

CURRICULUM GUIDE
SOCIAL STUDIES – GRADE 6

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SOCIAL STUDIES CURRICULUM GUIDE

LEVEL 6

THE FAMILY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<p>Understanding the global Environment.</p> <p>Guyana as part of the Global Family.</p> <p>The Composition and shape of the world.</p>	<p>Define the term “Composition”.</p> <p>Name the parts into which the earth is divided</p> <p>Describe, in their own words, the composition of the earth.</p>	<p>Answering questions, orally and in writing.</p> <p>Identifying on a map of the world. the parts into which the earth is divided.</p> <p>Draw a map to show the continents and oceans of the earth.</p>	<p>Work co-operatively to make a model of the world.</p> <p>Show appreciation for the world by explaining how they would care for their immediate and extended environments.</p>	<p>Our world is spherical in shape.</p> <p>The earth is made up of land masses, oceans and seas.</p> <p>Landmasses/ continents</p> <ul style="list-style-type: none"> * Europe * Asia * Africa * Australia * North America * South America * Antarctica. <p>Oceans</p> <ul style="list-style-type: none"> * North and South Atlantic * North and 	<p>Examining a map of the world, and observing the composition of the world as regards land masses, oceans and seas.</p> <p>Looking at a globe and identifying the continents, oceans and seas.</p>	<p>Writing sentences about the composition and shape of the world.</p> <p>Insert the following on an outline map of the world, and name them.</p> <p>(i) an ocean (ii) a sea (iii) a continent</p>	<p>Craft: Making a model of the world.</p> <p>Spelling: Spelling words used e.g. continent masses Antarctic Mediterranean etc.</p> <p>Vocabulary: Finding the meaning of words e.g. Continent – One of the main masses of land on the earth.</p>

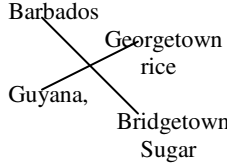
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				South Pacific * Indian * Arctic * Antarctic Seas: Caribbean Mediterranean Arabian Caspian			
Climatic Zones and countries located within these zones.	Define “Climatic Zone”. Discuss the Climatic Zones of the earth. Name countries located within the zones.	Explaining what are climatic zones. Identifying the climatic zones on a map of the world. Locating the climatic zones on (a) a map of the world (b) a globe.	Work in groups to show the relationship between the earth and the sun, using a flashlight as a model of the sun.	A climatic zone is an area of the earth where all the countries located there enjoy the same/similar climate or climatic conditions. The earth is divided into different zones by latitude and longitude lines. The equator divides the earth into a northern and a southern hemisphere.	Identify and name the zones north and south of the equator. Locating countries in these Zones. Identifying these countries on a map or globe.	On an outline map of the world insert any of the zones, and name a country in this zone. Answering questions based on discussions. Complete the following 1. England, _____ and _____ can be found in the Temperate Zone.	Spelling: Words used: Zone Equator Climatic, etc. Vocabulary Finding the meaning of words e.g. <u>Temperate Zone</u> – neither extremely hot nor extremely cold. Have four seasons – Spring, Summer, Autumn and Winter. <u>Tropical Zone</u> – hot regions between two latitudes.

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				<p>The north and south poles are found at the axis of the earth.</p> <p>The climatic zones help us to understand the relationship between the earth and the sun.</p> <p>The climatic zones are:- The Tropical, Temperate and the Polar Zone</p> <p>Countries found within the zones:</p> <p><u>Tropical Zone</u> countries in the Caribbean, Guyana, Africa, Philippines, Brazil, Suriname. etc.</p>			<p>Located between $23\frac{1}{2}^{\circ}$ N and $23\frac{1}{2}^{\circ}$ S.</p> <p><u>Frigid or Polar Zone.</u> This is the very cold region which is located near to the north and south poles.</p>

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Lines of Latitude and Longitude and their functions	<p>Define</p> <p>(a) Latitude (b) Longitude (c) Functions</p> <p>Compare lines of latitude and longitude, and explain their functions.</p> <p>Name the location of countries separated by specific lines of latitude and longitude.</p>	<p>Identify lines of longitude and lines of latitude on a globe/map.</p> <p>Writing sentences about lines of longitude and lines of latitude.</p> <p>Inserting lines of longitude and lines of latitude on a</p>	<p>Work together in groups to draw a world map, showing lines of</p> <p>Show appreciation for latitude and longitude lines by explaining their uses.</p> <p>Appreciate the fact that a country's</p>	<p><u>Temperate Zone:-</u> Afghanistan, China, United States of America, Germany, etc.</p> <p><u>Polar Zone:-</u> Parts of the United States of America, Canada, Russia Alaska.</p> <p><u>Lines of Latitude:</u> Imaginary lines that are parallel to the equator.</p> <p><u>Lines of Longitude:</u> Imaginary half circles drawn through the poles.</p> <p>Lines of latitude divide the earth into climatic zones, while</p>	<p>Examining a map of the world, and naming and identifying countries that have earlier and later times because of their location.</p> <p>Inserting on a map of the world, names of countries in different zones – both time and</p>	<p>Complete e.g. A country that experiences an earlier time than Australia is ____.</p> <p>Make a folio (scrap book) showing countries found within the tropics, temperate and polar zones. Use illustrations.</p> <p>Complete sentences e.g. A country that</p>	<p>Spelling: Words used Longitude Latitude Equator Imaginary</p> <p>Vocabulary Finding meaning of words e.g. - <u>Imaginary:</u> - imagined or not real. - <u>Locate:</u> - to state where something is.</p>

