

PREFACE

In keeping with Ministry of Education policy of continuous updating of its curriculum guides, a team of experienced teachers under the guidance of curriculum officers in Social Studies undertook the task of revising the social studies Curriculum for Primary Schools. This revision takes into account the revised Scope and Sequence for Primary School Social Studies.

The revision was done along a number of principles and reflects a number of features: These are:

- the spiral arrangement of content across the levels
- defining objectives to cater for the three intellectual domains – cognitive, psychomotor, affective
- the integration of the other curriculum areas into social Studies
- an interactive methodology in teaching the subject
- the use of assessment strategies that go beyond the traditional paper and pencil test

The Easy Path Series **Social Studies for Our Children** is an integral support for this guide. Some concepts in this Guide may require using other supporting texts to enhance the interactive approach.

The teaching strategies suggested would allow children to explore, investigate, and discover the foundation principles of social relations thus enhancing their chances of succeeding in Social Studies beyond the primary level. Learning in such an enriched Social Studies environment will bring to the fore the joy of learning.

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MAJOR CONCEPTS

Safety

Rights

Interaction

Loyalty

Responsibility

Leadership

Respect

Change

Location

Co-operation

Togetherness

Independence

Care

Direction

Unity

CURRICULUM GUIDE

SOCIAL STUDIES – 6

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CURRICULUM GUIDE

SOCIAL STUDIES

LEVEL 1

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<p>The Family Our Names</p>	<p>Say their names.</p> <p>Explain why persons have names.</p>	<p>Writing the names Of their family Members.</p> <p>Writing the names of their peers and teachers</p>	<p>Appreciate each other's names by addressing their peers by their correct names.</p> <p>Appreciate one another's name despite of their cultural differences.</p>	<p>Each person Has a name. It is the right of each person to have a proper name e.g. My name is Pat.</p> <p>Names are used to identify Persons by gender e.g I am a boy. My name is Roy.</p>	<p>Pupils say their names orally.</p> <p>Say names of some of their family members, teachers and friends.</p> <p>Address peers by using their correct names.</p> <p>Discuss methods used in naming children.</p>	<p>Identify and classify names from a set of name cards.</p> <p>Draw a pictures of yourself and write your name under the picture.</p> <p>Give the names of three known persons.</p>	<p>Language Arts e.g. Writing and talking about 'Myself'.</p> <p>Art and Craft e.g. Drawing picture of themselves.</p>

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We live in a family	<p>Define the term family</p> <p>Identify family members.</p> <p>Writing the names of family member under each drawing.</p>	<p>Drawing and colouring picture of their family members.</p> <p>Writing the names of family members under each drawing.</p>	<p>Appreciate one another's effort By accepting pictures for folio.</p> <p>Co-operate with one another by making a folio of their family.</p> <p>Show willingness to accept one another's ideas by listening while others air their views.</p>	<p>The family is a group of people living in the same house and usually related by blood and marriage.</p> <p>Members of my immediate family are mother, father, brothers and sisters.</p> <p>Other members of my family are grandmother, grandfather, uncle, aunt and cousins.</p>	<p>Name persons living in the same house say what is the relation of each family member. e.g. Roy Smith is the father.</p> <p>Draw picture to show their family and their position in the family.</p>	<p>Name the members of your family.</p> <p>Say how your family is made up.</p>	<p><u>Drama</u> e.g. skit on the family.</p> <p><u>Art and Craft</u> e.g. Drawing family members.</p> <p><u>Language Arts</u> e.g. Sentence Construction e.g. My mother's name is</p> <p><u>Vocabulary</u> brother, sister, mother, father, grandmother, grandfather.</p> <p><u>Poetry</u> e.g. "Fine Family".</p>

