

## ACKNOWLEDGEMENT

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MARYNESE TITRE  
EDUCATION OFFICER CURRICULUM

# **SOCIAL SCIENCES K – GRADE 2 CURRICULUM GUIDE**

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## **INTRODUCTION**

### **Rationale**

The Social Sciences programme is to provide all students with experience and learning opportunities that will assist in the development of significant knowledge, concepts, skills, attitudes and values relevant to success in the twenty first century. The knowledge, skills, attitudes and values of Social Sciences also provide the capacity to interact and resolve issues in their daily lives.

### **The Subject Strands**

- Civic ideals and practices
- Location, people and places
- Resources
- Social issues/change

### **Attainment Targets**

1. The learner will be able to demonstrate knowledge, understanding and appreciation of their national identity, groups, governance and civic rights and responsibilities.
2. The learner will be able to demonstrate an understanding of location and its relationship with weather and climate and to study the origins of people, their religion, cultural beliefs and social practices.
3. The learner will be able to understand the sustainable use of resources and the effects of human activities on these resources and the environment.
4. The learner will be able to will be able to think critically to explore social issues and change, how they impact on society and how persons can make a positive contribution to their society.

### **Contribution of Social Science to the Curriculum**

The social sciences programme of study aims to develop an awareness of who we are and the social, economic and political challenges we encounter in an increasing globalized environment.

Social sciences contribute to the development of the curriculum in the following ways:

- Helps students function as effective, caring and responsible citizens of their local, national communities, by learning moral values and life skills which will impact positively on them.
- Facilitate the development of critical thinking, problem solving and

decision making skills, utilising teaching and learning activities that require researching accurate, relevant information and application of appropriate analytical tools and technology.

- Facilitates the introduction and development of appropriate technological Competencies necessary for success in the information of the twenty-first century by including the use of the technological devices in the execution of lessons.

### **Outcomes Based assessment in Social Sciences.**

Assessment in the Social Sciences will employ a number of different tasks that will allow the learners to demonstrate their knowledge, skills and attitudes in various contexts. Typical assessment tasks will include

1. Design drawings, models, collages, booklets, charts and postcards.
2. Participate in discussions to generate new ideas and solutions to social issues. Debate on current events and express their feelings about issues.
3. Read various literature (books, magazines, newspapers) to give their opinion, answer questions, follow directions, gather information (research) in groups and as individuals and use puzzles, word games, flow charts, timelines to present information.
4. Express in writing their solutions to problems, their thoughts on national issues; respond question and reports.
5. Demonstrate aspects of their culture/heritage in music, dance arts, cuisine. Display their productions using the various media.
6. Work in groups and display tolerance, cooperation and appreciation. These attitudes will be assessed on an ongoing basis through observations and the use of a checklist.
7. Participate in a variety of listening activities in an effort to reproduce their interpretations of ideas, music, stories, issues.

### **Generic Priorities in Social Sciences**

- Promote and understanding of the principles and practices of a democratic society.
- Promote the preservation and protection of the environment.
- Develop in all students and understanding of the importance of a healthy life style.
- Provide opportunities for self-directed and the life-long learning.

- Equip students with life skills.
- Facilitate the use of numeracy, literacy and technological skills in Social Sciences.
- Help all students acquire the knowledge, skills and attitudes necessary to be informed and intelligent citizens, able to contribute meaningfully to their society and the world.

### **Integration**

The concepts, skills attitudes and values of the Social Science are integrated with Attainment targets of the other core subjects: Health and Family Life, Science, Mathematics and Language and Visual and Performing Arts. These linkages reinforce the learning experiences in Social Sciences and serve to consolidate the holistic approach to education.

**SOCIAL SCIENCES  
YEAR SUMMARY  
GRADE K**

**TERM 1**

<b>UNIT 1</b>	<b>PEOPLE AND ORIGIN</b>	<b>AT 2 LO3</b>	<b>3</b>
<b>UNIT 2</b>	<b>PATRIOTISM</b>	<b>AT 1 LO1</b>	<b>4</b>
<b>UNIT 3</b>	<b>LOCATION</b>	<b>AT 2 LO1</b>	<b>2</b>
<b>UNIT 4</b>	<b>WEATHER</b>	<b>AT 2 LO 2</b>	<b>2</b>

**TERM 2**

<b>UNIT 5</b>	<b>USES, CONSERVATION/PRESERVATION</b>	<b>AT 3 LO 1</b>	<b>4</b>
<b>UNIT 7</b>	<b>GROUPS AND COOPERATION</b>	<b>AT 1 LO2, 4</b>	<b>3</b>
<b>UNIT 6</b>	<b>WORK AND OCCUPATION</b>	<b>AT 3 LO 2</b>	<b>4</b>

**TERM 3**

<b>UNIT 8</b>	<b>SOCIAL CHANGE</b>	<b>AT 4 LO 2</b>	<b>3</b>
<b>UNIT 9</b>	<b>RIGHTS, RESPONSIBILITIES &amp; GOVERNANCE</b>	<b>AT 4 LO 2</b>	<b>5</b>
<b>UNIT 10</b>	<b>SOCIAL ISSUES</b>	<b>AT 4 LO 1</b>	<b>3</b>

**YEAR SUMMARY  
GRADE K**

**THEME: WHO AM I**

TERM I	WEEKS
<p><b>UNIT 1 PEOPLE AND ORIGIN AT 2</b> <b>LO3: Recognise that we all have parental ancestors (grand parents) who came before us.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Recognise their name and state some personal characteristics.</li> <li>• Identify who are the members of their immediate family.</li> <li>• Insert the names of their family members on a chart.</li> <li>• Discuss why their family is important to them.</li> </ul>	3
<p><b>UNIT 2 PATRIOTISM. AT 1</b> <b>LO1: Demonstrate love and appreciation for country.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Identify our national flag, bird, flower and map of Dominica.</li> <li>• Sing and interpret correctly, the 1<sup>st</sup> stanza of the national anthem.</li> <li>• Give reasons why they love their country.</li> <li>• Show appreciation for things Dominican.</li> <li>• Demonstrate steps in a folk dance (Heel and Toe) and depict any aspect of the national wear.</li> </ul>	4
<p><b>UNIT 3 LOCATION. AT 2</b> <b>LO1: Describe the location of their home.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>▪ Name and locate different places and things in and around the house.</li> <li>▪ Discuss why these places are important to them. E.g. kitchen, bedroom, backyard.</li> <li>▪ Show and tell where their house is located.</li> </ul>	2
<p><b>UNIT4 WEATHER. AT 2</b> <b>LO2: Describe things related to the weather and explain some ways that humans interact with these.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>▪ Talk about the weather as it relates to Land, water and air (rainy, dry, cloudy, windy, puddles)</li> <li>▪ Describe how the weather affects them and others at home and school.</li> <li>▪ Discuss and illustrate how they adapt to these weather conditions- wear raincoats, use umbrellas, sweaters, light clothing and rain shoes.</li> </ul>	2



## GRADE K

### Term 1

### THEME: Who Am I?

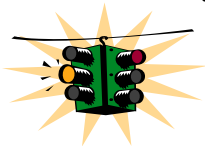
### Unit 1: People and Origin

Duration: 3 weeks

AT 2 LO3	SC
	<ul style="list-style-type: none"><li>• Recognize their name and state some personal characteristics.</li><li>• Identify who are the members of their immediate family.</li><li>• Discuss why their family members are important to them.</li><li>• Insert the names of their family members on a chart.</li></ul>

### SUGGESTED ACTIVITIES

- Students talk about themselves, likes/dislikes, name, immediate family, siblings.
- Let students work in groups to study pictures of people in a family noting that some have grandparents and others have none. Let students give reasons why some members are missing- brother, sister, they are not in the picture. Let students tell whether their grandparents look like those in the picture and why. Students draw their family members including grandparents. Teacher explains using a drawing that their mother also has or had a mother who is or was their grand mother. **(appendix 1 family roots)**
- Teacher helps students to make the connection between their parents, grandparents. Students discuss some ways their parents and grandparents help them, what they say to them, show or teach them. Let students collect pictures of their family especially grandparents, for use in a scrap book or album. **Students should draw, if pictures are not available.**
- Teacher presents a chart showing family members.**(appendix 2 family chart)** Allows students to name the persons in the family. Students name those in their family- brother, sister, and grand parent etc. Provide small charts for students to draw their grandparents. **Ask parents to assist with the names of their grandparents and other family members as necessary.**



**Ensure that children understand that we all came from people who were there before us.**

### ASSESSMENT

Students draw a picture of themselves depicting any of their characteristics.

Complete a chart by writing your name and members of your family.

Make a scrapbook, chart or album of your family.

Complete one sentence about your family.

### RESOURCES

Paper, crayons, scissors, picture cut-outs, family pictures, samples of incomplete family chart.

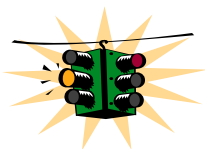
## UNIT 2 PATRIOTISM

Duration 4 weeks.

AT1 LO1	SC
	<ul style="list-style-type: none"><li>• <b>Identify our national flag, bird, flower and map of Dominica.</b></li><li>• <b>Sing and interpret correctly the 1<sup>st</sup> stanza of the national anthem.</b></li><li>• <b>Give reasons why they love their country.</b></li><li>• <b>Show appreciation for things Dominican.</b></li><li>• <b>Demonstrate steps in a folk dance (Heel and Toe) and depict any aspect of the national wear.</b></li></ul>

### SUGGESTED ACTIVITIES

- Sort things according to the colours of the national flag, bird, and flower. Colour features of the flag using appropriate colours. Count the number of stars, parrots and colours on the flag and tell how to take care of the flag. Study the national bird and flower and describe some features of each. **(see double page spread - national symbols)**
- Listen to, recite and sing the words of the 1<sup>st</sup> stanza of the national anthem. Show the appropriate posture and say what they understand by the words. **Place a copy of the Pledge in the class and recite to students daily.**
- Present a map of Dominica and let students trace and write “Dominica” below. Let students talk about natural features and celebrations in their country and draw any one. Use the map to express their love for country –rivers, Independence, food, people, and language-patois. Say a few words in Creole.  
Take students on a field trip to an interesting site on the island. Let them talk about and draw their observations.
- Dress up to show aspects of the national wear and invite a resource person to teach a folk dance.



**Make this as meaningful to students by using many pictures, songs, drama and artwork without too much detail. An important link should be made with Visual and Performing Arts Curriculum Guide.**

### ASSESSMENT

Identify the national flag among other flags.

Colour the national bird, flower and flag.

Sing the first stanza of the national anthem in the correct posture.

As a class make a scrap book on Dominica. Some students can make personal books with help from parents.

### RESOURCES

Pencil, paper, glue, scissors, radio and cassettes, Clay dough, National symbols, video/ pictures of Dominica, resource person.

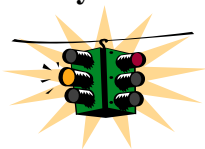
## UNIT 3 LOCATION

Duration 2 weeks

AT2 LO1	SC <ul style="list-style-type: none"><li>▪ Name and locate different places and things in and around the house.</li><li>▪ Discuss why some places are important to them. E.g. kitchen, bedroom, backyard.</li><li>▪ Show and tell where their house is located on a simple map.</li></ul>
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### SUGGESTED ACTIVITIES

- Talk about their house, colour, and different activities and participate in a game to locate items in various places in a model house- (toys, story, books, food, bed, chairs, and lights. Sort out things found in and around the house by colour, use and how they care for them. Teacher helps students to understand the difference between where they live and school.
- Students give reasons why a house is important and say how they would feel without a house. Visit and count houses, buildings in the vicinity of the school. Make a chart by colour, trees, and animals.
- Play games/flash cards to follow directions (e.g. little Sally water), up, down, left, right, in front of, close to. Take a walk to observe the location of other houses and note (park, clinic, police station) which help in locating their house. Teacher tells a story of a house located near a river.
- Read a simple map with help from teacher. (**appendix 3 outline of village** ) Collect a picture or draw their house and place it in the correct location on an outline of a map of the village/ town. Let students describe orally the location of their house as shown on the map, example: **my house is by the sea.**



**Focus on the functions of the house as place of shelter or as a basic need and not on the number of rooms, or size. Be sensitive to those of lesser shelter and encourage students to do the same.**

### ASSESSMENT

Select the correct location of their house when given more than one location.

Illustrate a child without a house and share their feelings.

Talk about where their house is located in comparison to other houses. **My house is near to the sea, but John's house is on a hill. My house is near to the church.**

Make a model or drawing of a house.

As a class collect pictures of houses in different locations-by the sea, on a hill etc. and make a scrap book.

