



REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

SOCIAL STUDIES

INFANTS 1 – STANDARD 5

**Curriculum Planning and Development Division
2013**

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SOCIAL STUDIES

Rationale

Social Studies is the systematic study of an integrated body of content drawn from core disciplines such as History, Geography, Anthropology, Economics and Political Science. It infuses experiences of each individual to form a body of knowledge that facilitates growth and development within a structured society. Social Studies emphasises the skills and processes involved in social participation, which, along with the prescribed settings and perspectives, will help students to become informed, confident, and effective citizens of Trinidad and Tobago.

As the society moves forward with rapid advancements and changes in technology and the digital world, children are submerged more into the virtual rather than the real world. This creates an increased need to master the essential skills (such as communication, critical thinking, problem solving, etc.) to enable them to better understand, participate in, and through skilled negotiations, contribute to the local, national and global communities in which they live and work.

The teaching of Social Studies is an essential element in the nurturing of young minds to function competently, effectively and efficiently in today's modern society. Understanding the past makes children better understand and appreciate the present so as to significantly impact the future.

Primary School Curriculum

Social Studies

Infants 1

Discuss daily, the local, regional and international current events.

SOCIAL STUDIES CURRICULUM - INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Myself and Others 1.1 Know aspects of themselves - Physical - Emotional - Abilities	1.2.1 Display clarity and confidence when speaking 1.2.2. Analyze self 1.2.3 Develop anger management skills when interacting with others.	1.3.1 Feel pride in their physical appearance, skills and talents 1.3.2 Reflect on what makes them feel special	1. Develop self-awareness	- State orally in one sentence for each aspect of themselves (their names, physical features, what makes them feel special) [1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2] - Describe orally one or two instances when one becomes angry [1.2.2, 1.2.3] - Explain in one or two sentences, one strategy which can be used to cope with anger. [1.2.3] - Name the members of their family. [2.1.1] - State in one or two sentences

SOCIAL STUDIES CURRICULUM - INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
2.1.1 Name family members	2.2.1 Create a three generation family tree.	2.3.1 develop an awareness of the uniqueness of families.	2. Examine relationships among family members	one or two factors that are unique to their own family.[2.3.1]
2.1.2 Describe roles of family members.	2.2.2 Interpret graphic organizers for a three generation family tree.	2.3.2 Show love and caring for family.		- Outline in one to two sentences the role of oneself and one family member. [2.1.2] - Insert pictures into a graphic organizer to show relationships in a three generation family tree. [2.2.2]
2.1.3 State activities that keep the family together.	2.2.3 Develop oral communication skills when addressing family and friends.			

SOCIAL STUDIES CURRICULUM - INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 Identify “safe” persons they can turn to when necessary. 3.1.2 Differentiate between ‘good’ touch and ‘bad’ touch.	3.2 Practise responsible behaviour	3.3 Feel safe in their environment	3. Feel safe in their environment	• Name two safe persons they can turn to for assistance [3.1.1,3.3] • Orally explain in one or two sentences the difference between good touch and bad touch [3.1.2]
Places: Home, School, Community 4.1 State the name and address of their home and school	4.2 Express themselves confidently	4.3 Feel a sense of pride in and belonging to their immediate environment	4. Develop appreciation for their home, school and community.	• State the name and address of their home and school [4.1, 4.3]

SOCIAL STUDIES CURRICULUM - INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
5.1 Understand the relative location of things in their environment through representations 6.1 Analyse the importance of keeping the home, school and community clean	5.2.1 Observe objects and features of their school and community 5.2.2 Create a 3D map of their immediate environment	6.3 Demonstrate habits that keep the environment clean and healthy		• Create a 3D model of their immediate environment: school and community using various materials [4.3, 5.2.1] • Using 3D models recognize things in their immediate environment [4.3, 5.1, 5.2.1] • Discuss, giving two or three methods, ways of keeping the home, school and community clean [6.1] • Demonstrate, through practice, habits that keep the environment clean and healthy [6.3]

SOCIAL STUDIES CURRICULUM - INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Things: The Things Around Me 7.1 Examine the evolutionary changes in an object they use: • story of the evolution of instruments used for writing 8.1.1 Describe weather conditions: sunny, rainy, windy, and cloudy 8.1.2 Identify feelings associated with weather conditions	7.2 Develop a chronological understanding of the evolutionary changes 8.2.1 Observe daily weather conditions 8.2.1 Match weather conditions to weather symbols	7.3 Applaud innovativeness 8.3 Develop an awareness of their physical environment	5. Value the past as it impacts on their present way of living. 6. Know that the various weather conditions affect the way one feels.	• Explain orally the sequence of events in the story of the pencil (writing instrument) as it evolved through time [7.1] • Describe four weather conditions: sunny, rainy, windy, cloudy [8.1.1] • Identify two feelings associated with weather [8.1.2] • Assess the weather conditions from pictures [8.2.1] • Match weather conditions to weather symbols [8.2.2]

