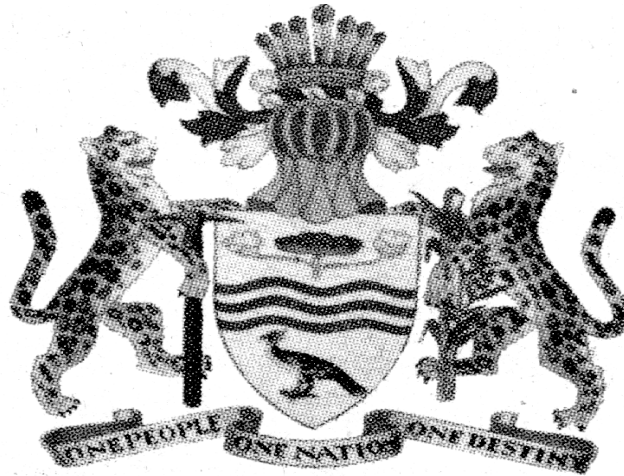


MINISTRY OF EDUCATION



**SOCIAL STUDIES
CURRICULUM GUIDE
GRADE 7**

ACKNOWLEDGEMENTS

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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 7. This document fulfils the objective of making **Social Studies** accessible to all at Grade 7. Hence teachers of Grade 7 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

Head, Curriculum Development and Implementation Unit
National Centre for Educational Resource Development (N.C.E.R.D.)
March, 2002.

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UNIT 1 RULES AND RESPONSIBILITIES

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
1.1 THE IMPORTANCE OF RULES Responsibilities of the individual.	Compose rules.	State rules.	Explain why rules are necessary to organise society.	Obey rules.	Rules are necessary to maintain order in society.	Discussing rules in small groups.	Can students explain why rules are important?	Language Arts-oral expression.
	Role play persons in responsible positions.	Describe responsible behaviour.	Give reasons why each person has certain responsibilities.	Act in a responsible manner.	Persons are required to behave responsibly even when others break the rules.	Studying and interpreting case studies taken from newspapers. Demonstrating responsible behaviour in a given situation.	Can students demonstrate responsible behaviour?	Expressive Arts - drama. Language Arts - oral and written expression.
1.2 MANAGEMENT STRUCTURE OF THE SCHOOL	Draw a diagram to show an organisational structure.	Describe the structure.	Understand that in any institution there is a structure in terms of management.	Show respect for those in authority.	The head teacher is the manager of the plant.	Interviewing teachers to collect information. Studying and interpreting an organisational chart of the school.	Can students explain the main functions of any two senior staff members.	Career Education and Guidance-school management.

UNIT 1 RULES AND RESPONSIBILITIES

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
Roles and duties of each teacher.	Collect information on status of all teachers.	Describe the role. Outline the duties of each teacher.	Understand that the teacher has a role in shaping the future of students/ society. The teacher has a responsibility of teaching the students.	Show respect for your teachers.	Each person has a role to play in an organisation.	Interviewing teachers to collect information. Reading the Desk Manual for information on duties of teachers.	Can students describe the role of their class room teacher? Can students compare the role of their teacher with that of a senior teacher?	Expressive Arts-drama.
Organisations which are attached to the school.	Collect information on each organisation.	Describe the role of each organisation.	Explain how these organisations help to build the school.	Be willing to participate in the activities of these bodies.	The P.T.A. The School Improvement Action Committee which is comprised of the Headteacher; teacher, student representatives, parent and community representative. The Prefect Body. Clubs associated with the school.	Interviewing executives of each body. Reading New Horizons in Social Studies Bk.1 Chap.2.	Can students outline the composition of each body? Can students compare the role of any two bodies?	Language Arts-paragraph writing.
Rules of the school	Compose your own rules.	State the rules of the school.	Explain the school rules. Recognise that rules are necessary to guide behaviour.	Obey rules.	School rules e.g jewellery must not be worn in school.	Demonstrating rules in action. Reading a copy of the school rules.	Can the students explain why persons must show respect for others?	Expressive Arts - drama, role-play.