### RESOURCES

Paper, pencil, books, crayons, buttons, cans, match boxes, maps, clay, straws, tape, glue, scissors, flash cards, magazines

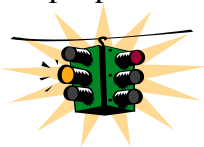
## UNIT 4 WEATHER

Duration: 2 weeks

AT 2 LO2	SC
	<ul style="list-style-type: none"><li>• <b>Talk about the weather as it relates to Land, water and air ( rainy, dry, cloudy, Windy, puddles of water.)</b></li><li>• <b>Describe how the weather affects them and others at home and school.</b></li><li>• <b>Discuss and illustrate how they and others in the home adapt to these weather conditions- wear raincoats, light clothing, umbrellas, sweaters, light clothing, rain shoes.</b></li></ul>

### SUGGESTED ACTIVITIES

- Students are taken outside to observe the weather to look for changes and talk about the land, water and air for a given day. Touch leaves, stones and describe how they feel and why. Talk about their likes and dislikes about the weather. Use symbols to record weather conditions for a given week and compare different weather conditions for 1 week. Students share their experiences about different weather conditions. Teacher gives simple stories to help students predict the weather.
- Use pictures to help pupils categorize activities that can and cannot be done in different weather conditions. Let students speak of their experiences in various weather conditions and illustrate their feelings. Let students listen to a teacher recorded weather report to make decisions about their activities and clothing.
- Talk about how they dress for the different weather conditions. Teacher shows pictures of people in other weather conditions and allows students to make their observations.



**Teacher should note that because our weather pattern does not impact so much on clothing, situations must be provided to assist students in knowing what exists in other places.**

### ASSESSMENT

Draw different aspects of weather conditions and make a chart of weather symbols.

Sing songs that highlight the weather conditions, e.g. rain, rain go away or the rain is falling very hard.

Express their feelings about the weather conditions using drawings and faces.

### RESOURCES

Weather chart, pictures, cut out symbols, paper, glue, story book/cassette, song.

**THEME: RESOURCES**

<b>TERM 2</b>	<b>WEEKS</b>
<p><b>UNIT 5 USES, CONSERVATION / PRESERVATION. AT 3</b></p> <p><b>LO1: Demonstrate understanding of the use of and show appreciation for RESOURCES in the house, yard, and neighbourhood.</b></p> <p><b>LO2: Understand and appreciate the importance of conservation practices used in the home.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify resources in the house, yard, neighbourhood and state their uses. (include man and animals)</li> <li>• Associate common objects in the house/yard with the resources from which they are made.</li> <li>• Demonstrate simple conservation practices related to food, refuse, water, lights, and personal effects, animals in the home and yard.</li> <li>• Demonstrate appreciation and correct use of resources especially those found in their home, yard, and neighbourhood.</li> </ul>	<p><b>4</b></p>
<p><b>UNIT 6 GROUPS AND COOPERATION AT 1</b></p> <p><b>LO2: Demonstrate the ability to work and play together and show respect for self and concern and tolerance to others</b></p> <p><b>LO4: Recognise the family as a group and explain the role of members.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe the family as a group</li> <li>• Describe important events in their family and how they show respect for self and others in the family.</li> <li>• Work in groups to complete various task in the class, making no distinction among those with disabilities and showing tolerance towards others.</li> </ul>	<p><b>3</b></p>
<p><b>UNIT 7 WORK AND OCCUPATION. AT 3</b></p> <p><b>LO3: Describe the work and occupation of people in their family and appreciate the value of work and those who work.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe the types of work their family members do.</li> <li>• Discuss positive and negative ways in which money is used in the family.</li> <li>• Discuss the importance of family members being employed.</li> </ul>	<p><b>4</b></p>

## TERM 2

### THEME: RESOURCES

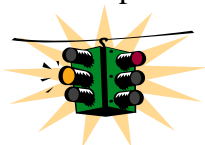
#### UNIT 5: USES, CONSERVATION/ PRESERVATION

Duration: 4 weeks

<b>AT 3</b> <b>LO1, LO2</b>	<b>SC</b> <ul style="list-style-type: none"><li>• <b>Identify resources in the house, yard and neighbourhood and state their uses.(include man and animals)</b></li><li>• <b>Associate common objects in the house/yard with the resources from which they are made.</b></li><li>• <b>Demonstrate simple conservation/preservation practices related to food, refuse, water, lights, personal effects and animals in the home and yard.</b></li><li>• <b>Demonstrate appreciation and correct use of resources especially those found in their home, yard, and neighbourhood.</b></li></ul>
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### SUGGESTED ACTIVITIES

- Take nature walks and talk about what they see. Collect items for the Nature Table. Teacher discusses safety when collecting items. In class, display items, discuss what each is made of or where it comes from and how it is used. Students draw and copy names of some of the items from the display. Collect items of things used at home. Have a Talk/show about their uses and how to care for them so as to last.
- Students share stories/ feelings about shortages of some resources like water, lights, food, and books. Teacher relates stories of places which experience shortages or lack of these resources.
- Show how they appreciate any resource by taking care of it or making something out of it for example-seeds, leaves, stones, paper.



**Students should be given a general picture of resources and it should include plants, animals, humans, structures-bridges, rivers. Teacher should not attempt to get into pure classification of resources. This will be done progressively in upper grades.**

### ASSESSMENT

Make personal mini collections of resources. (Parental assistance will be required.)

Demonstrate how to conserve water or another resource used in the home.

Write one sentence to express how they feel when a resource is not available in the home.

### RESOURCES

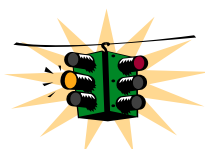
Item used in the house and found in the environment (plants, toys, soil, water, glass, plastic, refuse, animals) pictures.

**UNIT 6**  
**GROUPS AND COOPERATION**  
Duration 3 weeks

<b>AT 1 LO2, LO4</b>	<b>SC</b> <ul style="list-style-type: none"><li>• Describe the family as a group</li><li>• Identify important events they do together in their family and how they show respect for self and others in the family.</li><li>• Work in groups to complete various tasks in the class, making no distinction among students with disabilities and showing tolerance towards others.</li></ul>
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**SUGGESTED ACTIVITIES**

- Display pictures of several groups of people and have students identify which group represents a family and why. Talk about other groups which are not classed as a family. Have students make models of their family using play dough, fruits, and sticks.
- Have students describe their family celebrations and state why they are held and how they feel. Students draw a celebration at home in which they were fully involved and role –play respect for self and others in the class or family.
- Let students participate in a group activity in which they must share material, show respect and cooperate. Students review the golden rule and basic courtesies when working in groups or in the family.



**Types of families should not be taught. A list of basic courtesies should be placed in the classroom and referred to as often as possible.**

**ASSESSMENT**

Draw family members and copy words like Mummy, Daddy, and Grandmother. When given various family celebrations, students should recognize one which is familiar. Students demonstrate respect for self and group members. Teacher uses a checklist to monitor students' behaviour. Pupils make a calendar relating to home celebrations. Include pictures and words. Teacher gives a model. (Parental involvement is required.)

**RESOURCES**

Pictures, charts, models, sticks, play dough, straw, manila paper, simple musical instrument/ crayons

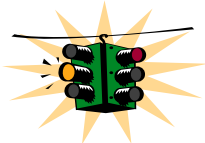
## UNIT 7 WORK AND OCCUPATION

Duration: 4 weeks

AT 3 LO3	SC
	<ul style="list-style-type: none"><li>• Describe the types of work their family members do.</li><li>• Discuss the positive and negative ways in which money is used in the family.</li><li>• Discuss the importance of family members being employed.</li></ul>

### SUGGESTED ACTIVITIES

- Talk about the work that members of the family do. Have pupils listen to stories and sing songs related to different occupations. Allow students to talk about the importance of work including their school work. Collect things produced, tools and pictures (resources) used by family members in various jobs. Let students model their parent's occupation. Teacher highlights **Tourism and Agriculture** activities which brings money to families. Students discuss who is a tourist and why the tourist comes to our island and what he does. Visit a ship in port. Talk about why is the farmer important to us. Visit a garden nearby and allow students to make their observations orally or in drawing.
- Students can role-play shopping for needs and wants and discuss the things for which money should or should not be used. Teacher helps students to understand needs from wants and the providers. Look at pictures of children without basic needs and discuss. Teacher tells stories of children without schools, food, water, clothes and let students tell how they feel about it. Let students discuss the best ways for using money that the family earns.
- Teacher gives a scenario where a family had no one employed and one with family members employed. Allow students to share their observations, draw the family they want to be part of and explain how they would feel in the other family. Plan a project where a needy student is given help for example-a collection of school items.



**Teacher must first emphasize that there are ways to earn money, which will not get us into the hands of the police. These are the jobs, occupations that should be accepted in the lesson. Tourism and agriculture must also be given focus.**

### ASSESSMENT

Dress up as their favourite worker and describe their job and why it is important.

Together with teacher let students make a chart to depict the various forms of work represented by their family.

Use drawings to show the correct use of money in the family.

### RESOURCES

Stories, items produced and used by persons in different occupations, play money, uniforms, and tools.



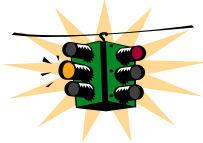
<b>TERM 3</b>	<b>WEEKS</b>
<b>THEME: A CHANGING SOCIETY</b>	
<p><b>UNIT 8 SOCIAL CHANGE AT 4 LO 2</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify some changes which have taken place in the home</li> <li>• Describe their feelings about the changes</li> <li>• Give reasons why the changes took place</li> </ul>	<b>3</b>
<p><b>UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE AT 1 LO3</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss rules in the home/who makes them and how they are made</li> <li>• Talk about what happens when rules are broken or followed.</li> <li>• Identify different leaders in the home why they are called leaders.</li> <li>• Discuss some of their rights and responsibilities and that of others in the home.</li> </ul>	<b>5</b>
<p><b>UNIT 10 SOCIAL ISSUES AT 4 LO1</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify and illustrate some social issues that you and your family members face at home</li> <li>• Suggest ways to solve these problems</li> <li>• Demonstrate how they feel when the problem is /isn't solved.</li> </ul>	<b>3</b>

**TERM 3**  
**THEME: A CHANGING SOCIETY**  
**UNIT 8 SOCIAL CHANGE**  
**Duration: 3 weeks**

<b>AT 4 LO2</b>	<b>SC</b> <ul style="list-style-type: none"> <li>• <b>Identify some changes which have taken place in the home</b></li> <li>• <b>Describe their feelings about the changes</b></li> <li>• <b>Give reasons why the changes took place</b></li> </ul>
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**SUGGESTED ACTIVITIES**

- Play a game where students spot changes in two given pictures.  
 When given two or three pictures allow students to place pictures in order to show changes. Teacher tells stories or read a poem about changes related to the home, individual, animal and have pupils discuss / draw their feelings.  
 Allow students to talk about their personal social changes- birthday, pre-school.  
 Invite a parent to talk about changes in his her/ life when growing up.
- Have pupils state some changes that they have seen happening in the house/ or home- birth, death, migration, structure and behaviour among members and discuss how they feel when these and other changes occur. Students collect or draw pictures which show changes in their home/house. **(Parental assistance is required.)**
- Teacher uses stories, pictures, video to help students understand why change is important. Allow students to role play and illustrate some of the changes.



**Note well that change is not only physical, but also social- the way We behave and interact with each other. Emphasize patience, tolerance and respect for all.**

**ASSESSMENT**

Make a poster which depicts some changes in their house or home.  
 Arrange pictures, objects, sentences to show the order of change (no more than three pictures or sentences.)  
 Talk about a change in their family at home and illustrate how they feel about it.

**RESOURCES**

Pictures, stories, recorder, video. text, resource persons, poems.

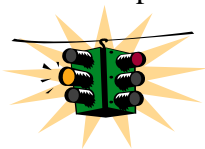
## UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE

Duration: 5 weeks

AT 1 LO3	SC
	<ul style="list-style-type: none"><li>• Discuss rules in the home/who makes them and how they are made</li><li>• Describe what happens when rules are broken or followed.</li><li>• Identify the leaders in the home and state why they are called leaders.</li><li>• Discuss some of their rights and responsibilities and that of others in the home.</li></ul>

### SUGGESTED ACTIVITIES

- Allow pupils to talk about who makes up their family at home. Teacher uses family picture from magazines or other to help pupils identify who lives in their home. Teacher allows students to talk about the rules they have to follow at home, who is most likely to make the rules, why these rules are necessary and how they feel about these rules.
- Discuss pictures, stories that show rules being followed or broken and ask students to share their feelings. Have pupils sing songs or listen to poems relating to the importance of keeping rules. Let student's role -play and draw themselves following the rules in the home.
- Brainstorm to find out who are the leaders in their home and why are they called leaders. Let students role play various leaders – mother, father, bigger brother, sister, grand parents.
- Teacher guides students to identify their rights and responsibilities.(**Appendix 4 Rights of the child**) Talk about things their parents must do for them and why. Talk about things they must do. Tell and use drawings to show how they feel when their rights or that of others is not respected.



