

PREFACE

In keeping with the Ministry of Education's policy of continuous updating of its Curriculum Guides, a team of experienced teachers under the guidance of senior curriculum officer in Social Studies undertook the task of revising the Social studies Curriculum for Primary Schools. This revision took 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 levels
- ❖ Defining objectives to cater for the three intellectual domains – Cognitive, Psychomotor, and 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 the 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 communication 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.

CONTENT

OUR FAMILY

- Types of family in the community
- Benefits and difficulties of each family type

RULES AND RESPONSIBILITIES

- Caring for public property
- Preserving plants and animals in the community
- Caring plants
- Protecting animals
- Caring our environment

OUR COMMUNITY

- Administrative Regions of Guyana
- Location of Communities in administrative Regions
- Resources of communities

HEALTH AND SAFETY

- Pollution (air, water, land, noise)

OUR NATION

- National Awards
- Forts and Monuments

WEATHER AND CLIMATE

- Natural regions
- Weather and related activities

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Our Family Types of Family in the community	<p>Define the term family.</p> <p>Identify different types of families that make up the community.</p> <p>Describe the structure of each family type.</p>	<p>Collecting pictures of the different types of families in their communities.</p> <p>Drawing and labeling stick figures to show the different types of families in their communities.</p> <p>Drawing pictures to show the types of families.</p>	<p>Appreciate the contribution of others by working in groups to complete charts of the various types of families in their communities.</p> <p>Appreciate that families differ.</p>	<p>There are different types of families in the community. The three types of families that most people belong to</p>	<p>Defining the term family.</p> <p>Naming the persons that make up their families.</p> <p>Identifying and discussing types of families.</p> <p>Displaying picture and chart with different types of families.</p> <p>Answering oral questions e.g. How many persons make up your family?</p>	<p>Complete the following. My family is made up of,, and It is called a family.</p> <p>Match the following.</p> <p>Section A (1) Single (2) Nuclear (3) Extended</p>	<p>Language Arts Write a composition on the topics “Families in my community”</p> <p>Art and Craft Illustrate their family type</p> <p>Science Living and Non-living things. People – Living Houses – Non-Living.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
			Willingness to accept the family type to which they belong by sharing their experiences.	<p>are:- Nuclear, Single Parent and Extended families.</p> <p>Types of Families Nuclear Family is made up mother, father and children.</p> <p>Single Parent Family is made up of mother or father and children</p> <p>Extended Family is made up of parents, children, grandparent, nieces, nephews, cousins etc.</p>	Making charts of the different types of families.	<p>Section B</p> <p>(1) Parents with children.</p> <p>(2) Parents, Grandparents, aunts, uncle</p> <p>(3) One parent and children.</p> <p>Match the picture to the type of family</p> <p style="text-align: center;">children</p> <p style="text-align: center;">Single Parent</p> <p>Dad Mom</p> <p style="text-align: center;">Nuclear</p> <p>Dad Son</p> <p style="text-align: center;">Extended</p> <p style="text-align: center;">Children</p> <p>Grandparents Mom</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Benefits and Difficulties of each Family Type.	Discuss the benefits and difficulties of each family type	Conduct a survey of family types in your class and show information on a pictograph.	Appreciate that families differ.	<p><u>Benefits/ Advantages</u></p> <p>1. Nuclear</p> <ul style="list-style-type: none"> - Family is More stable - Both parents are present - stronger family ties <p>2. Single Parent</p> <ul style="list-style-type: none"> - Children learn responsibility at an early age. <p>3. Extended</p> <ul style="list-style-type: none"> - Shared responsibility in the home - Family members are cared for by others 	<ul style="list-style-type: none"> - Allowing children from each family type to share good and bad experiences. - Categorize the experiences as advantages 	Write a paragraph on the benefits on being a member of your family	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Traditions - Advantages - Disadvantages - Anxiety - Stress - Privacy <p><u>Language</u></p> <p>Sentence Construction</p> <p><u>Art</u></p> <p>Drawing Different faces</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>- Traditions are passed down easily.