UNIT 1 RULES AND RESPONSIBILITIES

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
1.3 RULES WHEN AMONG FRIENDS AND FAMILY	Compose rules.	State rules for friends and family.	Understand that we need to be respectful to others so that they in turn would respect us. Explain the rules.	Obey rules.	Courtesy Rules and Maxims and Standard Operational Procedures e.g. Speak quietly.	Reading and explaining. Demonstrating correct behaviour in situations.	Can students explain why persons must show respect for others?	Expressive Arts - drama- role play.
1.4 RULES WHEN AMONG ELDERS	Demonstrate the correct procedure to greet/interact with elders/senior citizens.	State these rules.	Understand that elders have certain experiences and their opinions should be respected. Assess these rules.	Show respect for elders/senior citizens.	Rules which are applicable to elders e.g. Always show respect for your elders/senior citizens.	Demonstrating correct behaviour. Role- playing the courtesy rules.	Can students explain why elders must be respected? .	Expressive Arts- drama-role - play.
1.5 RULES RELATED TO ROAD, RIVER, AND AIR TRAVEL.	Draw signs and symbols.	Identify signs and symbols. State the rules.	Understand that the rules are for our safety. Interpret signs and symbols. Explain why we must obey the rules .	Demonstrate correct attitude when travelling by road, river, and air.	Traffic rules and rules related to air and water transportation.	Observing traffic. Drawing a chart to show kinds of accidents. Reading the Highway Code and newspaper articles about accidents.	Can students illustrate types of accidents? (road/river/ air)	Mathe- matics - graphs Art - drawing and painting.

UNIT 1 RULES AND RESPONSIBILITIES

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
1.6 RULES OF GAMES SUCH AS FOOTBALL AND CRICKET.	Research rules of games.	State rules.	Understand that the decision of referees etc. is final. Interpret rules.	Obey the decision of umpires/ referees.	Rules of games played in school e.g. The umpire is the authority on the field of play.	Observing students at play. Reading and interpreting the rules taken from the Rule Books.	Can students explain what can happen if there is no fair play?	Physical Education- rules of games.

UNIT 2 A GLIMPSE OF OUR HISTORY

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
2.1 INDEPENDENCE AND REPUBLICAN STATUS. Colonial Guyana. Independent Guyana. Guyana as a Republic.	Using the library to research information on Guyanese History. Descriptive writing on life in the country during each stage.	Describe life in the colony. Compare any two stages of development. Describe the changes that were brought about with independence.	Explain the stages leading to independence. Understand that a country like an individual can grow and develop. Understand that every individual has a responsibility towards the development of the country.	Persons see themselves as valuable members of our Nation.	A colony is ruled by a mother country e.g. Guyana was ruled by Great Britain/United Kingdom. An Independent State means a country manages its own affairs.(political, social and economic) A Governor General represents the monarch in an independent country. In a Republic the President is the Head of State. The country is in complete control of its internal and international affairs. Our early leaders were responsible for the changes of our political, economic and social development. e.g. Critchlow, Burnham, D'Aguiar and Jagan. Some changes were - Social development:-National Holidays, Nuclear Housing areas, Clubs for workers, University Education. Economic development:- National Bank, Co-op Bank, Land Development Schemes.	Discussing the changes in Guyana's development to Republican Status. Comparing the development of a country with that of an individual. Brainstorming students for reasons why Guyana wanted to become an Independent country. Preparing a chronological chart of dates and events.	Can students write a profile on one person who contributed to Guyana's political development? Can students describe the important changes after independence?	Language Arts - paragraph writing.

