

**SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 5**

FAMILY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<p>FAMILY Places from which the early families came.</p>	<p>1. Name the countries from which the early families in the community came.</p> <p>2. Write sentences about the countries/ continents from which early families came.</p> <p>3. Locate on a globe or atlas countries from which early families in the community came.</p>	<p>1. Tracing a map of the world.</p> <p>2. Inserting countries from which early families in the community came.</p>	<p>Show appreciation for early families who came from various parts of the world by saying how they are now part of our Guyanese society.</p>	<p>Map of the world showing countries of origin namely Africans – West Africa, Amerindians – Mongolia, Portuguese – Madeira, East Indians – India, Chinese – China, Europeans – England, Spain, France Netherlands, Dutch.</p>	<p>Looking at the map of the world.</p> <p>Drawing and inserting names of countries and/or continents from which early families in the community came. (Social Studies For Our children Bk. 5 pages one to thirteen).</p>	<p>On an outline map of the world pupils will cover the countries and/or continents with various objects (split peas, beads (red & black) sand, etc.) to identify the areas from which the various early families came.</p> <p>1. Compare and contrast the physical features of early families who came from the same continent of East Indians, Chinese and Amerindians</p>	<p>Mathematics: Kilometre Measuring the distance early families traveled to get the Guyana.</p> <p>Arts: Drawing pictures to show the different early families.</p> <p>Composition: Writing a paragraph on any one of the early families.</p> <p>Science: Movement Living Things.</p>

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				<p>1. The Amerindians, East Indians and Chinese came from the continent of Asia.</p> <p>2. The Europeans came from the continent of Europe.</p> <p>3. The Africans came from the continent of Africa.</p> <p>The ethnic groups now live together as Guyanese citizens.</p>	<p>Locating countries on a map of the world and inserting the names of countries where the early families came from.</p> <p>Writing sentences about countries and/or continents from which early families came.</p>	<p>e.g.</p> <table border="1"> <tr> <td>Comparisons</td> <td>Contrasts</td> </tr> <tr> <td>They all have black hair</td> <td>They spoke different languages</td> </tr> </table>	Comparisons	Contrasts	They all have black hair	They spoke different languages	<p>Early family e.g.</p> <p><u>The East Indians practices</u></p> <p>Vocabulary: Spelling names of place.</p> <p>Mathematics. Sets Dutch French</p>
Comparisons	Contrasts										
They all have black hair	They spoke different languages										

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FAMILY Their areas of settlement in Guyana.	1. Name the areas in which the early families settled in Guyana. 2. Locate on a map of Guyana areas in which the early families settled. 3. Say which group of people named the places in which the early families settled. Describe the significance of places to early families of Guyana.	1. Drawing pictures to show how early families lived. 2. Researching the origin of the names of places settled by early families. 3. Making models of areas in which early families settled. 4. Finding and listing the meaning of the names of some places where the early families settled.	Show appreciation for our rich culture and how it impacts on our lives by stating the cultural contributions of the early families.	The early families settled in different areas: <u>Amerindians</u> – forests and savannahs e.g. Aishalton, Yupukari, Apoteri, Mabaruma <u>Europeans</u> <u>Dutch</u> – Essequibo River, Stabroek, Supenaam, Uitvlugt Pouteroyen	Naming the areas in Guyana in which the early families settled. Locating on a map of Guyana areas where early families settled. Identifying names of places named by some early families. Defining names of places where early families settled. Identifying places where early families were sent.	On an outline map of Guyana pupils will cover the areas where early families settled with various objects (split peas, beads). Compare and contrast ways of living of early families. Match place names with early settlers. East Indian Orealla Dutch Zeelandia French Santa Cruz Amerindian Wales English Chateau Margot Spanish Port Mourant	Mathematics: Kilometres – measuring areas where early families settled. Composition: Writing composition on Why the early peoples came to this country. Art & Craft. On a map of Guyana, make a mosaic with different colours, showing the areas where early families settled.

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Contributions made by early people to Guyana.	List some contributions by the early peoples to Guyana.	Naming and listing some things which make up Guyanese culture.	Appreciate the contributions of early Guyanese to the country.	<p><u>French</u> – Chateau Margot, La Resouvenir, La Belle Alliance, Mon-Repos</p> <p><u>English</u> – Bourda, Charity, Kingston, Georgetown</p> <p><u>Spanish</u> – Anna Catherina, El Dorado, Santa Cruz</p> <p><u>East Indians</u> – Bush Lot, Belle Vue, Vreed-en-Hoop, Huis't Dieren, Anna Regina</p>	<p>Drawing pictures to show how early families lived.</p> <p>Stating the origin of the names of places given by early families.</p> <p>Making models of areas in which early families settled.</p> <p>Showing appreciation for our rich culture by discussing the cultural contributions of the early families viz food, dance, art form.</p>	<p>Anna Catherina, La Grange, Epira, Anna Regina, Rose Hall.</p> <p>Complete: Africans is to Ithata as Chinese is to _____.</p>	

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				<p><u>Africans</u> – Queenstown, Essequibo Coast, Good Hope Essequibo Coast, Dartmouth Eseequibo Coast, Buxton E.C.D, Plaisance – E.C.D, Ithaca – West Coast Berbice</p> <p><u>Portuguese</u> – Portuguese Quarters, Port Mourant, Plantation La Penitence, Plantation Liliandaal.</p>		Write a paragraph about the contributions of the early peoples to Guyana.	<p>Sets:</p> <ul style="list-style-type: none"> - Sets of contributions. - Foods contributed by early peoples.

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				<p>Chinese – Blankenburg, Windsor Forest, Pouderoyen, La Jalousie and Union, Plantation Schoon Ord, Stewartville, Hague.</p> <p>Place names and their meaning: Mon Repos – rest or resting place or man must rest.</p> <p>Zeskenderen – six children . Vreed-en- hoop – peace and hope</p> <p>La Penitence- evil act</p>			

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				<p>La Repentir – city of the dead.</p> <p>Leguan – iguana</p> <p>Werk-en-Rust – Work and Rest.</p> <p>Early families were able to identify themselves with the areas where they settled by maintaining their cultures and erecting building homes that were unique to their culture e.g. Portuguese - pawn shops. Amerindians – Benabs.</p>			

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POLITENESS

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Rules and Responsibilities	<p>List ways in which the infrastructure in the community can be protected.</p> <p>Identify activities which they could do to protect the infrastructure in the community.</p>	<p>Listing infrastructure in the community that should be protected.</p> <p>Making a chart with a list of desired activities which the community can undertake.</p>	<p>Appreciate that the infrastructure in the community should be protected.</p> <p>Work co-operatively to prepare a list of rules for the protection of the infrastructure.</p>	<p>Community landscape/infrastructure should be protected to preserve its aesthetic quality.</p> <p>Avoid the following.</p> <ul style="list-style-type: none"> - Removal of soil for land filling. - Cutting of forest trees. - Burning of grass on lawns and parks. 	<p>Brainstorming some of the ways in which people in the community can protect the infrastructure.</p> <p>Making a chart showing a list of infrastructure and how they should be protected.</p>	<p>Three ways in which people can protect the landscape in the community are ____, ____, and ____.</p> <p>Write a paragraph on why we should protect our landscape and infrastructure.</p>	<p>Art & Craft: Making posters to illustrate how the infrastructure in the community should be protected.</p> <p>Producing a folio on rules to obey at home and at school.</p>

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				<ul style="list-style-type: none"> - Removing of shells from the beaches/ seashore. - Swinging on trees in parks. 	Making a chart with a list of desired community activities which can be undertaken to protect and preserve the infrastructures.		
Desirable Behaviour	<p>Identify desirable behaviours that we must observe in order to show respect.</p> <p>List rules which we must obey for better thing.</p>	<p>Making chart with list of desirable behaviours.</p> <p>Demonstrate behaviours which show a sense of responsibility.</p>	<p>Appreciate the importance of appropriate behaviours by stating what can happen if rules are disobeyed/ broken.</p>	<p>As Low-abiding Citizens we must have a sense of responsibility to obey rules</p> <ul style="list-style-type: none"> - Show respect to leaders and visitors at school and in public places. 	<p>Discussing some of the rules that should be obeyed with regards to greeting leaders, visitors at school, home and in public places.</p> <p>Listing behaviours which should be portrayed.</p>	<p>Roles playing some rules that should be obeyed.</p> <p>Write a paragraph on what can happen if rules are broken.</p> <p>Compose a folio of Courtesy rules.</p>	<p>Language Arts:</p> <ul style="list-style-type: none"> - Paragraph writing. <p>Writing:</p> <p>Copying of rules.</p> <p>Art & Craft:</p> <p>Illustrating rules.</p> <p>Health Education:</p> <p>Rules for a healthy life style.</p>