SOCIAL STUDIES CURRICULUM - INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Learn, Play And Work 9.1 Describe safety practices in all activities 10.1 Know home and school rules 11.1 Know basic safety precautions for fire, hurricanes and earthquakes	9.2 Apply safe practices in all activities 10.2 Apply home and school rules 11.2 Practise safety drill procedure for disasters – fire and earthquake	10.3 Demonstrate responsible behaviour at home, at school and in the community.	7. Develop an understanding of the need to be safe at all times.	• Demonstrate one or two instances where safe practices should be applied [9.1, 9.2] • State three or four class and school rules [10.1] • Discuss how one or two home and school rules can be applied in a situation [10.2] • State orally the safety drill procedure involved in case of a fire and earthquake disaster [11.1]

SOCIAL STUDIES CURRICULUM - INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Celebrations 12.1.1 Recognize the importance of Independence and Republic Days 12.1.2 Identify symbols of nationhood in Trinidad and Tobago 12.1.3 Know the colours of the national flag	12.2 Interpret drawings of the national flag 13.2 Demonstrate the appropriate behaviour when the national anthem is being played/sung	12.3 Develop a sense of national pride	8. Develop appreciation for the various celebrations and observances occurring in their country.	• Explain orally the importance of Independence and Republic Days [12.1.1] • Recognize the symbols of the nationhood of Trinidad and Tobago [12.1.2] • Identify the national flag from a drawing or picture [12.2] • Name the colours of the national flag [12.1.3] • Discuss how one should behave when the national anthem is played or sung.[13.2] • Discuss how one should behave when the independence pledge is played or sung [14.2]

SOCIAL STUDIES CURRICULUM - INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
15.1 Recognize the importance of religious observances 16.1 Explain the significance of important personal days, e.g., birthday, first day of school, etc. 17.1 Discuss activities associated with the celebrations	14.2 Demonstrate the appropriate behaviour when the independence pledge is being recited	17.3 Appreciate different celebrations in their country		- Identify two or three important days from each of these categories: religious and personal [15.1, 16.1] - Explain in two or three sentences the significance of these religious and personal days [15.1, 16.1] - Organize important days, with one activity associated with the day, in a graphic organizer [17.1,17.3]

Primary School Curriculum

Social Studies

Infants 2

Discuss daily, the local, regional and international current events.

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	4.2 Interpret maps of evacuation routes for fire and earthquake drills			process [2.3, 3.2, 3.3] - Using the terms “near to” and “far from”, state the relationship among two or three places in their immediate environment [3.1] - Identify evacuation routes and practise fire and earthquake drills at school [4.2]
Transportation: Getting Around 5.1.1 define transportation 5.1.2 classify the different forms of transportation: - land - sea - air	5.2 practice safety when using and waiting for various modes of transport	5.3 appreciate the different forms of transport available	2. Know and safely use different forms of available transport.	- Explain the meaning of transportation in one or two sentences [5.1.1] - Using a graphic organizer, classify the various forms of transportation into land, sea and air [5.1.2]

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
6.1 State precautions to be taken for road safety		6.2 Become responsible when using the roadways		- Explain two or three ways they can practise safety when using and waiting for various forms of transport [5.2] - State four precautions for road safety [6.1, 6.3]
The Built Community: Places I Go 7.1 Identify landmarks in their community	7.2.1 Investigate reasons for the importance of a landmark using primary and secondary sources 7.2.2 Report findings of investigations	7.3 Develop an awareness of their local community	3. Understand and appreciate their built community.	- Identify three or four landmarks in their community [7.1] - State two ways of getting information about landmarks in their community [7.2,] - Give one reason each for the importance of three or four landmarks in their community [7.2,7.3]

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
8.1 Compare the features of a town with those of a village	8.2 Classify information	8.3 Appreciate the benefits of different settlements (towns and villages)		• Use a graphic organizer to compare and contrast three or four features of a town with those of a village [8.1,8.2,8.3]
9.1 Discuss proper methods of garbage disposal in the classroom, school and community	9.2.1 Work collaboratively to keep the environment clean 9.2.2 Create an action plan	9.3 Become environmentally conscious		• Discuss Three or four methods of proper garbage disposal in the community [9.1] • Devise one strategy or plan to work collaboratively with classmates to keep the immediate environment clean [9.2.1,9.2.2, 9.3]

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
People: Heroes In My Life 10.1 State why someone is regarded as a hero 11.1 Identify the “hero in me” 12.1 Describe heroes in their home, school and community	12.2.1 Create a scrapbook on their hero 12.2.2 Depict a hero using either oral or pictorial presentations 12.2.3 Analyse reasons for choosing the persons identified	10.3 Emulate the qualities of a hero 11.3 Become aware of their ability to become heroes 12.3 Develop an appreciation for heroes in their lives	4. Develop an appreciation for heroes in their lives.	• Name two or three qualities of a hero [10.1] • Write one or two sentences on how they can be like their favourite hero [10.3] • Explain one or two qualities which make them heroes[(11.1,11.3)] • Identify two or three heroes in their home, school or community [12.1] • Explain why one of the persons selected is considered a hero [12.1,12.2.3] • Draw a picture of, or role-play, their hero [12.2.2]