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Caring for family members.	<p>Name some persons in the home who take care of children.</p> <p>List ways how families show that they care for children.</p>	<p>Observing pictures of family member showing care to one another.</p> <p>Performing various activities to show how they care for someone.</p>	<p>Co-operate with one another.</p> <p>Appreciate each other's views.</p> <p>Show willingness to participate in decision making.</p> <p>Show willingness to work together by working in groups to prepare a folio on family helpers.</p>	<p>My Family loves me.</p> <p>It is the responsibility of my family to show me love and take good care of me.</p> <p>Family members, and other close relatives, take good care of me e.g. mother, father, aunts, uncle, cousin, grand-parents.</p>	<p>Identify family members and say how they show their love.</p> <p>Demonstrate ways in which family members show love. e.g. Mother cooks my food. Sister washes my clothes</p> <p>Observe and discuss pictures that love is depicted among family members. Discuss reasons why members of their family are good to them.</p>	<p>Draw picture to show ways in which the family shows love and care for one another.</p> <p>Tell how members of their families demonstrate love to them.</p>	<p><u>Mathematics</u> e.g. Sizes big/small</p> <p><u>Art and Craft</u> e.g. Drawing family members showing care.</p> <p><u>Science</u> e.g Animals care for their young. parents help to keep us clean. e.g Bathing us; combing our hair and washing our clothing.</p>

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Sharing within the family.	Identify activities that family members share in.	Observing family Members sharing, playing and working together.	Co-operate with one another by playing team games. Accept one another's ideas when working in groups.	<p>We eat and drink together at meal times and at celebrations such as birthdays and wedding.</p> <p>We work together in our kitchen garden or on our farm.</p> <p>We play when we visit the park.</p> <p>When we co-operate with one another we are able to get things done as a family.</p>	<p>Observe pictures of family members working, playing and eating together.</p> <p>Talk about games they like to play with family members.</p> <p>Play together games that children selected.</p>	<p>Draw pictures of family members eating, playing and working.</p> <p>Name games that the family can play together.</p>	<p>Physical Education e.g. playing games.</p> <p>Music e.g. ring games One man went to mow.</p> <p>Language Arts e.g. Sentence Construction e.g. The children are playing.</p> <p>Mathematics e.g. Number games. e.g. TEN little Indian boys; one, two, three, four, five.</p>

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Family Relaxation.	Identify activities family members are engaged in together. Discuss ways how the family relaxes.	Drawing pictures to show ways how the family relaxes. Writing sentences to say how their family relaxes. Collecting and sorting pictures for folio. Listening to stories about the families.	Co-operating with each other to plan and carry out activities. Appreciate the time spent together working in groups.	Family relaxes in different ways for example <ul style="list-style-type: none"> - playing games - Visiting friends - Watching television - Reading - Listening to music. 	Identifying and discussing ways how families relax. Asking and answering questions based on pictures and stories. Cut out and paste picture for special folio (scrap book) Asking and answering questions based on pictures and stories. Working in groups to discuss a family picnic.	Name two ways in which your family relaxes. Draw a picture to show one way your family relaxes. Make a class Folio (scrap book) to show people relaxing.	<u>Language Arts</u> e.g. Sentence Construction The family watches Television Sunday evenings <u>Art and Craft</u> Drawing picture of how the family relaxes. <u>Drama</u> Role playing how the family relaxes.

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Special Occasions within the family	Name some special occasions which family observes. Discuss how families observe special occasion.	Observing pictures of family at special occasions. Listening to one another's contributions. Drawing picture of their families at special occasions. Designing cards for the various special occasions. Collecting pictures to show how special occasions are observed.	Co-operating with one another in compiling folio. Respecting one another's contributions. Sharing ideas and pictures with one another.	Some occasions are important to families. Special occasions help family members to be closer to one another. Some examples of these occasions are:- - Birthdays - Weddings - Religious Ceremonies - Mothers' Day - Fathers' Day - Birth of a baby - Funeral.	Naming special occasion within the family Discussing the importance of observing these occasions. Discussing ways in which these occasions are observed. Collecting pictures of these occasions being observed. Making folio (scrap book) with pictures collected	Name two special occasion observed by your family Write a sentence to say how members of your family observe these special occasions.	Language Arts e.g. Sentence Construction e.g. Families celebrate birthdays by hosting parties. Art and Craft e.g. drawing pictures of the family involved in a special occasion celebration. Making and designing cards for these occasions. Using the Calendar to show dates of birthdays of pupils in my class.