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	State the functions of the lines of latitude and longitude as regards the location of countries.	diagram of a globe.	climate is dependent on its latitudinal location.	<p>lines of longitude divide it into time zones.</p> <p>Lines of latitude and longitude, when used together, help us to locate places on the earth.</p> <p>Countries to the east of the date line begin the day before those on the west. They therefore have an earlier time.</p> <p>When cricket is played during the day in Australia, it is night in Guyana.</p>	<p>climatic.</p> <p>Reading the names of the countries to the class, and saying in which time/climatic zone each country is located.</p> <p>Answering questions orally based on discussions.</p>	<p>experiences an earlier time than Guyana is.....</p> <p>.....</p> <p>Write four sentences on the functions of latitude and longitude lines.</p> <p>When cricket is played during the day in Guyana it is in Australia.</p>	- <u>Equator</u> :- imaginary line that divided the earth into a northern hemisphere and a southern hemispheres.
Guyana as part of the CARICOM Family. Formation	Define the term CARICOM. Name Caribbean states that are members of	Categorize member states as regards their location. Answering	Show appreciation for CARICOM by stating how our	CARICOM – the Caribbean Community. It is a movement towards unity in the Caribbean.	Locating CARICOM countries on a map of the Caribbean.	. On a map of the Caribbean insert: - Guyana, Trinidad and Tobago, Barbados,	. Vocabulary: Finding meaning of words e.g. <u>Treaty</u> : - an agreement between two or

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of CARICOM	CARICOM. Explain why these countries become members of CARICOM.	questions orally and in writing. Locating member states on a map. Inserting member states on an outline map.	country benefits from membership within the organization. Respect the culture of other states	CARICOM was established by the Treaty of Chaguaramus which was signed on July 1, 1973. CARICOM comprises fifteen (15) members. They are 1. Guyana 2. Jamaica 3. Barbados. 4. Trinidad & Tobago 5. Grenada 6. Belize 7. St. Lucia 8. Montserrat 9. Dominica 10. Antigua & Barbuda 11. St. Kitts & Nevis 12. Bahamas 13. Suriname 14. Haiti 15. St. Vincent & the	Discussing how CARICOM originated with four countries after the signing of the Treaty of Chaguaramus. Classifying CARICOM countries with regard to their location e.g. main-land country - Guyana, Island – Montserrat	Suriname and Bahamas. Complete the following: The Treaty of Chaguaramus established CARICOM on ____. Name the mainland states which are members of CARICOM. Haiti became a member of CARICOM in July of the year ____. Making a folio (scrap book) of each member state of CARICOM using pictures and illustrations for each country. (Group Work).	more countries established to start business, etc. <u>member:</u> someone who belongs to a group, etc. Spelling: e.g. established CARICOM Community, etc. Mathematics (i) Sets Member states that are (a) islands (b) mainland countries (ii) Fractions Fraction of countries that are (a) mainland countries (b) islands (c) republics (d) colonies (e) Non- English speaking.

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				<p>Grenadines.</p> <p>Suriname – 14th member, 4th July 1995.</p> <p>Haiti – 15th member, 4th July 1997.</p> <p>Islands – Trinidad and Tobago, Montserrat, Jamaica, Barbados, Dominica, Grenada, etc</p> <p>Mainland Countries Guyana, Belize, Suriname.</p>			
<p>Chief towns/ cities of CARICOM countries.</p> <p>Main products of CARICOM countries</p>	<p>Name the (i) chief town/city (ii) products of all CARICOM countries.</p> <p>State the importance of the products to each</p>	<p>Researching the origin of the chief town of each CARICOM country.</p> <p>Identifying the chief</p>	<p>Work co- operatively, in groups, researching the origin of the chief town of each country and compiling</p>	<p>Each CARICOM country has a chief town. Each state has products e.g. Bahamas- Nassau- Cray fish, coconuts. Montserrat –</p>	<p>Examining maps of countries.</p> <p>Identifying the chief town/ cities and products of each, using the</p>	<p>Matching countries to their chief towns/cities and product e.g.</p>  <p>Barbados Guyana, Georgetown rice Bridgetown Sugar</p> <p>Making a folio</p>	<p>Craft: Making folio using scissors, paste, pictures, paper, etc.</p> <p>Spelling: Words used:- Nassau,</p>