**Know the rights and responsibilities of the child and your rights as teachers. Make the point that leaders are found everywhere (home school, church, supermarket, country) and that they have various responsibilities.**

### ASSESSMENT

State one home rule and say how they feel about it.

Match leaders in the home to their roles.

Illustrate how they feel when rules are broken or followed.

State one of their rights and responsibilities and represent using a drawing.

### RESOURCES

Videos; pictures; cassette recorder/glue/crayons/markers, copy of rights and responsibilities of the child, poems.

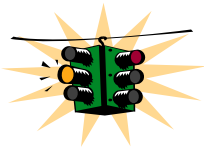
## UNIT 10 SOCIAL ISSUES

Duration: 3 weeks

AT 4 LO1	SC <ul style="list-style-type: none"><li>• <b>Identify and discuss some social issues that you and your family members face at home.</b></li><li>• <b>Suggest ways to solve these problems</b></li><li>• <b>Describe how they feel when the problem is solved.</b></li></ul>
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### SUGGESTED ACTIVITIES

- Talk about social issues in the home and how they feel about them. What do other family members do? What do you do? Teacher reads stories/poems rhymes, jingles, to bring out issues like **fighting, drugs, sickness, parent going away, death**. Invite a resource person to talk on an issue. Let students ask / answer questions about the issue.
- View pictures relating to social issues in a family and talk about how they feel, what would they do? Draw faces to show feelings/emotions before and after the problem is resolved.



**These can be very sensitive situations for some students... Use your Discretion at all times. Brainstorming for issues is a good way to start. Make note of all issues and deal with or refer if necessary. No more than three issues should be covered. Remember there are resource persons who can help.**

### ASSESSMENT

Use print, or drawing to express how they feel about an issue  
Observe pictures and state behaviours that are acceptable/ unacceptable  
Role-play an issue based on a story and let the students find the solution.

### RESOURCES

Pictures, paint, wax crayons, paper, stories, resource persons.

## **EXEMPLAR LESSON PLAN**

**Grade K**

**UNIT 2 Location**

**TIME 30 Minutes**

**SUB TOPIC:** Location of houses.

**OBJECTIVE:** Students will be able to show where their houses are located using a map or pictures.

**RESOURCES:** flash cards, pictures from magazines and outline map

**INTRODUCTION:** play a game to show directions - up down, to the left, near to, on, in front.

### **DEVELOPMENT**

1. Students look at pictures of houses in different locations. Pupils are asked to share what they observed about where the houses are located. Teacher invites students to look for the location –near the sea, mountain, school etc. Flash cards with these words are posted on the board.
2. Students are taken on a walk to observe where some of their houses are located.
3. Allow students to study the outline map and identify places on it. Students point to where their house is located. In class, students draw their houses and describe where it is located.
4. Teacher provides drawings/ cut outs of sea, mountain, road, building etc and students talk about these places where houses may be located. Students select the one which represents the location of their house. Teacher records students' responses.

### **CONCLUSION**

Students name the various places where some houses may be located and may choose to give the location of their own house.

### **EVALUATION**

Given pictures with all the features described in the lesson, students will choose the one which represents the location of his /her house and place it next to their drawings on their books.

Teacher records pupils' responses on location.

My name is .....

My house is on a.....

Or

My house is near a .....

## SUGGESTED SONGS and RHYMES

1. Good morning Mr. Sun  
Our day has just began  
And in our prayers we say  
Thank you for bringing day  
  
One misty moistly morning  
How cloudy was the weather  
There I met an old man  
Clothed all in leather with  
cap under his chin  
How do you do? (2X)  
And how do you do again?
2. It's raining its pouring  
The old man is snoring  
He went to bed and  
bumped his head  
And couldn't get up in the morning
3. Rain, Rain go away  
You'll come back another day  
Rain, Rain go away  
Little Johnny wants-to-play
4. The sun is up  
And it cheers the morn  
Come let us go to school  
With cheerful hearts  
Without a scorn  
Away, away to school  
  
We leave our homes  
And do not cry  
To mother and father  
Say good by  
Away to school, away to school  
Away, away to school
5. Hearts like doors will open with ease  
To very, very little keys.  
And don't forget, that two of these  
Are "Thank you sir" and  
"If you please."

6. It's very rude to cough or sneeze  
And not to say excuse me please  
The teacher says it makes her wild  
To see a badly brought up child.  
You must not push when in a crowd  
You must not shout out very loud  
You must not lean against the rail  
You must not bite your fingernails

For children, this is quite absurd.  
Let all be seen and never heard  
Surely, surely can't be right  
For we must learn to be polite.

7. I think it would be lots of fun  
to be polite to everyone.  
A boy puts up his little cap.  
A girl to curtsy just like that.

8. Find the leader the leader change.

9. I love you, you love me  
We're a happy family  
With a great big hug  
And a kiss from me to you  
Won't you say you love me too?

10. I think it's nice to be polite  
To say Good Morning and Good Night  
Thank you sir and if you please  
There are no better words than these  
Unless sometimes we say hello  
Or sorry I stepped on your toe

11. Today outside is very hot  
And sunny is the weather  
SUNNY, SUNNY, SUNNY  
And sunny is the weather

Substitute with : wet - rainy  
: cold - windy  
: dark - cloudy

12. Good Morning to you  
And how you do  
Good Morning, Good Morning  
Good Morning to you.
13. Loving in my family makes a happy, happy home  
Happy, happy home, loving in my family make a happy home  
Happy, happy home.
- Sharing in my family ...
- Caring ....
- Helping ...
14. Clean up Clean up  
Everybody do their share  
Clean up clean up  
Everybody everywhere
- Bits of paper (2X)  
Lying on the floor (2X)  
Makes the place untidy (2X)  
Pick them up (2X)  
Substitute other words.
15. Jump left, jump right  
Jump up and down  
Face left, face right  
Turn around and around
- This is my right hand  
I'll raise it up high  
Right touch the sky  
Right hand left hand  
Roll them around  
Right hand left hand  
Round, pound, pound.
16. See these colours way up high  
That's a rainbow in the sky.  
Red and yellow, blue and green  
A prettier sight, I've never seen.



17. The rain is falling very fast  
We can't go out to play  
So we are happy here in side  
Upon a rainy day.  
So we clap, clap, all together  
Clap, clap away  
This is the way exercise  
Upon a rainy day

18. The more we are together

19. Little Sally water.

**SOCIAL SCIENCES  
YEAR SUMMARY  
GRADE 1**

**TERM 1**

<b>UNIT 1</b>	<b>PEOPLE AND ORIGIN</b>	<b>AT 2 LO3</b>	<b>3</b>
<b>UNIT 2</b>	<b>PATRIOTISM</b>	<b>AT 1 LO1</b>	<b>4</b>
<b>UNIT 3</b>	<b>LOCATION</b>	<b>AT 2 LO1</b>	<b>2</b>
<b>UNIT 4</b>	<b>WEATHER</b>	<b>AT 2 LO 2</b>	<b>2</b>

**TERM 2**

<b>UNIT 5</b>	<b>USES, CONSERVATION/PRESERVATION</b>	<b>AT 3 LO 1, 3</b>	<b>4</b>
<b>UNIT 6</b>	<b>GROUPS AND COOPERATION</b>	<b>AT 1 LO2, 4</b>	<b>3</b>
<b>UNIT 7</b>	<b>WORK AND OCCUPATION</b>	<b>AT 3 LO 3</b>	<b>4</b>

**TERM 3**

<b>UNIT 8</b>	<b>SOCIAL CHANGE</b>	<b>AT 4 LO 2</b>	<b>3</b>
<b>UNIT 9</b>	<b>RIGHTS, RESPONSIBILITIES &amp; GOVERNANCE</b>	<b>AT 1 LO 3</b>	<b>5</b>
<b>UNIT 10</b>	<b>SOCIAL ISSUES</b>	<b>AT 4 LO 1</b>	<b>3</b>

**YEAR SUMMARY  
GRADE 1**

**THEME: WHO AM I?**

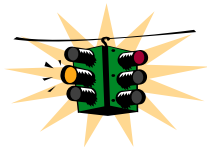
<b>TERM I</b>	<b>WEEKS</b>
<p><b>UNIT 1 PEOPLE AND ORIGIN AT 2</b> <b>LO3: Recognise that our parental ancestors are part of our history.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Draw a family tree to show their parental ancestors including great grand parents.</li> <li>• Interview their parents, grand/ great grandparents to know more about their past.</li> <li>• Represent information about their ancestors using visual/print.</li> </ul>	<b>3</b>
<p><b>UNIT 2 PATRIOTISM AT 1</b> <b>LO1: Describe and show appreciation for aspects of their national identity.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviour towards national flag, flower, bird anthem and Pledge.</li> <li>• Describe specific features of the national bird, flower and flag.</li> <li>• Sing and interpret correctly the 2<sup>nd</sup> stanza national Anthem and recite the pledge.</li> <li>• Identify and describe some things Dominican-music, festivals, language, folk stories, dance, and national wear.</li> <li>• Talk about why they love their country</li> </ul>	<b>4</b>
<p><b>UNIT 3 LOCATION AT 2</b> <b>LO1: Describe the location of their school and important place in it.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Name, describe and locate important places in their school.</li> <li>• Show and tell the location of their school.</li> <li>• Explain the importance of their school to them and others.</li> </ul>	<b>2</b>
<p><b>UNIT 4 WEATHER AT 2</b> <b>LO2: Understand that the weather changes daily and influences man’s activities.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss the conditions of the air on a given day and describe how it affects the land and people.</li> <li>• Illustrate the changes in weather for a given time.</li> <li>• Talk about how they feel and what they do or don’t do during different weather conditions.</li> <li>• Describe the type of activities other people can or can’t do during different weather conditions.</li> </ul>	<b>2</b>

**TERM 1 GRADE 1**  
**THEME: WHO AM I?**  
**GRADE 1: UNIT 1 PEOPLE AND ORIGIN**  
**Duration: 3 weeks**

<b>AT 2 LO3</b>	<b>SC</b>
	<ul style="list-style-type: none"> <li>• <b>Draw a family tree to show their parental ancestors including great grandparents.</b></li> <li>• <b>Interview their parents, grand/great grand parents to know more about their past.</b></li> <li>• <b>Represent information about their ancestors using visual/print.</b></li> </ul>

### **SUGGESTED ACTIVITIES**

- Introduce a simple family tree showing grandparents and great grandparents as the roots of the family. **(appendix 5 family roots)** Encourage discussions with students about having or not having all four great/ grandparents. Teacher explains the relationships, origin, using the family tree roots-my mother’s mother; mother is my great grand mother. Allow students to talk about other members of the family- brothers, sisters, aunts, uncles.
- Give pupils questions to find out more about their grand/great grandparents- Where are they now? Where did they come from? What do they do now? Include a copy of the blank family tree roots and ask parents to complete with their child by putting in the names of grand/great parents. In class allow students to write names and sentences about grand/great grand parents. **(appendix 6 sample questions)**
- Teacher reads stories or show pictures which tell of grandparents and allows students to share their own stories of their grand, great grand parents. Students may collect pictures of their grandparents or make drawings to place in their class made album.
- Invite a grand/great grand parent to talk to the students about their way of life and to demonstrate or display things or skills of interest to the students.  
 Make a pictograph to show the total number of grand/ great grand parents among the Students in the class and display in the classroom.



**Make the point that we are who we are partly because of our roots- parents, grandparents and great grandparents.**

### **ASSESSMENT**

- Complete your family tree to show your great grandparents. Use their names.
- Place pictures of or make drawings of great grand parents in their album.
- Complete some facts about their parental ancestors.
- Participate in a class presentation about their parental ancestors.

