

**MINISTRY OF EDUCATION  
SECONDARY SCHOOL  
TRANSITIONAL CURRICULUM GUIDE**



**SOCIAL STUDIES  
GRADES 6 – 7**

22<sup>nd</sup> May, 2009

---

ASSISTANT CHIEF EDUCATION OFFICER  
(SECONDARY)

---

## INTRODUCTION

**This Curriculum Guide is an attempt to meet the demands of students who have moved from Grade 6 (Primary) to Grade 7 (Secondary) Students in Grade 7 seem to have difficulties in completing the curriculum for Grade 7. The attempt is to provide what can be termed a transitional curriculum (Grade 6-7).**

**In making the selection of the areas to be covered, some topics in the Grade 6 Curriculum have been included. The areas selected are to provide a background for greater understanding of the programme at the secondary level.**

**Teachers have to pay added attention to activities and strategies used in the classroom and to ensure that there is active participation by the students. In addition teachers are asked to note difficulties encountered and to make suggestions for improvement.**

**The use of the integrated approach to the teaching of social studies has merits since there will be greater understanding of the issues. Teachers are therefore asked to adopt his approach.**

## **ACKNOWLEDGEMENTS**

**The Ministry of Education is grateful to the following persons whose effort has resulted in the production of this transitional curriculum in Social Studies. This curriculum is for students in Grade 6-7.**

- |                                   |   |
|-----------------------------------|---|
| <b>1. Philip Kartick</b>          | <b>Senior Curriculum Subject Specialist —Social Studies-NCERD</b>   |
| <b>2. Claudette Phoenix-</b>      | <b>Chief Test Development Officer -Evaluation Unit -NCERD</b>       |
| <b>3. Chandrawattie Ramnarine</b> | <b>Head of Department - Social Studies -Kingston Community High</b> |
| <b>4. Padmini Jewan</b>           | <b>Senior Assistant Mistress -Graham's Hall Primary School</b>      |

## **TRANSITIONAL CURRICULUM GUIDE (GRADE 6-7)**

### **TABLE OF CONTENTS**

<b>Topics</b>	<b>Page</b>
<b>Our Family</b>	<b>4</b>
<b>Rules and Responsibilities</b>	<b>8</b>
<b>Our Community</b>	<b>11</b>
<b>Health and Safety</b>	<b>16</b>
<b>Our Nation</b>	<b>22</b>
<b>Weather and Climate</b>	<b>26</b>

**SOCIAL STUDIES TRANSITIONAL CURRICULUM GUIDE- -Grade 6-7**

**OUR FAMILY**

Topics		Objectives		Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skills	Attitude					
Composition of the family.	Identify members of a family. State the role of each member of a family.	Match family members with their roles.	Respect the role of each member. Accept the life skills taught by adult members.	A family is a group of persons who are related by blood, marriage or adoption, and share the same home. Roles: Father: He provides the physical resources such as money, food, clothing and shelter. Mother: Nurturing the family and making sure that the emotional needs are met. Children: Help to accomplish tasks around the home. Take care of the home when the parents are not at home.	Dramatising the family group. Small group discussion.  Listen to stories about the family.  Listen to resource persons -a parent.	Family Tree of the three types of families.  Texts – Social Studies for our children Books 3 and 4.	State the roles of grandparents in the family.  Construct your family tree.	Health and family life education.  Language Arts

**THEME 1**

**OUR FAMILY**

Topics	Objectives			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
Types of Families.	Describe types of family. Explain the relationship of each member of the family.	Illustrate family members. Collect data on families in the community. Draw a family tree.	Respect each family type. Show respect for all members of the family.	Types of families. <b>Nuclear family</b> – consists of mother, father and children living together. <b>Extended family-</b> Several generations living together e g, grandparents, parents, and aunts, uncles and their children. <b>Single —Parent-</b> One parent living with children. <b>Sibling family-</b> The Sibling family is one where the household is headed by older brothers and sisters. Both parents are absent from this household. Diagram of a family tree.	Construct a family tree by using pictures or photographs.  Conduct survey to determine the family types in the community.  Discussion in small groups.	Pictures of types of families.		Health and Family life.