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				<ul style="list-style-type: none"> - Know how to greet persons. - Speak politely. - Reply to questions properly. - Observing courtesy rules. - Traffic rules. - Avoid destruction of public or private property. - Avoid receiving stolen property. 	<p>Read and discuss the list of Courtesy Rules and Maxims.</p> <p>Dramatizing behaviour which should be portrayed.</p> <p>Making a chart with desirable behaviour.</p> <p>Naming some benefits that can be realized when rules are obeyed.</p> <p>Discussing what can happen when rules are broken.</p>		

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OUR COMMUNITY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Guyana's Immediate Neighbours and their location. Capitals, chief products, and currencies of immediate neighbours.	Name Guyana's immediate continental neighbours. State the location of each neighbour. Name the capital and resources of these neighbours. State the official language and currency of each country.	Identifying each neighbour on a map of South America. Inserting each immediate neighbour on an outline map. Writing three sentences about each neighbour.	Work co-operatively to prepare a folio on Guyana's immediate neighbours. Show appreciation for Guyana's neighbours by stating how they assist each other.	Guyana's immediate continental neighbours are Venezuela, Brazil and Suriname. Suriname is located to the east and is separated from Guyana by the Corentyne River. Venezuela to the North-West is separated by the Amacura and Wenamu Rivers and Brazil to the	Examining the map of South America and identifying Guyana's immediate continental neighbours. Naming the capital and resources of each country. Discussing the boundaries of these neighbours and stating in which direction each is located.	Which of Guyana's continental neighbours is located to the north-west of Guyana? Suriname is to Dutch as Venezuela is to _____. The Ireng and Takatu Rivers separate ____ from _____. _____.	Language: - Paragraph Writing - Vocabulary - Spelling - Reading Mathematics: Sets & Venn Diagram - products Art & Craft: - Drawing produce - Compiling folders

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				<p>south and south-west by the Ireng and Takatu rivers.</p> <p>Brazil – Brasilia - Portuguese – Coffee – real; Venezuela – Caraca – Spanish - Oil – Boulivar; Suriname – Paramaribo – Dutch - Guilder – bauxite.</p>	<p>Stating the official language and currency of each.</p> <p>Working in groups to prepare a folio on each of Guyana’s continental neighbours.</p> <p>Collecting pictures and samples of currency.</p>	<p>Complete this</p> <table border="1"> <thead> <tr> <th>COUNTRY</th> <th>CAPITAL</th> <th>CURRENCY</th> <th>LANGUAGE</th> <th>PRODUCT</th> </tr> </thead> <tbody> <tr> <td>Guyana</td> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> <tr> <td>—</td> <td>—</td> <td>Guilder</td> <td>—</td> <td>—</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>Portuguese</td> <td>—</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> <td>Petroleum</td> </tr> </tbody> </table>	COUNTRY	CAPITAL	CURRENCY	LANGUAGE	PRODUCT	Guyana	—	—	—	—	—	—	Guilder	—	—	—	—	—	Portuguese	—	—	—	—	—	Petroleum	
COUNTRY	CAPITAL	CURRENCY	LANGUAGE	PRODUCT																												
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						Trace an outline map of Guyana, and insert the name of each immediate continental neighbour in its correct location.	
Guyana's other continental neighbours.	Name Guyana's other continental neighbours. State the capital, official language, product and currency of each neighbour.	Examining a map of South America and identifying Guyana's other continental neighbours.	Work co-operatively to research information on Guyana's other continental neighbours. Work in groups to compile folios on Guyana's other continental neighbours.	Other continental neighbours are (i) Colombia – Bogota – Spanish – Coffee – Peso (ii) Chile – Santiago – Spanish – Timber – Peso (iii) Paraguay – Asuncion – Spanish – Cotton fibre	Looking at the map of South America. Naming Guyana's other continental neighbours and their capital. Researching information about these neighbours. Discussing information about the neighbouring	On a map of South America insert any three of Guyana's continental neighbours and their capital. Complete these (a) Copper is to Chile as Timber is to ____. (b) Buenos Aires: Argentina Santiago: ____ (c) The official language of Colombia is ____ (d) Cattle and	Mathematics: - Problems based on trade and exchange of currency. - Sets and Venn Diagrams - Graphs Language: - Composition - Sentence Construction - Subject/Verb Agreement Reading: - Social Studies for Our

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				- Peso (iv) Argentina – Buenos Aires – Spanish – Beef/Cattle – Peso (v) Bolivia – La Paz – Spanish – Minerals – Peso (vi) Ecuador – Quito - Spanish – Bananas – Sucre (vii) French Guiana – Cayenne – French – Bauxite – France (viii) Peru – Lima – Spanish – Copper, Lead – Nuevo	countries. Naming the chief product, language and currency of each country. Working in groups to share and discuss information research. Writing sentences about information research. Planning and executing group project on Guyana’s continental neighbours.	wheat are products of _____ (e) Both Guyana and Suriname produce _____.	Children Book 5. - Guyana Our Country Our Home – Level 5&6

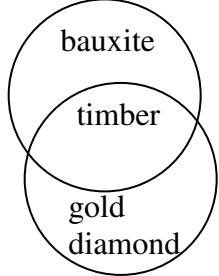
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				<p>Sol Uruguay – Montevideo – Spanish – Textile – Peso.</p> <p>These neighbours are known as continental or South American neighbours because they are located on the continent of South America.</p> <p>The official language of most of these countries is Spanish.</p>			

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Guyana and her Caricom neighbours.	<p>Name the fifteen member of Caricom.</p> <p>Match each member state with its capital, official language, currency and main product.</p>	<p>Identifying locations of Caricom countries.</p> <p>Listing countries and their main products.</p> <p>Inserting member countries on a blank map of the Caribbean.</p> <p>Identifying the capital of each Caricom country.</p>	<p>Work together in groups to complete assignments.</p> <p>Appreciate each other's contribution by listening attentively.</p> <p>Participate in discussions and group activities.</p>	<p>Guyana is a member of Caricom.</p> <p>There are fifteen member states in Caricom.</p> <p>Guyana has Caricom neighbours.</p> <p>Guyana trades with her Caricom neighbours.</p> <p>The word Caricom means Caribbean Community. Most of the Caricom member states are islands in the Caribbean</p>	<p>Naming Guyana's Caricom neighbours.</p> <p>Using atlas and listing countries, their main products and currency.</p> <p>Stating the official language and their capital of each Caricom country.</p> <p>Inserting countries on a blank map of the Caribbean.</p>	<p>Answering questions based on given information.</p> <p>Complete a table of countries, capital, main product and currency e.g.</p> <table border="1" data-bbox="1465 683 1734 1328"> <thead> <tr> <th>COUNTRY</th> <th>CAPITAL</th> <th>LANGUAGE</th> <th>PRODUCT</th> <th>CURRENCY</th> </tr> </thead> <tbody> <tr> <td>Guyana</td> <td>—</td> <td>English</td> <td> </td> <td></td> </tr> <tr> <td>—</td> <td>Dutch</td> <td>—</td> <td> </td> <td></td> </tr> <tr> <td></td> <td>Belmopan</td> <td>French</td> <td></td> <td></td> </tr> </tbody> </table>	COUNTRY	CAPITAL	LANGUAGE	PRODUCT	CURRENCY	Guyana	—	English			—	Dutch	—				Belmopan	French			<p>Language Arts: Reading information.</p> <p>Answering questions in complete sentence.</p> <p>Paragraph writing.</p> <p>Science: Name products grown in these countries, types of weather pattern these crops need to grow, the types of soils these products are grown in.</p> <p>Vocabulary: Meanings of new words.</p>
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Guyana	—	English																									
—	Dutch	—																									
	Belmopan	French																									

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				Sea. Guyana and Suriname are mainland states located in South America while Belize is a mainland state in Central America.	Discussing where each country is located in relation to its neighbours e.g. Suriname is Guyana's eastern Caricom neighbour. Researching and discussing information about Caricom countries.	On a map showing Caricom countries, insert the names of given countries e.g. Haiti, Suriname, Jamaica. Work in groups to complete projects on Caricom countries.	Mathematics: Problems based on currencies and their rate of exchange.
Physical features of Guyana's natural regions. Resources of Natural Regions.	Name the physical features of the natural regions of Guyana. Name the natural resources of each region.	Describing the physical features of each natural region. Inserting the natural regions on an outline map of Guyana.	Share ideas and knowledge. Work co-operatively to prepare folio on natural regions.	Guyana has different land forms called Natural Regions. Each natural region has its own physical environment and resources.	Naming the four natural regions. Describing their physical features. Listing their resources.	Name the four natural regions. Read passages and answer questions. Describe the physical features of the regions.	Science: List the region and share the main features. (e.g.) Region- Build- Soil – Vegetation - Climate

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		Writing a report after a field trip.		<p><i>Low Costal Plain</i></p> <ul style="list-style-type: none"> - flat and below sea level – agricultural produce. <p><i>Hilly Sand and Clay Region</i></p> <ul style="list-style-type: none"> - forests, bauxite, sand, charcoal burning. <p><i>Interior Savannah</i></p> <ul style="list-style-type: none"> - grassy and scattered trees & cattle (beef) farming, balata bleeding. 	<p>Inserting the four natural regions on an outline map of Guyana.</p> <p>Planning field trips where possible.</p> <p>Writing up reports on field trips.</p>	<p>Compare the resources of the four natural regions.</p> <p>On an outline map of Guyana insert areas where given resources are located.</p>	<p>Letter Writing:</p> <ul style="list-style-type: none"> - Write a letter to a friend telling him/her about the natural region in which you live.