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				Create a five-page scrapbook, using print and text, about their hero [12.2.1]
Food: The Things I Eat 13.1.1 Name foods that they eat daily 13.1.2 Discuss effort involved in food preparation for meals 13.1.3 Examine ways they can contribute towards the preparation of meals 13.1.4 Make suitable food choices – a balanced meal	13.2 Research through interviews and report on why they eat the foods in their daily diet	13.3.1 Respect people's food choices 13.3.2 Develop a sense of self-worth in helping others 13.3.3 Value the importance of a balanced meal 13.3.4 Be responsible when making food choices	5. Make suitable food choices that positively influence their health and well-being 6. Understand the reasons for the choice of the type of food eaten daily.	- Name three or four foods eaten daily [13.1.1] - Identify two ways they can contribute towards meal preparation [13.1.2,13.1.3] - Create a balanced diet for one meal [13.1.4, 13.3.3, 13.3.4] - Conduct a simple interview and report the findings on why they eat

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		14.3 Appreciate the benefits of a balanced diet and an exercise routine		the foods in their daily diet [13.2, 13.3] Explain in two or three sentences the benefits of proper diet and exercise [14.3]
Celebrate: This Is A Good Place To Be: A Celebration In Song, Dance, Drama And Art 15.1 Explain the significance of celebrating Independence and Republic Days 16.1 Recognize national emblems: National Flag	16.2.1 Demonstrate appropriate behavior when the national anthem is being played or sung	15.3 Develop a sense of national pride	7. Demonstrate a sense of loyalty and national pride.	- Explain in one or two sentences the importance of Independence and Republic Days [15.1,15.3] - Recognize the national emblems of Trinidad and Tobago: national flag, national anthem, national pledge, national birds, national flower and

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
- National Anthem - National Pledge - National Birds - National Flower - National Instrument	16.2.2 Demonstrate appropriate behavior when the independence pledge is being recited			national instrument [16.1] - Explain how one should behave when the national anthem is played or sung [16.2.1] - Explain how one should behave when the independence pledge is recited [16.2.2]
17.1.1 Recognize the importance of religious observances 17.1.2 Explain the significance of important personal days, e.g. birthday, first day of school, etc.	17.2 Investigate and report on how their family celebrates the various occasions	17.3.1 Appreciate different celebrations and traditions		- Identify three or four important days from each of these categories: religious and personal [17.1.1, 17.1.2] - Explain In two or three sentences the significance of these religious and personal days [17.1.2]

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
17.1.3 Discuss activities associated with the celebrations 17.1.4 Identify foods associated with different celebrations 17.1.5 Discuss safety precautions to be taken during celebrations		17.3.2 Celebrate the diversity in festivities and food		• Match important days to the activities associated with them [17.1.3] • Discuss orally how their families celebrate various occasions [17.2.,17.3.2] • Identify three or four types of food traditionally served during various personal and religious celebrations [17.1.4] • State four safety precautions which should be practiced during celebrations [17.1.5]
18.1.1 Describe local weather conditions: sunny, rainy, windy, cloudy	18.2 Observe and record the atmospheric conditions related to	18.3 Appreciate the weather conditions experienced in their country	8. Value the uniqueness of local weather conditions.	• Describe our four weather conditions: sunny, rainy, windy and cloudy [18.1.1] • Name three activities they

SOCIAL STUDIES CURRICULUM - INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
18.1.2 List different kinds of activities for the different weather conditions 18.1.3 Identify clothing appropriate for different types of activities related to various weather conditions 18.1.4 Outline safety precautions for different types of weather	the different types of weather: • cloud cover • temperature • wind • light			can engage in during different weather conditions [18.1.2 18.3] • Create and interpret simple weather charts [18.2] • Describe the appropriate clothing to be worn for various weather conditions [18.1.3] • State two or three safety precautions to be adopted for different types of weather [18.1.4]

Primary School Curriculum

Social Studies

Standard 1

Discuss daily, the local, regional and international current events.

SOCIAL STUDIES CURRICULUM - STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
My Country: The Past 1.1 Identify cultural attributes of the indigenous people: • place names • food • religion • dress • music • dance • art/craft • social structure • folklore, e.g., The story of the San Fernando Hill, etc.	1.2.1 Research the history of the indigenous people using ICTs 1.2.2 Create a 3D model of a village of the indigenous people 1.2.3 Locate on a map of Trinidad and Tobago the settlements of the indigenous people	1.3 Acknowledge and appreciate the cultural heritage of the indigenous people	1. Become aware of the history of the indigenous people. 2. Know that the indigenous people contributed in many ways to the culture of Trinidad and Tobago. 3. Execute a project to compare the influence of the environment on	• Write the names of the two groups of people that make up the indigenous people of Trinidad and Tobago [1.1, 1.2.2] • Write the names of two places in Trinidad or Tobago where the indigenous people settled [1.1, 1.2.3] • Point out in a picture the house of the indigenous people [1.2.1, 1.2.2] • List two cultural influences contributed by the indigenous people [1.1, 1.2.1, 1.3]

SOCIAL STUDIES CURRICULUM - STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
	1.2.4 Compare environmental influences on the way of life of the indigenous people (food, occupations and house structure) with their influences on life today		the lifestyle of indigenous people with its influence on life today.	Outline in a project the difference in lifestyle (food, occupations, house structure) between the indigenous people and people of today [1.1, 1.2.1, 1.2.2, 1.3]
My Country: The People What Unites the People 2.1 Discuss the significance of the following national emblems:	2.2.1 Demonstrate appropriate behaviour when the national	2.3 Develop a sense of national pride	4. Know the significance of the national emblems.	- Identify and name the national emblems: coat of arms, national watchwords, anthem, flag, birds [2.1] - Write the names of the colours of the national flag [2.1]