UNIT 2 A GLIMPSE OF OUR HISTORY

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
2.2 SYMBOLS OF NATION- HOOD Symbols used since Indepen- dence.	Draw sketches of the national symbols. Read and analyse information on symbols of Nationhood.	Identify and describe the National Symbols. State symbols during colonial times.	Interpret the National Symbols used. National symbols must be held in high esteem as they reflect an Independent country.	Respect and be proud of our National Symbols.	The story of Independence - National Symbols - The Golden Arrow Head, The Colours, The significance of the Colours, The Coat of Arms and what the objects symbolise. List the National Awards and state why they are presented. Interpret and sing the National Anthem and National songs.	Singing the National Anthem and National songs. Drawing National Symbols. Collecting and exhibiting stamps and currency.	Can students conduct a flag raising ceremony at a class assembly? Can students compile a resource kit of our National Symbols?	Art and Craft-drawing. Music-singing
2.3 COMMUN - ITY LEADERS Leaders in the commun- ity.	Research the work of leaders in the community.	Identify leaders and describe their contributions to the development of the community.	Explain why leaders are necessary in a community. Understand that all members contribute to development.	To respect and appreciate the contribution of leaders and emulate their performance.	The role and functions of the community leaders e.g. Village chairman, mayor, religious leaders, youth leaders.	Discussing in small groups. Role- playing. Interviewing leaders. Reading of relevant material e.g. newspaper clippings.	Can students prepare folders to show the contributions made by leaders?	Language Arts - paragraph writing.
2.4 LAND - MARKS Landmarks found in the community.	Draw a map and locate landmarks.	Identify landmarks. Describe landmarks.	Explain their importance. Understand that landmarks remind us of our history.	Show appreciation for landmarks and be willing to preserve them.	The significance of landmarks. Some landmarks have historical importance. e.g. monuments, forts, buildings e.g. churches, bridges, trees and the sea walls. Landmarks also form boundaries between communities.	Visiting landmarks. Discussing the significance of landmarks. Talks by resource persons from the National Trust.	Can students prepare folders or booklets on landmarks?.	Art and Craft-drawing. Music-singing.

UNIT 2 A GLIMPSE OF OUR HISTORY

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
2.5 THE CO- OPERATIVE MOVEMENT	Illustrate co-operation by a group.	Identify co-operative activities in the home, community and at the national level.	Explain why people co-operate. Understand that co-operation was necessary for our forefathers to survive.	Show willingness to work in small groups to complete tasks.	Co-operation can reduce the workload, save time, cause individuals to benefit from shared skills and create economic and social benefits. e.g. lend-a-hand, give -a-day and box-hand.	Discussing co-operative efforts in the home/ community/ national level. Role- playing the early efforts of ethnic groups. Brainstorming students on the benefits of co-operation. Reading Handbook on Co-ops. by S.Cort and A.Fenty and New Horizons in Social Studies Bk. 2	Can students role- play to demonstrate the benefits of co-operation?	Art and Craft- drawing. Music - singing.

UNIT 3
PEOPLE IN OUR COMMUNITY

Topic	LEARNING OBJECTIVES			Attitude	Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding					
3.1 OUR ANCES - TORS The six ethnic groups from which Guyanese have descended.	Locate and name the countries from which our ancestors came.	List the ethnic groups from which our ancestors came.	Explain why our ancestors came.	Show respect for the culture of different ethnic groups in Guyana.	The Guyanese society is made up of six ethnic groups. Amerindians-migrated in search of food. Europeans -came as colonists. Africans-came as slaves. Portuguese, East Indians and Chinese- came as labourers on the sugar-cane plantations.	Reading extracts with information about each ethnic group. New Horizons in Social Studies Bk. 1 and Making of Guyana by V.T. Daly. Listing and classifying reasons why our ancestors came. Locating places on a map of the world from which the groups came.	Can students insert on an outline map of the world, the routes taken by the various ethnic groups?	Language Arts - oral and written expressions.