**THEME 1**

**OUR FAMILY**

Topics	Objective			Content	Methodology/ Strategy	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
	State the advantages / disadvantages of each type of family.			<p><b>Nuclear: Privacy of activities.</b>  <b>Single parent: May have financial problems. Lack of father figure or mother figure.</b>  <b>Extended: Can help one another, little privacy.</b>  <b>Sibling: Difficulty in control.</b></p>	Small group discussion.		Give two reasons why persons prefer to live in a nuclear/extended family?	
Functions of the family.	State the main functions of the family.		Respect the family as a group.	<p><b>Main functions of the family group:</b></p> <p><b>1. Provides a shelter for the family.</b>  <b>2. Provides the members with economic means of survival. Money is provided to sustain and clothe the family.</b></p>		<p><b>New Horizons in social studies Books 1 and 2</b></p> <p><b>Pictures and charts of families.</b></p>		

**THEME 1**

**OUR FAMILY**

Topics	Objective			Content	Methodology/ Strategy	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
				3. Provides shelter for the family. 3. Provides emotional comfort for the family. 4. Protects the family members in times of trouble. 5. Helps with social development.	Small group discussion.		Give two reasons why you would prefer to live in a family group.	

## THEME 2 Rules and Responsibilities

Topics	Objectives			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skills	Attitude					
Rules in the home, school and in the community.	State what are rules.	Compose rules.	Observe rules.	<p><b>A rule</b> is a statement about how a person should behave in certain situations.</p> <p><b>Rules are guidelines</b> on how to behave in certain situations. These guidelines can be written or unwritten.</p> <p><b>In school:</b> Do not run on the stairway. Do not write on the classroom walls. Care your textbooks. Walk on the right side of the corridor when leaving the school.</p> <p><b>At Home:</b> Keep your room neat and tidy. Don't play on the bed.</p> <p><b>Community:</b> Help to keep your surroundings clean. Be kind to animals.</p>	<p>Discuss rules made.</p> <p>Observe people's behaviour.</p> <p>Role- play rules.</p> <p>Observe correct behaviour.</p> <p>Study a video on peoples' behaviour.</p>	<p>List of Rules - Social Studies For our Children Books 5 and 6.</p> <p>New Horizon Book 1.</p>	<p>Write out four rules which should be implemented in your school.</p> <p>Role play four rules to demonstrate obedience to class rules.</p>	Composition writing.

## THEME 2 Rules and Responsibilities

Topics	Objectives			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skills	Attitude					
Rules at play.	Read rules and interpret them.  Explain why rules are necessary?	Compose rules for playing games.	Be aware that there are rules to control our behaviour.  Obey rules. Respect the decision of those in authority.	Obey the umpire. Do not use abusive language to your opponents. Do not use indecent gestures on the field of play.  <b>Rules are necessary or persons will behave in ways to suit themselves.</b> Each person will try to have his own way and there would be no order.	Observe a game.  Study a DVD and make comments on actions /behaviour.	Game  DVD/TV	Observe a game (TV) and write four instances where the rule of play was not observed.	Composition writing.
Responsibility	Explain what it means to be responsible.	Observe responsible behaviour.	Be responsible.	To take actions that shows good judgement and care. To do the right thing. <b>Responsible actions</b> Take care of the animals if your parents are late from work.	Observe people in the public.  Compose a skit to illustrate responsibility.	Pictures of persons in the public.  Pictures of Road signs.	View a DVD and then identify responsible and irresponsible actions.	Composition writing.

## THEME 2 Rules and Responsibilities

Topics	Objectives			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skills	Attitude					
				Look after your smaller brothers and sisters if your parents are not at home. Care public property. Care for old people				
Courtesy rules.	Explain what is meant to be courteous.  Read courtesy rules and explain.	Identify courteous behaviour.  Compose courtesy rules for your group, etc.	Behave in a courteous way.	Be mannerly and respectful to others.  Say "Good morning" to persons on meeting them.  Speak in a quiet manner.  Say "thanks" when someone gives you something.  Be respectful to old people.	Observe people at a shopping area. Observe their behaviour and take note.  Observe children at play.	Courtesy chart.  School Rules and maxims.	Write four courtesy rules for your group of friends.	