SOCIAL STUDIES CURRICULUM - STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
- Coat Of Arms - National Watchwords - Anthem - Flag - Birds 3.1.1 Explain the significance of: - Religious festivals - National festivals 3.1.2 Discuss activities associated with these celebrations	anthem is being played or sung 2.2.2 Demonstrate appropriate behaviour when the independence pledge is being recited 3.2 Investigate and report on how their family celebrates the various occasions	3.3 Appreciate different celebrations in their country	5. Understand the significance and importance of religious and national festivals.	- Identify and name the national birds [2.1] - Explain in one or two sentences the appropriate behaviour to be displayed when the national anthem is being played or sung [2.2.1, 2.3] - Explain in one or two sentences the appropriate behaviour when the national pledge is being recited [2.2.2, 2.3] - Match the symbol to the religious festival [3.1.1] - Write in one or two sentences two activities associated with a religious festival [3.1.2, 3.2.2] - Name one religious festival and one National festival celebrated in Trinidad and Tobago [3.1.1] - Explain in one or two sentences how their family celebrates a religious festival [3.2]

SOCIAL STUDIES CURRICULUM - STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
3.1.3 Discuss safety precautions during celebrations				List three or four safety precautions to adhere to during religious and national celebrations [3.1.3]
My Country: Leisure & Work 4.1.1 Describe the weather of Trinidad and Tobago: - dry season - wet season 4.1.2 State the duration of each season 4.1.3 Explain how the weather conditions influence leisure and work activities	4.2 Make appropriate decisions based on weather conditions		6. Know the types of weather in Trinidad and Tobago and the activities associated with each weather type.	- Write the names of the two main seasons in Trinidad and Tobago [4.1.1] - Write the beginning and end of each season [4.1.2] - Write two activities associated with each season [4.1.3, 4.2]

SOCIAL STUDIES CURRICULUM - STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
5.1 Identify basic needs • food • clothing • shelter • water • love • security		5.3 Value the basic needs they have	7. Name their basic needs.	• Write a least four basic needs [5.1] • Explain orally, in three to four sentences, the importance of at least four basic needs [5.1, 5.3]
My Country: The Culture(s) <i>Developing a Culture of Safety</i> 6.1.1 State what is a/an • hurricane • tsunami • earthquake		6.3.1 Appreciate the services of organizations associated with disaster preparedness	8. Orally state the names of three natural disasters and the local agencies responsible for	• In two to three sentences verbally explain in simple terms what is a hurricane, a tsunami and an earthquake [6.1] • In three to four sentences give simple oral explanations for evacuation routes for home and school [6.1.2, 6.2.1, 6,1.3] • Demonstrate safety precautions for home

SOCIAL STUDIES CURRICULUM - STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
6.1.2 Identify the local agencies for disaster preparedness and management • ODPM (Office of Disaster Preparedness and Management) • TEMA (Tobago Emergency Management Agency) 6.1.3 Know evacuation routes for home and school 6.1.4 Discuss procedures to ensure safety at home and school during a natural disaster	6.2.1 Practice evacuation drills and procedures at home and at school 6.2.2 Be prepared for natural disasters	6.3.2 Develop an awareness of the importance of evacuation drills	disaster preparedness and management. 9. Orally explain safety procedures for home and school during a natural disaster.	and school during a natural disaster [6.1.4, 6.1.3, 6.2.1, 6.2.2] • Give the name of one local agency responsible for disaster preparedness and management [6.1.2, 6.3.1]

SOCIAL STUDIES CURRICULUM - STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
6.1.5 State ways of providing assistance for people affected by natural disasters				Orally state two ways assistance can be provided for people affected by natural disasters [6.1.5, 6.3.1]

Primary School Curriculum

Social Studies

Standard 2

Discuss daily, the local, regional and international current events.

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
My Country: The Environment Of Trinidad and Tobago Land 1.1.1 Identify basic features of a map • Title • Key • Compass • Border 1.1.2 Describe basic landforms • Mountains • Ranges • Hills • Valleys • Plains • peninsulas	1.2.1 Draw and interpret map with basic features 1.2.2 Make 2d representations or 3D models of basic landforms 1.2.3 Locate main landforms of Trinidad and Tobago on map	1.3 Acknowledge and appreciate the physical heritage of Trinidad and Tobago	1. Develop basic map skills 2. Develop an appreciation for the physical environment of Trinidad and Tobago.	• Identify basic features of a map: title, key, compass, and border. [1.1.1] • Describe in two or three sentences what each of these features represent. [1.1.1] • Describe, in a paragraph and using illustrations, features of basic landforms - mountains, ranges, hills, valleys, peninsulas, swamps

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
- swamps - rivers				and plains in Trinidad and Tobago. [1.1.2] - Name and locate on a map of Trinidad and Tobago: ranges, plains, rivers, swamps, surrounding water bodies [1.1.2] - Create models in 2D or 3D showing the landforms in Trinidad and Tobago. [1.2.1,1.3]
2.1.1 Discuss the types of land use: housing	2.2 Analyse reason for the way the land is used	2.3 Become conscious of using environment within the law	3.Understand that land use is influenced by individuals'	- State four types of land use.[2.1.1] - Give two or three