UNIT 3
PEOPLE IN OUR COMMUNITY

Topic	LEARNING OBJECTIVES			Attitude	Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding					
	Mapwork- Trace the routes on a world map.		Understand that each ethnic group has made and continues to make a contribution towards the development of Guyana. Understand that Guyanese should interact in a peaceful manner regardless of ethnicity.		The continents and countries from which they came : Amerindians- Asia- Mongolia. Europeans - Europe e.g. Netherlands. (Holland) Africans - Africa - e.g Ghana. Portuguese - Europe- Madeira and Portugal. East Indians - Asia - India. Chinese - Asia - China.	Making cloth dolls and dressing them to represent each ancestral group.	Can students insert on an outline map of the world the routes taken by the various ethnic groups?	Language Arts - oral and written expressions. Art and Craft- making dolls.

UNIT 3
PEOPLE IN OUR COMMUNITY

Topic	LEARNING OBJECTIVES			Attitude	Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding					
3.2 CULTURAL HERITAGE Dress, Festivals, and Folk Customs.	Research information on the cultural heritage of our people. Exhibit the types of dress worn by the various ethnic groups.	Define the term culture. Describe the traditional clothing of the different groups in the Guyanese society. Describe festivals associated with our ancestors.	Explain factors responsible for changes in cultural practices. Understand that the contributions of each ethnic group adds variety, beauty and enrichment to the cultural heritage of Guyana. Understand that every ethnic group has an important part to play in the cultural development of Guyana.	Appreciate the culture of the different groups and show love for one another. Live harmoniously with other groups. Show respect for (a) Traditional wear (b) Different cultural values.	Our Guyanese society has a rich cultural heritage. Customs Dress Festivals Traditions Architecture Music Food	Interviewing persons in the community. Researching and presenting information. Reading text and newspapers. Viewing photographs of various aspects of our culture.	Can students depict any aspect of one of our national festivals or cultural practices? Can students organise a class display on traditional and modern dress? (Dolls may be dressed to show the traditional wear of our peoples.)	Home Economics- needle-craft and dress, food and nutrition. Drama - role-play and modelling.

UNIT 3
PEOPLE IN OUR COMMUNITY

Topic	LEARNING OBJECTIVES			Attitude	Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding					
	Make items associated with our cultural heritage.	Describe the changes in cultural practices that have taken place over time.	Understand that a harmonious blend of different traditions makes our culture unique.	Appreciate the contribution made by each group to our cultural heritage.	Our ancestors brought different customs that now form part of our Guyanese culture. Some are National Festivals -Christmas, Eid ul Azah, Phagwah, Easter, and Deepavali. Some marriage customs are retained e.g. Queh-Queh, Maticor - (Dig-Dutty.)	Listening to talks by resource persons. Dramatising one or more of the folk customs.	Can students prepare a documentary for a radio broadcast on one of our National Festivals? Can students make a folder with information about our festivals/ customs?	Art and Craft making of charts. Expressive Arts- music and dance.

UNIT 4 DEVELOPMENT IN OUR COMMUNITY

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
4.1 TYPES OF RESOURCES Physical Resources	Mapwork locating physical resources.	Define resources - Identify resources found in the country. Explain the importance of physical resources.	Explain the importance of physical resources. Understand that resources must be developed before they can be used by man.	Demon- strate care for our resources.	Resources refer to materials which are developed for use by man. Physical resources refer to material or wild animals and natural vegetation. Mineral resources are physical resources which have to be extracted from the earth and be processed.	Observing and collecting from the community. Map reading and interpreting of resource map of Guyana. Extracting information from New Horizons in Social Studies Bk. 1.	Can students identify physical resources and explain the use of each?	Agriculture Science - plants Integrated Science- classifying.
4.2 HUMAN RESOURCES	Observe people at work and identify skills which are needed.	Define human resources.	Explain why human resources are needed. Human resources are needed to develop physical resources.	Recognise that persons have different skills and abilities.	Human resources are the skill, labour, ability etc. of persons. These are needed to develop and make use of the physical or natural resources.	Visiting work sites to interview persons.	Can students identify skills which are necessary for specific jobs?	Language Arts- oral expression.