</p> <p><u>Difficulties/ Disadvantages</u></p> <p><u>1. Nuclear –</u></p> <p>- Child is cared for by a non-relative if both parents are working.</p> <p>- Members can be isolated from other relatives.</p> <p><u>2. Single parent</u></p> <p>- Children tend to suffer from lack of love from both parents</p> <p>- children suffer from anxiety and stress.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<u>Extended</u> - Lack of privacy - Over crowding - Roles can be Replaced by other family Members.			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<p>Caring for Public Property.</p> <p>Preserving animals and plants in the community.</p>	<p>State ways how people can show care for public property.</p> <p>State ways in which plants and animals in the community can be preserved.</p>	<p>Dramatizing how they would care property, plants and animals in the community.</p>	<p>Appreciate the importance of caring property, plants and animals in the community by stating their importance to us.</p> <p>Show willingness to participate in community activities.</p> <p>Be aware that they should preserve</p>	<p>People in the community have a responsibility to show concern for their community.</p> <p>People must avoid</p> <ul style="list-style-type: none"> - Stealing from others - Defacing and destroying public buildings 	<p>Listening to a story about 'The Elephant never forgets'.</p> <p>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.</p>	<p>TEXT</p> <p>Social Studies for our Children Book 4.</p> <p>(1) Read pages 72 and 73. Answer the questions on page 73 and 74 of your Social Studies Book.</p> <p>(2) Read pages 74 to 77. Answer the questions on page 77.</p> <p>Display the mobile with the rules in your Social Studies corner.</p>	<p>Grammar: Sentence Construction.</p> <p>Writing: Writing sentences.</p> <p>Reading: Reading passages about care and protection.</p> <p>Art and Craft: Making mobiles with rules.</p> <p>Comprehension: Reading passages and answering questions.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
		<p>Discussing the importance of animals and plants.</p> <p>Stating why animals and plants should be preserved.</p>	<p>Animals and plants in the community.</p> <p>Appreciate the importance of animals and plants to the community.</p>	<p>Preservation of plants and animals is the responsibility of everyone in the community.</p> <p>Avoid</p> <ul style="list-style-type: none"> -Cruelty to animal e.g. stoning dogs. - Destruction to plants and crops. Catching nesting birds and fish - Caging birds 	<p>One day 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.</p> <p>Answering questions based on the story.</p> <p>(1) How did the tailor treat Kamala?</p> <p>(2) Why do you think he did that?</p>	<p>(3) Read pages 78 to 84. Answer the question on pages 80 and 83.</p> <p>Picture Study Book: Social Studies for our Children page 76.</p> <p>Write three sentences in proper sequence telling your teacher what the boys in the picture should have done.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					<p>(3) Why did Kamala do what she did?</p> <p>(4) If you were the tailor, how would you have treated Kamala?</p>	<p>Teacher places a large cardboard elephant in the Social Studies corner and label it "I NEVER FORGET".</p> <p>Pupils work in groups of five (5).</p> <p>Each group writes a sentence on cardboard of some things that they will like to remember.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
						<p>They pin the sentences on the elephant for example:</p> <p style="text-align: center;">↑</p> <p>We must be kind to animals</p> <p>Answering questions on the ways in which plants and animals can be preserved.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					<p>Observing pictures of people involved in acts which do not protect property.</p> <p>Discussing the attitude of these people and the consequences their actions have on others.</p> <p>Role playing ways in which people can protect property.</p> <p>Naming some plants and animals in the community.</p> <p>Discussing their importance and how and why they should be preserved.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Caring Plants	List reasons why we should care for plants. Explain how plants should be cared.	Demonstrating how plants can be cared for	Appreciate the value of plants in the environment by taking care of them.	<p>Caring the plants in the environment</p> <ul style="list-style-type: none"> - plants beautify the environment. - Caring for plants show our appreciation for things around us. 	<p>Discussion on the care of plants in our environment.</p> <p>List responses on chalkboard.</p> <p>Plan a tour of the community.</p>	<p><u>Group Work</u></p> <p>Pupils make</p> <ol style="list-style-type: none"> 1. Slogans to place on plants in the classroom. <p>CARE OUR TREES</p> <p>DO NOT DESTROY THE ENVIRONMENT</p> <p>PLANTS BEAUTIFY</p>	<p>Science:</p> <p>Caring for plants.</p>