### THEME 3 OUR COMMUNITY

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
People live in communities (3 periods).	<p>1. State what is a community.</p> <p>2. Identify members of your community.</p> <p>3. Explain how people depend on each other in a community.</p> <p>3. Name important people in your community.</p>	<p>1. Locate your community.</p> <p>2. State the boundaries of your community.</p> <p>3. Draw a map to show your school community.</p>	<p>1. Appreciate that you have to depend on other people in the community.</p>	<p>A community is an area where a group of people live, and interact with each other. They also depend on each other and share common services.</p> <p>2. People help to protect one another and exchange goods and services.</p>	<p>1. Visit to a community.</p> <p>2. Map drawing.</p> <p>3. Interview people in the school community.</p> <p>4. Draw a scene to highlight your community.</p> <p>Using cameras to take pictures of communities.</p>	<p>Maps of Guyana</p> <p>Scenes/maps of the community.</p> <p>Cameras.</p>	<p>1. Explain four difficulties you would experience if you live all by yourself in an isolated place.</p> <p>2. Give four reasons why you like your community</p>	Art work.

**THEME 3 OUR COMMUNITY**

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
<p>Several small communities make up a large community.  (4 periods)</p>	<p>1. Name the large community (neighbourhood/district of which your community is a part. 2. Explain the way in which your large community (neighbourhood) is managed. 3. State the functions of person in the neighbourhood council. 4. Explain the way in which revenue is earned by your neighbourhood council.</p>	<p>1. Draw a diagram to show the structure of your neighbourhood council.  2. Locate your neighbourhood on a map. 3. Draw a sketch map of your neighbourhood.</p>	<p>1. Keep your surroundings clean and tidy. 2. Participate in community development. 3. Support community activities.</p>	<p>1. Several small communities make up a large community /neighbourhood. E.g. Ogle, Industry, Sparendam, Plaisance and Goedverwagting make up the Plaisance—Industry Neighbourhood. 2. Each neighbourhood has a Neighbourhood Democratic Council (NDC). The members are elected at the Local Government election. 3. A Chairman, Vice Chairman, etc are elected among the members of the</p>	<p>1. Study a regional map to identify RDC's.  2. Talk by an official from the NDC.  3. Small group discussion.  4. Visit to a project site.</p>	<p>Village names on Bill Boards.  Resource Personnel.</p>	<p>1. Make a field trip in your community. Identify three problems which have to be resolved by the RDC. Suggest how the residents can help the RDC to resolve each problem.  2. Explain two functions of the overseer in your NDC.</p>	<p>Composition writing.  Health Education - Science</p>

### THEME 3 OUR COMMUNITY

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
Main Rivers  Communities in other parts of Guyana.  (5 periods)	4. Describe the services which are provided by the council.			<p>council.</p> <p>4. An overseer, and other workers are appointed by the council.</p> <p><b>Revenue:</b> Rates and taxes, Rents. Government subventions. Market fees.</p> <p><b>Expenses:</b> Salary to workers. Services. Development of roads, drainage, etc. Construction of markets.</p>				
	Identify and name the three main rivers in Guyana. 1. Name communities in regions other than yours.	Insert the Rivers on a map. Locate communities in other regions.	Care of rivers 1. <b>Understand</b> that <b>communities</b> differ.	<p>The three main rivers are The Essequibo, Demerara and <b>Berbice</b> Rivers.</p> <p>1. Visit another community e.g. urban/rural/hinterland. 2. Communities are found in different environments Some are found in mining</p>	<p>Drawing maps of Guyana with the three main rivers. Visit to the Demerara Harbour Bridge/<b>Berbice</b> Bridge. 1. Study</p>	<p>Maps</p> <p>Guyana Our Country Our Home. Pictures of the Hinterland community. DVD</p>	<p>State four ways in which your community is different from another one</p>	

**SOCIAL STUDIES TRANSITIONAL CURRICULUM GUIDE-Grade 6-7**

**THEME 3 OUR COMMUNITY**

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
	<p>2. Compare communities in different locations.</p> <p>3. Describe customs of residents in your community.</p> <p>4. Compare these customs with those of residents in a different community.</p>	<p>Draw scenes of different communities.</p>	<p>Appreciate that people's culture vary from region to region.</p>	<p>areas and some in forested areas. Others are found in the savannah and others in the <b>riverain</b> areas.</p> <p><b>Hinterland Community</b></p> <p>May be forested or up in a mountain. Residents may be involved in hunting, fishing and gathering food. May be involved in subsistence agriculture. (Produce a little just for themselves.). May have a communal way of life. (Help each other a lot -a whole village may cooperate to hunt</p>	<p>pictures.</p> <p>2. View <b>DVD</b> on different communities. Visit an exhibition site.</p> <p>Draw scenes to highlight different communities.</p> <p>Visit communities in another location</p>	<p>Scenes of communities.</p>	<p>Found in another natural region.</p> <p>2. Describe four features of your community. State how these features are different from those of an urban/rural community.</p>	<p>Art</p>

