

MINISTRY OF EDUCATION



**SOCIAL STUDIES  
CURRICULUM GUIDE  
GRADE 9**

## **ACKNOWLEDGEMENTS**

**The following persons were involved in writing and reviewing the Grade 9 Social Studies Curriculum Guide.**

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## FOREWORD

It is acknowledged that thorough planning is essential for effective teaching and learning. Such planning is even more critical today when one considers the limited resources, both human and material which are available.

The Ministry of Education, through the Secondary School Reform Project (SSRP), has developed curriculum materials that have been designed to improve the quality, equity and efficiency of secondary education. The curriculum materials include Grades 7-9 Curriculum Guides and Teachers' Guides for Language, Mathematics, Science, Social Studies, Reading and Practical Activities Guides for Science. These materials have been tested in all secondary-age schools nationwide and are considered useful in providing teachers with a common curriculum framework for planning, monitoring and evaluating the quality of teaching and learning. The curriculum materials also provide a basis for continuous student assessment leading to the National Third Form Examination (NTFE).

The initial draft curriculum materials have been subjected to evaluation, by Heads of Departments, from all ten Administrative Regions and Georgetown and they have been subsequently revised to reflect the views expressed by teachers.

The revised curriculum materials are now published as National Curriculum documents to provide consistency and support for teachers in the process of planning for an effective delivery of the curriculum. All secondary teachers must ensure that they make good use of these curriculum materials so that the quality of teaching and learning can be improved in all schools.

*Ed Caesar*  
Chief Education Officer.

## PREFACE

This is the Revised Curriculum Guide for Grade 9. This document fulfils the objective of making **Social Studies** accessible to all at Grade 9. Hence teachers of Grade 9 students should make a conscious effort to see how best they could utilize the ideas contained to plan for instruction. This document can serve as a focal point for departmental and regional subject committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. Lessons should be delivered in an environment in which there is opportunity for active and creative participation by both students and teacher. This Guide has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The student's total development as a person should be of foremost concern to the teacher.

In the curriculum process, feedback is a necessary condition for change and improvement, and I would urge all of our Social Studies teachers to provide such feedback to the curriculum staff as they visit to provide support that will enhance your classroom teaching.

***Mohandatt Goolsarran***

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March, 2002.

## CONTENTS

	<b>Page</b>
<b>UNIT 1.</b>	
<b>Rules and Responsibilities</b>	<b>1</b>
1.1. Political and social controls by government.	
1.2. Citizens and the law.	
<b>UNIT 2.</b>	
<b>A Glimpse of our History</b>	<b>4</b>
2.1 Pre-independence to post-independence.	
2.2 Education.	
2.3 Environmental issue.	
2.4 Co-operative movements.	
<b>UNIT 3.</b>	
<b>People in our Community</b>	<b>17</b>
3.1 Workers in the community.	
3.2 Types of groups.	
3.3 The peer group.	
3.4 Other social issues.	
<b>UNIT 4.</b>	
<b>Development in our Community</b>	<b>22</b>
4.1 Growth and development in Guyana.	
4.2 Hinterland/Rural Development	
4.3 Manufacturing/Industrial Development	
4.4 The Development of Tourism	

**UNIT 5. Health and Well-Being 27**

- 5.1 Positive habits to maintain good health.
- 5.2 Domestic violence.
- 5.3 Child abuse.
- 5.4 Sexually transmitted diseases.

**UNIT 6. Weather and Climate 34**

- 6.1 Weather & Climate.
- 6.2 Factors which influence the elements of weather.
- 6.3 Elements of weather and climate as sources of energy.
- 6.4 Ways by which people in the Caribbean and other parts of the world adapt to weather and climate.

**UNIT 1 RULES AND RESPONSIBILITIES**

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>1.1 POLITICAL AND SOCIAL CON- TROLS BY GOV- ERN- MENT</b>  <b>The laws in the consti- tution</b>  <b>The making of a law</b>	Re- search laws which are written in the consti- tution.  Draw a diagram to show the stages.  View a cassette to ex- tract informat- ion on.	Define the constitu- tion.  Describe the stages a bill must go through before it becomes law.	Explain why laws are necessary. Understand that laws are necessary for the protection of all citizens.  Understand that before a bill can become a law it has to go through several stages for modifications.	Obey the laws.  Appreciate that the laws are appli- cable to everyone.	The constitution is a collection of laws by which citizens (and others who come to the country) are governed. The laws are enactments of rules to govern the lives of citizens. When laws are broken a person can be charged and taken before the court.  A bill is first introduced in Parliament. It has to go through several readings or modifications before it is finally accepted. Before it becomes a law it must be signed by the President.	Studying the newspaper and citing examples of laws which have been broken.  Visiting Parliament.	Can the students explain the conse- quences of breaking the laws?  Can the students explain why bills must go through several stages?	Language Arts - reading and explaining.  Language Arts - Reading and listening.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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<b>Formation of a Government</b>	the passing of a bill in parliament. Re-search the different ways in which a government can be formed.	Description of the procedures in electing a government.	Explain why the procedures must be followed. Explain why at times a government is formed but there is no election.	Respect those persons in authority.	Governments are formed in different ways. Some of the ways are : Through elections. Through a coup d'etat.-overthrow Through succession.e.g. the British system of having a monarch.	Role-playing an election. Extracting information from the text- Modules in Social Studies- Ramsaywak, et. al.	Can the students explain why an election is necessary?	Art and Craft-drawing scenes to illustrate the stages of an election.
<b>1.2 CITIZENS AND THE LAW Citizens' rights and responsibilities.</b>	Observe people and determine if they are behaving responsibly.	State the rights and freedoms of citizens.	Understand that persons have certain rights but they must behave in a responsible manner.	Regard the rights of others.	All citizens have certain rights or freedoms: The right to have a name. The right to be a member of any association. The right to own property. Freedom of speech	Reading a copy of the text -Human Rights Education For Citizenship- Ministry of Education. □	Can the students formulate rights of their own?	Language Arts-reading and discussion.



Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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<b>Rights of the child</b>	Formulate rights of their own.	List the main rights of children.	Explain why children must have their own rights. Understand that children must be provided with special privileges.	Have regard for all children regardless of age.	<p>Citizens however must always behave in a responsible manner; Although there is freedom of speech persons can be charged for using indecent language. Although there is freedom of association persons should not join groups involved in criminal activities.</p> <p>Rights of the child: The right to have a name from birth and to be granted a nationality. The State's obligation to provide special protection for children deprived of their family environment. The State's obligation to protect children from all forms of maltreatment perpetrated by parents or others responsible for their care.</p>	<p>Guyana Human Rights Education - Amnesty International. (1997). Small group discussion on responsible behavior.</p> <p>Reading text: Human Rights Education For Citizenship- Ministry of Education- Amnesty International. (1997).</p>	Can the students explain why children must be granted special rights?	<p>Guidance- Rights and responsibilities.</p> <p>Language Arts- reading and discussion.</p>
<b>The rights of women</b>	Extract information to highlight discrimination against women.	Describe actions which indicate discrimination.	Explain laws which are relevant to the rights of women. Understand that women have equal rights as men.	Show respect for women.	<p>Women shall enjoy equal rights with men by the passing of appropriate legislation to ensure:</p> <p>(a) The free choice of profession, vocational training, employment and professional advancement. (b) The right to equal remuneration with men and to equality of treatment in respect of work of equal value.</p>	<p>Reading text: Human Rights Education For Citizenship- Ministry of Education- Amnesty International. (1997).</p>	Can the students explain why discrimination against women often takes place?	Principles of Business- job selection.