**RESOURCES:** Pictures of families, sample of Family tree, resource persons.

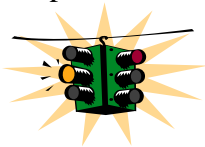
## UNIT 2 PATRIOTISM

Duration: 4 weeks

AT1 LO1	SC <ul style="list-style-type: none"><li>• <b>Demonstrate appropriate behaviour towards national flag, flower, bird, anthem and pledge.</b></li><li>• <b>Describe specific features of the national bird, flower and flag.</b></li><li>• <b>Sing and interpret correctly the 2<sup>nd</sup> stanza national Anthem and recite the pledge.</b></li><li>• <b>Identify and describe some things Dominican- language, national wear. Music.</b></li><li>• <b>Give reasons why they love their country.</b></li></ul>
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### SUGGESTED ACTIVITIES

- Teacher demonstrates how students must stand for the national anthem and pledge. Students give examples of other times when they have to stand and compare them with how they stand for the national anthem and pledge. Let students discuss dos and don'ts concerning the flag, bird and flower.( drag, clothing, destroy birds or flowers, plant a tree)
- Discuss the colours and other features of the flag/ flower and bird. Make a drawing of the flag, and use clay to form the parrot. Find other things in the environment with the colours of the flag, bird, and flower and colour them appropriately. **(see double page spread - national symbols)**
- Review the 1<sup>st</sup> stanza of national anthem. Recite, the pledge and the 2<sup>nd</sup> stanza of the national anthem with the appropriate posture. Let students model singing after teacher or listen and sing with a recording of the song. Allow students to draw or explain what they understand in the words of the song.
- Teacher displays pictures of things Dominican or realia.. Sing and listen to folk/ Dominican songs and stories. Have students participate in a Dominican dress up day to display an aspect of our national wear. Listen to resource person talk about an aspect of Dominican culture or demonstrate a dance. Discuss independence celebrations. Let students write sentences or draw about Dominica following activities.
- Discuss and give reasons why they love or should love their country, its people and its resources. Use the blank map of Dominica to illustrate their love for country. Identify their parish and say something positive about their village or where they live.



**Make this as meaningful to students by using many pictures, songs, drama and artwork. An important link should be made with Visual and Performing Arts Curriculum Guide. National symbols must be visible in the classroom.**

### ASSESSMENT

Each student makes a mini scrapbook to show the national bird, flag and flower, using cut outs and write one sentence below each picture. Students stand at attention when the song is being played. Illustrate an aspect of their culture and speak some word in Creole or sing a song. Using a map of Dominica let the pupils depict their love for their country.

### RESOURCES

National symbols, clay, crayons, paper, stories, songs, text, national anthem, pledge

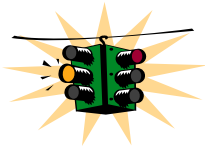
## UNIT 3 LOCATION

Duration: 2 weeks

AT 2	SC
LO1	<ul style="list-style-type: none"><li>• Name, describe and locate important places in the school.</li><li>• Show and tell the location of their school.</li><li>• Explain the importance of their school to them and others.</li></ul>

### SUGGESTED ACTIVITIES

- Take students on a walk around the school to observe the various places, buildings, classes, trees, standpipes, other schools. Discuss what they saw, make drawings and write about it. Teacher makes name cards of the various places. Talk about the importance of all these places in the school and what takes place there.
- Let students talk about their school its name, and other schools in their neighbourhood. What they like/ dislike. Why is school important to them? Show pictures of students who do not have a building for a school and let them say how they feel.
- Students participate in a game to identify a specific place or item in their classroom when directions are given. Let pupils sing a song or poem which involves directions. “Little Sally Water” substituting east and west for left and right.  
Students talk about the directions followed to get to specific places at their school- principal’s office. The principal reads a story to the class for finding his/her office. Teacher makes signs with these words written on them- stop; turn left, right, up, down. Let pupils use them in giving or following directions to find other places in the school. Locate the direction related to the setting and rising of the sun.  
Let students use the cardinal points to locate places (**appendix 7 cardinal positions**)  
Find out the names of buildings, landmarks, (river, church, clinic, hill). to locate the position of their school. Trace directions from home to school and back.



**It is important that students know the names of streets, buildings, rivers, bridges near to their school or on their way to school.**

### ASSESSMENT

- Each child is given an outline on which to locate the school.  
Make drawings of places in their school, office, toilet, school garden, library and explain why it is important and give its location.  
Write to give the location of their school or any part in it.  
Make their road map from home to school.

### RESOURCES

Signs (stop, turn right left, up, down, east, west, north, south), flash cards, song, riddle, poem, text.

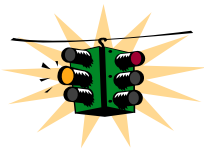
## UNIT 4 WEATHER

Duration: 2 weeks

AT 2 LO2	SC <ul style="list-style-type: none"><li>• Discuss the conditions of the air on a given day and describe how it affects the land and people.</li><li>• Illustrate the changes in weather for a given time.</li><li>• Talk about how they feel and what they do or do not do during different weather conditions.</li><li>• Explain the type of activities other people can or cannot do during different weather conditions.</li></ul>
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### SUGGESTED ACTIVITIES

- Take pupils outside to observe the weather and talk about what they notice. Let them display the condition of the weather (lightning, rainbow, sun, thunder, wind) using a weather chart and weather symbols.
- Sing a song or recite a poem related to the specific weather.
- Listen to stories about the weather and identify what specific weather conditions are described.
- Discuss activities that they and their families or other persons participate in during different weather conditions. E.g. plant, paint, wash, sports, kite flying. Illustrate some of these activities.
- Let students describe the weather condition they like/dislike and give reasons for their choice. Let students talk about what they like doing during their favourite weather condition



Teacher should note that because our weather pattern does not impact so much on clothing, situations must be provided to assist students to understand the difference in other places.

### ASSESSMENT

Match weather conditions to activity. Ask the students to give reason(s) for their answers

Choose the words to complete these sentences. (Rain, wind, Sun, clouds)

I like the \_\_\_\_\_ because I can play in it.

I do not like the \_\_\_\_\_ because it blows my book away

Keep daily weather journals and share with class or put on display.

Group/individual presentation of experiences of a specific weather- snow, dry

Say what kind of weather you like and why.

### RESOURCES

Weather chart, posters, pictures, flash cards, text, stories

TERM 2	WEEKS
THEME: OUR RESOURCES	
<p><b>UNIT 5 USES, CONSERVATION, PRESERVATION AT 3</b>  <b>LO1: Recognise and group resources found in their school and surroundings.</b>  <b>LO2: Demonstrate responsibility for the sustainable use of resources in school, through conservation and preservation practices.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Group resources found around their school – (man-made, human and natural.)</li> <li>• Discuss how each group of resources benefits them- (learning, beautification, provide road, bridges for easy movement, animals for food, human for love, care and work., sun, rain.</li> <li>• Show appreciation for the resources by practicing proper use and explain how a resource can be conserved or preserved.</li> <li>• Use a resource to create something useful.</li> <li>•</li> </ul>	4
<p><b>UNIT 6 GROUPS AND COOPERATION AT 1</b>  <b>LO2: Demonstrate the importance of working together and showing respect for self and concern and tolerance towards others.</b>  <b>LO4: Identify the school as a group and distinguish between the role of members and activities in the school and home.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe events at school which require cooperation, respect, tolerance and concern.</li> <li>• Identify the school as a group and describe other groups in their school.</li> <li>• Describe the importance of a school’s unionette.</li> </ul>	3
<p><b>UNIT 7 WORK AND OCCUPATION AT 3</b>  <b>LO3: Recognise and appreciate that the school has many workers and that money is needed for its functions.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify the persons who work in their school and show that the work they do is appreciated.</li> <li>• Discuss how the school earns its own money and how the money is used.</li> <li>• Participate in a school’s activity to help the school meet its needs.</li> </ul>	4



**TERM 2**

**THEME: OUR RESOURCES**

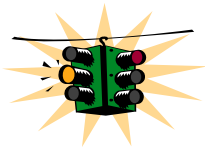
**UNIT 5 USES, CONSERVATION, PRESERVATION**

**Duration: 3 weeks**

<b>AT 3 LO1 LO2</b>	<b>SC</b> <ul style="list-style-type: none"><li>• <b>Group resources found around their school – (man-made, human and natural.)</b></li><li>• <b>Discuss how each group of resources benefits them –learning, beautification, provide road, bridge for easy movement, animals for food, humans for love, care and work.</b></li><li>• <b>Show appreciation for resources by practicing proper use and explain how a resource can be conserved/ preserved.</b></li><li>• <b>Use a resource to create something useful.</b></li></ul>
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**SUGGESTED ACTIVITIES**

- Pupils take a walk around the schoolyard or its environs to identify resources man made, natural and humans. Help pupils to understand that some natural resources S are used to make man-made resources: (road, bridge). Let pupils discuss how each group of resources are used to facilitate, enhance and supply needs for every day living. Read extracts to reinforce discussions. **Emphasize humans as a resource- our skills, talents, intelligence.**
- Let students talk about do’s and don’ts related to resources in the classroom (chalkboard, fruit peels, wrappings, chairs, and books, each other). Teacher stresses the importance of taking care of our resources at school and the surroundings and allows pupils to role-play how they would take care of these resources. Pupils identify bins around their school and demonstrate how waste should be placed in the bins and the type of wastes.
- Let students listen to stories related to conserving/preserving our resources. Teacher produces pictures, songs, posters, highlighting conservation/preservation practices to generate more discussions. Students participate in small projects to take care of the class, schoolyard, books, furniture, and uniforms. Students write some sentences about their responsibility in conserving/ preserving these resources. **(appendix 8 notes on conservation/preservation)** Talk about their feelings when the yard is dirty or benches are broken, or resources are misused.



Much time must be spent on this theme to enable the students to understand the concepts of conservation and preservation by using many examples.

## **ASSESSMENT**

Demonstrate simple preservation of resources using food, water (freezing)

Participate in a tidy desk competition.

Let pupils collect and use natural items (seeds, stones, shells leaves) to show how they could create something (necklace, art work,) and later set up a “resource corner” to display pupils work and collections.

Match the resource to its use e.g. flowers-decorations, stones –building

Complete smiley to describe how they feel about the use /misuse of resources. e.g., put biscuit wrappings in a bin, throwing empty bottles in the yard. (Teacher gives incomplete faces/smiley).

Illustrate through visual or print, examples of the different groups of resources and how one resource can be conserved.

## **RESOURCES**

Things from the environment, word cards, paper, pictures, text, resource person

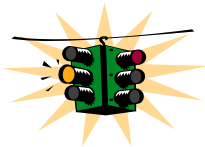
## UNIT 6 GROUPS AND COOPERATION

Duration: 3 weeks

	SC
AT 1 LO2, LO4	<ul style="list-style-type: none"><li>• Describe events at school which require cooperation, respect, tolerance and concern.</li><li>• Identify the school as a group and describe other groups in their school.</li><li>• Describe the importance of a school's Unionette.</li></ul>

### SUGGESTED ACTIVITIES

- Students play games putting things into groups and placing themselves in groups as called by the teacher. Teacher informs pupils that there are different groups. Let students talk about their family and school as two separate groups and discuss the roles of members there in. students demonstrate the roles of some members in their school-principal, cleaners, security, cooks, vendors.
- In groups discuss pictures of school and home activities and compare them, how they are done, who are the leaders in each case, can you choose to participate or not in the activities?  
**Let students give examples of times they show respect, tolerance and concern for others. Teacher uses stories to emphasize these attitudes.**  
Let students interview teachers or older students to find out about other groups in the School let them talk with the members and ask them what they do. How does one become a member. Invite members of groups to talk to the students, show uniform, demonstrate a skill and learn a song.
- Teacher emphasizes the importance of cooperation in completing tasks. Provide several situations for pupils to share materials in the Classroom/ School and do tasks, which can be done faster with cooperation. Let pupils draw faces and write words to show feelings about working together. Sing appropriate songs e.g. "the more we work together"  
Let pupils role-play situations to show tolerance and respect for self and others. Learn the golden rule and basic courtesies. Listen to stories with a moral and demonstrate queuing, speaking politely to others and waiting turn to do so, working with a slow/sick child.
- Invite a resource person to talk about credit unionette at school.



**The importance of respect for self, other students, teachers and principals must be emphasized. This is very important with the rise in violence among students in school.**

### ASSESSMENT

Have a dress up day when students represent members of different groups at school and say something about them.

Students participate in making a cake or other item. This is a group effort and each child must contribute in any way possible. Students illustrate or write a sentence about the activity.

Teacher monitors students' involvement in the activity and records participation, respect and cooperation

### RESOURCES

Pictures of groups- family, students, riddles, stories checklist.

