipients being presented with awards. Listing reasons for receiving awards. Reading about National Awards from - News paper clippings - Book- "*Social Studies for Our Children*" (Book 4). Role playing the Investiture Ceremony.	4. The National Award ceremony is called the Investiture Ceremony _____. 5. The Executive President is the only person to present the Awards _____. Compile a Folio on persons who have received National Awards (Group Work).	

SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 4
WEATHER

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Weather and weather conditions.	Explain what is weather. List the conditions which help to determine weather. Name the person who forecasts weather conditions.	Listening to weather forecasts and recording them. Compiling information on weather conditions for one week.	Show appreciation for weather conditions by stating how they are important to us.	Weather is the condition of an area over a short period of time. In Guyana we experience dry weather and wet weather. Conditions which help to determine weather include rain, sunshine, wind, cloud, temperature. Weather conditions are forecast on a daily basis.	Discussion on what is weather. Talking about the things which help to tell us what kind of weather it is e.g. wind, rain, sunshine, temperature. Discussing the kinds of weather we have in Guyana, and how they affect us.	Write a sentence to say what weather is. Name two workers whose jobs depend on knowing what the weather for the day would be. Use a bar-graph to compare the weather conditions for three days.	**Science:** Making weather instruments e.g. wind sock, wind vane, etc. **Language Arts:** - Spelling of words connected with Weather. - Vocabulary - Sentence Construction **Mathematics:** - Bar graphs - Using > < signs to compare amount of rainfall or cloud cover.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				The person who forecasts the weather is called a weatherman/ weather-woman.	Listening to weather conditions for one week, and recording the information.		
The importance of the weather to different workers.	List workers whose jobs are dependent on the weather.	Dramatising weather forecast.	Work co-operatively to build weather instruments.	The weather is important to us because it affects the way we behave and live. The farmer depends on the weather for water for his crops to grow, and the sunshine to ripen them.	Working in groups to prepare graphs of information collected. Naming workers who are affected by the weather, and how the weather can be good or bad to them. Talking about the importance of the weather to the farmer, fisherman and other workers.	List two conditions which help us to know what kind of weather we would have. Work in groups to construct weather instruments and write sentences about their uses.	**Art & Craft:** Drawing and colouring weather instruments.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				The weather is important to the fishermen because it helps them to decide when to go to sea. They would not go if the sea is rough. Some instruments which help us to know about the weather are the wind sock, the wind vane, the rain gauge and the thermometer.	Dramatise the weatherman forecasting the weather for the day. Talking about how we should prepare for wet or dry weather. Collecting materials to construct weather instruments.		