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.	Protecting the animals in our environment. Animals should be treated kindly. <u>Story</u> Amerita Fergerson's Award for Courage.	Individual pupils tell of their experience of showing kindness to animals. Pupils listen to story.	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				
				<p>Amerita was given an award for courage from the RSPCA (Royal Society for the Prevention of Cruelty to Animals).</p> <p>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.</p> <p>Amerita was brave. She untangled the horse and set her free.</p>	<p>Pupils listen to story.</p> <p>Pupils say what they would have done if they were faced with that situation.</p> <p>Discussing Amerita's actions and Explain what you would have done.</p> <p>Teacher explains to pupils that if they did not have Amerita's courage they could seek help in freeing the animal.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Amerita got a Book award for her courage.			
Caring our environment	<p>Define the term environment.</p> <p>Name places in their environment which should be care for.</p> <p>Give reasons why we must care our environment.</p> <p>Identify laws of conservation made by the Government.</p>	<p>Making a chart with a list of ways to care our environment.</p> <p>Writing Sentences to say how the environment should be cared for.</p> <p>Making slogans and fliers with hints on caring the environment.</p> <p>Reading and answering questions on the environment.</p>	<p>Demonstrate willingness to participate in environmental projects.</p> <p>Demonstrate a positive attitude towards caring their environment by saying what they would do.</p> <p>Appreciate that things last longer when properly cared for (by saying how they would care for their school and classroom).</p>	<p>Caring our environment.</p> <p>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.</p>	<p>Brainstorming and discussion to bring out the concept of environment.</p> <p>Discussion on - caring for their homes.</p> <p>Pupils share experiences - tasks assigned by their parents and ways they try to help on their own. - caring the school environment.</p>	<p><u>Environmental Day</u></p> <p>Organise pupils into groups.</p> <p>Group 1 Caring the school Environment.</p> <p>Prepare slogans on "Caring our school".</p> <p>Group 2 Neighbourhood group. Prepare fliers with hints on caring our environment.</p>	<p>Grammar: Sentence Construction</p> <p>Art: Drawing cartoons Depicting caring for the environment</p> <p>Comprehension: Reading and Answering questions.</p> <p>Composition: Write a paragraph on caring for the environment.</p>

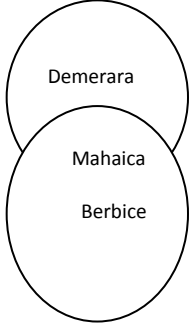
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Caring for places around us - our home environment - our school environment: do not litter, do not deface the building and furniture. - Our neighbourhood Caring for Public property - the parks - the gardens - the street	Group work Making a Chart A classroom reminder - a list of do's and don'ts to care our school environment. - our neighbourhoods Picture Study Comparing neighbourhoods - those that are cared for. those that are not cared for.		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Making suggestions for the improvement of those that are not properly cared for	Fliers must be distributed to persons living in the neighbourhood.	
Administrative regions of Guyana.	<p>State why Guyana is divided into Administrative Regions.</p> <ul style="list-style-type: none"> - Name the Administrative Regions of Guyana. - Locate the Administrative Regions of Guyana. - Explain how the Administrative Regions are managed 	<p>Locating Administrative Regions on a Map.</p> <p>Fixing puzzles of the Administrative Regions.</p>	Cooperating with peers to fix the pieces of the puzzles.	<p>The 1980 Constitution made provision for Guyana to be divided into ten Administrative Regions.</p> <p>The purpose of this division was to</p> <ol style="list-style-type: none"> 1. Ensure that every Guyanese has the opportunity to share in the development of the country. 			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>2. Allow for good governance.</p> <p>The ten Administrative Regions are:</p> <p>1 – Barima/ Waini</p> <p>2 – Pomeroon – Supernaam</p> <p>3- Essequibo Island/ West Demerara</p> <p>4- Demerara/ Mahaica</p> <p>5 – Mahaica/ West Berbice/ Corentyne</p> <p>6- East Berbice/ Corentyne</p> <p>7- Cuyuni/ Mazaruni</p>	<p>- Examining a map of Guyana showing Administrative Regions.</p> <p>- Discussing the purpose for the division.</p> <p>- Naming the Administrative Regions and locating them on map</p>	<p>Group Work</p> <p>Fix a puzzle with the ten Administrative Regions</p>	<p>Spelling</p> <p>Names of the Administrative Regions e.g. Barima, Essequibo.</p>