**UNIT 2. A GLIMPSE OF OUR HISTORY**

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>2.1 PRE-INDEPENDENCE TO POST-INDEPENDENCE</b> <b>The coming of the Amerindians and the Europeans.</b> <b>European rivalry for the conquest of Guyana</b>	Research work on the coming of the first two ethnic groups.	Describe the growth and development of Guyana during the colonial period.	Explain why the Amerindians and the Europeans came to Guyana. Understand that our Guyanese ancestors came from other parts of the world.	Appreciate and respect the contributions of the Amerindians and the Europeans to the development of Guyana.	<p>The History of Guyana under the colonial period.</p> <p>The way of life of the Amerindians and of the Europeans.</p> <p>Social and political organisation, religious practices, customs and trade.</p> <p>Interaction between the two groups.</p>	Preparing a project to illustrate the contributions made by the Amerindians and Europeans.	Can students prepare a project on the coming of the Amerindians and how they lived?	Art and Craft - project work.
	Draw a chart showing the periods when the various European nations made efforts at conquest.	Describe the mineral, agricultural and other forms of wealth obtained from Guyana.	<p>Explain why there was rivalry between the European nations to control Guyana.</p> <p>Understand that Guyana's rich mineral wealth caused rivalry among the European nations.</p>	<p>Value our resources and use them carefully.</p> <p>Work together to exploit the resources of the country for the benefit of all Guyanese.</p>	<p>Reasons for European rivalry e.g. to acquire new lands and wealth.</p> <p>Efforts made to conquer the colony by the English, French and Dutch.</p> <p>The valuable resources of the colony during the colonial period e.g. gold, cotton, sugar, coffee, tobacco, etc.</p>	<p>Role-playing some aspects of European conquest.</p> <p>Discussing the value of these natural resources of Guyana.</p>	Can students write a composition on the reasons for European rivalry in the conquest of Guyana?	Language Arts- composition writing and role-playing.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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<b>Slavery and Indenture-ship</b>	Report-writing on 'A Day in the Life of a Slave'.  Identify the indentured servants and locate on a world map the countries from which they came.	Describe conditions on the sugar plantations during slavery.  Describe the provisions of the Indenture-ship System.	Explain what effect slavery had on the slaves. Compare the way of life of the slaves with that of the indentured servants. Understand that slavery was an economic system which generated wealth for Europe.	Value the freedom won by our ancestors and work hard so as not to relive their experiences.	Conditions on the sugar plantations. The work of the house slaves and the field slaves. Lodgings, food, clothing and religion.  The need for a large labour force.  Slavery and emancipation.  The indentureship system.	Visiting a sugar plantation or estate.  Comparing the way of life of the slaves with that of the Indentured servants. Preparing projects on Slavery, Emancipation and Indentureship.	Can students explain the effects of slavery on the lives of the people who lived in the colony?  Can students explain some of the effects of indenture-ship on life in the colony?	Agriculture Science-sugar-cane cultivation.  Economics - the effects of a labour shortage on life in the colony.
<b>The Village Movement</b>	Research relevant information from books, magazines, etc.	Identify the villages which the ex-slaves developed in Guyana after emancipation.	Explain the circumstances which forced the ex-slaves off the plantations into their own villages.	Appreciate and respect the co-operative efforts of the slaves to own land.	The effects of emancipation on the plantations.  The measures taken by the planters to get the ex-slaves to return to the plantations after emancipation.	Visiting some of the villages.	Can students explain the factors which led to the Free Village Movement?	Language Arts-discussing the Free Village Movement.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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<b>The struggle for Independence</b>	On a map of Guyana locate Victoria, Buxton and Queens-town, (Essequibo) etc.		Understand that the Free Village Movement was really a number of separate movements of slaves from the plantations to their own villages.		The withdrawal of the ex-slaves from the plantations and the coming of the indentured servants.  A comparison of the Free Village Movement with the Proprietary Village Movement.	Inviting resource persons to explain life in the villages.	Can students explain why indentured servants were brought here?	
	Write character sketches of persons who contributed towards the struggle for Independence in Guyana.	Describe the contributions made by L.F.S. Burnham/Dr C.B. Jagan towards the struggle for Independence.	Explain what are some of the advantages of Independence.  Understand that Independence brought greater responsibility to Guyana for security, decision-making and providing for its own needs.	Appreciate the struggle made to gain Independence and make every effort to be a responsible individual.	Events leading to Independence.  The contributions of persons involved in the struggle e.g. L.F.S. Burnham and Dr. C.B. Jagan.	Discussing the advantages of Independence.  Researching the efforts of L.F.S. Burnham and C.B. Jagan towards the Independence of Guyana.	Can students outline the contributions made by L.F.S. Burnham and Dr. C.B. Jagan to the Independence of Guyana?	Language Arts-discussing and writing character sketches.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>Constitutional changes before Independence</b>	Research information on constitutional changes in Guyana before Independence.	Describe the changes in the constitution of Guyana from colonial period to Independence.	Explain the system of government in Guyana before Independence. Understand that the Constitution provides a framework which determines how people should live.	Appreciate that changes in the constitution can give the electorate a greater say in the government.	The constitution - a set of laws which determine how the country should be governed. The effects of the constitution on the lives of the people: It determines the system of government, the quality of education and the delivery of health services.  The Court of Policy. The Combined Court. The College of Kiezers.	Inviting a resource person to discuss constitutional changes.  Discussing and debating the effects of constitutional changes on Guyana.	Can students prepare a folder outlining the constitutional development in Guyana before Independence?	Language Arts- discussing and debating.  Art and Craft- preparing folders.
<b>Constitutional changes for Independence and the Republic Status</b>	Research information on the constitutional changes which took place when the country became Independent and after.	Describe the constitutional changes which took place since Independence.  List the requirements for a person to vote at national and local government elections.	Explain the constitutional changes which took place since Independence.  Understand that every citizen has a right to participate in the government of the country.	Appreciate the changes which are made to give citizens a greater opportunity to participate in the government.  Be prepared for active participation in government.	The type of government is democratic. Members of Parliament are chosen by the system of Proportional Representation. The head of the government was the Prime Minister before (1980). The head of the Republican State and the Head of government is the President. The present age of majority is eighteen years. Every voter is expected to be registered and to use a voter's I.D. card or any other valid document.	Group discussion on constitutional changes since 1966.  Visiting the National Assembly where decisions are made. Preparing a folder on constitutional changes since 1966.	Can students outline the changes in the constitution from 1966?	Language Arts- discussing changes.  Art and Craft- preparing folders.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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<b>2.2</b> <b>EDUCA -</b> <b>TION</b>  <b>The main</b> <b>policies</b> <b>of Govern</b> <b>-ment as</b> <b>they</b> <b>relate to</b> <b>educa -</b> <b>tion</b>	Determine whether government policies are observed and implemented as stated.	Describe government's policy pertaining to education.  Identify the policy areas which have been implemented by the government and those that have not.	Explain why it is necessary for government to determine the educational policy of the country.  Understand that the policy of government regarding education is to provide equal opportunity for each student.	Demonstrate a spirit of co-operation and tolerance towards government's policies in education.  Be willing to be educated.	Education Policy Areas. (a) The involvement of government, civil society and parents in school management. (b) Enhance supervision at all levels. (c) Prepare for the use of Information Technology in the delivery system. (d) Emphasise early childhood and parental education. (e) Enhance access to education at the nursery, primary, secondary and tertiary levels. (f) Accelerate universal secondary education. (g) Develop a more co-ordinated school-building maintenance programme. (h) Work closer with the Guyana Teacher's Union to improve training and welfare.	Discussing government's policy towards education in Guyana.  Reading education policy papers and observing the facilities provided.  Inviting resource persons from The Ministry of Education to make presentations on topical areas.	Can students outline some of the important policies for education for the 21st century?  Can students prepare a folder depicting the achievements of government in education?	Language Arts-discussing policies.  Art and Craft-preparing folders.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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<b>Various levels of the education system in Guyana</b>	Draw a chart showing the various levels in the education system, the age of entry to each level and the duration of the programme.	Describe the function of education at the various levels.	Differentiate between the functions of education at any two levels of the system in Guyana.	Appreciate that each level in the education system forms a foundation on which the level above is built.	<p>Levels of the education system in Guyana:</p> <p>Pre-School Child Care- to 3years 9months.</p> <p>Early Childhood Education- 3years 9months to 5years 9months.</p> <p>Primary- 5years 9months to 12years.</p> <p>Secondary-12+ years to 17+ years.</p> <p>Post-Secondary-18years and over.</p> <p>The Functions of education at the various levels:</p> <p>Pre-School Children Care - provides the child with a smooth transition to the formal school system.</p> <p>Early Childhood - provides an environment to facilitate physical, social and emotional development.</p> <p>Primary - is compulsory and at the end of six years the child is expected to be functionally literate.</p> <p>Secondary - gives access to higher education and employment.</p> <p>Post-Secondary - produces specialists in various fields.</p>	<p>Discussing the functions of education at the various levels.</p> <p>Composition writing on the importance of education at a given level.</p> <p>Preparing a folder illustrating activities of students at various levels.</p>	Can students differentiate between the various levels of education in Guyana?	<p>Language Arts- discussion and composition writing.</p> <p>Art and Craft - preparation of a folder.</p>

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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<b>Means by which Government provides educational facilities</b>	Reading news - papers and pamphlets to identify education - al facilities.	Describe the ways by which Government provides educational facilities.	Select any two means of providing facilities and show how they differ.	Appreciate that although the student may not be paying school fees, educational facilities are costly.	Facilities for education are provided by- Revenue from taxes. Budgetary allocation. Providing loans, subsidies and grants. Accessing funds for projects from agencies such as IDB, USAID, UNESCO, PAHO, WHO, etc.	Discussing the various ways Government provides facilities for education.	Can students explain how Government provides facilities for education?	Language Arts- reading and discussing.
<b>Special projects which assist in the alleviation of poor conditions at school</b>	Construct charts / tables showing the number of students in your school who benefit from special projects.	Describe any special project in your school.	Select one project and explain how it is most beneficial to students.	Appreciate that poor conditions exist in some schools and that efforts can be made to assist students.	Some special projects: School Feeding Programmes. Immunisation programmes in conjunction with the Ministry of Health. Provision for necessitous cases in schools.(school uniforms and boots.) The Secondary School Reform Project (S.S.R.P) in selected schools of Guyana.	Preparing a folder to show the facilities provided by Government at your school level during the past five years. Reading handouts and pamphlets on special projects in schools.  Constructing charts and tables.	Can students explain how special projects help to improve conditions at schools?	Language Arts- discussing projects.



Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>2.3</b> <b>EN -</b> <b>VIRON -</b> <b>MENTAL</b> <b>ISSUES</b> <b>Main pol-</b> <b>icies of</b> <b>Government</b> <b>relating</b> <b>to</b> <b>Industrial</b> <b>Develop -</b> <b>ment</b>	Research work from the National Development Strategy Papers on government's policy on Mining, Manufac - ture, Tourism etc.	Describe govern - ment's policy towards developing any given industry e.g.mining, forestry, tourism, etc.	Explain policies related to industrial development.	Recognise that the country's industries are important revenue earners.	Some policies relating to industrial development: Enhancement of mining to include revenue acquisition, marketing, security of titles, training, technology, environ - mental and social issues. Improvement of transporta - tion and other essential services in the hinterland. Review of royalties, duties, taxes and incentives. The encouragement of environmentally friendly technology.	Discussing in groups government's policies regarding industry.  Inviting resource persons to talk on the relevant policies.	Can students explain the policies of government relating to industrial development?	Integrated Science - environmental issues.
	<b>Industrial develop - ment</b>	On a map of Guyana locate industrial sites.	Describe the various forms of industrial pollution.	Select one industry and explain how the waste material is disposed of.	Appreciate that in the manufacture of various products there is an accumula - tion of waste.	Industries:- Mining - gold, diamond and bauxite. Manufacturing - matches, soap, sugar and rum. Agricultural - rice and vegetables. Fishing and shrimping. Forms of industrial pollution: Air - smoke, dust, gases, noise. Water - decomposed organic matter and chemicals. Land - solid waste Disposal of waste in a manner that is	Researching information on the industries of Guyana to investigate the level of pollution.  Visiting industrial sites to interview workers and observe waste management.	

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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<b>Pollution and waste management</b>	Identify the various forms of pollution.  Research and record the various ways by which the public can be sensitised to preserving a healthy environment.	Describe the effects of pollution on the environment.  Identify agencies that can assist with solid and liquid waste management.	Explain the effects of pollution on the health and well-being of people.  Understand that resources should be managed in a sustainable manner to preserve a healthy environment.	Recognise that a healthy environment can preserve life and promote eco-tourism.	The effects of pollution on the environment and on human lives: Impure air and water. Unsanitary surroundings. Spread of diseases creating ill-health and eventually death.  Government's policy to reduce pollution: Launching public awareness programmes. Enacting legislation. Adopting safe ways of managing waste e.g. recycling whenever it is necessary.	Researching information on the effects of pollution on the environment.  Reading the National Development Strategy Papers (1995) on the Government's Policy on Environmental Protection.	Can students explain the effects of pollution on the environment?  Can students explain how to manage waste?	Integrated Science-waste management.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>Other Environmental Issues</b>	Research information on deforestation and state its effects on the environment.	Describe the measures which government can adopt to stop deforestation.	Explain the relationship between deforestation and economic decline. Understand that as a main source of life, the environment should be conserved.	Appreciate that the environment must be conserved for our well-being and that of future generations.	Deforestation, soil erosion and their effects e.g. (a) Loss of bio-diversity. (b) Change in climate. (c) Loss of fertile soil. Government's measures to stop deforestation and soil erosion: (a) Promote eco-tourism. (b) Develop non-timber use of the forest. (c.) Enforce the National Forestry Code. (d) Rehabilitate and maintain sea defences and irrigation. (e) Protect the mangrove.	Reading Government's Environmental Policy from the National Development Strategy Papers. Group discussion on the effects of deforestation.  Preparing and presenting to the class a talk on 'The effects of deforestation and the measures which the Government can take to prevent it.	Can students explain the effects of deforestation on the environment?	Agricultural Science-soil erosion and climatic changes.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>2.4 CO- OPER- ATIVE MOVE - MENTS</b>  <b>Various types of co-oper - ative societies in Guyana.</b>	Identify the co-oper - ative socie - ties accord - ing to eco - nomic activities.	State the groups into which these co-operative societies are divided.	Explain why persons form co-operative societies.  Understand that members of a particular co-operative society have common needs.	Empathise with others who have needs and be willing to co-operate with them so that they can achieve their goals.	<p>Some types of co-operative societies in Guyana: Housing Co-operatives. Builders' Co-operatives. Fishermen's Co-operatives. Credit Unions.</p> <p>Consumer Co-operatives make goods and services available to members.</p> <p>Producer Co-operatives produce particular types of goods be it industrial or agricultural. Employment is also created for the members.</p>	<p>Researching information on the co-operative societies in Guyana.</p> <p>Discussing the importance of the various types of societies.</p> <p>Presenting a speech on 'The types of Co-operatives and the needs they satisfy.'</p> <p>Visiting co-operative societies and interviewing the members to find out how the societies work.</p>	Can students differentiate between a Consumer and a Producer Co-operative society?	Language Arts- discussing and preparing a speech.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>The principles and chief characteristics of co-operative societies in Guyana.</b>	Extract information on the principles and chief characteristics of co-operative societies.	State the meaning of each principle.	Explain how these principles can be applied to a consumer co-operative.	Appreciate that the societies function to provide for the needs of its members and not for profit.	Principles and chief characteristics of co-operative societies: (a) Self reliance. (b) Democratic control. (c) Open membership. (d) Limited dividends on profits. (e) Patronage Refund. (f) Provision for education to the members.	Reading Modules in Social Studies with SBA Guide and CXC Questions by Ramsawak et al.  Interpreting the principles and showing how they can be applied to various co-operatives.	Can students explain the principles and characteristics and show how these can be applied to any co-operative society?  Can students identify the members of the executive and describe their functions?	Language Arts-discussing and explaining principles.
<b>Functions of executive members and ordinary members of a co-operative society.</b>	Collect information on the executive members.	Describe the functions of each executive member.  Describe the functions of the ordinary members.	Explain the importance of the function of the Chairman.  Understand that each member of the society must work for the benefit of the society.	Appreciate and respect the functions of each member of the society.	Functions of the executive members: Chairman: (a) Ensures that meetings are convened regularly. (b) Sees that the management committee does its work. (c.) Approves of individuals to fill vacancies. Secretary: (a) Sends out notices for meetings on time. (b) Keeps accurate records.	Researching information on the duties of the members of the co-operative society.  Interviewing executive members of a co-operative society to find out their roles.		Language Arts-reading, interviewing and dramatising.  Principles of Business-management.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
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					Treasurer: (a) Collects and banks all monies belonging to the society, (b) Makes all disbursements. (c) Calculates all dividends and patronage refund. Ordinary members: (a) Ensure that the society is managed efficiently. (b) Are supportive of decisions made. (c) Learn how the society operates. (d) Attend meetings. (e) Support the society e.g.as in a consumer society.	Inviting ordinary members of a co-operative society to discuss their work in the society.		