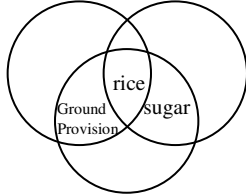
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				<i>Highland Region</i> - Mountainous forested, heavy rainfall – logging, minerals, gold and diamond.			
Population of Natural Regions.	List reasons why some regions are densely populated while others are sparsely populated.	Comparing the population of the natural regions. Preparing a graph or chart to show the population of the regions.	Work co-operatively to prepare group projects on population density/sparsity.	The Low Coastal plain is densely populated while the Highland Region is sparsely populated.	Looking at a population map of Guyana. Discussing whether the population of a region is dense or sparse, and why. Comparing the population of the regions.	Write a paragraph to explain why some regions are densely populated while others are sparsely populated. Name the natural region which is densely populated and the one which is sparsely populated. Compare the population of the four regions using any method.	Mathematics: Using > < to compare population - Using sets and Venn Diagrams to compare resources

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				<p>The population of the Hilly Sand and Clay Region and the Interior Savannah is concentrated in the settlements.</p> <p>People settle in areas where they can earn a livelihood, and where there are resources.</p>	Working with others in groups to prepare a bar graph or pie chart to compare population.		<p>e.g. Hilly Sand & Clay Region</p>  <p>Highland Region</p> <ul style="list-style-type: none"> - Bar Graph and pie chart to show population of regions. - Fractions, percentages and ratios to compare population. <p>Vocabulary: Population, density, sparsity.</p>

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Leaders in the Community.	<p>Name the categories of leaders in the community.</p> <p>List reason why leaders are necessary.</p> <p>State the duties of given leaders of the community.</p>	<p>Matching leaders of various organizations with their special names.</p> <p>Answering questions orally and in writing.</p> <p>Role playing the various leaders of the wider community by acting in skits.</p>	<p>Show appreciation for the leaders of the wider community by stating ways in which they aid the community's development.</p> <p>Work together in groups to prepare a folio on Community Leaders.</p>	<p>1. Leaders in the community make decisions and give guidance to people.</p> <p>2. Leaders can be placed into different categories viz. (a) <u>Political</u> e.g. President, Prime Minister (b) <u>Religious</u> e.g. Pandit, Priest, Rabbi (c) <u>Social</u> e.g. leader of clubs and other social organizations.</p>	<p>1. Naming leaders in the community.</p> <p>2. Categorizing leaders e.g. Religious leaders, political leaders, etc.</p> <p>3. Listing reasons why leaders are necessary to a community or organization</p> <p>4. Researching information on the functions of the various categories of leaders, and discussing these functions.</p>	<p>1. Quiz on the meaning of abbreviations e.g. G.T.U – Guyana Teachers Union etc.</p> <p>2. Compile a folio of Leaders of various communities.</p> <p>3. State the special names given to leaders of (a) City/Town (b) Country (c) Amerindian Village (d) Administrative Region</p>	<p>Spelling: Political President Minister Decisions</p> <p>Vocabulary: Finding the meaning of words e.g. <u>Minority</u>:- the smaller part of a group of people or things.</p> <p>Mathematics: Sets Graphs Venn Diagrams Ratio</p> <p>Language Arts: - Sentence construction - Paragraph Writing</p>

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				<p>(e) <u>Trade Union</u> or labour leaders.</p> <p>(f) City, Town and Village leaders</p> <p>3. Leaders are necessary to ensure the smooth functioning community or organization.</p> <p>Leaders manage the affairs of the community on behalf of the citizens.</p> <p>Trade Union leaders bargain for improved pay and benefits</p>	<p>5. Discussing the efficiency of these leaders as regards to the decisions they make and the guidance they give to the people of Guyana.</p> <p>6. Role-playing leaders in various situations e.g. chairing a meeting of the City/Town/Neighbourhood</p> <p>7. Reading pages 27 – 33 of class text and discussing the information.</p>	<p>4. Write a paragraph on why leaders are necessary and how they help the community.</p> <p>5. Answer questions in class text.</p> <p>6. State any two duties of your City/Town/Village leader.</p>	<p>Art & Craft:</p> <ul style="list-style-type: none"> - Pasting and labeling pictures/ articles - Compiling a folio <p>Drama:</p> <ul style="list-style-type: none"> - Acting in skits - Role playing situations.

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				<p>for their members.</p> <p>4. Leaders have special names viz Town – Mayor</p> <p>Country – President, Prime Minister</p> <p>Village – Village Chairman</p>	8. Collecting pictures and newspaper articles to compile a folio on leaders.		

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Development in the Community.	<p>1. Identify the main resources in every administrative region in Guyana.</p> <p>2. Discuss where and how they were developed.</p> <p>3. Examine the map of Guyana and identify places where resources are located.</p>	<p>Drawing a map of Guyana showing the ten administrative regions.</p> <p>Inserting the main resource (s) in each administrative region.</p> <p>Writing sentences on resources in the various administrative regions.</p>	<p>Appreciate and care the resources of their country.</p> <p>Respect each other's ideas and opinions on topics (s) to be discussed.</p> <p>Listen attentively as others air their views.</p>	<p><u>REGION ONE</u></p> <ul style="list-style-type: none"> - Forestry (logging) - Mining (gold & diamond) - Coffee, ground provisions and fruits. <p><u>REGION TWO</u></p> <ul style="list-style-type: none"> - ground provisions, vegetables - coconuts, - rice cultivation - beef and dairy cattle 	<p>Identifying the main resources in every administrative region in Guyana.</p> <p>Discussing where and how they were developed.</p> <p>Examining the map of Guyana and identifying areas where resources are sound.</p> <p>Drawing a map of Guyana to show the ten administrative regions, and inserting the main resource (s) of each administrative</p>	<p>On an outline map of Guyana identify places where a particular resource is found e.g. rice – Black Bush Polder..</p> <p>Compare and contrast places with similar as well as different resources.</p> <p>Match resources with region/regions to which they (resources) belong.</p>	<p>Mathematics: Set Reg 2 Reg 3</p>  <p>Reg. 2 & 4 Ground Provisions Regions 2, 3, 4 – Rice Regions 3 & 7 – Sugar</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - vegetables - production - mining - forestry - minerals

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p><u>REGION THREE</u></p> <ul style="list-style-type: none"> - Rice & Sugar Production - Beef and Dairy cattle. <p><u>REGION FOUR</u></p> <ul style="list-style-type: none"> - Rice & Sugar production - Livestock farming - Green vegetables, fruits & ground provision - Manufactured products viz. foodstuff, biscuit, paints, 	<p>region. Writing sentences about resources in the various administrative regions.</p> <p>Sharing ideas with colleagues.</p> <p>Researching information about the topic.</p> <p>Asking and answering questions based on topic.</p>	<p>(Group work) Construct a large map of Guyana in the form of a collage and insert main resource for each administrative region.</p>	<p>Grammar: <u>Verb</u> Rice and sugar _____ two main economic activities of region four, (is/are).</p> <p>Comprehension: Write short passage based on topic.</p> <p>Write five questions to be answered after reading the passage.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				furniture, plywood, clothing and textiles <u>REGION FIVE</u> - Sugar – Coconut - Beef and dairy cattle - Green vegetables fruits and ground provision <u>REGION SIX</u> Green Vegetables, Rice, Coconuts Sugar, Cattle rearing Ground provisions			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<u>REGION SEVEN</u> - Minerals (Gold & Diamond) - Forestry (Logging) <u>REGION EIGHT</u> - Minerals (Gold & Diamond) <u>REGION NINE</u> - Cattle rearing - Timber - Balata (Craft) - Charcoal - Tobacco - Peanuts <u>REGION TEN</u> - Mining (Bauxite) - Timber			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				

**SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 5**

HEALTH & SAFETY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Traffic rules which should be obeyed when traveling by all modes of transportation.	List traffic rules which should be obeyed when using various means of transportation. - land - air - water	Reading the rules. Discussing these rules. Role-play obedience and disobedience of traffic rules.	Participation in group discussion. Show respect for each other's contribution by listening when others speak. Show respect for rules by stating what could happen if/when they are disobeyed/broken.	Traffic rules should be obeyed for safety. We travel in various way - water, land and air. Rules for travel. <u>Land</u> - Obey traffic lights - Practise the kerb drill - Use pedestrian	Brainstorming to bring out an understanding of the importance of obeying these rules. Role-playing given situations. Discussing rules to be observed when traveling by (a) air (b) land (c) water	Write a letter to a friend in another region asking him/her to tell you about some of the rules used when traveling in that particular region e.g. Region 8 Paramakatoi. Comparing the rules with those from another region. Making a folio with the rules (group work).	Language Arts: Composition Letter writing. Art and Craft: Compiling folio of safety measures when traveling on land, water, in air. Mathematics: Sets and sub-sets Drama: Mime or role play situations.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				crossings - Fasten seat belts <u>Air</u> - Fasten seat belts - Observe no-smoking signs <u>Water</u> - Obey life buoys - Wear life jackets			
Some common drugs. Why drug mis-use should be avoided.	Define the term drug. List the names of some common drugs. Differentiate between legal and illegal drugs.	Discussing why drug mis-use should be avoided. Grouping a given list of drugs under legal/illegal <u>or</u> harmful/useful.	Group discussion on what they think of using illegal drugs e.g. How one feels when the drug is used. Show appreciation for the use of drugs by saying how	Some drugs are useful while others are said to be harmful. People show different behavioural patterns when they use drugs.	Revising the names of some common drugs. Discussing how the use of the drugs can lead to addiction. Discussing the effects on the body.	Answering questions e.g. Write three ways in which the use of drugs can harm someone.	Language Arts: <u>Writing</u> Writing slogans to bring out a message about the mis-use of drugs e.g. Cocaine will blow your mind. Beware! Crack is a rock that can kill you.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
			drugs can be useful to us.	<p>Drugs affect people physically, mentally and emotionally.</p> <p>Drugs which have a negative effect on people are marijuana, LSD, crack, heroin, cocaine.</p> <p>Cocaine is a stimulant consumed by means of smoking, injections, cigarettes, and tubes.</p>	<p>Answering questions orally and in writing.</p> <p>Researching information.</p> <p>Discussing information obtained.</p> <p>Listening to a resource person to gain further information.</p> <p>Reading and discussing the poem "Cocaine".</p>	<p>Give at least three reasons why drugs prescribed for one person should not be used by someone else.</p> <p>Name at least three ways in which drug users are affected.</p>	<p>Poetry</p> <p>(1) Cocaine</p> <p>(2) Writing simple poems.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Why we should avoid drug users.	<p>Explain the term “drug user”.</p> <p>Name two ways in which you can identify a drug user.</p>	<p>Observing pictures of drug users.</p> <p>Identifying pictures displayed and saying what is happening in each.</p> <p>Demonstrating the behaviour of drug users.</p>	<p>Respect each other’s ideas by listening to their contributions.</p> <p>Show willingness to interact with each other in group discussion by participating fully.</p> <p>Display a sense of responsibility by explaining how to avoid users of illegal drugs.</p>	<p>Some persons show physical and emotional evidence of drug use e.g.</p> <ul style="list-style-type: none"> - Scent of the marijuana. - Usage of mouth wash or even eye drops. - Possession of seeds powders, plants and even mushrooms. 	<p>Brainstorming to find out whether or not they have had any contact with drug users.</p> <p>Discussing some of the evidence as proof.</p> <p>Discussing why and how important it is to avoid these users.</p> <p>Giving answers to questions.</p>	<p>Name at least three ways which tell of the evidence of drug use.</p> <p>Writing simple slogans to send out messages.</p> <p>Write a paragraph about why drug users should be avoided.</p>	<p>Language Arts: Writing/making of slogans e.g. Stay away from drugs.</p> <p>Drug users are deadly.</p> <p>Poetry writing.</p> <p>Paragraph Writing.</p> <p><u>Role-Play</u> - behaviour of drug users.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>People become involved with drugs for different reasons e.g.</p> <ul style="list-style-type: none"> - They think it is glamorous and exciting. - To earn extra money illegally. - To rebel against society, especially their parents/ teachers. 			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				

SOCIAL STUDIES CURRICULUM GUIDE LEVEL 5

OUR NATION

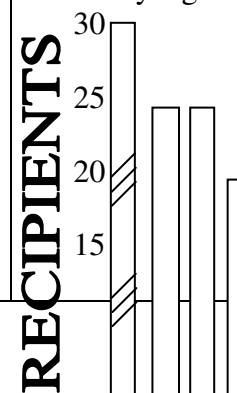
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Becoming an independent nation.	<p>Define the term independence.</p> <p>List the stages of development Guyana passed through before becoming an independent nation.</p>	<p>Researching information on the stages of Guyana's political development, and the period of time for each stage.</p>	<p>Show appreciation for independence and those who have fought for it by saying how we can work to help Guyana to remain a free nation.</p>	<p>The term independent means freedom from outside control.</p> <p>Guyana was a colony before it became independent.</p> <p>- A colony is a country which is governed or ruled by</p>	<p>Discussing the meaning of the term independence.</p> <p>Discussing what is a colony.</p> <p>Researching and listing the stages of Guyana's political development and what took place at each stage.</p>	<p>Complete:</p> <p>1. Colony is to Premier as independent nation is to _____.</p> <p>2. When Guyana was a <u>colony</u> the Queen's representative was called a <u>Governor</u>, but when the country became <u>independent</u> his designation changed to</p>	<p>Comprehension: Answer question orally and in writing.</p> <p>Spelling: Spelling words related to the topic e.g. Independence, Britain, colony, self-government.</p> <p>Mathematics: Calculate how many years Guyana was (a) a colony (b) an</p>


TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>a parent country.</p> <p>Prior to Guyana's independence our nation was known as British Guiana because it was governed by Great Britain.</p> <p>The stages in Guyana's political development are</p> <p>(1) Dependent colony.</p> <p>(2) Colony with internal self government</p>	<p>State the designation of Guyana's political leaders at each stage of the country's development.</p>	<p>_____.</p> <p>3. Write three sentences explaining how you can help your country to remain a free nation.</p>	<p>independent nation</p> <p>Reading: Researching and reading information about Guyana's independence.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(3) Independent nation			
Symbols of Nationhood	Define the term Nation. Name our symbols of nationhood.	Listening symbols that make us a nation. Listing some qualities of a loyal Guyanese. Explaining how one becomes a Guyanese.	Show appreciation for the symbols of Nationhood by explaining how we can show respect and loyalty for each one.	1. A Nation is a community of people who live in a particular territory and have a common history, language and descent. 2. A citizen is one who shows love and loyalty to his/her country. 3. Symbols of nationhood indicate that a	Identifying and naming symbols of nationhood. Discussing what is a Nation. Discussing how Guyana became an independent Nation. Discussing the ways in which one becomes a Guyana citizen, and how a citizen can be loyal to his/her country. Stating ways in	1. Write a paragraph on the topic, Nationhood. 2. Compile a folio of Guyana's national symbols. In it give detailed information about each symbol. 3. State three qualities of a loyal Guyanese. 4. A person can become a	Craft: Make folio (Scrapbook). Composition: Paragraph writing. Writing: Script writing for labelling national symbols. Vocabulary: Citizen, loyal, oath, descent, allegiance, respect. Mathematics: <u>Sets</u> - of national symbols - of colours of

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>country has attained independence.</p> <p>4. A person can become a Guyanese citizen through</p> <p>(a) birth</p> <p>(b) descent</p> <p>(c) naturalisation</p> <p>5. <u>Symbols of Nationhood</u></p> <p>(a) Our National Flag</p> <p>(b) Our National Anthem</p> <p>(c) Our National Pledge</p>	<p>which one can show respect for national symbols.</p> <p>Listing and discussing the qualities of a loyal Guyanese.</p>	<p>Guyanese citizen through _____ or _____.</p>	<p>the flag of promises in the pledge</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(d) Our Coat of Arms			
National Awards	<p>Name the National awards received by Guyanese.</p> <p>Name Guyanese who have received National Awards.</p> <p>List the national awards which are awards to members of the military and disciplined services.</p> <p>Explain how a person's name must be written after receiving a National Award.</p>	<p>Discussing the meanings of the National Awards.</p> <p>Listing reasons why each national award is given.</p> <p>Compiling a folio of national awards.</p>	<p>Show appreciation for the contributions of national awardees by stating what were their contributions to the nation.</p>	<p>1. A National award is a form of recognition given by the nation to a person for outstanding contribution in a specific field of work.</p> <p>2. The first National Awards were made on the 23rd February, 1970, Republic Day</p>	<p>Listing and discussing the names and meanings of National Awards.</p> <p>Reading about people who have received National awards.</p> <p>Collecting pictures and clipping based on recipients who were honoured.</p> <p>Discussing and naming recipients of National</p>	<p>1. Write the meaning of four National Awards of your choice.</p> <p>2. Compile pictures of Guyanese honoured for their dedication and service.</p> <p>4. Collecting data from the first Award ceremony e.g.</p>	<p>Spelling: Spelling words related to the topic e.g. Roraima, Excellence, Cacique Achievement, services.</p> <p>Craft: Make a folio.</p> <p>Reading: Social Studies: Guyana, Our Country, Our Home.</p> <p>Comprehension: Answer questions based on a given data.</p>



TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>3. Some National Awards are</p> <p>(a) O.E – Order of Excellence</p> <p>(b) O.R – Order of Roraima</p> <p>(c) C.C.H – Cacique Crown of Honour</p> <p>4. Names of person who would receive National Awards are usually read during the Independence Celebrations.</p>	<p>Awards, and why they were given the awards.</p> <p>Reading pg 75 – 77 of Social Studies Text and answering questions.</p> <p>Researching information on national awards distributed to members of the military and disciplined services.</p> <p>Collecting pictures and clippings to compile folio.</p> <p>Role play giving pupils different awards and</p>	<p>10</p> <p>5  NATIONAL AWARDS</p> <p>Name the award that has the most recipients.</p> <p>5. Name two national awards which are given for bravery.</p> <p>6. Members of which organizations would be awarded</p> <p>(1) Military Service Star</p> <p>(2) Disciplined Service Star</p> <p>(3) Long Service Medal</p> <p>Role play an</p>	<p>Mathematics: Graphs</p> <p>Mathematics: Sets Venn Diagrams</p> <p>Comprehension and Drama.</p>

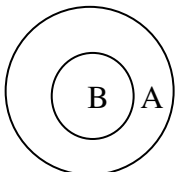
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>5. National Award are distributed at an Investiture Ceremony.</p> <p>6. Some Guyanese who are recipients of National Awards are</p> <ol style="list-style-type: none"> 1. Mrs. Janet Jagan – O.E 2. Mrs. Viola Burnham - OR 3. Mr. Clive Lloyd – CCH 	saying what awards they have received e.g. Shawn Jones, OR.	Investiture Ceremony.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				7. A recipient, after receiving a national award, writes his or her name and the abbreviations after e.g. Myrtle Emptage, MS.			
Monuments and landmarks in Guyana, and their significance	<p>Define the term monument.</p> <p>Name National monuments in Guyana.</p> <p>State the location of the monuments.</p> <p>List the significance of Monuments.</p>	<p>Identifying, on a map of Guyana, places where national monuments are located.</p> <p>Collecting and sorting pictures of national monuments.</p>	<p>Show appreciation for national monuments by explaining how and why they should be cared/ preserved.</p>	<p>1. A monument is anything set up in memory of a person or event which is of national significance.</p> <p>2. There are several monuments that played a significant</p>	<p>Brainstorming – what is a monument?</p> <p>Reading about different national monuments in Guyana – pg 78 – 81 of Social Studies Text.</p> <p>Collecting pictures of</p>	<p>Write a paragraph on one National Monument you have read about.</p> <p>Arrange pictures in order and write names as they would appear in a dictionary.</p> <p>Write a</p>	<p>Composition: Paragraph Writing.</p> <p>Craft: A dictionary with Monuments.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>role in Guyana's history.</p> <p>3. Monuments may take the form of buildings, tombs, statues, monoliths or forts.</p> <p>(a) Fort Nova Zeelandia – Pomeroon River</p> <p>(b) Chateau Margot Chimney – East Coast Demerara.</p> <p>(c) Damon's Cross – La Belle Alliance, Essequibo Coast.</p> <p>(d) The Water</p>	<p>National Monuments.</p> <p>Discussing the location of the National Monuments.</p> <p>Discussing the significance of the monuments.</p> <p>Visiting areas to locate national monuments, and writing sentences about them.</p>	<p>paragraph on the significance of any National Monument.</p> <p>Compile a folio of national monuments.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Wheel – Linden. (e) Hubert Nathaniel Critchlow’s statue – Compound of Parliament Building. (f) St. George’s Cathedral – George- town. (g) St. Peter’s Anglican Church – Leguan. 4. The 1763 Monument signifies the first blow struck for freedom			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Festivals and Celebrations.	Name holidays celebrated in Guyana. Differentiate between religious and non-religious festivals.	Listing festivals that are religious and non-religious (secular). Discussing the origins of these festivals.	Show appreciation for festivals by stating how they help to (a) promote Guyanese culture. (b) foster unity	1. Some holidays observed in Guyana are (a) Christmas (b) Easter (c) Phagwah (d) Eid-ul-Adha (e) Caricom Day (f) Emancipation Day (g) May Day (h) Youman Nabi (i) Diwali (j) Mashramani	1. Naming festivals/holidays celebrated in Guyana. 2. Collecting pictures of these festivals, and discussing how they are celebrated. 3. Discussing the difference between religious and non-religious festivals.	1. Write two paragraphs on any one of the festivals celebrated in Guyana. 2. Collect newspaper clippings and pictures of festivals celebrated in Guyana and make a folio. 3. Match festivals with their date of observance e.g. May Day 25 th December Christmas Day 1 st May 4. Answer	Language Arts: Composition: Paragraph Writing Craft: Make folio of festivals Vocabulary/ Spelling: Religious non-religious observance celebration festival holiday foster culture promote origin.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Religious Celebrations.				<p>2. Festivals in Guyana are either religions or non-religious (secular)</p> <p>3. Religious festivals celebrated in Guyana are: (a) Christmas (b) Easter (c) Phagwah (d) Eid-ul-Adha (e) Youman Nabi (f) Diwali</p> <p>4. The significance of festivals celebrated in</p>	<p>4. Naming religious festivals celebrated in Guyana, and the religion with which each is associated.</p> <p>5. Researching information on the origin of celebrations and the group of people with which each celebration is associated.</p> <p>Discussing how the observance of the festivals can help to</p>	<p>questions e.g. With which religious group is Eid-ul-Adha associated? 5. Write a paragraph on how celebrations can promote culture and foster unity.</p>	<p>Mathematics: Sets Sub sets</p>  <p>National Holidays A Religious B Non-Religious</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Guyana.</p> <p>(i) <u>Easter</u>: The resurrection of Jesus Christ</p> <p>(ii) <u>Eid-ul-Adha</u>: The Islamic festival of sacrifice.</p> <p>(iii) <u>Phagwah</u>: The Triumph of good over evil</p>	<p>promote Guyanese culture, and foster unity of the people e.g. they are national holidays celebrated by all Guyanese.</p> <p>There are similarities between/among the significance of some religious observances.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Non-Religious Celebrations	<p>Identify non-religious celebrations in Guyana and state their importance to the nation.</p> <p>State the date of each non-religious holiday, and name one activity done to celebrate it.</p>	<p>Discussing the non-religious holidays celebrated in Guyana, and their significance.</p> <p>Reading information on the origin of non-religious holidays.</p> <p>Drawing and making Mashramani costumes.</p>	<p>Work cooperatively to research information on non-religious celebrations.</p>	<p>Non-Religious festivals celebrated in Guyana:</p> <p>(a) Mashramani (b) Boxing Day (c) Emancipation Day (d) May Day (e) Caricom Day</p> <p>Mashramani marks the anniversary of the Republic of Guyana.</p> <p>This festival is celebrated on the 23rd of February.</p>	<p>Naming non-religious celebrations in Guyana.</p> <p>Reading and listening to stories about the origin of these celebrations.</p> <p>Reading about the origin of the trade union in the struggle for the rights of workers, and the first person to organize the labour movement in the English speaking</p>	<p>1. Make a list of non-religious holidays celebrated in Guyana, and say on which date each is celebrated.</p> <p>2. Write a paragraph on the origin of any non-religious celebration.</p> <p>3. Name the types of activities that are done to celebrate any two holidays.</p> <p>4. Class project:- Make and</p>	<p>Language Arts: Composition: Writing paragraphs.</p> <p>Craft: Making costumes. Compiling folio.</p> <p>Reading: Reading and researching information about non-religious celebrations.</p>