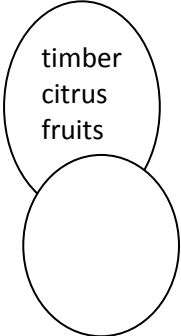
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>8 – Potaro/ Siparuni</p> <p>9- Upper Takatu/ Upper Essequibo</p> <p>10- Upper Demerara/ Upper Berbice.</p> <p>Each Administrative Region is headed by a Regional Chairman. Other persons also work along with the Chairman. These include Regional Councillors etc.</p>			

OUR COMMUNITY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
The Administrative Regions of Guyana	<p>Define the term "Community".</p> <p>Name early communities in the various Administrative Regions.</p> <p>On a given map identify early communities in the various Administrative Regions.</p>	Locating early communities found in the Administrative Regions.	Co-operate with each other to complete group projects.	<p>A community is a particular area where people live and interact with each other.</p> <p>Some early communities found in the administrative Regions are:-</p> <p>Region 1 – Mabaruma Port Kaituma</p> <p>Region 2 – Dartmouth, Good Hope</p>	<p>Pupils tell of some early communities within the region in which they live.</p> <p>Identifying and naming early communities in any four other regions.</p>	Writing the names of selected early communities on given maps.	<p>Vocabulary: Community, Uitvlugt.</p> <p>Mathematics: Sets (Regions)</p> 

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION																																																															
	KNOWLEDGE	SKILLS	ATTITUDE																																																																			
				<p>Region 3 – Uitvlugt, Wakenaam</p> <p>Region 4 – Victoria, Stabroek</p> <p>Region 5 – Bush Lot Belladrum</p> <p>Region 6 – New Amsterdam, No. 2 Village, East Canje</p> <p>Region 7 Bartica</p>	<p>Working in groups (3 or 4) To locate early communities on maps given.</p>	<p>Word Search</p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>B</td><td>E</td><td>L</td><td>L</td><td>A</td><td>D</td><td>R</td><td>U</td><td>M</td></tr> <tr><td>A</td><td>U</td><td>I</td><td>T</td><td>V</td><td>L</td><td>U</td><td>G</td><td>T</td></tr> <tr><td>B</td><td>O</td><td>S</td><td>T</td><td>I</td><td>S</td><td>S</td><td>M</td><td>E</td></tr> <tr><td>T</td><td>L</td><td>P</td><td>H</td><td>O</td><td>Z</td><td>L</td><td>R</td><td>H</td></tr> <tr><td>I</td><td>T</td><td>U</td><td>M</td><td>L</td><td>I</td><td>O</td><td>Z</td><td>Z</td></tr> <tr><td>C</td><td>L</td><td>O</td><td>T</td><td>E</td><td>O</td><td>Z</td><td>O</td><td>Q</td></tr> <tr><td>A</td><td>T</td><td>S</td><td>H</td><td>A</td><td>L</td><td>T</td><td>O</td><td>N</td></tr> </table> <p>Belladrum Uitvlugt Bush Lot Aishalton</p> <p>Complete the following 1. John lives in Mabaruma. He is from Region</p>	B	E	L	L	A	D	R	U	M	A	U	I	T	V	L	U	G	T	B	O	S	T	I	S	S	M	E	T	L	P	H	O	Z	L	R	H	I	T	U	M	L	I	O	Z	Z	C	L	O	T	E	O	Z	O	Q	A	T	S	H	A	L	T	O	N	<p>Spelling: Spelling words used:- Dartmouth Uitvlugt Belladrum Paramakatoi Lethem Kwakwani</p>
B	E	L	L	A	D	R	U	M																																																														
A	U	I	T	V	L	U	G	T																																																														
B	O	S	T	I	S	S	M	E																																																														
T	L	P	H	O	Z	L	R	H																																																														
I	T	U	M	L	I	O	Z	Z																																																														
C	L	O	T	E	O	Z	O	Q																																																														
A	T	S	H	A	L	T	O	N																																																														