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	country.	town/city of each CARICOM country on a map of the Caribbean. Answering questions orally and in writing.	findings into a folio (scrap book). Show appreciation for the input of each group member by applauding their efforts and contributions, and by motivating each other.	Plymouth,-Hot peppers, cotton.	key. Answering orally, questions based on discussions.	(scrap book) using pictures of town, products, etc. for each country. Write short sentences about each.	Plymouth, Crayfish. Vocabulary: Finding meaning of words Language Arts: Sentence construction. Subject and Verb Agreement.
Immediate neighbours of CARICOM countries	Define “immediate neighbours”. Identify the immediate neighbours of the CARICOM countries, and state the role each plays in helping the other.	Identifying - CARICOM neighbours on a map of the Caribbean Writing sentences to explain what the term “immediate neighbours” means. Answering questions	Working in groups to identify and locate, on a map, the immediate neighbours of the CARICOM countries	Immediate neighbours - the countries that are nearest to the CARICOM countries. Each CARICOM country has immediate neighbours e.g. Guyana : - Suriname, - Brazil, - Venezuela. St. Vincent :	Locating CARICOM countries and their neighbours. Naming the CARICOM countries and their neighbours. Inserting on a blank map of the Caribbean Region all the CARICOM countries and	Insert on a blank map of the Caribbean Region any two CARICOM countries and their immediate neighbours.	Spelling: Immediate, neighbours, Grenadines, etc. Vocabulary: Finding meaning e.g. <u>Immediate:</u> - nearest. <u>Neighbour:-</u> A country that is near to another.

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		orally and in writing. Explain why the Caribbean neighbours are important to other members.		- Barbados - St. Lucia - Grenada & the Grenadines. Belize : - Mexico, - Guatemala, - Honduras.	their immediate neighbours. Answering orally and in writing questions based on discussions		
Political status of CARICOM countries	Name and describe the political status of each CARICOM country. Name and identify the Head-of-State of each CARICOM country.	Collecting, sorting and matching pictures of the Heads-of-State with their respective country.	Working co-operatively to research information about CARICOM states.	CARICOM countries have differences in political status. Independent Republic – Guyana, Trinidad & Tobago, Haiti. Independent - Barbados, Jamaica, Colony – Montserrat. CARICOM countries have common objectives e.g. (a) Economic	Stating and discussing (1) Political Status (2) Heads-of-State (3) Common objectives of all CARICOM countries. Revising the names of CARICOM countries. Discussing the ways in which objectives are achieved by member states, with regards to	Match column A, B and C A – <u>Name of country</u> Guyana St. Lucia Barbados B – <u>Head-of-State</u> President. Prime Minister. Premier. Chief Minister C – <u>Political Status</u> Independent Republic. Colony Making folio showing (a) Political Status	Craft: Making a folio (scrap book), using pictures, paste, markers etc. Spelling: co-ordination, foreign policy, political, differences, etc. Vocabulary: Finding meaning of words e.g. <u>Functional:-</u> working properly <u>Co-ordination:-</u> To get people or things working together.

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				co-operation through the Caribbean Common Market. (b) Coordination of foreign policy among independent member state (c) common services and cooperation in functional matters such as health, education and culture, communication and industrial relations	culture. Answering questions based on discussions.	(b) Head-of-State of all CARICOM Countries. Use pictures where necessary	<u>Foreign</u> : - of or in another country.
The medium of exchange of CARICOM member states. The currencies of CARICOM countries	Name and identify the Currency of each CARICOM Country. Name the medium of exchange of CARICOM member states singly and collectively.	Collect samples and pictures, and compile a folio of currency of CARICOM states	Work co-operatively in groups to make a folio (scrap book) of the medium of exchange of CARICOM countries. Work cooperatively	Currency: Countries using Eastern Caribbean Dollars (E.C. Dollars) e.g. Grenada St. Lucia, etc. Other countries have their own currency e.g.	Identifying those CARICOM countries that have their own currency. Naming the currency of each CARICOM country.	Making a folio (scrap book) showing the CARICOM countries and their currency. Complete: The currency of the following CARICOM countries are:	Craft: Making a folio using paste, scissors, markers etc. Vocabulary: Finding meaning of words:- <u>Currency</u> :- money, foreign currency

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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	State the importance of currency to the member states		to research information about CARICOM.	Guyana – Guyana Dollar, Trinidad and Tobago - T & T Dollar, Bahamas - Bahamian Dollar, Suriname- Guilder, Haiti – Gourde. CARICOM Travellers Cheques are used by all CARICOM countries	Discussing the medium of exchange common of all CARICOM countries, and the financial institutions which control it. Answering orally questions based on discussions viz. What is the currency of each of the CARICOM countries?	Guyana _____ Bahamas _____ St. Lucia _____ Grenada _____. The national currency of all CARICOM countries is _____. Write a short paragraph showing the comparison and contrast of the currency, its value etc. of any two CARICOM countries	<u>Eastern:-</u> (adjective) situated in the east. Spelling: Bahamas Eastern Caribbean, Currency, etc. Mathematics <u>Sets</u> (a) countries with the same currency b) calculating values using exchange rates
The institutions within CARICOM which help to promote development.	Name the institutions within CARICOM which help to promote development of the region. Name the country where each institution is located.	Locate on a map of the Caribbean the countries in which each institution is located.	Show appreciation for the role that the institutions play in the social, cultural and economic development of member states.	There are institutions within CARICOM that help to promote development of the Region. The CARICOM Headquarters is located in Georgetown, Guyana. Caribbean	Discussing the ways in which each institution helps to promote the development of the Region. Reading information on the institutions of CARICOM. Answering	Write the names of the institutions and the country in which each is located. Write statements explaining how each institution promotes development of the region. Write two	Spelling: Institution, Headquarters, Council. Vocabulary: Finding the meanings of words e.g. <u>Council:-</u> A group of people chosen or elected to organize or