### THEME 3 OUR COMMUNITY

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
				<p>and fish.</p> <p>In an urban area, the residents may have specific jobs. They may also work for a salary. They also live in family groups but share the services available in the community.</p> <p>People may differ in their habits or customs. They may prepare meals in different ways. They may dress differently.</p>				

**THEME 4 HEALTH AND SAFETY**

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
Spiritual Health	<p>Define the term spiritual health.</p> <p>Name the characteristics of spiritual health.</p>	Demonstrate the characteristics of spiritual health e.g. sharing and caring.	<p>Showing good values.</p> <p>Show respect and appreciation for each other.</p>	<p>Spiritual health allows us to have measuring and direction in life. It involves the development of positive morals, ethics and values. A person who is healthy spiritually demonstrates love, hope and a sense of caring for self and caring, spirit of praise, forgiveness, faith, hope, integrity, honesty, respect and appreciation for nature.</p>	<p>Discussing spiritual health.</p> <p>Naming the characteristics of spiritual health.</p> <p>Role playing the characteristics of spiritual health.</p> <p>Identifying others special gifts e.g. Identifying strength of each person in the class.</p> <p>Participating in random acts of kindness.</p>	Resource Personnel.	<p>Write a paragraph on spiritual health.</p> <p>Answer questions based on discussions.</p>	<p>Language Arts — vocabulary</p> <p>Compile a list of new words learnt during the lesson. Give the meaning of each, and use each word in a sentence.</p> <p>Art Create work centered on hope/peace.</p> <p>Create cards for persons living alone/ are sick or are having a difficult time.</p>

## THEME 4 HEALTH AND SAFETY

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
Physical Health	<p>Define physical health.</p> <p>Name the characteristics of physical health.</p> <p>Give reasons why we must maintain good physical health.</p> <p>Name activities that can assist us to maintain good physical health.</p>	<p>Prepare a diary/journal of all physical activities outside the home.</p>	<p>Demonstrate willingness to maintain physical fitness.</p>	<p>Physical health is to have our bodies function at the best of their abilities. Regular physical activity and healthy eating habits are keys to having good physical health. Some characteristics of physical health are:- have active lifestyle, have proper rest, good hygiene, controlled and balanced eating habits, drink sufficient water daily, enjoy outdoor activities, avoid harmful drugs, resist disease and illness.</p>	<p>Brainstorming and discussion to bring out the concept of physical health.</p> <p>Defining physical health.</p> <p>Naming characteristics of physical health, plan a class hike or nature walk; Keep a diary of meals and all foods eaten for one week.</p>	<p>Pictures showing some health practices.</p> <p>Writing diary.</p>	<p>Group work: Prepare a schedule for physical activities for the class. Make slogans to encourage good health</p> <p>Write a paragraph about the importance of good health.</p>	<p>Art: Create posters to promote safety issues.</p> <p>Science: Identifying foods to make a balance diet.</p>

## THEME 4 HEALTH AND SAFETY

Topics		<u>Objective</u>		Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
					Make a list of class rules for maintaining good health.			
Pollution of the environment.	<p>Define the term pollution.</p> <p>Name types of pollution.</p> <p>Identify sources of pollution.</p> <p>Explain how pollution is harmful to society.</p> <p>Explain ways of eliminating the sources of pollution.</p>	<p>Illustrate a clean and healthy environment .</p> <p>Classify the types of pollution based on given sources.</p>	<p>Show willingness to keep a clean and healthy environment .</p>	<p>Pollution is the contamination of air, water, soil by substances that are harmful to living organisms.</p> <p>Sources of pollution are those things that cause pollution e.g. excess emission of gases/ vapours, hazardous wastes, road traffic,</p>	<p>Observing pictures depicting pollution.</p> <p>Discussing pictures.</p> <p>Reading information on pollution.</p> <p>Discussing content read.</p> <p>Preparing a definition of pollution.</p> <p>Identify sources of pollution.</p>	<p>Pictures of polluted and unpolluted areas.</p> <p>Guyana Our Country Our Home.</p> <p>Relevant texts – Social Studies for our Children Books 5 and 6.</p>	<p>Answering question on pollution.</p> <p>Match types of pollution with their sources.</p> <p>Group work: Preparing a list of rules for maintaining a clean and healthy environment</p>	<p>Composition: Writing a story entitled: 'A pollution free environment'.</p> <p>Art: Illustrate a clean and healthy environment.</p>