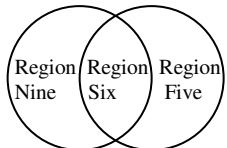
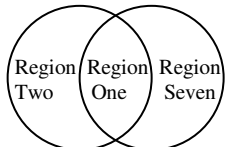
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Emancipation Day – Freedom of the slaves.</p> <p>May Day is also known as Labour Day. It is celebrated on the 1st May.</p> <p><u>Caricom Day</u> In some countries it is known as Caribbean Day and is celebrated to mark Caribbean Integration.</p> <p>It is</p>	<p>Caribbean.</p> <p>Discussing the festivals which are celebrated internationally viz Caricom Day, May Day, Boxing Day; and naming some countries in which they are celebrated.</p>	<p>display Mashramani costumes.</p> <p>5. Write three sentences on the importance of any non-religious celebration.</p> <p>Name the person who organized the first Labour Movement in the English Speaking Caribbean.</p> <p><u>Answer questions</u> (i) In what year was the first Labour Movement organized? (ii) Name two</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				celebrated on the first Monday in July.		other countries in which Caricom day is observed. Compile a folio on non-religious celebrations.	
Other National and inter-national Events.	Name national and inter-national events celebrated in Guyana. State the dates on which these events are celebrated.	Describing the events and their importance. Listing the activities which are done to celebrate the events.	Show appreciation for these events by participating in activities to mark them.	Some national and international events celebrated in Guyana are: (i) Commonwealth Day (ii) United Nations Day (iii) Armistice Day (iv) Road Safety Week (v) Fire Prevention Week	1. Naming national and international events which are celebrated in Guyana. 2. Matching the events with the dates on which they are observed. 3. Discussing the importance of the events to the nation. 4. Listing activities which are done to	1. Compile a folder on national and international celebrations. 2. Match activities with events. 3. Write a paragraph on the significance of	Language Arts: Paragraph writing. Sentence construction Mathematics: - Sets - Graphs - Problem Solving Craft: Compiling a folio with pictures and clippings.

Events	Activities
Armistice Day	Rallies
Commonwealth Day	Wreath – Laying
Road Safety Week	Exhibitions

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					<p>celebrate the events.</p> <p>5. Discussing how they would participate in activities to mark the events e.g. purchase poppies, attend Road Safety Rallies, attend Commonwealth and United Nations Day exhibitions.</p> <p>6. Researching information about the events.</p>	any national or inter-national event.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Administrative and Natural Regions.	<p>State the name and number of each Administrative Region.</p> <p>Define the term resources.</p> <p>List ways in which the Administrative Regions aid the development of the natural regions.</p>	<p>Identifying the resources of the natural regions, and projects organized in the Administrative Regions for the development of the resources.</p>	<p>Show appreciation for the resources of the natural regions by explaining how they benefit the regions and the country.</p>	<p>Guyana is divided into ten Administrative Regions.</p> <p>They are as follows:</p> <p>Region 1: Barima/Waini</p> <p>Region 2: Pomeroon/ Supenaam</p> <p>Region 3: Essequibo Islands/ West Demerara</p> <p>Region 4: Demerara/ Mahaica</p>	<p>Looking at an Administrative map of Guyana.</p> <p>Identifying the regions by name and number.</p> <p>Discussing the location of each region.</p> <p>1. Discussing what is a resource, and naming the main resources of the four natural regions.</p>	<p>1. Insert Natural Regions on an outline map of Guyana.</p> <p>2. Name two resources that help to promote development in each region.</p> <p>3. Name projects on the Coastal Plain that aid the development of agricultural resources.</p> <p>4. Write a paragraph in how resources aid the development of the region and</p>	<p>Reading: Reading about developments in the regions.</p> <p>Spelling: Spelling words e.g. Agricultural, Development, Authority.</p> <p>Comprehension: Answer question baseb on the Natural Regions.</p> <p>Vocabulary: Resource, Natural, Administrative, Region.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Region 5: Mahaica/ Berbice</p> <p>Region 6: East Berbice/ Corentyne</p> <p>Region 7: Cuyuni/ Mazaruni</p> <p>Region 8: Potaro/ Suparuni</p> <p>Region 9: Upper Takatu/ Upper Essequibo</p> <p>Region 10: Upper Demerara/ Upper Berbice</p> <p>1. A <u>resource</u> is a stock or</p>	<p>2. Identifying projects in the Administrative Regions, and naming the natural regions whose development these projects aid e.g. M.M.A/ADA in Region 5 aids the development of the Coastal Plain.</p> <p>The Tapakuma Irrigation Project in Region 2 aids the development of the Highland</p>	<p>the country.</p> <p>5. Match resources with natural and administrative regions e.g. Bauxite is to Region 10 as rice is to Region..... Timber: Highland Region, Rice: _____ Region.</p> <p>Work in four groups to prepare folio on how the Administrative Regions aid the development of each natural region.</p>	<p>Reading: Researching information for group project.</p> <p>Mathematics: Venn Diagram</p>  <p>Highland Coastal Region Plain</p>  <p>Coastal Highland</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>product which is used to develop a community or country.</p> <p>2. The resources of the natural regions are:</p> <p><u>Low Coastal Plain:</u> rice, sugarcane, green and yellow vegetables, livestock, fish.</p> <p><u>Hilly Sand and Clay Area:</u> timber, bauxite, sand, clay, dairy cattle, pineapples.</p> <p><u>Highland Region:</u> timber, gold,</p>	<p>region.</p> <p>3. Discussing how the resources help in the Region's development.</p> <p>4. Naming manufacturing industries in the natural regions.</p> <p>5. Discussing and naming important places that aid the development of the natural regions e.g. Georgetown - chief port, Kaieteur Falls-</p>		Plain Region

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>diamond, lakes, waterfalls.</p> <p><u>Interior Savannah:</u> cattle, nuts, cassava, tobacco.</p> <p>There are also many manufacturing industries on the Coastland. These include clothing, furniture, rum and other alcoholic beverages, confectionaries and plastic wear.</p> <p>Important places also help in the</p>	<p>tourist attraction.</p> <p>6. Naming projects in the Regions and discussing how they aid the development of natural resources.</p> <p>7. Naming resources that aid the development of the regions, and saying how these resources benefit both the region and the nation.</p>		

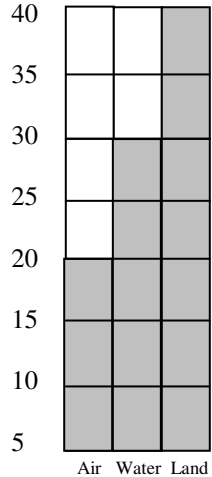
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>region's development.</p> <p>Five of Guyana's towns are located on the Coast. They are:</p> <ul style="list-style-type: none"> - Georgetown: Capital City and chief port, - Anna Regina - New Amsterdam - Rose Hall - Corriverton <p>Projects help to aid the development</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>of the regions.</p> <p>These include Irrigation projects e.g. The Tapakuma Irrigation Project on the Essequibo River and The Mahaica Mahaicony Abary – Agricultural Development Authority Project (MMA/ADA) in Region 5.</p> <p>The Hilly Sand and Clay area covers about one quarter of</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>Guyana. It extends from the Pomeroon River, inland to the Mazaruni, South to the Apoteri and then east to the Corentyne.</p> <p>The main resources in this region are.</p> <p>(a) Bauxite – which is located in Linden, Ituni and Kwakwani.</p> <p>(b) Timber production in the Bartica Triangle and Mabura Hill areas.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Communication links between/among Administrative Regions.	Identify the communication links between and among the Administrative Region.	Defining communication. Discussing and naming means of communication, and the links between and among the Administrative Regions.	Show appreciation for communication links by explaining how they benefit the regions.	1. Communication is the transmitting of information. 2. Communication is done in many ways. People communicate through written language, symbols, sign language and spoken language. 3. Communication links between regions aid the development of the regions.	1. Discussing what is communication. 2. Naming and identifying means of communication between/among regions. 3. Naming communication links between/among regions e.g. Region 4 and Regions 7& 9 - radio, radio phone. Region 4 and Regions 5& 6 telephone, letters,	Collect pictures of various means of communication and compile a folio. Answer in complete sentences questions related to communication. On an outline map of Guyana use KEY to illustrate communication links in the regions. Name a communication	Art & Craft: Drawing and making models of means of communication. Preparing a folio Reading: Researching information Language Art: Sentence Construction Vocabulary Spelling