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				<p>Development Bank – Barbados. Caribbean Common Market Council –rotating Headquarters/ Venue.</p> <p>CXC - Barbados</p>	questions both orally and in writing.	paragraphs on any institution, saying how this institution helps to promote development of the region.	<p>discuss something.</p> <p>Headquarters:- A place from which an organization is controlled.</p> <p>Language Arts: Paragraph Writing. Sentence construction. Subject and verb agreement.</p>
The agencies of communication and the roles they play within CARICOM	Define the term “Communication” Name the types of communication used in Guyana.	Identifying the agencies of communication found in all CARICOM countries. Answering questions orally and in writing.	Show appreciation for the types of communication found in Guyana by saying how you can care for them.	<p>CARICOM countries are closely linked.</p> <p>Agencies of communication within CARICOM countries assist people to maintain regular and easy contact.</p> <p>Some agencies of communication within CARICOM are</p>	Discussing the means by which countries give and receive information about member states. CARICOM Reading information about agencies of communication within CARICOM. Answering questions on information	Make a folio showing the agencies of communication in all CARICOM countries, and the type of communication from each agency. Write sentences about the role these agencies play in the development of any CARICOM country.	<p>Craft: Making a folio using paste, scissors, markers etc.</p> <p>Spelling: Regular, Communication, Caribscope, Carifesta</p> <p>Vocabulary: Meanings of words e.g. <u>Culture:</u> customs and traditions. <u>Education:-</u> the</p>

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				<p>G.P.O.C. – letters, parcels etc. G.T.T – telephone, telegraph, etc. NCN – local and international broadcasts, etc. CANA CBU</p> <p>These agencies assist the population to view activities e.g. cricket while the game is being played.</p> <p>They also keep the population informed about occurrences in other CARICOM states, and in the world at large.</p>	<p>read. Researching information on agencies of communication</p>	<p>What are the meanings of the following abbreviations? CBU – GBC – CANA – G.P.O.C.- NCN -</p>	<p>process of training people’s minds and abilities.</p> <p>Language Arts: Sentence construction, subject and verb agreement.</p>

**SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 6**

POLITENESS

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Rules and Responsibilities.	State the importance of obeying rules. Explain the consequences of disobeying rules.	Listing rules and responsibilities (a) in the home (b) at school © in the community. Compose rules that we should obey Demonstrating/ Dramatizing different behavioural patterns. Observing pictures of persons practising healthy habits.	Be aware that they have the responsibility to obey rules at all time. Appreciate that being responsible would benefit themselves and others. Show willingness to interact with each other, and accept each others' ideas as they work in groups.	Rules and responsibilities govern our behaviour patterns. Some parents/ guardians lay down rules about what is expected of the members of a household e.g. - Do not speak with food in your mouth. - Be always neat, clean and tidy - Do not litter. - Dispose of litter properly.	Brainstorming to find out what are some of the rules and responsibilities in pupils' homes, school and communities. Role playing different behaviours. Listening to, and discussing stories about what happens when rules are broken. Reading and discussing the Standard Operational Procedure. (SOP).	Write a composition on: The importance of obeying rules. Observe pupils as they take on responsibilities. Use a check list to tick off tasks. Produce a folio of rules and responsibilities. Use appropriate pictures and/or diagrams. Role-play/ dramatize some rules and responsibilities e.g. sitting at a table/desk and participating in a meal; cleaning up after a meal.	Language Arts: Composition writing. Sentence construction. Art & Craft: Preparing a folio. Illustrate rules. Drama: Role-playing, Miming and dramatizing rules and responsibilities.
Rules at home, at school and in the community .							

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>- Be punctual.</p> <p>- Say ‘good morning’, ‘good afternoon’, ‘please’, ‘thank you’, ‘I am sorry’, etc at the appropriate times.</p> <p>Obey the golden rule: “Do unto others as you would have them do unto you.”</p> <p>Some other rules which should be obeyed are:</p> <p>Avoid spilling food on the floor, table, benches, chairs and desks.</p> <p>Always wash hands before</p>	Working in groups to make charts/posters showing rules and responsibilities.		

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				<p>eating and after visiting the toilet.</p> <p>Finger nails should always be kept short and clean to prevent germs.</p> <p>Treat the elderly with respect.</p> <p>Take care of community property e.g. community centres.</p>			

**SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 6**

OUR COMMUNITY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
How population is determined	<p>Explain how population is determined</p> <p>Define the term census.</p> <p>State how often a census is held.</p> <p>List the information which is provided by a census.</p>	<p>Taking a census of the school.</p> <p>Researching and recording information about the last census done in Guyana.</p>	<p>Appreciate the importance of taking a census by explaining how it assists the Government to plan for the nation's development.</p> <p>Work cooperatively to make plans to take a census of your village.</p> <p>Show willingness to interact with each other, and accept each others'</p>	<p>The population of an area is determined by a census.</p> <p>A census is the official counting of the population. It is done every ten years.</p> <p>Some information provided by a census includes sex, age, employment, occupation, educational qualification and salary. A census is important</p>	<p>Brainstorming to find out what can be done to find out how many persons live in an area.</p> <p>Discussing how the population of a community or country is determined.</p> <p>Discussing how a census is done, how often it is done and what information is garnered from it.</p> <p>Researching information on the last census done in the</p>	<p>Write a paragraph explaining what is a census, and why one is carried out.</p> <p>In groups, write a report on the school census that was done. Read the report to the class.</p> <p>Write a paragraph on how a census is of importance to the government.</p> <p>A census is carried out every ----- years.</p>	<p>Language Arts: Paragraph writing. Sentence construction. Report writing.</p> <p>Art & Craft: Preparing a folio</p> <p>Drama: Role-playing, Miming and dramatizing rules and responsibilities.</p> <p>Mathematics Counting population. Four rules of number. Fractions. Percentages. Graphs. Sets.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
			ideas as they work in groups.	<p>because it supplies the government with information to assist it in planning for the nation's development.</p> <p>Some terms associated with population are</p> <p>Migration: Permanent movement of persons from one place to another, to take up permanent residence.</p> <p>Internal migration: People moving from one community to another within the country.</p> <p>Natural</p>	<p>country. Recording some of that information.</p> <p>Working in groups to make plans to carry out a census of the school's population.</p> <p>Carry out a census to find out the school's population according to</p> <p>(a) sex (b) age group, (c) class</p>		<p>Vocabulary Census, population, death rate, birth rate, migration.</p>