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				Different occasions are observed/celebrated in different ways.			Answering questions e.g How many students have birthdays in march?
Politeness	Name ways in which pupils can be polite.	Observing people demonstrating politeness. Dramatising ways to show how people can be polite. Composing rules.	Show appreciation for good manners by being polite and courteous when the occasion demands it. Obeying class rules.	Being polite means that we have good manners. We must always be polite to everyone -Always say please, excuse me, and thank you, good morning/night at the appropriate time. Class rules assist us to have good behaviour in the class. - I must keep my classroom clean	Repeating and demonstrating the courtesy rules and maxims. Discussing the importance of courtesy rules and maxims. Role playing situations of how courtesy rules are used in the classroom. Reciting rhymes to depict courtesy.	Write one courtesy rule that you should observe. Write a poem to bring courtesy rules. (This should be group effort). Draw cartoons to depict courtesy rules. Match Column A with Column B 1. Thank you very much. 2. May I leave now?	<u>Art and Craft</u> e.g. Drawing Cartoon to bring out courtesy rules. <u>Music</u> e.g. Songs to bring out courtesy rules. <u>Language Arts</u> e.g. Sentence construction e.g. we must always be kind to each other. <u>Poetry</u> e.g. Poems to bring out good manners.

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				I must speak quietly in the class.		<p>3. Please, may I have some more?</p> <p>Column B</p> <p>1. Seeking permission to go home.</p> <p>2. asking for drink at a party.</p> <p>3. You are given a birthday gift.</p>	Story-Telling Stories that will bring out courtesy rules.
Our School	<p>State the name of their school.</p> <p>Say where their school is located.</p> <p>Describe their school.</p>	<p>Draw a plan of their school.</p> <p>Collecting items such as match sticks and paste to make a model of their school.</p>	<p>Appreciate one another's efforts by working in groups to draw a plan of their school.</p> <p>Show respect one another's ideas by working with them to make a model of their school.</p>	<p>Every school has a name.</p> <p>Schools are located in communities.</p>	<p>Naming their school.</p> <p>Naming the village where their school is found.</p> <p>Making a model of their schools.</p> <p>Drawing their school</p> <p>Writing sentences to describe their schools.</p>	<p>Fill in the blanks</p> <p>(1) The name of my school is _____</p> <p>(2) My school is painted in _____</p> <p>(3) It is located at _____</p> <p>Work in groups to:-</p> <p>(a) draw a plan of your school.</p> <p>(b) make a model</p>	<p>Art and Craft</p> <p>e.g. Drawing and colouring pictures of their school.</p> <p>Language Arts</p> <p>e.g. Making sentences</p> <p>Completing sentences with suitable words.</p>

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				Children who live in a community attend the same school.	schools	Of your school.	<p><u>Composition</u> Write a descriptive paragraph on the topic “My School”.</p> <p><u>Art and Craft</u> Making a model of their school.</p>
Children learn at school.	<p>Give reasons why they go to school.</p> <p>Discuss activities that students do in their classrooms.</p> <p>Name things that they can do at school.</p>	<p>Observing activities in their classroom and in the classrooms of other students</p> <p>Drawing pupils doing an activity at school.</p> <p>Writing sentences to tell what they do at school.</p>	<p>Appreciate the work done by their teachers by attending school regularly and punctually.</p> <p>Show appreciation for the importance of school by being involved in activities of the school.</p>	<p>We go to school so that we can learn to read and write and count.</p> <p>We also play games at school.</p> <p>We spell words, count carry out experiment, visit important places, listen to others, draw and make articles at school.</p>	<p>Answering oral and written questions asked by the teacher. e.g. why do you go to school? Discussing the things that they do at school.</p> <p>Touring the classrooms of the school to observe what the other students are doing.</p> <p>Dramatising some aspect of school life.</p>	<p>Name two important activities you do at school.</p> <p>Role play an activity done at school.</p>	<p><u>Art and Craft</u> e.g. Make a montage of school activities.</p> <p><u>Composition</u> e.g. Write a composition on one of the following topics: “Why I like my school.”</p> <p><u>Drama</u> e.g. Role playing situations.</p>