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Region 8 – Paramakatoi</p> <p>Region 9 – Aishalton Lethem</p> <p>Region 10 Mc Kenzie, Kwakwani</p> <p>Region 10 – This region’s land form is hilly and sandy.</p>		<p>2. Good Hope Is to Region Two as Bartica is to </p> <p>3.The name of the Administrative Region in Which Kwakwani is located is </p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Resources of communities.	<p>Define the term resource.</p> <p>Identify resources found in different Administrative Regions.</p>	<p>Collecting pictures and samples of resources found in the Administrative Regions.</p> <p>Drawing a map of Guyana and inserting the resources in the various administrative Regions.</p> <p>Writing sentences about resources found in the various Administrative Regions.</p>	<p>Share ideas information about resources found in the Administrative Regions.</p>	<p>A resource is anything natural or man-made that is useful to man.</p> <p>Some resources found in the Administrative Regions are:</p> <p>Region 1 – Timber and coconuts</p> <p>Region 2 Rice, timber and citrus fruits.</p> <p>Region 3 – Sugar, rice,</p>	<p>Identifying resources in Guyana.</p> <p>Collecting pictures and samples of resources found in the Administrative Regions</p> <p>Writing sentences about the resources.</p> <p>Making a folio on resources found in Administrative Regions.</p>	<p>Making a folio of resources found in the different Administrative Regions.</p> <p>Matching resources to the places in the Administrative Regions.</p> <p>Compare and contrast resources found in any two regions.</p>	<p>Mathematics: Sets: Showing subsets of regions that have similarities in resources. e.g.</p> <p>Reg. 2</p> 

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION																						
	KNOWLEDGE	SKILLS	ATTITUDE																										
				<p>And coconuts</p> <p>Region 4 – rice, sugar, manufactured products.</p> <p>Region 5 – Rice, cattle, sugar</p> <p>Region 6 – Cattle, rice, sugar</p> <p>Region 7 – Minerals, stone</p> <p>Region 8 – minerals, timber</p> <p>Region 9 – Cattle, timber</p> <p>Region 10 – bauxite, timber</p>		<p>Match the regions with resources.</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Resources</th> </tr> </thead> <tbody> <tr><td>1</td><td>Bauxite</td></tr> <tr><td>2</td><td>Cattle</td></tr> <tr><td>3</td><td>Stone</td></tr> <tr><td>4</td><td>Cattle</td></tr> <tr><td>5</td><td>Timber</td></tr> <tr><td>6</td><td>Coconut</td></tr> <tr><td>7</td><td>Rice</td></tr> <tr><td>8</td><td>Sugar</td></tr> <tr><td>9</td><td>Citrus</td></tr> <tr><td>10</td><td>manufactured goods</td></tr> </tbody> </table>	Region	Resources	1	Bauxite	2	Cattle	3	Stone	4	Cattle	5	Timber	6	Coconut	7	Rice	8	Sugar	9	Citrus	10	manufactured goods	<p>Spelling: Minerals Quarrying Cattle Bauxite</p> <p>Complete sentences by using these words e.g. Region Ten is known for Mining.</p> <p>Using the above words to make sentences.</p>
Region	Resources																												
1	Bauxite																												
2	Cattle																												
3	Stone																												
4	Cattle																												
5	Timber																												
6	Coconut																												
7	Rice																												
8	Sugar																												
9	Citrus																												
10	manufactured goods																												