**UNIT 3 PEOPLE IN OUR COMMUNITY**

	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>3.1 WORK -ERS IN THE COMMUNITY.</b>	Identify various communities on a map of Guyana.  Draw a pie chart to show the percentage of workers in particular professions in your community.	State the economic needs of the people in your community.  Describe the natural resources of your community.	Compare the economic activities of workers in an urban community with those in an interior/rural community.  Understand that people in a community exploit the resources of that community to supply their needs and the needs of others.	Recognise that exploitation of resources should be done in a sustainable manner.  Be prepared to develop appropriate technology necessary for exploiting the resources of the community.	The different types of communities in Guyana e.g. Rural Urban Riverain Interior.  Resources and characteristics of each type of community. In the rural communities workers are engaged in agriculture and small scale manufacture. In the urban communities workers are civil servants and entrepreneurs. In riverain communities workers are loggers and miners, The interior communities produce gold and other precious and semi-precious minerals.  Types of workers in each community e.g. miners, farmers, teachers, nurses, policemen and social workers.	Inviting workers in the community to talk about their jobs.  Research the types of workers in the community as well as the role of each type.  Writing paragraphs on workers in the community.	Can students determine the needs and resources of their community and show how these relate to the types of jobs done by the people.	Principles of Business-exploitation of natural resources for supplying needs.  Language Arts-constructing a questionnaire.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>3.2 TYPES OF GROUPS</b> <b>Primary Groups and Secondary Groups</b>	Prepare a chart depicting the two types of groups.	Define primary and secondary groups.	Understand that unlike the secondary group, the primary group is small and there is face to face interaction.	Appreciate that groups can be categorised into two main types and each type has advantages.	Types of groups: Primary Secondary.  Primary groups are usually small and are characterised by intimate face-to-face relationships. e.g. the family. Secondary groups are usually larger than the primary groups. As a result intimacy is lost. e.g. trade unions and political parties.	Examining groups in the community and categorising them. Conducting surveys to determine the family groups existing in the community.	Can students differentiate between primary and secondary groups?	Art and Craft- preparing charts and folders.  Language Arts- Debating and discussing.
	Categorise the families in your society.  Carry out a survey to determine how the families in your community were formed.	State the main characteristics of the nuclear and extended families.  Describe how families are formed.	Compare the nuclear with the extended family.  Understand that families are formed in a number of ways.	Appreciate that each member of every family group has an important role to play.  Appreciate that regardless of the family form each member is important.	Types of family groups: Nuclear Extended Sibling Single parent, etc.  How families are formed: Choice of partners Arranged marriages Marriages of convenience Elopement.	Debating whether it is advantageous to be a member of a nuclear family or a member of an extended family. Preparing folders on the different family forms.	Can students explain why each member of the family has an important role to play regardless of the type of family group to which he/she belongs?	



Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>Factors responsible for family disintegration.</b>	Research reasons why families disintegrate.	State the effects on children when the family disintegrates.	Explain how children become victims of divorce.  Explain some of the measures which can be taken to prevent family disintegration.	Recognise that it is important for young people to prepare themselves for marriage.	Causes of family disintegration: (a) Financial problems. (b) Cultural differences existing between parents. (c) Infidelity between husband and wife, (d) Religious differences. (e) Different political views and opinions. (f) Interference by in-laws.  Preparation for marriage. (a) Courtship. (b) Premarriage counselling. (c) Acquiring a career.	Discussing the factors responsible for the disintegration of families.  Examining case studies, giving reasons for disintegration and examining the effects of disintegration on the family.  Inviting a social worker to talk to students on Family Disintegration.	Can students present to the class a talk on 'The Causes of Family Disintegration'?  Can students explain to the class, what may be done to prevent family disintegration?	Health and Family Life Education-family problems.

Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>3.3 THE PEER GROUP</b>  <b>The influence of peer group pressure on adolescents.</b>	Investigate to determine the various peer groups in the school and in the community.  State the characteristics of peer groups.	Describe the influence of these groups on members.	Categorise the influences of peer groups. Explain the benefits an adolescent can derive from becoming a member of a peer group.  Understand that the peer group exerts very strong influences on adolescents.	Be aware of the positive and negative influences of the peer group on the adolescent. Build on the positive and avoid the negative.  Appreciate and understand the behaviour of other adolescents.	Positive influences of peer groups: (a) Individuals get a sense of belonging. (b) They are given an opportunity to develop attitudes, beliefs and values. (c) They develop leadership qualities. (d) Adolescents gain experiences which equip them for adult life. (e) The peer group can be a support group to assist with problem-solving, homework, etc.  Negative influences: (a) Delinquent acts which can be perpetrated e.g. smoking, alcoholism, sexual permissiveness, drug abuse, etc. (b) Inappropriate dress and deportment. (c) A loss of parental supervision and control.	Describing the role of peer groups within the school and the community.  Reporting and listening to experiences of students within the peer group.  Research - ing information on the topic.	Can students identify peer groups and describe their influences on the adolescents?	Health and Family Life Education- peer groups and and their functions.

Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>The role of peer group leaders</b>	Interview two peer group leaders in your school and write a report on the role of leaders.	State the main characteristics of peer group leaders.	Explain why members of the peer group regard the leader as a role model.  Understand that the manner and attitude of the group leader are imitated by other members.	Be aware of the influencing role of peer group leaders.  Seek to imitate the positive behaviours and not the negative ones.	Some characteristics of peer group leaders: Physical strength and huge body structure. Very vocal. Daring. Drive fear into other members. Possess charisma.  Role of the peer group leaders: Initiate activities. Determine values and mode of behaviour. Be supportive. Ensure loyalty.	Discussing the role of peer group leaders.  Inviting a leader to visit and describe his or her role.	Can students explain why the peer group leader can be the role model for the group?	Health and Family Life Education- peer group leaders.
<b>3.4 OTHER SOCIAL ISSUES</b>  <b>Social - izing Institu - tions in the commu - nity</b>	Research information on institutions which help the individual to socialize.	State the types and functions of institutions.	Explain how the home and school contribute towards the development of the individual.	Recognise that socializing institutions organise and regulate patterns of behaviour, as well as provide for the needs of people.	Types of institutions: SOCIAL e.g.family,marriage. Providing earliest values,skills and knowledge. EDUCATIONAL e.g.school. Transmitting culture. POLITICAL e.g. government. Deciding policies and effecting them. RELIGIOUS e.g.church. Passing on beliefs. ECONOMIC e.g. bank.	Researching in groups,the characteristics of various institutions. Discussing how institutions affect the value system of individuals.	Can students explain how institutions socialize the individual?	Health and Family Life Education- socializing role of institution.



Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>Social and Political Development.</b>	Draw a diagram to highlight the structure of a Regional Democratic Council. Calculate seats for each party through the Regional Elections.	Describe the structure of the Regional Democratic Council.	Explain recent changes in the Local Government System. Explain the functions of the Local Government institutions. Explain how persons are elected to Parliament. Understand that the Local Government System is related to Central Government.	Give support to your Neighbour - hood Democratic Council.	There are ten Regional Democratic Councils. With the reforms of 2001, there are now 25 Regional Representatives in Parliament. The number of councillors of each Regional Democratic Council varies. The number is somewhat related to the population. The Council in Region 1 has 15 members. Region 4 has 35 members.	Small group discussion. Making scrapbooks from newspapers clippings. Role- playing the council at a meeting. Debating an issue.	Can the students describe the relationship between Central Govern - ment and Local Govern - ment? Can the students explain the functions of the Local Govern - ment body?	Language Arts- discussion and debate. Mathematics- calculating number of seats.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>4.2 HINTER- LAND/ RURAL DEVELOP- MENT</b>	Locate areas with potentials for development.	Identify potentials for development in the hinterland/ rural areas.	Explain why these areas have not been developed. Assess their potentials. Understand that development requires finance and other human resources.	Be prepared to help with develop - ment.	Many resources are found in the rural/hinterland areas. These areas may lack financial resources. Often the distance factor makes it difficult to attract skilled labour. Often transportation is unavailable if not expensive. E.g. Rupununi has the potential for peanut production but cheap transportation is not available. The rural/hinterland areas have potentials for the development of tourism. Some of the rivers are possible sources of hydro-electricity.	Studying maps to identify possible resources . Viewing films/video cassettes on rural/ hinterland development.	Can the students prepare a portfolio on forestry in Guyana? Can they explain why some resources have not been developed?	Language Arts- discussion.
<b>4.3 MANU- FACTUR- ING/ INDUS- TRIAL DEVELOP- MENT</b>	Locate industrial sites and other areas where manu - facturing is done.	Identify factors which affect the location of industries.	Understand that industrial development brings additional benefits.	Be willing to support local industry.	Factors which affect the location of industries: 1. The resources/raw material must be easily available. 2. Power must be supplied. 3. Labour and skill must be available. 4. The market must be accessible.	Conducting a survey to collect data. Locating sites on a map.	Can students explain why specific industries are located where they are?	Principles of Business- location of industries.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>Guyana's imports and exports.</b>	Classify industries	Describe the stages of industrial development.			Stages of industrial growth -Primary -Secondary -Tertiary -Quaternary			
	Classify commodities Collect and show information on a graph. Extract information from a map.	Describe Guyana's main imports and exports.	Explain why we have to import certain commodities. Explain why we must export some commodities. Understand that we have to buy some commodities because we cannot produce them.	Show respect for even the small producers.	Guyana is a primary producer of several products. Guyana lacks adequate power for industrial development. Sugar, rice, bauxite and gold and diamond are the main exports. We earn foreign exchange from these. Guyana has to import petroleum and machinery. We also import electrical equipment, drugs and chemicals.	Studying a resource map of Guyana. Compiling data from Reports. e.g. Bank of Guyana Annual Statistical Report.	Can the students explain why we can produce some products and why we have to import others?	Principles of Business-imports and exports.
<b>Guyana's Trading Partners</b>	Use a map to trace the trade routes which ships take.	Identify Guyana's Trading Partners. Examine the trading patterns.	Explain what other benefits are gained from trading partners. Understand that we need to trade to satisfy needs.	Develop a spirit of co-operation when we trade with other countries.	Guyana conducts much trade with the United States, Canada, Japan and Britain. Guyana is a member of the African, Caribbean and Pacific grouping. Guyana is a member of CARICOM and the Commonwealth.	Collecting information from the Ministry of Trade and Tourism. Compiling data from Annual Reports.	Can students account for trading patterns? Can students explain why we have to trade?	Principles of Business-trading.