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				At school we Learn how to live and work together. It is the rights of every child to education.	Collecting pictures of students and teachers involved in various activities of the school to make a montage for the classroom		
Workers at our school.	Name the people who work in our school community. Discuss the duties of these workers.	Drawing pictures of these workers. Writing sentences to say how these workers help us in different ways.	Appreciate the work done by these workers. Show respect for these workers .	The people who work in my community are:- Head-teacher, teachers, charwoman, cleaner, security guard nurse. Workers at school help us in different ways.	Identifying workers and describing their duties. Discussing the importance of each worker. Drawing pictures of these workers. Role-playing workers. Making stuffed toys of the various workers.	Match workers with their jobs. Workers Jobs Teacher Cleans Cleaner Teaches Write two sentences about the job of any worker.	<u>Art and Craft</u> Drawing of the various workers. <u>Mathematics</u> e.g. Using the symbols to compare the number of workers. <u>Language arts</u> Sentence Construction e.g. them name of my head-teacher is Ms. Shelda Collins.

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				We must be polite to the workers at school it is our responsibility to show respect to those who help us at school.	Inviting resource person to talking to students about their role and responsibility in school.		Listening and speaking e.g. Dictation.

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<u>Health and Safety Rules</u>	<p>Name some health and safety rules.</p> <p>Discuss importance of observing health and safety rules.</p>	<p>Observing pictures of persons demonstrating health rules of danger.</p> <p>Listening to stories about safety rules.</p> <p>Dramatising the practice of safety rules.</p>	<p>Show appreciation for the importance of rules by obeying health and safety rules.</p> <p>Show awareness of the dangers of breaking rules by role playing a situation where a rule is broken.</p>	<p>There are rules we must observe for a safe and healthy life style. e.g. We must:</p> <ul style="list-style-type: none"> - take a daily bath. - keep our nail short and clean. - comb and brush our hair daily. 	<p>Observing chart with health rules.</p> <p>Discussing health rules on chart.</p> <p>Demonstrating some health habits we observe daily.</p> <p>Observing and</p>	<p>Write two health rules that you and your friends must observe.</p> <p>Write rhymes about safety rules.</p>	<p>Making charts about safety rules.</p> <p>Science Body parts Why we need to take good care of our bodies. Disobeying safety rules can cause us to loose part of our bodies.</p>

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				<p>- wash hand before eating and after using the toilet.</p> <p>-eat a balance meal.</p> <p>- Keep our clothes clean and tidy.</p> <p>- wash fruits and vegetables before eating or cooking them;</p> <p>-cover our food from dust and insects.</p> <p>We must avoid dangerous situations in and around the home. e.g. A boiling kettle.</p>	<p>Discussing pictures showing the different sources of danger.</p> <p>Repeating rhymes and listening to stories and songs about safety rules.</p> <p>Role – playing some safety rules.</p> <p>Discussing what can result when rules are broken.</p>	<p>Making songs about health and safety rules.</p>	<p><u>Drama</u> Role playing</p> <p><u>Reading</u> Class text e.g. “Market Day”</p>

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				<ul style="list-style-type: none"> ➤ Do not play with pointed sharp edged instruments. ➤ Keep away from lighted stoves, lamps and candles. ➤ Do not interfere with electrical appliances and switches. ➤ Avoid drinking liquid from a bottle. <p>Every child is entitled to good health and safety.</p>			

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Foods make us healthy	Identify foods that will make us healthy.	<p>Drawing food chart.</p> <p>Colouring pictures of food.</p> <p>Collecting pictures of foods to make a folio.</p> <p>Matching pictures of foods with their names.</p>	<p>Sharing ideas with others about the food they should eat.</p> <p>Working co-operatively with others to prepare a folio on food groups.</p>	<p>We must eat our green and yellow vegetables, fruits, rice, flour, ground provision, milk, fish and meat.</p> <p>These food help to keep us healthy.</p> <p>We must eat a balanced meal everyday</p>	<p>Talking about the importance of eating specific foods. e.g. green and yellow vegetables, fish, rice and sugar.</p> <p>Making food baskets.</p> <p>Saying rhymes about what to eat daily.</p> <p>Answering questions based on the rhyme.</p> <p>Eat Green and Yellow Food Eat green and yellow food, Eat green and yellow food, They are good for you</p>	<p>Match the food with the name.</p> <p> Milk</p> <p> Orange</p> <p> Bread</p> <p> Meat</p>	<p>Reading e.g. Reading from health chart.</p> <p>Art and Craft e.g. Making scrap-book with pictures of food we should eat.</p> <p>Science e.g. Colours of fruits e.g. Naming the parts of a fruit.</p> <p>Language Arts Writing sentences. We should eat a balance meal.</p>