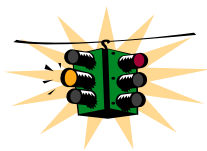
## UNIT 7 WORK AND OCCUPATION

**Duration: 4 weeks**

AT3 LO 3	SC
	<ul style="list-style-type: none"><li>• <b>Identify the persons who work in their school and show that the work they do is appreciated.</b></li><li>• <b>Discuss how the school earns its own money and how the money is used.</b></li><li>• <b>Participate in a school's activity to help the school meet its needs.</b></li></ul>

### SUGGESTED ACTIVITIES

- Talk to the workers at their school about their work, tools, and hours of work. Who employs them? Do they like /dislike their work. Spend time with one of the workers to see their various tasks. Make drawings and write sentences about the workers. Let students describe the work of teachers and principals. Make a list of all the workers and show how much they care for them. Discuss the value of work.
- Pupils give examples of ways money is used to buy or pay for some things. Let pupils brainstorm to tell who gives money to or how the school makes money (sale of snacks, contributions from parents, visitors, belle marche, fairs, business/financial institutions, others). Let pupils talk about their role in helping to bring money to their school. Pupils interview teachers, parents and older students to find out what the money (collected, or contributed to the school) are used for and report to the class. Let them express their feelings about the fact that money is made and spent for their education.
- Allow pupils to role play any of the activities through which money is earned for the school and make drawings of the same (teacher selling snacks, pupils on a belle Marche or selling raffle tickets.)



**Teach students the importance of supporting their schools in different ways. Make the link with caring for our RESOURCES in school.**

### ASSESSMENT

Engage students in making an item for sale with the help of parents.

Pupils role play shopping for suitable items for school (items should be no more than amount being taught in maths)

Draw the persons who help your school to make money and write the name below. Show recognition towards these people by making cards or other gestures.

### RESOURCES

Paper, chalk, duster, snacks and real coins.

<b>TERM 3</b>	<b>WEEKS</b>
<b>THEME: A CHANGING SOCIETY</b>	
<p><b>UNIT 8 SOCIAL CHANGE AT 4</b>  <b>LO 2: Understand and appreciate the reasons for changes that take place in their school.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss the changes in their school and express their feelings about the changes.</li> <li>• Compare the changes and make a judgment about the changes.</li> <li>• Suggest other changes they would like to see in their school.</li> </ul>	<b>3</b>
<p><b>UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE AT 1</b>  <b>LO3: Understand their rights and responsibilities at school and show respect for leaders in authority.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Compare their rights and responsibilities at home and school.</li> <li>• Express their feelings when their rights or those of others are not respected.</li> <li>• Associate punishment/reward with breaking rules, regulations at schools</li> <li>• Identify leaders in their class, school and show respect to those in authority.</li> </ul>	<b>5</b>
<p><b>UNIT 10 SOCIAL ISSUES AT 4</b>  <b>LO1: Recognize and appreciate that social issues at school must be resolved.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify problems in the classroom and school which affect them.</li> <li>• Suggest ways to solve these problems.</li> <li>• Demonstrate how they feel before and after the problem has been resolved.</li> </ul>	<b>3</b>

## TERM 3 THEME: OUR CHANGING SOCIETY

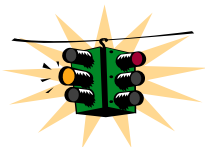
### UNIT 8 SOCIAL CHANGE

Duration: 3 weeks

AT 4 LO2	SC
	<ul style="list-style-type: none"><li>• Discuss the changes in their school and express their feelings about the changes.</li><li>• Compare the changes and make a judgement about the changes.</li><li>• Suggest other changes they want to see in their school and why.</li></ul>

#### SUGGESTED ACTIVITIES

- Teacher provides many activities to help students understand or see change. Give pictures and ask students to spot differences in pictures and describe the changes- size, position, colour etc. Play games or sing songs, read stories requiring students to change direction, body movements etc. Allow students to talk about their personal changes- change in class, school, books, teacher. **(appendix 9 time line)**
- Teacher informs students that it is important to make changes to improve situations (larger classrooms, change in sitting to avoid sun). Let pupils talk about how they feel about the change in class, books, uniform, teacher).
- Let students look around classroom and notice where things are (duster, teacher's chair, sitting arrangement) Teacher make changes and asks pupils to spot changes. Let them say how they feel about the changes.  
Let the students listen to someone who tells about how things were when they went to school Students ask questions to gather more information. (getting to school, books, behaviour etc). Allow student to compare changes (no chairs, writing on slates) and use print or visual to illustrate the changes.
- Discuss the things they would like to see changed in their school and why.



Note well that change is not only physical but social and emotional. Change is inevitable. So help the students to understand that change takes place everyday, every where for different reasons.

#### ASSESSMENT

Make a scrapbook, poster or chart of their school.

Keep record of changes they see in themselves at school, e.g. improving performance, better at a game, making new friends. Pupils may use drawings, sentences, pictures.

In groups pupils find solutions to situations, which require change. E.g. how would you change your school if some pupils do not have a seat? if the rain is coming in your class? if the paint is peeling off?

**RESOURCES:** Pictures of school, newspaper cuttings, text, paper, stories, songs and games.

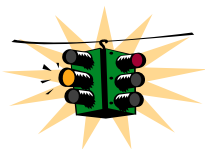
## UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE

Duration: 5 weeks

AT 1 LO3	SC
	<ul style="list-style-type: none"><li>• Compare their rights and responsibilities at home and school.</li><li>• Express their feelings when their rights or those of others are not respected.</li><li>• Associate punishment/reward with rules and regulations at school.</li><li>• Identify leaders in their class /school and show respect for those in authority.</li></ul>

### SUGGESTED ACTIVITIES

- Let pupils describe what their rights/ responsibility are at home and school and why it is important to know them and to live up to them. Listen to someone explain their rights. Draw faces to express their feelings when their rights are not respected and they do not live up to their responsibility. Emphasize parents' responsibility to provide their needs-food, clothes, shelter and love. Students should identify ways to show appreciation to parents for providing their needs. (**appendix 4 Rights of the Child**)
- Teacher provides school rules for discussion and students give their feelings about them .Let them participate in changing class rules and give reasons. Discuss consequences when rules are broken or followed. Allow pupils to give examples of rules in different places (road, parks, church, and games. Sports etc.)
- Pupils participate in game “follow the leader” and name and identify leaders in the school and school groups and discuss how the school or group would function without leaders. Discuss what they would look for in choosing a leader and suggest ways in which they would show respect. Explain when they too have been leaders –in a game, class work. Have a discussion on the various leaders they would like to emulate and give reasons.



**Know the rights and responsibilities of the child, but most of all know your Rights and responsibilities as a teacher and citizen of Dominica.**

### ASSESSMENT

Make posters to show their rights/responsibilities and display in the classroom.

Perform a skit to depict the consequences of breaking rules.

Talk to younger students about school rules.

Describe someone in their school they consider to be a leader. Draw their favourite leader.

**RESOURCES:** game, pictures, and class/school rules

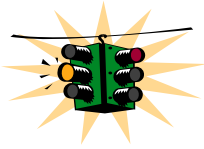
## UNIT 10 SOCIAL ISSUES

Duration: 3 weeks

AT 4 LO1	SC
	<ul style="list-style-type: none"><li>• Identify problems in the classroom and school which affect them.</li><li>• Suggest ways to solve these problems.</li><li>• Demonstrate how they feel before and after the problem has been resolved.</li></ul>

### SUGGESTED ACTIVITIES

- Teacher brainstorms to get some issues from students.
- Teacher reads a story which highlights (stealing of recess) or any other problems which occur in the class or school. Students discuss as a class reasons for the problem. Pupils write “I am sorry” and use an illustration to show it.
- Students express their feelings (orally and in writing or by drawing) about the story before and after a solution is found.
- Teacher use **3 issues** to continue the process of problem identification, solving and expression of feelings.



These can be very sensitive situation. Use your discretion at all times. Brainstorming for issues is a good way to start. Make note of all issues and deal with or refer if necessary. **No more than three issues should be covered.** Remember there are resource persons who can help!

### ASSESSMENT

Pupils put on a skit to portray a situation for the rest of the school at assembly.

Write to express their feeling about issues.

Draw to express their feelings in various situations.

### RESOURCES

Stories, pictures and text.



## **EXEMPLAR LESSON PLAN**

### **GRADE 1**

#### **UNIT 5 Work and Occupation**

**SUB TOPIC:** Workers in my school.

**OBJECTIVE:** Students will be able to describe the kinds of workers in their school.

**RESOURCES:** Magazines, newspapers, song, pictures

#### **INTRODUCTION**

Students sing “Johnny works with one hammer.....” or other appropriate song.

#### **DEVELOPMENT**

1. Students tell what kind of work Johnny does. Teacher prompts pupils to identify these and other workers in the school. Teacher makes a list for use in the lessons.
2. Students talk about the workers that they see- names, dress, how they get to work? Why do we need workers? How many are there?
3. Students discuss other places where these kinds of workers are found.
4. Students copy one type of worker and show him/her in a drawing.

#### **CONCLUSION**

Students draw stick men every time a type of worker at the school is mentioned and write the number it represents.

#### **EVALUATION**

Make a graph to show the different types of workers at your school.

**SOCIAL SCIENCES  
YEAR SUMMARY  
GRADE 2**

**TERM 1**

<b>UNIT 1</b>	<b>PEOPLE AND ORIGIN</b>	<b>AT 2 LO3</b>	<b>3</b>
<b>UNIT 2</b>	<b>PATRIOTISM</b>	<b>AT 1 LO1</b>	<b>4</b>
<b>UNIT 3</b>	<b>LOCATION</b>	<b>AT 2 LO1</b>	<b>2</b>
<b>UNIT4</b>	<b>WEATHER</b>	<b>AT 2 LO 2</b>	<b>2</b>

**TERM 2**

<b>UNIT 4</b>	<b>USES, CONSERVATION/PRESERVATION</b>	<b>AT 3 LO 1</b>	<b>4</b>
<b>UNIT 9</b>	<b>GROUPS AND COOPERATION</b>	<b>AT 1 LO2, 4</b>	<b>3</b>
<b>UNIT 5</b>	<b>WORK AND OCCUPATION</b>	<b>AT 3 LO 3</b>	<b>4</b>

**TERM 3**

<b>UNIT 7</b>	<b>SOCIAL CHANGE</b>	<b>AT 4 LO 2</b>	<b>3</b>
<b>UNIT 8</b>	<b>RIGHTS, RESPONSIBILITIES &amp; GOVERNANCE</b>	<b>AT 1 LO 3</b>	<b>5</b>
<b>UNIT 10</b>	<b>SOCIAL ISSUES</b>	<b>AT 4 LO 1</b>	<b>3</b>

## YEAR SUMMARY GRADE 2

### THEME: WHO AM I?

TERM I	WEEKS
<p><b>UNIT 1 PEOPLE AND ORIGIN AT 2</b>  <b>LO3: Recognise that we have special groups of people who are our ancestors.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Identify the Caribs as one group of our ancestors.</li> <li>• Distinguish between their parental ancestors and other ancestors.</li> <li>• Represent information about the Caribs orally or using visual/print.</li> </ul>	3
<p><b>UNIT 2 PATRIOTISM AT 1</b>  <b>LO1: Understand what makes them a Dominican and how to show love and appreciation for their country.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of the national flag, anthem, coat of arms, and pledge to them and country.</li> <li>• Listen to, sing and interpret correctly the 3<sup>rd</sup> stanza of the national anthem and recite the pledge.</li> <li>• Discuss why and how national independence is celebrated in their community and country and the importance of their involvement in the celebration.</li> <li>• Use a variety of ways to demonstrate love for country and its people</li> </ul>	4
<p><b>UNIT 3 LOCATION AT 2</b>  <b>LO1: Describe the location of their community in relation to another and their island.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe the location of their community by identifying special areas or features in or near it- School, church, river, streets, bus stops, and other communities.</li> <li>• Locate their community on a map of Dominica.</li> <li>• Use a pictorial map to interpret information about a community.</li> <li>• Explain the advantages or disadvantages of the location of their community to them and others.</li> </ul>	2
<p><b>UNIT4 WEATHER AT 2</b>  <b>LO2: Examine how water, land and air impact on the weather, earth and man's activities.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss how some natural features are related to our weather.</li> <li>• Describe the conditions of the land when there is a flood, landslide or drought.</li> <li>• Explain how these disasters affect human activities.</li> <li>• Identify individuals or groups who help people in time of these disasters</li> </ul>	4

## GRADE 2

### TERM 1

#### THEME: WHO AM I?

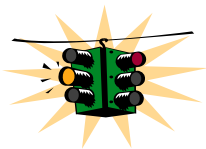
#### UNIT 1 PEOPLE AND ORIGIN

Duration: 3 weeks

AT 2 LO3	SC <ul style="list-style-type: none"><li>• <b>Identify the Caribs as one group of our ancestors.</b></li><li>• <b>Distinguish between their parental ancestors and other ancestors.</b></li><li>• <b>Represent information about the Caribs, orally or using visual/ print</b></li></ul>
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### SUGGESTED ACTIVITIES

- Students are taken on a field trip to the museum or Carib village where they will observe and gather information; ask questions, draw, and write Carib names and words. Find out where they live and why, what crops they grow, language, culture.
- Teacher reviews family roots (**appendix 5 family roots**) and allow students to complete with their extended family.
- Discuss how the Caribs became as important to us as ancestors. Teacher gives short story of how they defended our island many years ago. Invite a resource person to talk about the Caribs. ( teacher, Carib Chief or College student)  
Report on findings from field trip. Display all information, pictures. Teacher provides simple facts about the Caribs for reading. Listen to stories /tales about the Caribs. Learn a Carib word. Let students share information orally about the Caribs. (**Appendix 10 the Carib Indians**)



**Note well that the Caribs as a group of people are our ancestors but would not be represented on our family tree. Students may have parental ancestors of Carib descent. No details about the Caribs should be taught.**

### ASSESSMENT

Make a booklet of all information collected about the Caribs or make a chart as a class activity. Answer questions about the Caribs. Complete a paragraph about the Caribs. Explain why the Caribs are important to us. Draw family tree and explain why the Caribs are not on our family tree?