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
• agriculture • recreation • industry 2.1.2 Justify land use in a localized area 3.1.1 Define the term pollution 3.1.2 State the different types of pollution 3.1.3 Discuss the causes, effects of land and air pollution 3.1.4 Describe ways by which their behaviour	3.2.1 Apply steps of research process to formulate a plan to solve an environmental problem in the school. 3.2.2 Write report on research	3.3.1 Demonstrate a positive attitude towards maintaining a clean environment. 3.3.2 Speak out against practices that can lead to pollution	needs as well as by the law 4. Recognise that pollution negatively affects the environment and should not be allowed	reasons for why the land is used for housing, agriculture, recreation and industry.[2.1.2] • Analyse in one paragraph the choice of selection for using land for housing, agriculture, recreation or industry.[2.2,2.3] • Define the term pollution.[3.1.1] • State the different types of pollution: land water, air, noise.[3.1.2] • Explain four or five causes of land and air pollution.[3.1.3,3.3.2]

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
can intentionally prevent land and air pollution 3.1.5. Identify agencies responsible for management of the environment 3.1.6 Explain the steps of the research process 3.1.7 Differentiate between primary and secondary sources of information		3.3.3 Develop investigative techniques	5. Know the steps involved in the research process	- Outline four or five effects of land and air pollution.[3.1.3] - Devise two or three strategies to solve land and air pollution. [3.1.4,3.3.1.3.3.2] - Orally outline the steps involved in conducting a research to solve an environmental problem in the school. [3.1.6, 3.3.3] - Differentiate in one paragraph between primary and secondary sources of information

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
4.1.1 Differentiate between rural and urban settlements. 4.1.2 Name major cities, /towns and villages of Trinidad and Tobago.	4.2 Locate on a map of Trinidad and Tobago: • rural and urban areas • major cities/towns • major roads and highways .	4.2 Appreciate differences in settlements	6.Develop awareness of built environment of Trinidad and Tobago	[3.1.7] • Apply the steps in the research process to formulate a plan to solve an environmental problem in the school.[3.2.1, 3.3.3] • Differentiate, using a graphic organizer, between urban and rural settlements. [4.1, 4.3] • Name four or five major town, cities, villages and major roads and highways in Trinidad and Tobago.

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				[4.1.2, 4.2] • Locate on a map of Trinidad and Tobago rural and urban areas, major cities and/towns and major roads and highways [4.2]
Water 5.1.State what is a resource 6.1.1 Recognize the importance of water as a resource.		6.3 Appreciate the importance of water.	7. Recognise water as a valuable resource	• State what is a resource[5.1] • Give three or four reasons why water is considered a resource. [6.1.1]

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
6.1.2 Outline the different uses of water. 7.1.1 Name the main sources of the water that is used in Trinidad and Tobago: • Surface water • Ground water • Salt water 7.1.2 Discuss ways to conserve water. 7.1.3 Justify why water must be conserved.	7.2.1 Locate on a map of Trinidad and Tobago sources of surface water 7.2.2 Practice methods of water conservation.	7.3 Value the abundance of the water as a resources	8. Identify the sources of water and recognize that water is essential to life 9. Understand their role in water conservation	• State five to six different uses of water. [6.1.2] • Name the main water Sources: Trinidad: Navet Dam, Caroni – Arena, Hollis Reservoir Tobago: Hillsborough Reservoir [7.1.1] • Locate on a map of Trinidad and Tobago where the main sources of water are found [.1.2,7.2.1] • State three or four methods of water conservation.[7.2.2]

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
7.1.4 Identify the government agencies responsible for management and distribution of water in Trinidad and Tobago 7.1.5 justify why water governance is required • Illegal use of water. 8.1.1 Discuss causes and effects of water pollution. 8.1.2 Explain how pollution can result in flooding 8.1.3 Identify other	8.2 Interpret a graphic organizer showing the causes and effects of pollution	8.3 Value their environment	9. Understand their role and responsibility in the prevention of flooding due to pollution	• Describe in four or Five sentences the role played by the government agencies (W.A.S.A and WRA) responsible for management and distribution of water in Trinidad and Tobago. [7.1.4] • Explain four or five causes of water pollution. [8.1.1] • Outline four or five effects water pollution. [8.1.1] • Devise two or three strategies to solve

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
human activities that can result in flooding 8.1.4 Discuss their role and responsibility in prevention of flooding due to pollution.				Water pollution.[8.1.2] • Write a short paragraph explaining how pollution can result in flooding [8.1.2] • State one human activity e.g. deforestation can result in flooding [8.1.3] • Explain their roles and responsibilities in the prevention of flooding due to pollution[8.1.4]
Economy 9.1.1 Define the terms renewable and non-	9.2.1 Represent the categories of	9.3 Feel national pride in our resources	10. Know that our resources contribute	• Define in two or three sentences the terms

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
renewable resources, human resources and natural resources. 9.1.2 Identify the major resources that contribute to the economy of Trinidad and Tobago.	resources on a graphic organizer. 9.2.2 Map the location of the major resources in Trinidad and Tobago.		to contribute to the wealth of our economy	renewable and non-renewable resources, human resources and natural resources[9.1.1] - List three or four examples of each type of resource: renewable, non-renewable, human, natural.[9.1.1] - Using a graphic organizer, categorise the types of resources. [9.2.1] - Identify and list four or five of the major resources that contribute to the