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				<p>Increases: The increase of the number of births over the number of deaths.</p> <p>Birth Rate: The number of births per year for every thousand persons in the population.</p> <p>Death Rate: The number of deaths per year for every thousand persons in the population.</p>			
Where people live in Guyana	<p>Name the natural regions into which Guyana is divided.</p> <p>Name the natural region which is most densely populated and give reasons for this.</p>	<p>Examine a population map of Guyana and identify the natural region in which most Guyanese live.</p> <p>Locating on a</p>	<p>Work cooperatively, in groups, to research information and prepare a folio on Guyana's population.</p>	<p>Most of Guyana's population lives on the Low Coastal Plain. A large percentage of this population can be found in the towns.</p>	<p>Examining the map on pg. 24 of <i>Social Studies for Our Children Bk. 6</i> and noting where people live in Guyana.</p> <p>Read and discuss the</p>	<p>Looking at the Pie Chart on pg 25 of <i>Social Studies for Our Children Bk. 6</i> and answering questions on it.</p> <p>State why the interior savannah is sparsely</p>	<p>Mathematics Pie Chart. Fractions Percentages.</p> <p>Language Arts Reading Sentence construction Paragraph writing</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
	Explain why the interior savannah is sparsely populated.	map of Guyana, and naming places which are densely populated		<p>People also live in villages on the coast, along the river banks and in the country's interior.</p> <p>The forests, rivers, hills and mountains have contributed to the sparse population in the country's interior. It is difficult to farm in these areas, and to build roads there. Conditions are not good for human settlement.</p> <p>In Guyana people live in areas which are developed and where they can earn</p>	<p>information recorded below the map.</p> <p>Using the map of Guyana together with the map on pg. 24, identify and name places which are (a) densely populated (b) sparsely populated.</p> <p>Discussing what determines where people in Guyana live.</p> <p>Discussing why some areas are densely populated while others are sparsely populated.</p>	<p>populated.</p> <p>Give reasons why some areas are more populated than others.</p> <p>Explain where most Guyanese live and why.</p>	<p>Art & Craft Preparing a folio.</p> <p>Vocabulary Natural region Dense Sparse livelihood</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				a livelihood.			
Population distribution in cities.	<p>On a map of the world, identify and name major cities and towns.</p> <p>Explain why these areas are densely populated</p> <p>Name some areas of the world which are sparsely population. Give reasons for this.</p>	<p>Locating on a map of the world, major towns and cities.</p> <p>Examining a population map of the world and stating the population of given cities and towns.</p> <p>On an outline map of the world insert three densely populated areas. Use a key to name them.</p>	<p>Show appreciation for a country's population by explaining how they contribute to the country's development.</p>	<p>People live in almost all areas of the world. However, some areas are heavily populated. These include the towns and cities. In all parts of the world the towns and cities are the most developed areas, and they have most of the amenities for life. This sometimes lead to migration from the other areas to the town</p>	<p>Use the map on pg. 22 of <i>Social Studies for Our Children Bk. 6</i>, together with an atlas, to identify and name major towns and cities of the world.</p> <p>Locate and name densely and sparsely populated areas.</p> <p>Discussing whether the towns and cities are densely or sparsely populated, and reasons for this.</p>	<p>Name some areas of the world which are densely populated and explain why this is so.</p> <p>Explain why some areas of the world are sparsely populated.</p> <p>On a map of the world inset and name three densely populated and three sparsely populated areas.</p> <p>Insert any five cities on an outline map of the world. Name them.</p>	<p>Mathematics Comparison e.g. > < = Sets</p> <p>Language Arts Sentence Construction. Paragraph Writing. Reading and Researching.</p>
Why people live in	Explain why people live in	Identify on a map of the		Migration usually occurs	Naming areas in the world where	Write a paragraph on areas where	Reading and researching.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
certain places.	certain places and not in others. Name some areas in which people find it difficult to live	world, features which make an area difficult to live in.		from the rural to urban areas and from less developed to more developed areas. Many large towns are found on the coast. Some are also located at the mouth of large rivers. The town and cities are well developed areas which are often centres of commerce. Many people live on the coast because of trading and fishing. Others live on river banks because of trade and lands for	people find it difficult to live, and discussing why this is so.	people live, and why this is so. Give reasons why some areas are densely populated. Name some of these areas.	Paragraph writing.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>farming.</p> <p>The population is sparse where it is very cold, where there are deserts, where there are mountain ranges and where there are thick forests.</p> <p>People do not live in these places because farming is not easily done there, and because of severe heat or cold.</p> <p>Roads may be hard to build in the mountain and jungle areas. Lack of food</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				and transportation, together with a harsh climate, discourage persons from living in these areas.			
People live in different regions of the world	<p>Name the climatic zones of the earth.</p> <p>Explain how and why the earth is divided into climatic zones.</p> <p>Name communities which are located in each climatic zone.</p> <p>Tell the effects of the earth's climatic zones on people's life styles.</p>	<p>Locating lines of latitude and longitude on a map or globe.</p> <p>Locating the earth's climatic zones on a globe or a world map.</p> <p>Drawing a diagram to show the earth's climatic zones.</p>	<p>Show appreciation for the climatic zones of the earth by explaining how they affect the life style of the people.</p>	<p>The earth is divided into climatic zones by the latitude lines.</p> <p>Latitude and longitude lines help us to locate places on the earth.</p> <p>The climatic zones are determined by the amount of heat which the various sections receive from the sun. The areas near the sun are hot</p>	<p>Examining a globe and identifying lines of latitude and longitude.</p> <p>Discussing the functions of latitude and longitude lines.</p> <p>Identifying and naming the earth's climatic zones.</p> <p>Discussing how people's life style is affected by the climatic zone in which they live.</p>	<p>Name the climatic zones into which the earth is divided.</p> <p>Draw a diagram to show the different climatic zones. Label the zones.</p> <p>Write a paragraph on how the people's life style is affected by the climatic zone in which they live.</p>	<p>Language Arts Sentence Construction. Paragraph Writing. Subject- Verb Agreement.</p> <p>Art. Drawing diagrams and labeling them.</p> <p>Vocabulary Region, climatic zone, latitude. Longitude.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>while those far away are cold.</p> <p>The climatic zones of the earth are the tropical or hot zone, the temperate or cool zone and the frigid or cold zone.</p> <p>People live in different communities of the earth. The earth's communities are located in different climatic zones. The climatic zone in which a country is located helps to determine the life style of its people- the crops they grow, the</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				foods they eat, the type of clothing they wear, the type of houses they build and the type of animals they rear.			
People in the tropical zones.	<p>Name communities which are found in the tropical zone.</p> <p>Define the term hot desert.</p> <p>Explain how people in the hot deserts live.</p> <p>Define the term savannah.</p> <p>Describe the life style of the people in the tropical grasslands.</p> <p>Describe the physical features</p>	<p>Locating on a world map, communities in the tropical zone.</p> <p>Identifying the interior savannah on a map of Guyana.</p> <p>Inserting on a map of Guyana, the Rupununi Savannahs, and the mountain range which divides the area into north and south.</p>	<p>Work cooperatively in groups to prepare a folio on</p> <p>(a) A hot desert</p> <p>(b) The Rupununi Savannahs.</p> <p>Appreciate the contributions of group members.</p>	<p>The tropical zone is located between the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Countries in this zone have a very high temperature. They have two rainy seasons and two dry seasons.</p> <p>Communities which are located in this region include hot deserts, tropical forests and</p>	<p>Identify the tropical zone on a map or a globe, and explaining where it is located.</p> <p>Identifying and naming countries located in the tropical zone.</p> <p>Naming and discussing the types of communities found in this zone.</p> <p>Naming deserts and tropical grasslands.</p>	<p>Explain where the tropical zone is located.</p> <p>Name two types of communities which are found in this area.</p> <p>Explain what is</p> <p>(a) a hot desert</p> <p>(b) a savannah</p> <p>Prepare a folio on</p> <p>(a) a hot desert</p> <p>(b) The Rupununi savannahs.</p> <p>(Group Work).</p> <p>Insert the Rupununi Savannahs on an outline map of</p>	<p>Language Arts</p> <p>Sentence Construction</p> <p>Paragraph Writing.</p> <p>Art & Craft.</p> <p>Preparing folios.</p> <p>Vocabulary</p> <p>Nomads, deserts, savannahs,</p>

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	of (a) a hot desert (b) a savannah			<p>tropical grasslands.</p> <p>A hot desert is an area where there is hardly any rain and where very little vegetation grows. The area is sandy and people find it very difficult to live there.</p> <p>Some of the people who live there are nomads who spend their lives moving from one place to another. They live in huts or tents. The Bedouin of North Africa are nomadic Arabs. They rear camels, sheep and</p>	<p>Discussing the life style of the people who live in these communities.</p> <p>Identifying the Rupununi savannahs on a map of Guyana.</p> <p>Discussing the physical features of this area.</p> <p>Naming places which are found in the interior savannahs.</p> <p>Discussing the lifestyle of the people who live there.</p>	Guyana.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>goats. The people wear thick, loose clothing to keep them cool during the day and warm during the night. Their food comprises mainly meat, fruit and milk; and their means of transportation is the camel.</p> <p>A savannah is a large area of grassland with tropical trees.</p> <p>The Rupununi Savannahs of Guyana are located in the south-west of the country. The area is divided into a north savannah and</p>			