UNIT 4 DEVELOPMENT IN OUR COMMUNITY

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
4.3 CLASSIFICATION OF RESOURCES Renewable and non renewable resources. Exhaustible and in- exhaustible resources.	Role- play persons in respon- sible positions.	Define each classification.	Differentiate between classes of resources. Understand that some resources can be utilised but cannot be easily replaced.	Recognise that our resources must be conserved and protected.	Renewable - Can be renewed after use e.g. water, forest, fish, etc. Non renewable: These cannot be easily renewed e.g. gold, diamond, bauxite and petroleum. Bauxite can be mined and manufactured into aluminium. Exhaustible: These can be depleted e.g. gold, diamond, and bauxite. Inexhaustible : These can be renewed e.g air, water, soil and forest.	Observing during field work in the community . Collecting samples in the field. Drawing a diagram to show the water/hydro- logical cycle. Reading or extracting information from the "New Horizons in Social Studies." BK. 1.	Can students explain why water is considered a renewable resource? Can students explain why bauxite is an exhaustible resource?	Integrated Science- the hydrological cycle. Language Arts- written expression.
4.4 RESOURCES IN THE LOCAL COMMUNITY Physical resources	Draw a map of the com- munity and locate the resources.	Describe the resources.	Explain how resources have been utilised. Understand that economic activities are related to the natural resources.	Recognise that the resources must be carefully used.	Soil can be used for agricultural purposes.	Visiting the local community to collect information.		

UNIT 4 DEVELOPMENT IN OUR COMMUNITY

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
Skills and the occupations of the residents in the local community.					Soil can be become exhausted if it is not properly utilised. The soil must be given time to recover. There must not be over- fishing.	Interviewing workers. Drawing a plan of the community and locating resources.	Can students state the important economic activities in their community and then explain why these have been developed?	Agriculture Science- soil types. Language Arts- written expression
	Collect information and place on a graph.	Identify the skills of people in the community. State occupations of residents and identify skills which are required.	Understand that education and training are needed for certain jobs. Understand that all jobs are important in society.	Appreciate that the skills of the people are resources. Appreciate that certain jobs need certain skills. Respect persons regardless of their jobs.	Jobs in the community require education, skill, training and experience. e.g Clerical, Carpentry, Medicine and Farming	Visiting the community. Interviewing workers.	Can students identify a career and explain how to prepare for it?	Career Education and Guidance - occupations

UNIT 5 HEALTH AND WELL-BEING

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
5.1 GROWTH AND DEVEL- OPMENT	Measure individual height and mass.	State the stages of physical development from childhood to adulthood.	Compare the stages of physical development.	Accept that there are individual differences in physical growth.	The body grows from infancy, through childhood and adolescence to adulthood. Our bodies change with time and should be kept in good health.	Looking at diagrams/pictures/films on physical growth and development of the human being. Comparing heights and masses of students. Recording information.	Can students prepare booklets to show the different stages of development?	Integrated Science - stages of growth Mathematics-graphs.
	Interpret information. Construct graphs.		Understand that humans develop in stages from infancy to adulthood.		Adolescence is an important stage in our physical growth since it prepares us for adulthood.			

UNIT 5 HEALTH AND WELL-BEING

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
5.2 SUB- STANCE ABUSE	Write posters and letters to newspapers on substance abuse and activities that help others to say 'NO' to drugs.	Identify the different types of addictive substances.	Explain how people can become addicted to some foods.	Demonstrate an awareness of keeping themselves safe from substance abuse.	The substances to which you may become addicted.e.g. coffee, cigarettes, marijuana. cocaine and heroin.	Viewing films on drug abuse. Discussing in small groups case studies on drug abuse. Dramatising cases.	Can students make posters to be used in an anti-drug campaign? Can students role- play a situation about a teenager with a substance abuse problem?	Drama - role-play, Integrated Science - addictive substances