### RESOURCES

Resource persons, pictures, brochures, and text

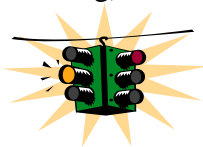
## UNIT 3 PATRIOTISM

Duration: 4 weeks

AT1	SC
LO1	<ul style="list-style-type: none"><li>• Discuss the importance of the national flag, anthem, coat of arms, and pledge to them and country.</li><li>• Listen to, sing and interpret correctly the 3<sup>rd</sup> stanza of the national anthem and recite the pledge.</li><li>• Discuss why and how national independence is celebrated in their community and country and the importance of their involvement in the celebration.</li><li>• Use a variety of ways to demonstrate love for country and its people.</li></ul>

### SUGGESTED ACTIVITIES

- Let students identify national symbols, where they are seen or can be found. Students demonstrate appropriate posture for singing national anthem and learn how to salute the flag. Talk about places where they see flags being flown and find out why they are flown there. Compare another flag with theirs and share their observations.
- Review, discuss and sing the meaning of the words of the 1<sup>st</sup> and 2<sup>nd</sup> stanzas of national anthem. Illustrate or write what they understand by the stanzas. **Learn** the 3<sup>rd</sup> stanza and its meaning.  
Learn /recite the pledge and allow the student to teach the pledge to another child in the school. Study the coat of arms and identify the objects on it and name some places where the Coat of Arms is found. Demonstrate responsible behaviour towards national flag, flower, bird and anthem. (see double page spread - national symbols)
- Talk about their national independence and how they participate and feel about their participation. Let pupils collect pictures to depict aspects of independence. Listen to resource persons present information /demonstrate any aspects of our independence (dance, song, food, Creole/patois, national wear.) Discuss the theme on Independence celebration and recite at assemblies.
- Make a list of ways to show love for country (obey rules, eat local, care for the environment, be kind to tourists, respect self and those in authority, write poem, dance, sing a patriotic song). Make a display for class.



The words of the national anthem and Pledge must be placed in a prominent place the classroom.

### ASSESSMENT

Pupils participate in a class project to produce an item of local significance to demonstrate love for country. (Parents' involvement is necessary.)

Write what any aspect of the flag, national anthem, or coat of arms means.

Make a bookmark of ways to show love for country and what independence means to me.

**RESOURCES:** national symbols, words of national anthem and pledge, pictures, text, folk songs, resource persons.

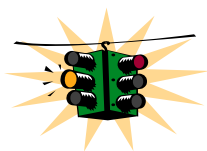
## UNIT 3 LOCATION

Duration: 2 weeks

AT 2 LO1	SC <ul style="list-style-type: none"><li>• Describe the location of their community by identifying special areas or features in or near it- school, church, river, Streets, bus stops.</li><li>• Locate their community on a map of Dominica.</li><li>• Use a pictorial map to interpret information about a community.</li><li>• Explain the advantages or disadvantages of the location of their community to them and others.</li></ul>
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### SUGGESTED ACTIVITIES

- Play games to find positions like north, south, east and west. Take class for a walk in their community to observe some of its features (Rivers, buildings, trees, roads, lanes). Let students tell the names of these features e.g. Layou river, Rose street, avocado tree, gommier tree. (**Appendix 3 outline map of village**)
- Allow students to talk about their community, its name, where it is located, why is it so called. On a map of Dominica, let students point to, place a sign and write to show where their community is located. Discuss the position on the map. Students make a pictorial map of a community showing river, building, streets and give accurate direction using cardinal points to find places in that community. (**Appendix 11 map of Dominica**) (**Appendix 12 Blank map of Dominica**)
- Let students talk about any community they have visited. Describe where it is located, what they have seen there, is it close to the sea? Mountain? Take class on a field trip to a neighbouring community. Let them discuss how its location differs from theirs. Teacher reads story about another community and allow students to answer questions to show similarities and differences.
- Students work in groups to discuss the things they like/dislike about their community and how they can improve it.



It is important that students know the names of streets, buildings, rivers, bridges near to or in their community.

### ASSESSMENT

Students answer questions using the pictorial map.

Illustrate the way they want to see their community in a few years.

Write important facts about their community.

Insert the name of their community on a blank map of Dominica.

**RESOURCES** Word cards, text, outline of community, pictures,  
Caribbean Primary Social Studies- Our Local Community.

## UNIT4 WEATHER

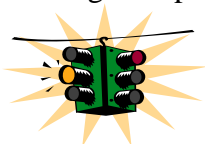
Duration: 4 weeks.

AT2	SC
LO2	<ul style="list-style-type: none"><li>• Discuss how some natural features are related to our weather.</li><li>• Describe the conditions of the land during and after a flood, landslide, or drought.</li><li>• Explain how these disasters affect human activities</li><li>• Identify individuals /groups who help in time of these disasters.</li></ul>

### SUGGESTED ACTIVITIES

- Pictures are used to help pupils discuss the usefulness of River, Mountain, and Forest for our weather and give examples of how they impact on the weather or vice versa.  
Class discuss different types of weather conditions and view pictures of these. Let pupils share their experiences of these conditions. Pupils say how these conditions affect the natural features (destruction of trees, drought). Pupils listen to recorded weather report to identify elements of the weather (wind, sun, air).
- Teacher uses use flash cards with names (flood, landslide, and drought) and allows students to describe their experience of any of them. In groups let them talk about how each affect the activities of man. (Movement, food, evacuation, water) and the earth (loss of land)  
Talk about what the weather condition is during these phenomena. Visit a site affected by any of these Phenomena. Discuss and illustrate how the land changes because of these conditions.  
Pupils will listen to a talk on Disaster Preparedness. Then they will be placed in groups where they will study pictures and say how the people are preparing for or helping after a disaster.

Pupils will be placed in groups where they will discuss and record how people help each other and get help during/following flood, landslide or drought.



**It is likely that pupils may mention other phenomena like hurricanes, Earthquakes, tsunami. These will be studied later.**

### ASSESSMENT

Pupils illustrate changes on the natural features by water, wind, and air and present their illustrations to the class.

Write a poem about these phenomena.

Make a maze to get out of a flood.

Read to a student about any of the disasters studied.

### RESOURCES

Pictures, flash cards, text, and resource person.

TERM 2	WEEKS
THEME: OUR RESOURCES	
<p><b>UNIT 5 USES, CONSERVATION, PRESERVATION AT 3</b>  <b>LO1: Recognise the interdependence of resources and to appreciate that resources can become scarce.</b>  <b>LO2</b>  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify different types of resources available in their community.</li> <li>• Show how one resource depends on another</li> <li>• Predict what would happen if any of the natural resources disappears and suggest how to prevent this from happening.</li> <li>• Talk about measures to keep their community clean.</li> <li>• Describe and illustrate the best conservation /preservation practices in their community- skip system, water, beaches, and rivers.</li> <li>• Participate in a class project to adopt and beautify a selected area of their community</li> </ul>	4
<p><b>UNIT 6 GROUPS AND COOPERATION AT1</b>  <b>LO2: Demonstrate the ability to work and play together in community and show respect for self and concern and tolerance for others.</b>  <b>LO4: Recognise and appreciate the positive contribution of groups in their community</b>  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify groups in their community, their functions and how they help in their community.</li> <li>• Discuss the importance of working together in their community.</li> <li>• Show tolerance towards those who do not want to work and those with disabilities.</li> <li>• Explain the importance of an existing cooperative in their community.</li> </ul>	3
<p><b>UNIT 7 WORK AND OCCUPATION. AT3</b>  <b>LO3: Understand that their community provides opportunity for economic activities for its people and the development of the community.</b>  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe the types of economic activities in their community and the people involved and the goods and services provided.</li> <li>• Discuss the benefits of economic activities to the people and their community.</li> <li>• Describe and illustrate a typical tourist, banana, or fishing day in their community.</li> <li>• Show appreciation for the people who work for the benefit of their community.</li> </ul>	4



## TERM 2

### THEME: OUR RESOURCES

#### UNIT 5 USES, CONSERVATION, PRESERVATION

Duration: 4 weeks

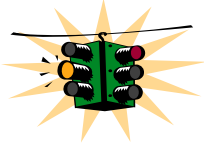
AT3 LO1, LO2	SC <ul style="list-style-type: none"><li>• <b>Identify different types of resources available in their community.</b></li><li>• <b>Show how one resource depends on another</b></li><li>• <b>Predict what would happen if any of the natural resources disappeared and suggest how to prevent this from happening.</b></li><li>• <b>Suggest measures to keep their community clean.</b></li><li>• <b>Describe and illustrate the best conservation/ preservation practices in their community concerning, fishing, agriculture, food, rivers, beaches.</b></li><li>• <b>Participate in a class project to adopt and beautify a selected area of their community.</b></li></ul>
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#### SUGGESTED ACTIVITIES

- Teacher brainstorms to get the meaning of the word “resources” from pupils. Students make a tour of the school and selected parts of the community to observe, and make collection of resources where possible. Students classify and display resources. Discuss the classification. Students make their own drawings in their books to show the classification of resources.  
Engage students in discussion about humans as an important resource with skills and talents. Let students identify their own skills and talents and display/use for the benefit of the class.
- Use a large wall chart depicting Natural resources or a class display to stimulate interest. Allow students to group resources and give reasons for their groupings. Teacher provides pictures of paired resources - (fish and sea, man and river, forest and birds, land and food). In groups allow students to give reasons for pairing the resources. Discuss the importance of keeping the resources that we have. Empathize with those who do not have the resources that they have in their community. Explain how the land is used- (housing, parks, forest, crops )
- The class visits an area where a natural resource has disappeared or is disappearing. Let pupils view pictures of people searching for resources. Students talk about their own situation when a resource is scarce and what they do. Students give reasons why resources become scarce. Research the resources not found in their community- doctor, fish, beach, market, school. Make a chart to show these resources. Let them describe how people obtain these resources.
- Let students talk about: what they do to help keep their community and surroundings clean, the effect of improper disposal of bottles, cans and the proper disposal of bottles, cans, and papers. Talk about safe ways of disposing garbage in skips and dumps and discuss the advantages and disadvantages of using skips and dumps. Draw themselves keeping their community clean. Write slogans about keeping their community clean. Illustrate what they

dislike about the way the community is kept.(**appendix 8 notes on conservation/preservation**)

- Listen to a conservationist/ forestry officer talk about good conservation and preservation practices in the home or community. Pupils write and demonstrate how to preserve something. Discuss a beautification plan for an area in their community and implement it. **Parental involvement is necessary.**



**Take note that this unit should be activity based and teacher should use as many local resources as possible.**

## **ASSESSMENT**

Talk to their village /city/town council about a problem in the school /Community.

Collect pictures of good conservation practices in the environment- proper disposal of garbage, beach cleaning.

Make a scrapbook to highlight the resources in their community or their beautification project.

Prepare posters for school/community on the topic discussed in the class.

Write to students in another community to find out what resources are scarce and how they obtain them or how they keep their community clean.

Imagine you are given a little plot of land what would you do with it?

## **RESOURCES**

Realia, text, resource person, posters, pictures.