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>4. People in the various regions can communicate with each other by means of radio, radio phone, letters, telegrams, telephone, e-mail.</p>	<p>telegrams, etc.</p> <p>4. Discussing the importance of the communication links among the regions e.g. aid trade between the regions, sending and receiving information.</p> <p>5. Collecting pictures of communication links. Sorting and grouping them viz. print, non-print, electronic, etc.</p>	<p>link between any two Administrative Regions, and explain how the link benefits both regions.</p> <p>Compile a folio on how people in the various Administrative Regions communicate with each other.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Transportation links between/ among Administrative Regions.	<p>Define the term transportation.</p> <p>Identify the transportation links between and among the regions.</p>	<p>Naming means of transportation which serve as links between and among the Administrative Regions.</p> <p>Inserting transportation routes on a map of Guyana.</p>	<p>Appreciate the importance of transportation links by listing ways in which they aid the development of the regions.</p>	<p>1. Transportation is the carriage of persons and goods from one place to another.</p> <p>2. There are various means of transportation</p> <p>(a) Land e.g. road ways and railways.</p> <p>(b) Waterways e.g. rivers and canals.</p> <p>(c) Air e.g. using hel-</p>	<p>1. Brainstorming the term transportation and arriving at a definition of the word.</p> <p>2. Discussing how people travel from one place to another.</p> <p>3. Identifying the means of transportation of people living in regions such as Region One.</p> <p>4. Collecting pictures of people in the</p>	<p>1. Write a definition of the word transportation.</p> <p>2.</p>  <p>(a) Which means of traveling is frequently used?</p>	<p>Language Arts: Comprehension: Answering question on the graph.</p> <p>Vocabulary: Meaning of words e.g. Frequent.</p> <p>Composition: Paragraph Writing</p> <p>Reading Researching information about the means of transportation throughout the various regions of Guyana.</p> <p>Spelling:</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>copters, aeroplanes and sky vans.</p> <p>3. Internal transportation - this is transportation within and around the regions.</p> <p>Some transportation routes between regions are:</p> <p><u>Roadways</u> These link (a) Regions 4 & 5 e.g. Georgetown/Rosignal Roadway (b) Regions 4 and 10 e.g.</p>	<p>Administrative Regions and their means of transportations.</p> <p>5. Naming and discussing the transportation links between and among the Administrative Regions.</p> <p>6. Naming villages and Administrative Regions which are linked by (a) road ways (b) water ways (c) air ways</p>	<p>(b) Name at least three administrative regions that use air travel as a means of transportation.</p> <p>3. List the means of traveling you would need if you were to take a trip to Lethem from Georgetown.</p> <p>4. Map Work - Insert and/or identify places on the map of Guyana. e.g. Georgetown, Vreed-en-Hoop, Parika,</p>	<p>Spelling words related to the topic. Vreed-en-Hoop, Parika, Adventure Essequibo, Settlements. Aishalton, Orinduik.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Soesdyke/ Linden Highway		Corriverton.	
				<u>Waterways</u> (a) Regions 4 and 3 viz. Georgetown/ Vreed-en-hoop Ferry. (Demerara River) (b) Regions 5 and 6 – New Amsterdam/ Rosignol Ferry (Berbice River). <u>Air Transport</u> This means of transportation links (a) Region 4 with Regions	7. Discussing how the transportation links aid the development of the various Administrative Regions e.g. trading of produces.	5. On an outline map of Guyana insert transportation routes between and among regions. Use a KEY to identify these routes. 6. Write a paragraph on how transportation links aid the development of any Administrative Region.	Vocabulary: The meaning of words e.g. disembarked. Mathematics: - Graphs - Sets

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>7, 9 and other interior regions</p> <p>(b) Region 4 with Region to e.g. Ogle to Corriverton, Ogle to New Amsterdam, Georgetown to Corriverton.</p> <p>Air transport is used mainly between the Coastland and the Hinterland Areas.</p>			

**SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 5**

THE WEATHER

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Terms connected with weather and climate.	Define the terms: (a) Atmosphere (b) Atmospheric Pressure (c) Wind Strength (d) Humidity (e) Sunshine 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)	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 a meteorological station. Letter Writing - Letter seeking permission to visit. - Thank you letter after the visit.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION										
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				<p><u>Humidity</u> is the water content in the atmosphere.</p> <p>(e) <u>Sunshine</u> is the sun's rays reaching the earth's surface.</p>													
Weather Instruments	<p>Name the instruments used for measuring:</p> <p>(a) Atmospheric Pressure (b) Wind-Strength (c) Humidity (d) Sunshine</p>	<p>Writing the names of the instruments.</p> <p>Drawing the weather instruments.</p> <p>Constructing weather instruments (models).</p>	<p>Show co-operation by working in groups to construct models of weather instruments.</p>	<table border="1"> <tr> <td>Name of instrument</td> <td>Usage</td> </tr> <tr> <td>Barometer</td> <td>To measure Atmospheric Pressure</td> </tr> <tr> <td>Anemometer</td> <td>To measure the strength of the wind</td> </tr> <tr> <td>Hygrometer</td> <td>To measure Humidity</td> </tr> <tr> <td>Campbell Stokes sunshine</td> <td>To measure the amount</td> </tr> </table>	Name of instrument	Usage	Barometer	To measure Atmospheric Pressure	Anemometer	To measure the strength of the wind	Hygrometer	To measure Humidity	Campbell Stokes sunshine	To measure the amount	<p>Drawing and writing the names of weather instruments.</p> <p>Using materials to make models of weather instruments.</p> <p>Discussing how the various instruments function.</p>	<p>Match pictures of weather instruments with the names of the instruments.</p> <p>A mini exhibition to display models, pictures and drawings of weather instruments.</p>	<p>Language Arts: Sentence construction.</p> <p>Art and Craft: Making mobiles of weather instruments.</p>
Name of instrument	Usage																
Barometer	To measure Atmospheric Pressure																
Anemometer	To measure the strength of the wind																
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TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				recorder of sun- shine			
Differences between Weather and Climate.	<p>Define the terms: (a) Weather (b) Climate</p> <p>Explain the difference between weather and climate.</p> <p>List factors which help to determine the weather.</p> <p>State the importance of climate to man.</p>	<p>Observing and recording the weather pattern for one week.</p> <p>Drawing scenes of the weather pattern for the week.</p> <p>Writing simple sentences on the differences between weather and climate.</p>	<p>Show appreciation for weather patterns /conditions by saying how they may help us.</p> <p>Work co-operatively to make up a simple bar graph showing the weather pattern for one week.</p>	<p>Weather is used to describe the conditions over a short period e.g. a day or a week.</p> <p>Climate is used to describe the average conditions for long periods e.g. a number of years.</p> <p>Climate is an important factor in the daily life of every person in Guyana.</p>	<p>Defining weather and climate.</p> <p>Discussing how weather patterns help us e.g. warning of storms, high tides, etc.</p> <p>Discussing the difference between weather and climate.</p> <p>Listing the factors which help to determine the day's weather.</p> <p>Reporting on a</p>	<p>Name two groups of workers to whom weather patterns are important.</p> <p>Write sentences to show how weather can be helpful and harmful to us.</p> <p>Completing sentences e.g. Weather is the condition over a ----- Climate is the condition over a -----</p> <p>Name two factors which</p>	<p>Language Arts: Sentence construction.</p> <p>Subject-verb Agreement Comprehension.</p> <p>Art and Craft: Making a weather chart.</p> <p>Mathematics: Making a simple bar graph and writing at least five (5) questions on it.</p>