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
10.1.1 Define who is a tourist. 10.1.2 Differentiate the types of tourist. 10.1.3 Explain why some places are considered tourist attractions.	10.2 .1 Map the location of places of interest. 10.2.2 Conduct research using various media e.g. books, library, internet etc. to	10.3 Appreciate the contributions of tourism to the economy of Trinidad and Tobago.	8. Appreciate the contributions of tourism to the economy of Trinidad and Tobago 9. Know places of interest in Trinidad and Tobago	economy of Trinidad and Tobago.[9.1.2, 9.3] • Map the location of four or five of the major resources in Trinidad and Tobago.[9.2.2, 9.3] • Define who is a tourist. [10.1.1] • Differentiate among the different types of tourists. [10.1.2] • Explain in six to eight lines why some places are considered tourist attraction.[10.1.3]

SOCIAL STUDIES CURRICULUM - STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
10.1.4 State the benefits of tourism to the economy of Trinidad and Tobago	acquire information about tourism			- Identify pictures of places of interest [10.1.3] - State two or three benefits of tourism to the economy of Trinidad and Tobago. [10.1.4] - Map the location of eight or nine places of interest in Trinidad and Tobago. [10.2.1] - Use various media: books, interview and internet to conduct research to acquire information on resources. [10.2.2]

Primary School Curriculum

Social Studies

Standard 3

Discuss daily, the local, regional and international current events.

SOCIAL STUDIES CURRICULUM - STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Oceans That Link And Divide Us 1.1.1 Examine the location of Trinidad and Tobago in relation to the Caribbean territories – closest to, farthest from, directions, geographic divisions • Greater Antilles • Lesser Antilles • Windward and Leeward Islands • South and Central America territories 1.1.2 Name the water bodies which surround the Caribbean Region. 1.1.3 Explain the importance of the surrounding water bodies to the people of the Caribbean • Recreation	1.2.1 Map the location of the Caribbean territories and surrounding water bodies. 1.2.2 Critically analyse the benefits of the surrounding water bodies.	1.3.1 Recognize our Caribbean neighbours. 1.3.2 Develop an appreciation for the resources of the surrounding seas and oceans.	1. Describe the location of Trinidad and Tobago in relation to Caribbean territories. 2. Explain the importance of the surrounding water bodies to the people of the Caribbean.	• Describe the location of Trinidad and Tobago in relation to four different Caribbean territories [1.1.1, 1.2.1, 1.3.1] • Locate two Caribbean countries in the various geographic divisions [1.1.1, 1.2.1] • Name and locate on a map three water bodies which surround the Caribbean region [1.1.2, 1.2.1] • From three different sources and using a method of choice, explain in three ways the importance of the surrounding water bodies to the people of the Caribbean [1.2.2, 1.1.3] • Write in six to seven

• Employment • Trade 1.1.4 Identify how actions and attitudes of man affect marine biodiversity in the Caribbean Sea. • fishing • sewage disposal • cutting down trees (deforestation) • planting of crops (agriculture) • factories/ business • garbage disposal	1.2.3 Gather information through research from secondary sources on how human activity can affect marine biodiversity.	1.3.3 Develop awareness for conservation of the ocean bounty. 1.3.4 Cultivate a desire for a harmonious relationship between the environment and personal health.		sentences two ways that the ocean bounty can be conserved [1.3.1, 1.3.2, 1.3.3] • Create posters showing the effects of human activity on the marine biodiversity of the Caribbean Sea [1.1.4, 1.2.3, 1.3.3, 1.3.4]
Different But The Same 2.1.1 Examine the history of Trinidad and Tobago • From where the different ethnic groups came • Why the different ethnic	2.2.1 Locate on a map the places from which the various ethnic groups came. 2.2.2 Locate on a	2.3.1 Develop respect and appreciation for our heritage.	3. State why the various ethnic groups came to Trinidad and Tobago and state	• Explain why two ethnic groups came to Trinidad and Tobago [2.1.1] • Write the names of places where any two ethnic