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Pollution	<ul style="list-style-type: none"> - Define the term pollution - State ways in which the environment can be polluted - State the effects of pollution - Identify ways in which pollution be reduced 	<p>Observing polluted areas in the community</p> <p>Disposing of waste carefully.</p> <p>Collecting pictures in polluted areas.</p>	<p>Be aware of importance of playing music moderately</p> <p>Be aware that they are responsible for caring the environment</p>	<p>Pollution occurs when any unwanted substance is added to the environment.</p> <p>The types of pollution</p> <ol style="list-style-type: none"> 1. land 2. Water 3. Noise 4. Air <p>Land dumping garbage.</p> <p><u>Water</u> – Sewage, fertilizers in water</p> <p><u>Noise</u> – loud music, movement of heavy duty vehicles, horns.</p>	<ul style="list-style-type: none"> - Explaining the Term pollution - Field trip in the neighbourhood to observe the various types of pollution. - Working in groups to find a solution to pollution. 	<p>Make a folio with the various types of pollution.</p> <p>Write a paragraph on how pollution can be prevented in the environment.</p>	<p>Art and Craft Design a poster to show the effects of one type of pollution.</p> <p>Vocabulary Words and Meaning</p> <ul style="list-style-type: none"> - Pollution - Environment - Protection.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p><u>Air</u> Smoke in the atmosphere.</p> <p><u>Effects of Pollution</u> Land – spread of diseases.</p> <p><u>Water</u> Flooding and water borne diseases e.g. cholera.</p> <p><u>Noise</u> Damage of air drums.</p> <p><u>Air</u> Respiratory illness and global warming</p>			<p><u>Language</u> - Composition Writing - Sentence Construction</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p><u>Ways in which pollution can be reduced</u></p> <ul style="list-style-type: none"> - Use land fills - Recycling - Planting Trees - Passing Laws 			

OUR NATION

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
National Awards	<p>Say what is a National Award.</p> <p>Identify categories of outstanding member of the community who receive National Awards.</p> <p>State reasons for which members in the community receive National Awards.</p>	<p>Collecting pictures of national awards and awardees.</p>	<p>Be aware of the importance of national Awards by giving reasons why people receive them.</p>	<p>The presentation of national Awards is one of our National Events.</p> <p>A National Award is an honour given to Guyanese for invaluable service in a special field of work.</p> <p>Some categories of workers who are awarded: - teachers</p>	<p>Discussing what is a National Award.</p> <p>Brainstorming ideas and finding a suitable meaning.</p> <p>Listing the National Awards.</p>	<p>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.</p> <p>Write the correct name for the abbreviations.</p> <p>OE = OR = CCH = AA = MS = MSM = DSM =</p>	<p>Reading: Reading from Newspaper Clippings,</p> <p><u>Book:</u> “ <i>Social Studies for Our Children</i>” Book 4 pages 46 – 51.</p> <p>Comprehension: Reading and answering questions on National awards.</p> <p>Art & Craft: Drawing National awards.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<ul style="list-style-type: none"> - politicians - policemen - soldiers etc. <p>Reason for Awards</p> <ul style="list-style-type: none"> - dedication and long and meritorious service. - Commitment - bravery - efficiency <p>Some of the national awards are:</p> <ul style="list-style-type: none"> - The Order of Excellence - The order of Roraima - The Order of Service - The Cacique Crown of Honour 	<p>Listing some categories of outstanding persons who received awards.</p> <p>Observing scenes of recipients being presented with awards.</p> <p>Listing reasons for receiving awards.</p>	<p>Write T or F in the space provided.</p> <p>People receive awards because</p> <ol style="list-style-type: none"> 1. They are lazy 2. They gave Invaluable Service to their community 3. They change jobs regularly 	<p>Mathematics:</p> <p>Sets</p> <ul style="list-style-type: none"> - Listing the set of persons who receive: <ol style="list-style-type: none"> (a) Military Service Awards. (b) Disciplined Services Award. (c) A set of three persons honoured with (a) O.E (b) M.S <p>Art</p> <p>Draw two of the National awards</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<ul style="list-style-type: none"> - The Golden Arrow of Achievement - The Medal of Service <p>The special ceremony at which National Awards are presented is called an Investiture Ceremony.</p> <p>His Excellency, The Executive President of Guyana and The Chancellor of the order of Guyana presents the Awards to the Awardees.</p>	<p>Reading about national Awards from</p> <ul style="list-style-type: none"> - News paper clippings - Book – “Social Studies for Our Children” (Book 4). 	<p>4. The National Award ceremony is called the Investiture Ceremony</p> <p>5. The Executive President is the only person to present the Awards</p> <p>Compile a Folio on persons who have received National Awards (Group Work).</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Forts and Monuments.	<p>Name the forts and monuments in Guyana</p> <p>State the importance of forts and monuments in Guyana.</p> <p>Explain the significance of forts and monuments to Guyana.</p>	Locating sites of forts and monuments in Guyana.	Co-operate to preserve our history.	<p>Forts and monuments tell of Guyana' history. They remind us of early settlers and of historical events.</p> <p>Forts Fort Nassau which is located seventy miles up the Berbice River. Fort Kyk-over-al located at the confluence of The Cuyuni, Essequibo and Mazaruni Rivers.</p>	<p>Naming forts and monuments in Guyana.</p> <p>Discussing the significance of the forts and monuments.</p> <p>Collecting pictures and newspaper clippings forts and monuments in Guyana.</p> <p>Researching Information about forts and monuments.</p>	Compile a folio of forts and monuments in Guyana.	<p>Art & Craft: Make a folio.</p> <p>Reading. Researching information about forts and monuments.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Fort Kyk-over-al located at the confluence of the Cuyuni, Essequibo and Mazaruni Rivers.</p> <p>Fort Zeelandia on the Pomeroon River.</p> <p>Fort Zeelandia on Fort Island.</p> <p>Monuments</p> <p>The Chateau Margot Chimney at Chateau Margot, East Coast Demerara.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Monument at Enmore, East Coast, Demerara. The 1763 Monument at the Square of the Revolution.</p> <p>The statue of Hubert Nathaniel Critchlow in the compound of Parliament Buildings.</p> <p>- The Water Wheel in Christianburg Linden</p> <p>- The Umana Yana, and the Liberation Monument Located in Kingston, Georgetown etc.</p>			