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				<p>We can tell the kind of weather by the following</p> <ul style="list-style-type: none"> - sunshine - amount of rainfall - wind - clouds. 	<p>daily basis about weather patterns obtained from the television, radio or newspapers.</p> <p>Working in group to make a bar graph and writing questions on it.</p>	<p>help to determine the weather for the day.</p>	
Effect of Climate on people's lives.	List aspects of our lives which are determined by climate.	Collecting and sorting pictures which show the types of houses built in each natural region of Guyana.	Show willingness by participating in class discussion on the importance of climate and how it affects our lives.	<p>Climate determines the types of foods we grow and eat, the clothes we wear and the way we build our houses and schools.</p> <p>In the Rupununi area the people await the rains before planting.</p>	<p>Collecting and sorting pictures of the different types of houses in each natural region.</p> <p>Making models of each type of house using discarded materials.</p> <p>Naming and discussing the aspects of</p>	<p>Compile a folio on the types of houses in each natural region.</p> <p>Match the pictures of each type of house with the natural regions.</p> <p>Compare crops grown in any two natural regions, and say why the crops</p>	<p>Science: Weather patterns</p> <p>Mathematics: Sets</p> <p>Art and Craft: Making models</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION										
	KNOWLEDGE	SKILLS	ATTITUDE														
				On the coast the climate dictates the time for the planting and harvesting of paddy (rice).	people's lives which are determined by climate. Discussing how climate determines the crops grown in the different regions.	are different.											
Weather and Climate (Natural Regions of Guyana)	State the climatic condition of each natural region in Guyana.	Tracing an outline map of Guyana and colouring each natural region in a different colour.	Show willingness by participating in class discussions on climatic conditions of each natural region, and how these conditions affect the lives of the people.	<table border="1"> <tr> <td>Natural Region</td> <td>Climatic Condition</td> </tr> <tr> <td>Coastal Plain</td> <td>Two wet & two dry seasons</td> </tr> </table> <p>Enjoys the cooling breezes of the North-East trade wind all year round.</p> <table border="1"> <tr> <td>High-land</td> <td>Heavy rainfall</td> </tr> </table>	Natural Region	Climatic Condition	Coastal Plain	Two wet & two dry seasons	High-land	Heavy rainfall	<p>Explaining how people adapt to the different climatic conditions.</p> <p>Discussing how the climatic conditions affect people's lives.</p> <p>Tracing the map of Guyana and colouring the natural regions.</p>	<p>Write a paragraph to show how people adapt to the different climatic conditions.</p> <p>Match natural regions with their climatic conditions.</p> <table border="1"> <tr> <td>Natural Regions</td> <td>Climatic Conditions</td> </tr> <tr> <td>Coastal Plain</td> <td>Heavy rainfall</td> </tr> </table>	Natural Regions	Climatic Conditions	Coastal Plain	Heavy rainfall	<p>Drama: Dramatizing going to school and work on a rainy day.</p> <p>Vocabulary: umbrella rain-coat rain-boot</p> <p>Art and Craft: Tracing and colouring maps.</p>
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Coastal Plain	Two wet & two dry seasons																
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Natural Regions	Climatic Conditions																
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TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Weather and Related Activities	<p>Name the basic crops grown in each natural region.</p> <p>Name and discuss activities that need dry and wet weather.</p> <p>Explain the effects of the weather on each natural region.</p>	<p>Observing and recoding effects of the various weather conditions on crops, etc.</p> <p>Illustrating activities that are carried out during the wet and dry seasons..</p> <p>Planning/ Organizing an educational tour to a region other than the one in which you live.</p>	<p>Co-operate with each other by collecting and sorting pictures of the crops grown in each natural regions.</p>	<p>On the coastal plain during the dry seasons farmers must get water for their crops.</p> <p>Irrigational canals have to bring water to the land in the dry season.</p> <p>In the wet season the excess water has to be drained from the land by pumps.</p>	<p>Visiting a natural region other than the one in which you live.</p> <p>Explaining the reasons why cricket cannot be played during the rainy season.</p> <p>Researching crops and other activities which need wet or dry weather.</p> <p>Discussing plans for a visit to another natural region.</p>	<p>Post-conference on the observations made during the visit to the natural region.</p> <p>Complete true/false questions e.g. Rice crop is harvested in the rainy season T: F</p> <p>Name two activities which require or are done during (a) wet weather (b) dry weather</p> <p>Write a paragraph on how to avoid disaster which</p>	<p>Vocabulary: Harvesting cricket, football irrigation, drainage, vegetation.</p> <p>Language Arts: - Letter Writing - Writing an organized/systematic plan for an educational tour.</p> <p>Vocabulary: flood disaster drought</p> <p>Art & Craft: Making mobiles of fruits and</p>

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				<p>On the forested highland region the heat, along with heavy rainfall, influences forest growth.</p> <p>Plant life is highly favoured by this type of climate.</p> <p>In the Interior Savannah the rainfall pattern helps to determine the types of plant which can be grown in this</p>	<p>Identifying scenes of the four natural regions.</p> <p>Naming and discussing the different weather condition represented in each scene.</p> <p>Discussing the similarities and differences of the natural regions.</p> <p>Making a food chart of crops grown in each</p>	<p>may result from the weather conditions in the natural regions.</p> <p>Write one similarity of the natural regions, and one difference between any two.</p> <p>Match natural regions with their crops viz.</p> <table border="1" data-bbox="1516 938 1738 1312"> <thead> <tr> <th>Natural Regions</th> <th>Crops/ Re-sources</th> </tr> </thead> <tbody> <tr> <td>Coastal Plain</td> <td>Ground nuts</td> </tr> <tr> <td>Hilly Sand and Clay Region</td> <td>Cashew nuts</td> </tr> <tr> <td>Interior Savannah</td> <td>Timber</td> </tr> <tr> <td>Highland Region</td> <td>Rice, sugar-cane</td> </tr> </tbody> </table>	Natural Regions	Crops/ Re-sources	Coastal Plain	Ground nuts	Hilly Sand and Clay Region	Cashew nuts	Interior Savannah	Timber	Highland Region	Rice, sugar-cane	<p>vegetables grown in each natural region.</p> <p>Mathematics: <u>Sets & Sub-Sets</u> Crops grown in the different natural regions.</p>
Natural Regions	Crops/ Re-sources																
Coastal Plain	Ground nuts																
Hilly Sand and Clay Region	Cashew nuts																
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TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>area.</p> <p>High temperature causes tropical vegetation/ forests. Lack of moisture during the dry season results in grasslands – clumps, wiry and tough.</p> <p>In the Hilly Sand and Clay Area the constant heat and heavy rainfall are the causes of the forest cover and swamps.</p>	<p>natural region.</p> <p>Discussing how too much water or too much sunlight can affect the growth of crops in the natural regions.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Cops/Resources</p> <p>Rice, sugar-cane, etc.</p> <p>Pine-apple, citrus fruits, ground nuts, etc.</p> <p>Manicole, palm, balata, etc.</p> <p>Cashew nuts, balata, etc.</p>	<p>Activities done during the wet/dry seasons</p> <p>Agriculture, poultry rearing</p> <p>Agriculture, logging, mining, etc</p> <p>Logging, balata bleeding, mining etc.</p> <p>Cattle rearing, peasant farming, etc.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Natural Regions Coastal Plain Hilly Sand and Clay Area Forested Highland Interior Savannah			
Effects of weather conditions on the natural regions.	<p>List the harmful effects of the weather conditions in each natural region.</p> <p>Describe how the weather conditions affect the lives of people in the natural regions.</p> <p>Identify the types of clothing that should be worn for the different weather conditions.</p>	<p>Observing pictures of scenes during the wet and dry seasons in the natural regions.</p> <p>Drawing the different types of clothing worn for the different weather condition.</p>	<p>Show co-operation by working together in groups to identify precautionary measures that could be taken to avoid disaster during the rainy season.</p> <p>Show appreciation for each weather condition e.g. dry season and the wet season, by stating how</p>	<p>1. <u>Coastal Plain Harmful Effects.</u> Forest fires Drought Floods</p> <p><u>How people's lives are affected</u> High temperature. This is reduced by the use of fans or by air conditioning. However, this</p>	<p>Discussing the harmful effects of the weather conditions in the regions e.g. floods.</p> <p>Describing the ways in which weather affects the lives of people in the natural regions.</p> <p>Answering questions e.g. why are foodstuffs sold in the highland regions more</p>	<p>Write a paragraph on the harmful effects of weather conditions on the lives of people in any natural region.</p> <p>Write two sentences, explaining how the long dry season affects the lives of people on the low coastal plain.</p>	<p>Language Arts: Completion of sentences e.g. Lack of rainfall over a long period results in _____.</p> <p>Art & Craft: Drawing the clothing for the rainy season.</p> <p>Vocabulary: drainage irrigation drought flood forest fires savannah swampy</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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			we can benefit from each.	<p>would lead to higher electricity bills.</p> <p><u>Clothing</u> Cotton materials and loosely fitting.</p> <p><u>2. Hilly Sand and Clay Area.</u></p> <p><u>Harmful Effects.</u> Floods, rivers overflow, swamps and rapid growth of vegetation, pollution of rivers.</p> <p><u>How it affects the lives of people</u> Restricted movement.</p> <p>Threat of</p>	<p>expensive than those on the coastland?</p> <p>Explaining orally the reasons for wearing certain clothing during the rainy season.</p> <p>Working in groups to list measures which could be taken to avoid disaster during the rainy season.</p> <p>Discussing the benefits of both the wet and dry</p>	<p>Write a paragraph on the importance of both the wet and dry seasons to the farmer.</p> <p>Match pictures of scenes with their respective seasons e.g.</p> <p><u>Pictures of Scenes</u></p> <p>(a) Floods (b) Drought (c) Forest fires (d) Planting rice (e) Reaping sugar-cane</p> <p><u>Seasons</u> Wet Dry</p>	

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				<p>diseases e.g. malaria from the mosquitoes. Poisoning from drinking polluted water.</p> <p><u>Clothing</u> Minimum amount.</p> <p>4. <u>Forested Highland.</u> <u>Harmful Effects.</u> Large swamps and high lands which make the construction of roads difficult and expensive.</p> <p><u>How it affects</u></p>	seasons to some workers.		

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				<p><u>the lives of people.</u> Makes travel difficult due to lack of roads, etc. Cost of food stuff – very expensive. <u>Clothing</u> Minimum clothing</p> <p>4. <u>Interior Savannahs.</u></p> <p><u>Harmful Effects.</u> floods, forest fires</p> <p><u>How it affects the lives of people</u> Movement restricted.</p>			

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				Animals removed to higher ground for safety. <u>Clothing</u> Minimum clothing worn.			