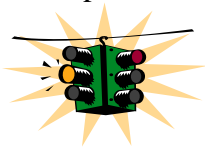
## UNIT 6 GROUPS AND COOPERATION

Duration: 3 weeks

AT1 LO2 LO4	SC <ul style="list-style-type: none"><li>• Identify groups in their community, their functions and how they help in their community.</li><li>▪ Discuss the importance of working together in their community.</li><li>▪ Show tolerance towards those who do not want to work and those with disabilities.</li><li>▪ Explain the importance of an existing cooperative in their community.</li></ul>
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### SUGGESTED ACTIVITIES

- Allow students to name some of the groups in their community and make a chart to show the activities they are engaged in. Explain what the groups do, who are the leaders Teacher invites a member from a group to talk about their group - its function, how to become a member, successes. Pupils choose a group that they would like to be a member and give reasons. Discuss how the community gives recognition to people in these groups.
- Allow students to share on the community activities-things that are done together: (clean up, BBQ, church services, helping in a fire, accident) students talk about the successes and failures of activities and why. Write how they feel about doing things together.
- Students participate in a planned activity to show cooperation. Let students evaluate the activity based on cooperation, respect, tolerance, empathy. Let pupils suggest ways to overcome lack of cooperation. Teacher provides situations for pupils to display tolerance to those who do not cooperate, those with disability or who are slow. Listen to stories about people with disabilities or those who would not cooperate. Illustrate how they accept/ tolerate persons in the community.
- Visit a cooperative in their community. Interview the workers; make a poster to show some important facts about the cooperative. Discuss how the cooperative help their community.



**The importance of respect for self, other students, teachers and principals must be emphasized. This is very important with the concerns expressed about rise in violence among students.**

### ASSESSMENT

Twin with students in another school to show cooperation for a beach clean up or planting flowers. Make a list of all the groups in their community and compare with another community. Write or explain to a student about why working together is important. Make an illustration which depicts cooperation.

**RESOURCES:** stories, text, and resource persons

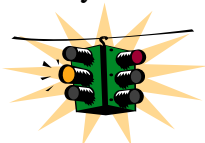
## UNIT 7 WORK AND OCCUPATION

Duration: 4 weeks

AT3	SC
LO3	<ul style="list-style-type: none"><li>• Describe the types of economic activities in their community, the people involved and goods and services provided.</li><li>• Discuss the benefits of economic activities to the people and their community.</li><li>• Describe and illustrate a typical tourist, banana or fishing day in their community.</li><li>• Show appreciation for people who work for the benefit of their community.</li></ul>

### SUGGESTED ACTIVITIES

- Let students identify the different goods /services that are provided for people in the community and who are the providers e.g. vendor- souvenirs, farmer- vegetables. Students are allowed to study pictures of various providers of goods and services and discuss what they do, the tools they use, clothing, dangers they face. Let students role play a scenario where fisherman is coming from fishing with a huge catch and a crowd of people on beach/shore awaiting eagerly to purchase fish. Teacher uses other providers of goods and services. Invite a provider of goods and services to talk to students.
- Allow students tell how they and their community benefit from the various economic activities. Point to activities that are not done in their community. Students can talk /write about a day on the bus to school. Illustrate people at work in their community and write how they feel. Discuss how their community depend on other communities for some goods and services.
- Discuss the tourism activities in their community. Why is this activity important? What do we offer the tourist - hospitality, respect and sites? Why do they come? Where do they stay? What do they do? What do the tourists offer us? List advantages/disadvantages of tourism in their community. **The same is done for Agriculture, Fishing, telecommunication, and manufacturing.** Participate in growing a crop in container or school plot. Invite a villager to demonstrate a simple skill.
- Visit a site/ factory/workshop, farm, beach, to see first hand, an economic activity in their community or neighbouring community.
- Let pupils discuss how people contribute/use their money, time talent for the development of their community and describe how the people should be recognized. Listen to / read stories about persons who have excelled in their work. Tell how they feel about them. Allow students to discuss the kind of work they want to do later and why. Have a career dress up day.



Pay attention to tourism, agriculture, telecoms, manufacturing in not too much detail.

## **ASSESSMENT**

Interview an individual in their community who is involved in an economic activity.  
Write about the kind of economic activity they would like to be involved in and why.  
Make a booklet of goods /services and providers in their community.  
Represent the various economic activities in their community on a pictograph.

**RESOURCES:** Pictures, text, resource persons.

TERM 3	WEEKS
THEME: A CHANGING SOCIETY	
<p><b>UNIT 8 SOCIAL CHANGE AT 4</b>  <b>LO 2: Recognise that their community is changing and understand the reasons for the changes.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify and describe some things that have changed in their community.</li> <li>• Compare changes in transportation, communication.</li> <li>• Suggest other changes that are necessary for their community.</li> <li>• Represent changes in their community using, print/ visual or other.</li> </ul> <p><b>UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE AT 1 LO3:</b>  <b>Recognise that their rights and that of others should be respected by the community and that all leaders must be respected.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe their rights and responsibilities in the community where they live.</li> <li>• Express their feelings when their rights or those of others are not respected or responsibilities not fulfilled.</li> <li>• Identify community leaders-their qualities, responsibilities and ways to recognize their contribution.</li> <li>• Depict a leader they would like to emulate.</li> </ul> <p><b>UNIT 10 SOCIAL ISSUES AT 4</b>  <b>LO1: Recognize and appreciate that community problems can be resolved through mutual respect, concern and tolerance.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify some problems affecting the community.</li> <li>• Suggest ways to solve these problems.</li> <li>• Choose the appropriate persons to help resolve a problem.</li> </ul>	<p><b>3</b></p> <p><b>5</b></p> <p><b>3</b></p>

**TERM 3      THEME: A CHANGING SOCIETY**

**UNIT 8    SOCIAL CHANGE**

**Duration: 3 weeks**

<b>AT4 LO2</b>	<b>SC</b> <ul style="list-style-type: none"><li>• <b>Identify and describe some things that have changed in their community.</b></li><li>• <b>Compare changes in transportation and communication.</b></li><li>• <b>Suggest other changes that are necessary for their community.</b></li><li>• <b>Represent changes in their community using print, visual or other.</b></li></ul>
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**SUGGESTED ACTIVITIES**

- Provide students with a variety of stories, pictures, and cartoons to find differences, changes in things or situations. Allow students to talk about things that have changed in their home, school, or personal life.

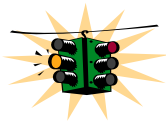
Teacher reviews a simple time line (**Appendix 9 time line**) but with information about the community. Let students practice using the timeline.

Students explore their community and observe how things are presently- buildings, people in positions, bridges, environment-rivers, trees. Students can interview persons in the community to find information about number and type of houses, cars, type of jobs, sports, toys of the past. **Parental involvement is necessary.**

Study changes in transportation and communication. Compare and draw pictures of these Changes.

Invite a resource person to tell how these things were before. Students can make a collection of items, pictures, to present to the class. Use pictures of transportation /communication of long ago and let students discuss how transportation and communication have changed. Let students express their feelings about these changes. View a video or listen to stories about the way things were in their community.

- Allow students to visit a communication/transportation centre to observe the activities and report to the class using print, visual, drama. Talk about their favourite radio or TV programme. **If computer/internet is available show how it is used.** Let students visit a bus stop to interview the bus drivers, observe what happens, record the number of people and buses. Note what people do (pay, get on and off the bus, read,)
- Students will discuss the changes they would like to see in their community and give reasons for them. Allow students as a class to make a chart showing their new community.



**Change is inevitable, so help the student to understand that change takes place everyday, everywhere and for different reasons.**

**ASSESSMENT**

Find a picture showing any area in their community in the past, visit the area and make illustrations or write descriptions of what is present. Use a time line to show changes of interest in their lives in their community. (**Parental help is needed**). Write to a student in another community about how some things have changed and how you feel about the changes- (fisheries complex, stadium, road, cutting of a tree, garbage).

**RESOURCES:** pictures, text, video

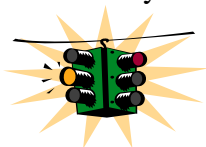
## UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE

Duration: 5 weeks

AT1 LO3	SC <ul style="list-style-type: none"><li>• Describe their rights and responsibilities in the community where they live.</li><li>• Express their feelings when their rights or those of others are not respected or responsibilities not fulfilled.</li><li>• Identify community leaders, their qualities and responsibilities and suggest ways to recognize their contribution.</li><li>• Identify a leader they would like to emulate.</li></ul>
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### SUGGESTED ACTIVITIES

- Let students talk about how their needs (food shelter etc.) are met. Allow them to articulate their rights and to take responsibility when and where necessary. Teacher may use stories to show situations when their rights are not respected. Allow students to demonstrate some of their responsibilities at home school, community. Illustrate or write how they feel about their rights and responsibilities. (**appendix 4 rights of the child**)
- Students discuss the importance of respect for the rights of others and their role in helping others to fulfil their responsibilities- class, school or community. Make a poster to show one of their rights and responsibilities
- Students play games which help to show leadership example “Simon Says”. Let students tell who are the leaders in their community and discuss why they are leaders. Students give examples of times when they were leaders or had leadership role- class work, home, club. Talk about good and bad qualities of leaders. Invite a leader in the community to talk to students about his/her responsibilities as a leader and also the benefits of being a leader with good qualities in sports, education, and religion.
- Pupils choose a leader (sports, church, school, home) and say what that person does and why he/she is a leader. Suggest how they would show appreciation to that person (make cards, draw a picture of the person, write a poem or song). Students may choose to depict the leader in different ways.



It is important to focus on the good and bad qualities of leaders and not good and bad leaders.

### ASSESSMENT

Write a short paragraph about a leader they admire. Role-play a leader in their community. Display their responsibilities in relation to their personal things, safety, playing fairly.

**RESOURCES:** Pictures, resource persons.



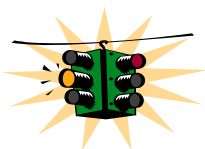
## UNIT 10 SOCIAL ISSUES

Duration: 3weeks

AT4 LO1	SC
	<ul style="list-style-type: none"><li>• Identify some problems affecting the community.</li><li>• Suggest ways to solve these problems.</li><li>• Choose the appropriate persons to help resolve a problem.</li></ul>

### SUGGESTED ACTIVITIES

- Students listen to a story which tells of situations with which they can identify: **drugs, garbage, noise, , turtles, cruelty to animals, stray animals (appendix 13 puzzle).**
- Listen to a resource person on one of the issues. Let students write one way to deal with the situation discussed. Let pupils represent their feelings before and after the situation orally or in writing. Create different situations for students to role- play. Let pupils suggest persons to whom these problems should be addressed.
- Teacher provides scenario and students discuss how to resolve the situation. Students name persons who could assist them in that situation. Allow the students to express how they feel before and after the situation is resolved. View video or look at pictures of a situation and discuss how the matter was dealt with. Students share their feelings or experiences.
- Discuss a problem and draw pictures to show the stages of the problem up to the solution. **(Class activity).**



**These can be very sensitive situation. Use your discretion at all times. Brainstorming for issues is a good way to start. Make note of all issues and deal with or refer if necessary. No more than three issues should be covered. Remember there are resource persons who can help!**

### ASSESSMENT

When given a number of pictures, students will arrange them in correct sequence to show how a situation was solved and write one sentence for each picture. Write how they felt when the problem is resolved.

Use puzzles to show how a problem is solved. Students may design their own puzzle. **(Parental help is needed.)**

Illustrate a situation using print, visual, or other.

### RESOURCES

Pictures, stories and resource persons.

## **EXEMPLAR LESSON PLAN**

### **GRADE 2**

#### **UNIT 10                    SOCIAL ISSUES**

**SUB TOPIC:**                Stray Animals.

**OBJECTIVE:**              Pupils will be able to describe how this problem affects the community.

**RESOURCES:**            Story, pictures, video, recorder, puzzle

#### **INTRODUCTION**

Teacher plays recording of sounds of dogs and asks students to identify the sounds and explain what may be happening.

#### **DEVELOPMENT**

1. Teacher invites students to talk about any experience related to dogs.
2. Teacher prompts and probes to get students to describe the situation with dogs in their community. Let students with dogs tell how they keep their dogs.
3. In groups let students illustrate the problem and discuss how they feel about the problem.

#### **CONCLUSION**

Let students role play a scene with dogs all over their community and say how they feel.