groups came? - Where the various ethnic groups settled? 2.1.2 Recognize the contributions of our ancestors to our society. - Food - Religion - Dress - Music and Dance - Art/ Craft - Social Structure - Language - Artefacts - Historical Sites - Folklore (beliefs and practices) - Political influences - Education - Place names etc.	map the places where the various ethnic groups settled. 2.2.3 Use a timeline to show sequence of events. 2.2.4 Gather information from primary sources (e.g. interviews, field visit) and secondary sources.	2.3.2 Value the preservation of our cultural heritage.	where they settled. 4. Know the contributions made by our ancestors	groups settled [2.1.1] - Show with pictures/ realia and explain orally or in seven or eight written sentences contributions made by our ancestors to our society [2.1.2] - State two contributions made by any one of our ancestral group: - Spanish - French - British - Africans - East Indians - Chinese - Mid- Easterners [2.1.2] - Recognize any form of our ancestral heritage when shown in a picture. [2.1.1] - Give two reasons why
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2.1.3 Examine the fusion of cultural interactions to create new cultural forms which are present and unique to Trinidad and Tobago.	2.2.5 Design simple questions for interview 2.2.6 Decide appropriate method of reporting. 2.2.7 Analyse reasons for the emergence of unique cultural forms. 2.2.8 Gather information from primary sources (e.g. interviews) and secondary sources.	2.3.3 Appreciate the inputs of the various ethnic groups in the creation of a unique culture 2.3.4 Appreciate national unity in our multicultural society.	5. Understand and value the cultural fusion that creates unique cultural forms within our multicultural society. 6. Know that cultural forms: - have an impact on individuals. - Evolve overtime	preservation of our nation's heritage is important. [2.3.1, 2.3.2] - State three or four examples of our cultural fusion (music, food and dance) that represent a combination of two or more cultural origins [2.1.3]. - explain in a paragraph two benefits of bringing together cultural forms.[2.1.3,2.2.7,2.3.3,2.3.4]
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2.1.4 Examine common threads which shape us as Caribbean people. - Common History • Slavery and Indentureship • Agriculture and based economy • Crown Colony - Sports - Music - Disaster Management	2.2.9 Classify information	2.3.5 Appreciate the contribution of their ancestors in shaping the society of today. 2.3.6 Develop social consciousness. 2.3.7 Appreciate the benefits of having Caribbean neighbours.	7. Know the threads that link Trinidad and Tobago to the Caribbean.	• Create a scrapbook which shows the evolution of one of the cultural forms that is unique to Trinidad and Tobago [2.1.3,2.2.7, 2.3.3,2.3.4]. • Create a graphic organiser to demonstrate the linkages among the Caribbean countries. [2.1.4,2.2.8,2.2.9]
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In An Interdependent World 3.1.1 Differentiate between immigration and emigration 3.1.2 Explain why people have migrated into and out of Trinidad and Tobago during the last <i>50 years</i>	3.2 Assess the impact of human migration during the last 50 years on the social and cultural life of Trinidad and Tobago	3.3 Appreciate the contribution of immigrants and migrants to the social and cultural life of Trinidad and Tobago	8. Develop an understanding of the effects of migration and immigration on the social and cultural life of Trinidad and Tobago.	• State in four to five lines the difference between immigration and emigration [3.1.1] • Explain three ways human migration during the last 50 years has influenced their society [3.1.2, 3.2, 3.3]
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Primary School Curriculum

Social Studies

Standard 4

Discuss daily, the local, regional and international current events.

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Media and Information 1.1.1 Define media 1.1.2 Discuss the role and significance of the media in society 1.1.3 Discuss how advertisements influence their behaviour and choices 1.1.4 Recognize that freedom of the press is a constitutional right 2.1.1 State the forms of technology for communication and information 2.1.2 Link advances in technology to adjustments to one's social interactions:	1.2 Analyse the coverage of stories reported across different media: • electronic media • print media • social network sites, etc. 2.2.1 Use modern technological systems to communicate: • Internet • e-mails	1.3.1 Understand that the right to freedom of speech comes with a responsibility 1.3.2 Show curiosity in learning more about current issues 1.3.3 Display an optimistic concern for local and national issues 1.3.4 2.3.1 Examine how ICT influences the way one thinks and behaves	1. Ascertain that the mass media are the channels for information-sharing in any society and that what is reported affects one's choices and disposition. 2. Understand that ICT influences how one thinks and behaves and that one should exercise caution when	• give a definition of mass media [1.1.1] • Name three forms of the mass media [1.1.2] • State two ways in which advertisements can influence a person's choice [1.1.3] • Analyse the coverage of one story reported across different media [1.2] • Use a simple flow diagram to explain the communication process [2.2.2, 2.3.1]

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
- instant communication - less privacy - fewer face to face interactions, etc. 2.1.3 Discuss how ICTs have influenced change	social networking 2.2.2 Use ICT to assist in collecting, recording, analysing and interpreting data	2.3.2 Exercise caution and appropriate etiquette when using social media 2.3.3 Use information and computer technology with moral and ethical responsibility 2.3.4 Be aware that one can influence the future personally, nationally and globally	using it.	- List three forms of technology for communication and information [2.1.1, 2.2.1, 2.2.2] - Describe in two or three sentences how advances in technology impact on social interactions [2.1.2, 2.2.1] - Give Two Examples Of how ICTs have improved life [2.1.3, 2.3.4]

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Understanding Change 3.1.1 Identify changes the body experiences as it matures. 3.1.2 Describe the additional care that is needed for the body during puberty: • Hygiene • Diet • Exercise	3.2.1 Speak respectfully about body changes. 3.2.2 Make appropriate decisions.	3.3.1 Appreciate the physical differences in males and females. 3.3.2 Appreciate and be comfortable with oneself. 3.3.3 Appreciate that one's body is private and special and should be treated with respect by all. 3.3.4 Develop an understanding and respect for the opposite sex.	3. Become aware of body changes and how to manage it in a healthy manner.	• List five physical changes that take place in the body as it matures [3.1.1] • For each of the following: hygiene, diet, exercise, explain two ways of taking good care of the body during puberty [3.1.2]

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.3 Explain factors that contribute to a successful family life • Physical and emotional maturity • Stable relationships • Financial stability • Ability to provide basic needs.		3.3.5 Display proper behaviour in boy/girl relationship. 3.3.6 Care for loved ones.	4. Become awareness of what is needed to establish a stable family.	• Explain three or four factors that contribute to a successful family life [3.1.3,3.3.6]