UNIT 5 HEALTH AND WELL-BEING

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
DRUG ABUSE	Investigate how families, clubs, groups, the school and the community help to protect self and others from the abuse of drugs.	State the ill-effects of addictive substances on the human body.	Explain how the community can help its members.	Appreciate the contributions of the family, school and community to the prevention of substance abuse.	The family suffers as a result of addiction to drugs. e.g. The addict often steals family belongings. The addict drops out of school . The addict can suffer the effects of physical, mental and emotional deterioration-untidy hair, untidy clothes, weight loss. The addict makes no contribution by way of work/skill.	Visiting drug rehabilitation centres. Visiting the drug testing laboratories. Talks by resource persons.	Can students answer questions on the effects of drugs on the family?	
5.3 LEISURE	Construct a pie chart to show different types of leisure and recreation .	Define leisure, rest and recreation	Discuss leisure time activities that are for personal enjoyment.	Develop a positive attitude towards leisure.	The benefit of leisure to the individual.	Viewing pictures to differentiate between leisure and other activities.	Can students compile a folder of leisure/ recreation activities?	Mathematics - graphs/pie charts.

UNIT 5 HEALTH AND WELL-BEING

Topic	LEARNING OBJECTIVES				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
		State ways of using leisure time.	Discuss travel as a leisure time activity.			Discussing in small groups the use, care and benefits of public facilities provided for leisure.		Language Arts- public speaking and debating
		Identify public areas allocated for leisure /recreation e.g. motor racing, horse racing and athletics	Understand that leisure like food is necessary for healthy growth.	Appreciate and care public facilities provided for leisure time activities.	All citizens have a right to leisure and the responsibility to conduct themselves in a respectable manner.	Visiting recreational/ leisure sites e.g. beach, zoo, cultural centre, camp sites and creeks.		Language Arts- descriptive writing.

UNIT 6
WEATHER AND CLIMATE

Topic	LEARNING OBJECTIVES				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
6.1 WEATH- ER AND CLIMATE	Draw weather instru-ments.	State the weather instruments for rainfall and temperature and their functions	Explain how rainfall and temperature are related to human activity.	Appreciate the import-ance of the weather instruments.	Define weather and climate. Describe the work of the meteorologist. Describe the weather of the day.	Observing changes in the atmos-phere. Listening to the weather forecast. Describing weather changes. Reading weather instru-ments.	Can students take rain gauge and ther-mometer readings?	Language Arts - paragraph writing .
			Understand that instruments give precise weather data which are necessary to plan human activity.		Write a weather forecast.	Interview-ing a meteoro-logist.	Can students describe the pattern observed?	Mathe-matics- graphs/ charts
6.2 THE ELEM- ENTS OF WEATH- ER AND CLIMATE	Partici-pate in field trips	State other weather instruments and the elements they measure.	Explain how the elements determine the climatic seasons.	Appreciate that people should prepare for seasonal/ climatic changes.	Field trips to different meteorological stations	Plotting line and bar graphs, isobars and isohytes from data collected.	Can students write a paragraph on the activities farmers engage in during floods?.	Mathe-matics - graphs. Language Arts - paragraph writing and oral comprehen-sion.

UNIT 6
WEATHER AND CLIMATE

Topic	LEARNING OBJECTIVES				Content	Activities Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
6.3 THE SEA- SONS	Observe the weather	Identify the seasonal activities of Guyana.	Explain how human activities are related to the climatic seasons.	Appreciate that different seasons are necessary for different activities.	The climatic seasons in Guyana and the Caribbean and the major activities related to each.	Discussing how people cope with seasonal changes e.g. droughts and floods Describing the climate of different regions of Guyana.	Can students discuss the precaution taken by people in the Caribbean in the event of a storm/hurricane in their country?	Language Arts- paragraph writing.