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				<p>a south savannah by the Kanuku mountains.</p> <p>The population of the area consists mainly of Amerindians. During the rainy season the people plant crops such as yams, beans, sweet potatoes, corn, cassava, peanuts and tobacco. They also hunt deer, jaguars and wild hogs. Cattle ranching is also done. The houses in the area are constructed from local</p>			

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				<p>materials.</p> <p>Transportation is mainly by foot, bicycle, horseback, land rover and bullock carts. Leisure activities include indoor and outdoor games and making craft items.</p>			
At home in the temperate zones.	<p>Name communities which are located in the temperate zone.</p> <p>Explain the life style of the people in these communities.</p> <p>List jobs which are specific to persons in the temperate zone.</p>	<p>Locating on a map of the world communities which are found in the temperate zone.</p> <p>Comparing the lifestyle of the people in the temperate zone and those in the tropical zone.</p>	<p>Show appreciation for the people who live in the temperate zone by explaining how people in other areas benefit from their labours.</p>	<p>North and south of the tropical zone can be found the temperate zones. This area has four seasons – spring, summer, autumn and winter. Countries in the temperate zone are densely populated, have large</p>	<p>Identifying the temperate zone on a globe. Identifying and naming communities located within this zone.</p> <p>Discussing the types of communities found there.</p> <p>Describing the lifestyle of the people in this region.</p>	<p>Explain what is the temperate zone and where it is located. Write a paragraph on the lifestyle of the people in this region</p> <p>Explain how the people of other regions benefit from the activities which are carried on in the temperate zone/region.</p> <p>Name some jobs</p>	<p>Vocabulary Spring, summer, autumn, winter, seasons.</p> <p>Art and Craft Preparing folios</p> <p>Language Arts Sentence construction Paragraph writing Reading and researching</p>

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				<p>stretches of plain and experience much rain. The produce of these countries include wheat, rice, meat, milk from dairy cattle and manufactured goods such as vehicles, textiles and clothing.</p> <p>These countries have many business places and factories which employ a large number of persons. Many of them supply the greater part of the world's manufactured</p>	<p>Discussing how the people of other regions benefit from activities carried on in this region. Compare the life style of the people in this zone with the life style of the people of the tropics.</p>	<p>which are specific to this region.</p> <p>Differentiate between the life style of the people in the temperate and the tropical regions.</p> <p>Work in groups to prepare a folio on the temperate zone.</p>	

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				<p>goods. The farms, forests, factories and mines of the temperate zones provide jobs for millions of people.</p> <p>The houses are built with materials which are available in the country. People wear clothing to suit the different seasons. They grow most of their foods and export the surplus to other countries. People travel within and between countries by air, land, sea</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				and rail.			
Living in the polar zones.	<p>Name communities found in the polar zone.</p> <p>Explain how the people in the tundra region live.</p>	<p>Inserting on a diagram (a) the Arctic and Antarctic circles (b) the polar zones.</p> <p>Collecting pictures and researching information for a folio.</p>	<p>Work cooperatively in groups to prepare a folio on the polar zones.</p> <p>Appreciate the importance of the polar zone by explaining its benefits to mankind.</p>	<p>The region of the cold desert is called the Tundra. The area is covered with ice nearly the whole year round, and there is very little vegetation</p> <p>Near the Poles, and within the Arctic and Antarctic Circles, the sun does not shine very brightly. The lands situated there are very cold and trees cannot grow there. Mosses, bushes and hedges grow there during the summer.</p>	<p>Identifying on a map or a globe, the polar regions.</p> <p>Discussing the physical features of this region, and how they affect the life style of the inhabitants.</p> <p>Discussing the life style of the people within this region.</p> <p>Comparing this region with the (a) tropical zone (b) temperate zone.</p>	<p>Write a definition of the polar region. Explain where the polar region/zone is located and name three communities found within this zone.</p> <p>Write a paragraph on how people within this zone live.</p> <p>Compare the lifestyle of the people in the polar zone with that of people in the temperate or tropical zone.</p> <p>On a diagram show where the polar region is located.</p>	<p>Vocabulary Tundra, region, zone, vegetation, sledges.</p> <p>Language Arts Sentence construction Paragraph Writing.</p>

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				<p>The people of these lands are called Eskimos. During the winter they live in igloos, and during the summer they live in tents or wooden houses. They engage in fishing and hunting.</p> <p>Travelling is done by sledges pulled by dogs. Their winter clothes are made of thick woollen blanket material with an outer cover of wind proof cotton. Their food consists of berries and the meat of seals,</p>			