Topic	Learning Objectives			Content	Activities/ Materials Strategies	Evaluation	Areas of Integration	
	Skills	Knowledge	Understanding Attitude					
<b>4.4 THE DEVELOPMENT OF TOURISM .</b>	<p>Compile data on tourism.</p> <p>Locate tourist sites.</p>	<p>State the unique features of Guyana that can attract tourists.</p>	<p>Explain the different reasons why people visit other countries.</p> <p>Differentiate between domestic and international tourism.</p> <p>Assess the importance of tourism.</p> <p>Examine the likely negative effects of tourism.</p> <p>Understand that negative attitudes can cause a decline in tourism.</p>	<p>Be courteous towards visitors.</p>	<p>Different countries have different attractions. Some persons are attracted to special features. The Caribbean Islands have sun, sand and beach. Guyana can develop nature tourism e.g. forest trails. Tourism can bring in foreign exchange.</p> <p>Employment can be created directly and indirectly.</p> <p>Negative effects of tourism: Foreigners may introduce their culture and habits. Diseases can be spread.</p> <p>Government's Role: Provide the social atmosphere for the development of tourism.</p> <p>Seasons: Some tourists are attracted to special events e.g. Mashramani and Diwali.</p> <p>When it is winter in Canada, the United States and the United Kingdom, many tourists visit the Caribbean.</p>	<p>Brainstorming students on the topic.</p> <p>Discussing in small groups.</p> <p>Projects - showing highlights in pictures.</p> <p>Interpreting data shown on a graph.</p>	<p>Can students assess the negative effects of tourism?</p> <p>Can students describe the role of government in developing the sector?</p> <p>Can students explain why many tourists visit the Caribbean at certain times?</p>	<p>Career Guidance-careers related to tourism.</p> <p>Health Education-prevention of communicable diseases.</p>



**UNIT 5 HEALTH AND WELL-BEING**

Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>5.1 POSITIVE HABITS TO MAINTAIN GOOD HEALTH</b>  <b>A Balanced Diet</b>	Identify the food groups which make up a balanced diet.	Describe a balanced diet. Give examples of the various food groups.	Explain the importance of a balanced diet.	Show greater awareness of the need for good health habits.	Menus. Charts of three the basic meals - breakfast, lunch and dinner.	Examining menus/ meals for balanced diets -Small Group Activity.	Can students prepare an illustration of a balanced diet?	Language Arts-writing summaries.  Home Economics-food and nutrition.
<b>Rest, sleep and exercise</b>	Identify various forms of exercise that would improve and restore health.	State ways of resting various parts of the body. Identify suitable exercises for teenagers.	Explain how some exercises help teenagers to stay healthy. Explain why the period of time when one is doing nothing strenuous, the body is resting.	Respect and empathise with others when they are unwell.	The importance of food, rest and exercise. The muscles, organs etc which develop from specific exercises e.g. swimming, walking and cycling. Rest is earned by relaxing and sleeping. One can also rest by listening to music.	Conducting physical exercise classes for the toning of specific parts of the body or for keeping specific parts of the body healthy.	Can students list the importance of exercise? Can students state the effects of loss of sleep for several days?	Integrated Science-health policies for students.

Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>Role of government and the community members in maintenance of good health in the community</b>	Practise simple methods/ ways of keeping the home and surroundings tidy.	Describe the work of the public health officials.	Understand that people exercise in order to stay strong and healthy.  Explain how good health can be maintained. Understand that everyone has a responsibility to keep the home and community clean and tidy.	Adopt positive health habits.	The role of the individual and the community on the issue of good health in the community. Immunization against diseases.e.g typhoid and yellow fever. Pure water.e.g. boiling drinking water. Clean surroundings. e.g. avoid littering and keeping garbage bins closed. Collection of garbage by the authorities. Clearing drains and canals.	Inviting a resource person e.g. a public health official to talk to students on the care of the environment.	Can students conduct an exercise to demonstrate the maintenance of a healthy community?	Integrated Science-healthy surroundings.
<b>5.2 DOMESTIC VIOLENCE</b>  <b>Various forms of Domestic Violence</b>	Recognise/ identify persons who have experienced domestic violence.	State the forms of domestic violence.	Explain the concept of domestic violence. Give reasons for the occurrence of domestic violence.	Sympathise with persons who have experienced domestic violence.	Forms of domestic violence: -Physical, e.g. beating. -Emotional, e.g. lack of love. -Psychological, e.g. ridicule in public. -Sexual, e.g. rape and incest. -Social, e.g. rejecting others. -Economic, e.g. depriving someone of money.	Role-playing a scene on domestic violence.	Can students write a play to demonstrate actions taken to reduce domestic violence?	Integrated Science-human behaviour.

Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>Causes and Effects of Domestic Violence</b>	Collect pictures of victims of domestic violence.	Identify problems/ troubles that result in abuse and violence between members of the same family or household.	Explain the effects of domestic violence.	Sympathise with the behaviour of persons who have experienced domestic violence. Show concern for those who have been abused.	The causes of domestic violence: -weaknesses of ones mental health, - uncontrolled emotions, -excessive use of alcohol or drugs. - environmental stress and anxiety. -lack or loss of financial support. -neglect and loneliness. -infidelity.	Talk on the effects of domestic violence on the individual and society.	Can students compile a booklet on the causes and effects of domestic violence?	Integrated Science-human behaviour.
<b>Methods of prevention and reduction</b>	Identify members in the community who have mental stress that could lead to domestic violence.	Identify friends, counselors, clergymen and physicians who can try to solve the problems of domestic violence.	Discuss the methods that can be used to reduce or eliminate domestic violence.	Show concern for everyone in society.	Institutions that can help to prevent and reduce domestic violence : Help and Shelter-provides immediate physical support. Responsible Parenthood Association - provides counselling sessions. The Marriage Encounter- provides counselling on preparation for marriage.	Visiting courts and interviewing counsellors on the issue of battered women/ men. Examining case- studies of victims - group work.	Can students compile a list of situations which lead to domestic violence and state possible remedies to these situations?	Integrated Science-human behaviour.

Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>The role of institutions and support groups</b>	Listen to problems of people and recommend solutions.	Name the institutions that are in place to assist abused people.	Understand that there are established institutions of various kinds to help reduce and prevent domestic violence.	Show love, tolerance and sympathy for the feelings of others.	The family as an institution must be respected. Uphold the responsibility of marriage. The role of various institutions/groups that assist in reducing domestic violence.	Role- playing Guidance and Counselling sessions to highlight different types of domestic violence.	Can students identify the specific role of institutions involved in the prevention of domestic violence?	Language Arts-discussion.
<b>5.3 CHILD ABUSE</b>  <b>The various forms of child abuse</b>	Observe and record the findings on children who have experienced some form of abuse.	State the various forms of child abuse.	Understand that a child can be abused in different ways.	Demonstrate a spirit of tolerance and sharing with children traumatised by abuse.	The various forms of abuse that children encounter: Physical abuse e.g. excessive flogging. Sexual abuse e.g.incest and rape. Psychological and emotional abuse e.g. ridiculing in public.	Reading the text- Human Rights Education for Citizenship. Ministry of Education. Guyana Human Rights Association. Amnesty International.- 1997 Discussing cases of child abuse. - Group work.	Can students cite some examples of how children behave when they are affected by some form of abuse?	Language Arts-writing summaries.  Home Economics- food and nutrition.

Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>Ways of preventing child abuse</b>	Identify abusive situations.	State conditions which are necessary for promoting security and love.	Make suggestions and recommendations for reducing the practice of abuse.	Be tolerant with children who need attention and affection.	How the parents can prevent child abuse: The need for and importance of love, security, affection and recognition. Achieving and establishing good relationships for healthy development of the child's personality. Recognise and implement the rights of the child.	Reading text The Rights of the Child- Human Rights Education For Citizenship. Viewing a video or examining pictures etc. on various case-studies.	Can students state reasons why persons become abusive? Can students make suggestions to family /groups which might assist abused children?	Integrated Science-human behaviour.



Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>The social effects of STD's on the individual and the community</b>	Collect information from the community.	State the social effects of STD'S.	Explain how these social problems can affect our nation's development.	Obey the rules of safety and good health.	Social Effects: Withdrawal of the individual. Inability to provide for oneself. Inability to care for oneself. Financial resources must be diverted to care for the affected individual. Shunning of the individual by the community and even relatives.	Visiting hospitals and observing patients who are affected by these diseases. Viewing films on STD's	Can students conduct a community research on sexual diseases most prevalent among youths?	

**UNIT 6 WEATHER AND CLIMATE**

Topic	Learning Objectives				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<b>6.1 WEATHER &amp; CLIMATE</b>	Identify the changes in the weather and climatic systems.	Describe weather and climatic conditions in the Caribbean.	Explain the differences between weather and climate. Compare weather and climatic influences.	Appreciate the importance of the weather phenomenon on living and non-living things.	Definition of weather and climate. Local, regional and global climates.	Comparing weather influences with climatic influences. Observing influences of weather and climate.	Can students identify the effects of weather and climate on the activities in the community?	Language Arts- paragraph writing.
<b>6.2 FACTORS WHICH INFLUENCE THE ELEMENTS OF WEATHER</b>	Draw simple diagrams to illustrate factors influencing weather elements.	State the factors which influence climate.	Explain how some factors influence the elements of weather and climate.	Show greater awareness of weather and its influence on the Caribbean and Guyana.	The factors which influence the elements of weather and climate. Effects of latitude, altitude, ocean currents, land and sea distribution and the ocean.(or any large body of water).	Listening to the weather forecast from the media. Reading weather maps, charts and stations of Guyana, the Caribbean and the world. Discussing in small groups the factors that influence the elements of weather and climate in Guyana.	Can students record weather phenomena and interpret them by presenting them on charts/ tables, graphs and weather maps?	Integrated Science- elements of weather.



Topic	Skills	Learning Objectives			Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
		Knowledge	Understanding	Attitude				
<b>6.3 ELEMENTS OF WEATHER AND CLIMATE AS SOURCES OF ENERGY</b>	Draw simple solar panels, hydro-electric power systems, windmills and turbines.	Describe the solar panel, the windmill or the wind turbine and the hydro-electric system.	Explain how alternative sources of energy are harnessed.	Appreciate that people in Guyana, the Caribbean, etc. use electrical energy harnessed from the sun, running water and the wind.	The use of solar energy, wind energy, and water energy in Guyana and the Caribbean. Communities which use alternative sources of energy, e.g. St. Ignatius.	Locating on a map, areas of Guyana where solar, wind and water energy are used at the community level.	Can students discuss the advantages of using alternative sources of energy?	Language Arts-paragraph writing.
<b>6.4 WAYS BY WHICH PEOPLE IN THE CARIBBEAN AND OTHER PARTS OF THE WORLD ADAPT TO WEATHER AND CLIMATE</b>	Collecting pictures of persons, dwelling places and clothing to highlight the differences in climatic systems around the world.	Identify the major climatic zones of the world.  Describe the Inter-Tropical Convergence Zone (ITCZ).	Discuss how families living in different parts of the world prepare for weather/climatic changes.	Respond appropriately to weather situations so as to receive maximum benefits.	Major climatic zones of the world.e.g. tropical and temperate. Simple weather symbols . The ITCZ. Land and Sea Breezes Rotation and Revolution. Climatic changes in Guyana. The effects of floods and droughts on the Caribbean economy.	Drawing weather maps and charts. Discussing in small groups the effects of droughts/ floods on specific communities in Guyana and the Caribbean.	Can students prepare folders depicting human activities, types of houses and manner of dress which result from climatic variations?	Integrated Science-factors influencing weather and climate.