THE WEATHER

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Elements of weather	Define the terms: (a) Atmosphere (b) Atmospheric Pressure (c) Wind Strength (d) Humidity (e) Sunshine (f) Wind Direction Discuss the composition and purpose of a meteorological station.	Collecting and sorting pictures of weather instruments.	Co-operate with each other by sorting pictures of weather instruments.	(a) <u>Atmosphere</u> refers to the gases which surround the earth. (b) <u>Atmospheric Pressure</u> is the weight of the air pressure on the earth's surface. (c) <u>Wind strength</u> is the speed at which wind travels. (d) <u>Humidity</u> is the water content in the atmosphere. (e) <u>Sunshine</u> is the sun's rays reaching the earth's surface.	Defining terms Touring a weather station (meteorological station) to observe how the instruments are used to measure various elements of weather. Collecting pictures of weather instruments and sorting them.	Compile a folio on weather instruments and their uses. Write a paragraph on a visit to the meteorological station.	Vocabulary: e.g. atmospheric pressure, humidity, sunshine. Composition - a visit to meteorological station. Letter Writing - Letter seeking permission to visit. - Thank you letter after the visit.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION	
	KNOWLEDGE	SKILLS	ATTITUDE					
Weather Instruments	Name the instruments used for measuring: (a) Atmospheric Pressure (b) Wind- Strength (c) Humidity (d) Sunshine (e) Wind direction	Writing the names of the instruments. Drawing the weather instruments. Constructing weather instruments (models)	Show co-operation by working in groups to construct models of weather instruments.			Drawing and writing the names of weather instruments. Using materials to make models of weather instruments. Discussing how the various instruments function.	Match pictures of weather instruments with the names of the instruments. A mini exhibition to display models, pictures and drawings of weather instruments.	Language Arts: Sentence Construction. Art and Craft: Making mobiles of weather instruments.
				Name of instrument	Usage			
				Baro-Meter	To measure Atmospheric Pressure			
				Anemo-Meter	To measure the strength of the wind			
				Hygro-meter	To measure humidity			
				Campbell Stokes sunshine recorder	To measure the amount of sunshine			
				Wind vane	To measure wind direction.			

--	--	--	--	--	--	--	--	--

MINISTRY OF EDUCATION

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 4

PRODUCED BY: Curriculum Development and Implementation Unit, NCERD

PRINTED BY: Material Production Unit