### THEME 4 HEALTH AND SAFETY

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
				<p>neighbourhood, domestic and industrial noise. Pollution can cause serious illnesses and death.</p>	<p>Suggesting ways for eliminating pollution.</p>			

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
Drugs and their effects.	Name some common drugs. Give a definition for drugs. List some (i) legal drugs. (ii) illegal drugs. (iii) prescription drugs. (iv) over the counter drugs. State the effects of illegal drugs. Tell the importance of useful drugs. Define drug abuse. Name drugs that are abused.	Differentiate between legal and illegal drugs.  Differentiate between harmful and useful drugs.  Reading instructions on labels of drugs.	Working together in groups to produce slogans to show the dangers of using illegal drugs.  Show respect for each other's contribution.  Participating fully in discussion.	A <b>drug</b> is a substance (other than food) that when taken into the body produces a change in it.  Some legal drugs can be harmful e.g. tobacco, alcohol, caffeine.	Naming some common drugs.  Brainstorming to give a definition of drugs.  Naming drugs under legal, illegal, prescription and over the counter.  Selecting names of drugs from a list to place under a given heading e.g. prescription drugs.  Role playing as drug abuser.  Visits to Health Clinics or Hospitals.	.Samples of legal drugs/ prescription drugs.  Pictures of some illegal drugs.      Pictures of drug abuser.  Resource Personnel.	Answering questions based on discussion.  Use the following terms (in relation to drugs) correctly: legal, illegal, <b>prescription</b> , over-the-counter.  Discussing the importance of over the counter drugs.	Language Arts: Making a list of new words. Using the words in sentences.  Art: Preparing posters and slogans to show the dangers of using illegal drugs.

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
	State ways of preventing the addiction to illegal drugs.				<p>Discussing the effects of using and abusing illegal drugs.</p> <p>Discussing the importance of legal drugs.</p> <p>Explain how illegal drug users are a danger to society.</p> <p>Observe persons who are affected by drugs.</p>		Writing stories of drug abusers.	

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
Guyana as a British Colony.	<p>Explain what is meant to be a colony.</p> <p>Identify symbols which were used when Guyana was a British Colony.</p>	<p>Draw symbols that were used when Guyana was a colony.</p> <p>Research important dates in Guyana's history.</p>	<p>Accept that the British played the role as ruler of a colony.</p>	<p>Guyana as a colony was ruled and administered by another country Great Britain. Queen Elizabeth was the Head of the Commonwealth. A Governor represented the Crown in Guyana and in every colony. Guyana used the National Symbols of Great Britain. E.g. The Union Jack The National Anthem-God Save our Gracious Queen. Coins and stamps also depicted Guyana as colony. Visit to the Parliament Building</p>	<p>Library research on Britain and the National symbols used. Collecting pictures for a scrap book. Viewing a video on Great Britain.</p>	<p>Pictures of the National symbols/ words of the National Pledge and the National Anthem.</p> <p>Guyana Our Country Our Home.</p>	<p>Explain what a colony is. Give two reasons why you do not wish for Guyana to be a colony again.</p>	<p>History</p> <p>Art and Craft.</p>

**THEME 5- OUR NATION**

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
<p><b>Guyana as an Independent country.</b></p>	<p><b>Identify the main persons who fought for Guyana's Independence. Describe the work of the local politicians and their parties. State the benefits of being an Independent state.</b></p>	<p><b>Research important dates in Guyana's history.</b></p> <p><b>Illustrate the structure of Government during the colonial days.</b></p>	<p><b>Appreciate the work of the local politicians and their parties.</b></p>	<p><b>By becoming Independent Guyana was able to have its own local leaders. More persons were elected to the House of Assembly. We also have our own National symbols. The Parties fought for the good of Guyanese peoples. The British were doing things to benefit the Mother Country. The independent country would work towards the benefit of the people. PPP —This was a working class party and represented the masses or the working class of people.</b></p>	<p><b>Library research.</b></p> <p><b>Collecting pictures of the political figures.</b></p> <p><b>Reading old newspaper for information.</b></p> <p><b>Small group discussion.</b></p> <p><b>Brainstorming.</b></p>	<p><b>Pictures of political Figures.</b></p> <p><b>Texts- New Horizons in Social Studies.</b></p>	<p><b>State three benefits of becoming an Independent country.</b></p> <p><b>Write an essay on any of the political leaders and highlight his/her work.</b></p>	<p><b>History</b></p>