#### **EVALUATION**

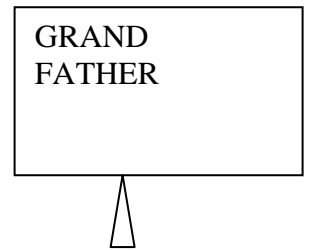
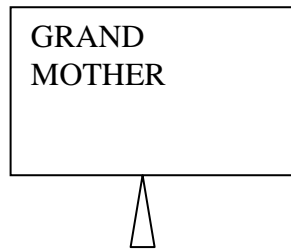
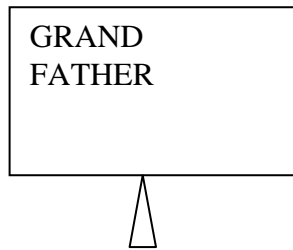
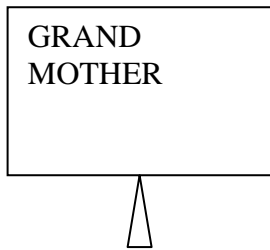
Given a number of pictures, students must choose the one which shows people being affected by dogs. (All pictures must contain dogs.)

Write one sentence to describe the problem.

Solve the puzzle (**appendix 13**)

# Appendix 1

## FAMILY ROOTS



My mother's  
Mother

My mother's  
father

My father's  
mother

My father's  
father

**Appendix 2**  
**FAMILY CHART**

MY BROTHER  
.....

MY FATHER  
.....

I AM  
.....**JAMAL**.....

MY SISTER  
.....

MY  
GRANDFATHER  
.....

MY MOTHER  
.....

MY  
GRANDMOTHER  
.....

**Appendix 3**  
**OUTLINE MAP OF VILLAGE / TOWN**

## **Appendix 4**

### **RIGHTS OF THE CHILD**

**Teacher information, not for student to learn by rote.**

**Teachers should ensure that students are aware of these rights and the responsibilities which go along with them.**

#### **EVERY CHILD HAS THE RIGHT TO:**

- Love, care and understanding.
- To develop mentally, physically and socially
- Receive a name and to have a nationality
- To be treated as equals, no matter race, religion, colour, nationality, or sex.
- Enough food, safe and comfortable housing and health care.
- Individual and specialized care if a disability exists.
- Protection from persecution of any kind.
- To be protected from cruelty, neglect and exploitations
- To be protected before, during and after a disaster.
- To be brought up knowing to be his brother's keeper and to live in peace.

**Responsibilities as relates to the home, school and community.**

**Appendix 5**  
**FAMILY ROOTS**

## **Appendix 6**

### **SAMPLE QUESTIONS**

1. WHAT WAS YOUR BEST SUBJECT AT SCHOOL?
2. WHERE DID YOU LIVE?
3. HOW MANY CHILDREN DID YOU HAVE?
4. DID YOU GET PUNISHED BY YOUR PARENTS AND FOR WHAT?
5. ARE YOUR CLASSMATES ALIVE?

#### **B**

1. WHERE DID YOU GO TO SCHOOL?
2. WHAT GAMES YOU PLAYED AT BREAKTIME
3. IN WHAT CLASS DID YOU LIVE SCHOOL?
4. HOW DID YOU GET TO SCHOOL?
5. DID YOU HAVE A TELEVISION IN YOUR HOUSE?

#### **C**

1. TELL ME ONE THING YOU COULD DO VERY WELL
2. COULD YOU GO OUT TO PARTIES?
3. WHEN DID YOU GET MARRIED?
4. DID YOU HAVE TO DO HOUSE WORK?
5. WHAT WERE YOUR FAVOURITE FOODS?



**Appendix 7**  
**CARDINAL POSITIONS**

SCHOOL' S  
GARDEN

SCHOOL' S  
LIBRARY



MY  
SCHOOL

SCHOOL' S  
KITCHEN

MY SCHOOL IS ..... OF THE TREE

THE LIBRARY IS .....OF THE TREE

THE GARDEN IS .....OF THE TREE

THE KITCHEN IS .....OF THE TREE

## Appendix 8 (a)

### NOTES ON CONSERVATION

**This information is for you the teacher. Use it based on class level.**

- Conservation is the wise use of natural resources (nutrients, minerals, water, plants, animals, etc.). Planned action or non-action to preserve or protect living and non-living resources.
- Management of the human use of the biosphere so that it may yield the greatest sustainable benefit to present generations while maintaining its potential to meet the needs and aspirations of future generations. It includes the preservation, maintenance, sustainable utilization, restoration and enhancement of the environment.
- Achieving the use of less energy, either by using more efficient technologies or by changing wasteful habits.
- The use of natural resources in a way that ensures their continuing availability to future generations
- Preserving and renewing natural resources to assure their highest economic or social benefit over the longest period of time. Clean rivers and lakes, wilderness areas, a diverse wildlife population, healthy soil, and clean air are natural resources worth conserving for future generations.
- The protection, improvement and wise use of natural resources to provide the greatest social and economic value for the present and future.
- The protection of the environment.
- The planned management of a natural resource to prevent exploitation, destruction, or neglect
- The management and protection of the natural world
- The scientific process of cleaning--and often repairing and/or restoring--an artefact in order to preserve it for further study and/or display.
- Protecting, maintaining or restoring the environment, and keeping it safe from destruction or degradation.
- The protection or wise use of natural resources, such as forests, rivers and fuels, to ensure their continuation.
- Land conservation – setting aside parcels of land for protection and public enjoyment or for scientific research.
- Wildlife conservation – management of game animal populations to provide opportunities for hunting, fishing and observation.
- Conserving endangered species – techniques that enhance survival probability and design of nature reserves of particular species.
- Conservation also includes the preservation and maintenance of culturally significant objects. These include: Paintings, sculptures, drawings and photographs, furniture, ceramics, paper documents and books, archeological materials – pottery of Caribs and Arawaks, monuments and historic buildings.

## Appendix 8 (b)

### NOTES ON PRESERVATION

This information is for you the teacher. Use it based on class level.

- the activity of protecting something from loss or danger
- a process that saves organic substances from decay
- The protection of cultural property through activities that minimize chemical and physical deterioration and damage and that prevent loss of informational content. The primary goal of preservation is to prolong the existence of cultural property.
- The action of reserving, protecting or safeguarding a portion of the natural environment from unnatural disturbance. It does not imply preserving an area in its present state, for natural events and natural ecological processes are expected to continue. **Preservation is part of, and not opposed to, conservation.**
- All actions taken to retard deterioration of, or to prevent damage to, cultural property. Preservation involves controlling the environment and conditions of use, and may include treatment in order to maintain an object, as nearly as possible, in an unchanging state.
- Generally, saving from destruction or deterioration old and historic buildings, sites, structures, and objects, and providing for their continued use by means of maintenance, restoration, rehabilitation, or adaptive use. Specifically, the act or process of applying measures to sustain the existing form, integrity, and material of a building or structure, and the existing form and vegetative cover of a site.
- protection of an accident scene means preventing movement of equipment or vehicles involved in the accident.
- the protection of a natural environment, usually with only minimal human intervention, allowing it to evolve and function naturally
- the extent to which something has been kept unchanged
- **Often used interchangeably with conservation. Preservation suggests that natural resources will be left undisturbed, while conservation usually indicates some resource management.**
- An attempt to keep forests in an undisturbed state through the control of internal and external influences.
- **ways of extending the shelf life of foods by controlling the temperature, pH or water content which inhibits the growth of micro-organisms or the action of enzymes**
- The act of sustaining and maintaining cultural and natural resources that have been identified as significant and/or threatened and that warrant protection.
- **Protection of natural resources for specific uses, usually wildlife reserves or recreation.**

## Useful websites on conservation and preservation

[www.for.gov.bc.htm](http://www.for.gov.bc.htm)

[www.nc.greenpower.org](http://www.nc.greenpower.org)

[www.nsc.org.htm](http://www.nsc.org.htm)

[www.wordnet.princeton.edu](http://www.wordnet.princeton.edu)

[www.slim.emporia.edu](http://www.slim.emporia.edu)

[www.futureharvest.org](http://www.futureharvest.org)

**Appendix 9  
TIME LINE**



**WHAT HAPPENED IN 1980?**

**WHEN WAS YOUR SCHOOL BUILT?**

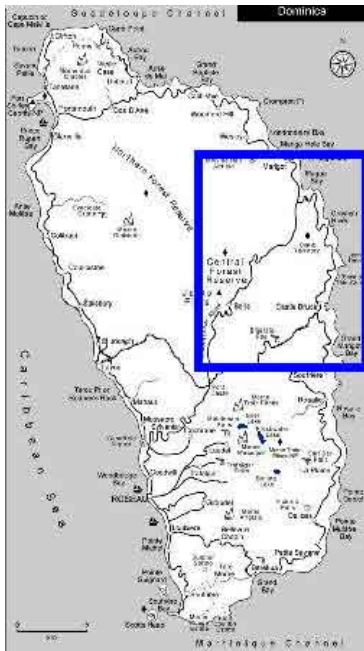
**WHEN HAPPENED AFTER THE 2000?**

# Appendix10 THE CARIB INDIANS



## The Carib Indians

Dominica's indigenous people - properly known as the Kalinago, were the original inhabitants of our island and have a 3,700 acre Territory on Dominica's east coast.



Dominica's First People - the Caribs - live on a 3,700 acre Territory on Dominica's east coast that set aside for them in 1903. They number approximately 3,000 and elect their own chief who holds the position for 4 years. July 2004 saw the election of Charles Williams as Carib Chief.

Besides the warm and friendly people, other attractions in the Carib Territory include its many craft shops, the L'Escalier Tete Chien, Horseback Ridge and Isulukati Falls, as well as the [Karifuna Cultural Group](#).

### Related Links

[The GliGli Project](#)

[The 1902 Report](#)

[Dominica's First People by Dr. Lennox Honychurch](#)



On the East Coast of Dominica, the native Dominicans live in peace and harmony. They are the most of their kind living together, the second inhabitants of the island after the Ciboneys. They are the Carib Indians. Unfortunately, due to inaccurate accounts written about them, Caribs have been regarded for many years as "fierce and warlike." However, any encounter with the Caribs, would quickly change one's mind. "Gentle" seems to be their generic trait. They are uncomplicated people who rely on the earth and the sea for a living.

In 1493, Christopher Columbus landed in Dominica with his men and his ships in search of gold and fortune. To his dismay, he found only rivers, rich volcanic soil, mountains and the Caribs! The Caribs had settled on Dominica, but their ancestors had come from South America: down the Orinoco river and then

up the Caribbean Sea where they settled on the most rugged of the islands in order to protect themselves from enemies. The Caribs welcomed Columbus and his men and in return Columbus worked them, almost to the verge of extinction.

There are only 3000 Caribs remaining after years of brutal treatment by the Spanish, French and English. They live in eight villages on the East Coast of Dominica. Collectively, these villages are called the Carib Territory. The Caribs have their own chief and also a representative in the house of assembly. They tend to keep to themselves and their culture has remained very much unchanged compared to other areas of the island. They reputedly use 300 different herbs for medicine -- some of the best bush doctors hail from the Territory. Dances, traditions, legends, and beliefs have been kept alive by the elders who pass on these traditions through Story-Telling. The language is only spoken by a few people today but their dances are being performed by Karifauna, their dance group.

The Carib Territory is well worth a visit. It is almost spiritual how one is flung Centuries back into a cool, calm place with the most beautiful group of people, amidst the straw huts and baskets made by the best artisans. You might never want to leave but you would have to unless you could prove that you have Carib Ancestry!

*K.F., Aug 2001*

### **Karifuna Cultural Group**

The Karifuna Cultural Group is made up of individuals from the Carib Territory who are preserving traditional Carib dance, music and performances.



**Appendix 11**  
**MAP OF DOMINICA**



**Appendix 12**  
**BLANK MAP OF DOMINICA**

**Appendix 14**  
**PUZZLE**

## **Appendix 14**

### **LIST OF WEBSITES AND REFERENCE BOOKS.**

#### **Websites**

<a href="http://www.coluring-page.net/activity-">www.coluring-page.net/activity-</a>	puzzles, mazes, dot to dot
<a href="http://www.globalgateway.org.uk">www.globalgateway.org.uk</a> ---	
<a href="http://www.sldirectory.com">www.sldirectory.com</a>	lesson plans and strategies
<a href="http://www.discoverdominica.dm">www.discoverdominica.dm</a> -	basic information on Dominica
<a href="http://www.avirtualdominica.com">www.avirtualdominica.com</a> -	basic information on Dominica

#### **Teacher Resource Texts**

Lest we forget  
By: Theresa Darroux

Columbus Came Third  
Short stories  
By: Jenaud Jacob

Let's Learn Social Studies  
Infant 1&2  
By: Trevor Chadee

Caribbean Social Studies –Our Family, Home and School (for topics in grades K & 1)  
Infant level 1  
By: Marcellus Albertin  
Publisher - Heinemann

Caribbean Social Studies –Our Local Community (for topics in grade 2)  
By: Marcellus Albertin  
Publisher - Heinemann

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