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					<p>They are good for you, Pumpkin makes your eyes bright, Bagee keep your skin tight Teeth are fine, Teeth are fine.</p> <p>1. What food makes your eyes bright?</p> <p>2. What food keeps your skin tight?</p>		

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Our Nation Our Country	Name their country. Identify symbols that show that their country is a nation	Tracing the map of their country. Making a scrap book with pictures of symbols that tells their country is a Nation.	Demonstrate that they are patriotic citizens of their country by showing respect for national symbols e.g. stand at attention when the anthem is sung.	The name of my country is Guyana. I was born in Guyana. I am a Guyanese. Our National Flag, National Anthem, National Pledge, and Coat of Arms are some of the symbols that tell us that we are a nation.	Tracing and colouring maps of Guyana. Completing sentences. Making a scrap-book with national symbols. Collecting items such as pictures with national symbols of our country.	Complete the following sentences. 1. The name of my country is _____. 2. I am a _____. 3. I was born in _____. Draw and colour the National Flag.	<u>Language Arts</u> Making oral sentences about their country. <u>Art and Craft</u> Tracing templates maps of Guyana. Drawing and colouring large maps of Guyana. Drawing and colour the National Flag. <u>Reading</u> Text "Our Flag".

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National Symbols. • Our National Anthem. • Our National Pledge • Our National Flag.	Repeat the words of the National Pledge. Name the National Flag. Identify the colours on the National Flag. Sing the first stanza of the National Anthem.	Demonstrating how they would show respect for the National Pledge and the National Anthem. Drawing the National Flag and colouring it. Fitting pieces of the National Flag together correctly.	Show that they are proud of their National Symbols by demonstrating how they can show respect for the National Flag and National anthem.	Guyana became an independent nation on the 26 th May, 1966. The following are symbols that tells us that we are a nation:- (a) National Flag. (b) National Pledge. (c) National Anthem. The name of our National flag is the Golden Arrowhead.	Reciting our National Pledge, Singing the national Anthem. Drawing the National Flag and colouring it. Answering oral questions on our national symbols. Putting shapes together to form the National flag Repeating the poem.	Complete the following sentences. (1) The name of our National Flag is the _____. (2) Our Flag has _____ Colours. (3) One of the colours on our flag is _____. (4) When we say the National Pledge we are making a _____. (prayer, promise)	<u>Art and Craft</u> e.g. Drawing and colouring the National Flag. <u>Mathematics</u> e.g. shapes. <u>Language Art</u> e.g. Identifying words e.g. black, red, nation, national, flag. <u>Reading</u> "Our Flag" <u>Poetry</u> Our Country Flag"

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				<p>Our National Flag has five colours. These are red, green, gold, black and white.</p> <p>Each of these colours has its own meaning.</p> <p>We must always stand at attention when singing our national anthem of when it is played.</p>	<p><u>Our Country's Flag</u></p> <p>Our country's flag is a pretty flag. It has five colours red, black, gold and white. the other colour is green.</p>		

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Our National Leader	<p>Say the name of the Head of State.</p> <p>Identify the picture of the Head of State from among other pictures.</p> <p>Tell how the Head of State gets into power.</p> <p>Name the Prime Minister Minister of Education and Minister of Health.</p>	<p>Collecting a picture of the Head of State and other national heads and pasting neatly in their exercise books.</p> <p>Writing the name of the Head of State under his as well as the other national leaders.</p>	<p>Show respect for the office of Head of State and other leaders by:- (a) Saying what we should do when a leader enters a building. (b) Show respect for national leaders by not saying ill things about them and not defacing their pictures.</p>	<p>The Head of State of the Republic of Guyana is the Executive President.</p> <p>The Executive President is elected by the people of Guyana.</p> <p>The Executive president is from a political party.</p> <p>The head of state is also the Head of Government.</p> <p>He is a National Leader.</p>	<p>Tell the name of the leader of our country and say how the leader became Head of State.</p> <p>Identifying the Head of State's picture from a set of pictures.</p> <p>Collecting of pictures of national Head of State and pasting it in their books. Writing the name of the leaders under the pictures.</p> <p>Going on a conducted tour to the Office of the President.</p>	<p>The Name of the President of the Republic of Guyana is _____.</p> <p>The Head of State became Executive President of Guyana through _____.</p> <p>(Pupils can be asked oral questions by the teacher e.g. How can you show respect for the head of State?)</p> <p>Match pictures of national leaders with their designation.</p>	<p>Language Arts Making oral and written sentences.</p> <p>Craft Pasting a picture of the Head of State in their exercise books and writing his/her name under it.</p>