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.4 Identify changes in a family over time. • size • relationships 3.1.5 Identify the types of communicable disease and their impact on relationships • common cold • conjunctivitis • STIs 3.1.6 State precautionary measures to avoid the spread of communicable diseases	3.2.3 Cope with changes within the family. 3.2.4 Manage feelings	3.3.7 Empathise with affected persons	5. Understand and accept changes that occur within a family over time	• Discuss in two or three paragraphs the changes in a family overtime [3.1.4,3.2.3,3.3.6] • Name two or three types of communicable diseases [3.1.5] • State three or four precautionary measures to avoid the spread of two or three communicable diseases [3.1.6] • Explain how they impact on relationships. [3.1.6,3.3.7]

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Building a Nation: Making Choices 4.1.1 Articulate the major events in the political evolution of Trinidad and Tobago from Crown Colony to republicanism 4.1.2 Explain the importance of the electoral process and the need to exercise their franchise 4.1.3 Identify the form of government in Trinidad and Tobago 4.1.4 Outline the structure and function of government in Trinidad and Tobago	4.2 Using a timeline to show the sequence of events, trace the development of the history of Trinidad and Tobago from Crown Colony to republicanism	4.3.1 Respect the choices of others 4.3.2 Exhibit a sense of national pride as they learn about their country 4.3.3 Demonstrate ways of showing patriotism	6. Develop an understanding of the political history of Trinidad and Tobago and how it contributed to the political system today.	• Create a timeline of the major political events in the evolution of Trinidad and Tobago from Crown Colony to republicanism [4.1.1, 4.2] • Outline the process of voting on election day [4.1.2] • Explain the necessity for exercising one's franchise [4.1.2] • State two traits of a patriotic citizen [4.3.1, 4.3.2, 4.3.3] • State two benefits of becoming a republican nation [4.1.1]

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
4.1.5 Differentiate amongst central and local government and the Tobago House of Assembly 5.1 Recognize the significance of the national awards		5.3 Develop a sense of pride in their country	7. Develop a sense of national pride by recognizing the significance of the national awards.	• Name three things that changed when Trinidad and Tobago became an independent nation [4.1.1,4.2] • Create and/or label a diagrammatic model of the structure of government in Trinidad and Tobago [4.1.4] • State three functions of the Tobago House of Assembly [4.1.5] • Describe, in two or three sentences, the functions of local government [4.1.5] • Name the four national awards of Trinidad and Tobago [5.1]

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
6.1 Recognize the constitution as the supreme law of the land 7.1.1 Identify the four seasons 7.1.2 Recognize the activities that are associated with each season	7.2.1 Map the major climatic zones of the world 7.2.2 Use map/globe skills to identify the hemispheres of the world		8. Recognize the constitution as the law of the land that protects the freedom and independence of citizens. 9. Distinguish among the four seasons and the activities associated with each. 10. Identify and map the major climatic divisions of the world using an atlas and a globe.	• Explain the significance of two national awards [5.1, 5.3] • State, in a short paragraph, why there is a constitution in Trinidad and Tobago [6.1] • Name two or three activities associated with any two of the four seasons [7.1.1, 7.1.2] • Insert on a map of the earth: : - the hemispheres - the seven continents

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
8.1.1 Know their rights as consumers 8.1.2 Understand the importance of personal budgeting	7.2.3 Use maps, atlases and globes to identify the major continents and oceans of the world 7.2.4 Map the major lines of latitude and longitude on a map of the world 8.2 Create a personal budget	8.3 Make responsible decisions as consumers	11. Know their rights as consumers and the institution available to protect their rights as consumers.	- the oceans [7.2.2, 7.2.3, 7.2.4] • Locate and name the major lines of latitude on a map of the world [7.2.5] • Name the main lines of Longitude [7.2.5] • Name one institution that is responsible for the protection of the rights of the consumer [8.1.1, 8.1.3] • Give three reasons why one should have a personal budget [8.1.2, 8.2]

SOCIAL STUDIES CURRICULUM - STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
8.1.3 Familiarize themselves with the Office of the Ombudsman and the Consumer Affairs Division				• Identify two or three factors that should be of priority when a budget is being made [8.1.2] • State two or three considerations to be made when purchasing an item [8.3]

Primary School Curriculum

Social Studies

Standard 5

Discuss daily, the local, regional and international current events.

SOCIAL STUDIES CURRICULUM - STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Diversity and My Global Citizenship: Pulling It All Together 1.1 Create a project based on any one of the following themes: • Appreciating Our Cultural Heritage • Improving Our Environment • Celebrating our Nationhood • Exploring Social Issues	1.2 Formulate a problem statement 2.2. Investigate - gather information from primary and secondary sources 3.2 Communicate information gathered 4.2 Apply problem-solving skills - determine possible solutions to issues 5.2 Apply critical-thinking skills - select best course of action to deal with problem	1.3 Reflect on how social issues affect them 2.3 Develop national pride 3.3 Reflect on how the experience has helped them in their personal development	1. Understand that valid sources of information are necessary for making informed decisions.	• Identify a social issue, relevant to them, written as a statement or a problem [1.1, 1.2] • Gather information from at least one primary source and one secondary source [2.2] • Communicate information by writing at least two paragraphs and using at least one illustration [1.1, 3.2] • Suggest two solutions that are relevant and practicable to the situation [4.2] • Devise an action plan with at least three steps to solve the problem [5.2]