## THEME 5 OUR NATION

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
				<p>Both Dr. Jagan and Mr. Burnham were members of this Party.</p> <p>Later Mr. Burnham and his followers formed the PNC party.</p> <p>Another party was the United Force. The leader Mr. D'Aguiar was a business man.</p>	<p>Reading material: "New Horizons in Social Studies Bks 1 and 2.</p> <p>Draw national symbols.</p> <p>View specimen of National Symbols.</p>	<p>Texts: New Horizons in Social Studies Books 1 and 2</p>		
Guyana as a Republic	State the changes that took place when Guyana became a Republic.	Research important dates associated with Guyana's Development towards a Republic.	Appreciate that a change of attitude is necessary when a country becomes a Republic.	Guyana became a Republic in 1970. The name was changed to the Cooperative Republic of Guyana.		Text — Guyana Our Country Our Home.		

### THEME 5 OUR NATION

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
Guyana as a Republic	State what is meant to become a Republic.	Draw a diagram to show the structure (Arms) of government.		<p>There was no longer any direct control by another country.</p> <p>The Head of Government was the Prime Minister. The Head of State was the President</p> <p>In 1980 the Executive President became the Head of Government and the Head of State.</p> <p>Three arms</p> <p>The Executive President and the Cabinet.-Policy and execution of the Policies</p> <p>The House of Parliament-Law making.</p> <p>Judiciary-Magistrate. Represents justice. Interprets the law.</p>	<p>Illustrate the composition of the House of Parliament. .</p> <p>Role —play the activities in the House of Parliament</p>	<p>Diagram of the structure (Arms) of Government.</p>	<p>Explain how the Executive President is elected.</p>	

## THEME 6 WEATHER AND CLIMATE

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
Weather Patterns in Guyana	Describe weather pattern in your region.  Difference between weather and climate. Identify the seasons.	Study a climatic graph and extract information.  Plot information on a graph. Observe the weather and make predictions.	Appreciate that weather changes throughout the year. Cooperate to collect information.	Guyana is a tropical country and experience rainy and sunny seasons at different times. The climate varies from Natural Region to Natural Region The mountainous areas receive more rainfall than the coastland. Generally four seasons are experienced. Two wet and two dry. .May-June is a rainy season.	Read information from an instrument. Visit a meteorological station. Visit to the <b>metereological</b> station. Looking at the weather report on television.	Weather charts.  Samples of wind vane and rain gauge.  Science in Daily life Book 1.	State three ways in which the climate in your community is different from that of another community in another Region.	Geography
Seasonal changes and effects on activities.	Identify crops that need dry /wet weather conditions. Identify activities that need dry/ wet weather conditions.	Research information.	Understand that many activities are dependent on the weather conditions.	Some crops need both wet and dry periods. Rice needs wet conditions at sowing time  .Dry spell is necessary at reaping time.	Observation of conditions and noting crops that are being reaped.  Note games that are affected by the weather.	Pictures of crops that need rain/sun	Give a description of the activities involved in sugar cane/rice cultivation.	Agriculture

### THEME 6 WEATHER AND CLIMATE

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
				Cricket needs dry weather conditions. Transportation during the heavy rainy season can be difficult since roads/trails can become soggy.	Visit a rice/sugar cane field.		(Cattle Rearing can also be described).	
Extreme weather changes and effects on activities.	Identify extreme weather changes.  State the effects of these extreme conditions.	Collect information /data from library.	Be willing to adopt the extreme weather conditions.	Often Guyana has extreme conditions. In 2005, the Coastland experienced heavy rains and had flood conditions. Life in general was badly affected. Emergency measures had to be taken.	Research information from weather/climatic reports.  Small group discussion.  Read old newspaper that relate to these extreme conditions.	Texts- Science Around us Books 5 and 6.  Newspapers.	State two actions that you can take to help offset the effects of flood conditions.  Describe two actions you can take to conserve on water supply during the very dry season	Geography.  Agriculture

### THEME 6 WEATHER AND CLIMATE

Topics	Objective			Content	Activities	Resources	Evaluation	Integration
	Knowledge	Skill	Attitude					
				<p>At other times droughts (long dry seasons) are experienced.</p> <p>The long dry spell can severely affect agriculture. As the conservancies can become dry.</p> <p>The <b>Rupununi</b> Region experiences these extremes as well. The times may vary from those in other Regions.</p>			<p>Pictures showing effects of droughts.</p>	