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<u>The Weather</u>	Name the weather conditions in Guyana.	Drawing weather chart. Drawing pictures to depict the different kinds of weather in Guyana.	Co-operate with one other by working in groups to make weather charts. Appreciate the importance of the weather by telling the usefulness of Each weather condition in Guyana.	Guyana has two main weather conditions - sunny - rainy - cloudy - windy. The different types of weather are useful to us. The farmers like the rains and sun for their crops. The rainy weather is good for when the farmers are planting their crops e.g. paddy.	Defining weather in their own words. Discussing conditions for the different types of weather. Observing a weather chart and identifying the type of weather for everyday of the school week. Discussing the importance of the various types of weather. Reading the poem and discussing the usefulness of the weather.	Draw a weather chart. List two weather conditions we have in Guyana. What would you do if it were raining now? What kind of weather do you need to:- (a) Fly our kite? (b) Dry our clothing? (c) Planting our crops?	<u>Art and Craft</u> e.g. Draw a large weather chart for the classroom. <u>Mathematics</u> e.g. Number sequence. <u>Science</u> e.g. how the weather affect us. <u>Composition</u> e.g. Write simple sentences on the weather. e.g. Today is Monday. It is a rainy day children came to school with rain coats and jacket.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>The farmers need the sunny weather to reap their crops.</p> <p>We need the windy weather to dry our clothes, and to fly our kites during the Easter Celebrations.</p>	<p>The Little Plant In the heart of a seed Buried deep so Deep A dear little plant lay fast a sleep "Wake" says the sunshine And creep to the light "Wake" , said the voice of the raindrops bright. The little plant heart it And rose to see What a wonderful outside The world could be.</p>	<p>What of kind of weather do you need to:- (a) Fly our kite? (b) Dry our clothing? (c) Planting our crops?</p>	<p>Poetry The Little Plant</p>

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Clothes for different Weather Conditions	<p>Identify the items people use for the different weather conditions.</p> <p>Name the kind of clothes persons should wear for the various weather condition.</p>	<p>Drawing the various objects people use during the different weather conditions.</p> <p>Collecting and sorting pictures of clothing worn for different weather conditions.</p>	<p>Co.Operate with others in compiling and sorting pictures of clothing worn for different weather conditions.</p>	<p>We must equip ourselves for the different weather conditions.</p> <p>We should have items such as rain-coat, umbrella, long-boot, for the rainy weather.</p> <p>Umbrella, caps, hats and cotton clothing can be used during the sunny weather.</p>	<p>Discussing how pupils can equip themselves for the various weather conditions in Guyana.</p> <p>Drawing the various items they use for the different weather conditions.</p> <p>Going on field trip to places such as the weather office</p> <p>Collecting and sorting pictures of the various types of clothing.</p>	<p>Answer the following questions.</p> <p>Name an item of clothing used for:- (a) Sunny weather. (b) Rainy weather.</p> <p>Say why we should wear clothing made of cotton.</p> <p>Draw an object used when it is raining. Name the object.</p>	<p>Art and Craft Making a model of a weather chart.</p> <p>Mounting pictures depicting different weather conditions and the type of clothing and items used.</p> <p>Compiling folio.</p> <p>Science e.g. Types of clothing and texture.</p> <p>Language Arts Sentence Construction. e.g. I am wearing</p>

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				<p>Discussing on what occasions these clothing are worn.</p> <p>Working in groups to compile a folio Of clothing worn for the various occasion.</p>			A pair of long boots because it is raining.

MINISTRY OF EDUCATION

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 1

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