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				walruses, fish and whale.			
Agencies that aid the development of Guyana's Resources.	<p>Define the term resources.</p> <p>Name Guyana's natural resources</p> <p>Name local and foreign agencies which aid the development of Guyana's resources.</p> <p>Describe the area of development which they aid.</p> <p>Name some agencies which market the products.</p>	<p>Associating agencies with the resources which they help to develop.</p> <p>Researching and recording information on local and foreign agencies and investors.</p>	<p>Show appreciation for the contribution of group members by listening to what they have to say.</p> <p>Cooperate with each other to research information.</p> <p>Work in groups to prepare a folio on the topic.</p>	<p>A country's resources are its assets which help to sustain it.</p> <p>Guyana's natural resources include rice, sugar, bauxite, citrus fruits, timber and green and yellow vegetables.</p> <p>The development of these resources is aided by both local and foreign agencies and companies.</p> <p>The following are some of the companies which aid the</p>	<p>Brainstorming what is a resource.</p> <p>Naming Guyana's natural resources.</p> <p>Naming and discussing the companies, both local and foreign, which help to develop these resources.</p> <p>Associating the agencies with the areas developed</p> <p>Researching and recording information on both local and foreign investors and the resources which they help to develop.</p>	<p>Explain what are resources.</p> <p>Name any two resources, and any agency/ investor that assists in their development.</p> <p>Work in groups to compile a folio on Guyana's resources and the agencies which assist in their development.</p> <p>Write a paragraph on the importance of resources to Guyana's development.</p>	<p>Art and Craft Preparing folios</p> <p>Language Arts Paragraph Writing Subject-Verb agreement. Sentence Construction</p> <p>Reading Researching and recording information.</p>

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	KNOWLEDGE	SKILLS	ATTITUDE				
				development of Guyana's resources. Rice Kaman Sankar Ltd., Alesie, Black Bush Rice Milling Co., Sugar Guyana Sugar Corporation (Guysuco) Bauxite Linmine, Cambior. Timber Demerara Timbers Ltd., Toolsie Persaud Ltd. Gold. Omai Gold Mines Ltd., Golden Star Resources			
Products which earn foreign exchange	Explain what foreign exchange is.	Researching information on the products	Working cooperatively in groups to research	Foreign exchange is the money which is	Discussing what is foreign exchange, and some ways in	Explain what is foreign exchange. Name some	Mathematics Converting Guyana dollar to various foreign

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	<p>Explain how foreign exchange is obtained.</p> <p>Name products through which foreign exchange is earned.</p> <p>State the benefit of foreign exchange to a country.</p> <p>Name some products which we purchase with foreign exchange.</p>	<p>which are exported and the agencies which assist them.</p> <p>Collecting and sorting pictures of products which are exported for foreign exchange.</p> <p>Compiling a folio on resources which earn foreign exchange.</p> <p>Identifying on (a) map of the Caribbean (b) map of the world countries with which Guyana trades.</p> <p>Researching and recording the exchange</p>	<p>information</p> <p>Show willingness to share information researched.</p> <p>Respect each others' contributions by listening to them during discussions.</p>	<p>earned through marketing of a country's products or resources.</p> <p>The main foreign exchange currencies are the United States dollar, the Canadian dollar, the English Pound, the Eastern Caribbean (E.C.) dollar and the dollar of other CARICOM states.</p> <p>Foreign exchange can be obtained from Commercial Banks or Cambios.</p>	<p>which Guyana earns it.</p> <p>Naming some foreign exchange currencies and the countries with which they are associated.</p> <p>Discussing the use of foreign currencies to Guyana.</p> <p>Discussing ways in which foreign exchange is used to develop the country.</p> <p>Naming and discussing the use of some imports which we purchase with foreign exchange.</p>	<p>currencies which are referred to as foreign exchange, and places from which they could be obtained</p> <p>Name some of Guyana's foreign exchange earners, and the countries to which they are exported.</p> <p>Write a paragraph on how foreign exchange is used to develop a country.</p>	<p>currencies and vice versa.</p> <p>Ratio, fractions.</p> <p>Percentages, sets.</p> <p>Language Arts Subject-Verb agreement. Sentence construction Paragraph writing Reading and Researching.</p> <p>Vocabulary resources foreign exchange cambio, exports imports, currency</p>

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		rate of Guyana dollar to various foreign currencies.		<p>Resources of Guyana which earn foreign exchange are rice, sugar, bauxite, fish, prawns, timber, molasses, fruits and green and yellow vegetables.</p> <p>Countries with which Guyana trades include CARICOM countries, Britain, the United States of America, Canada and European nations.</p> <p>Trade brings in foreign exchange which is used to purchase</p>			

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				<p>machinery and other imports, and develop services within the country.</p> <p>Services which can be developed through the use of foreign exchange are education, health, infrastructure and transportation.</p>			

**SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 6**

HEALTH and SAFETY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Drugs and their effects on the body.	<p>Define the term drug.</p> <p>Explain what are prescription drugs.</p> <p>Explain what are over-the-counter drugs.</p> <p>State the ill-effects of drugs on the body and those of others.</p>	<p>Discussing what are some of the ill-effects of drug use.</p> <p>Observing and noting the behaviour of drug users.</p> <p>Listing some of the behavioural patterns of drug users.</p> <p>Making of slogans and posters about the ill effects of drugs.</p> <p>Illustrating cartoons showing resisting the use of drugs.</p>	<p>Share ideas with each other and assist each other when researching information on the effects of drugs.</p> <p>Respect each other's ideas when working on group projects.</p> <p>Show awareness of the ill effects of drugs on the body by dramatizing actions taken to discourage the use of illegal drugs, alcohol and cigarettes.</p>	<p>A drug is any chemical that you put into your body that changes the way you think or feel.</p> <p>The kind of change in your body depends on the type of drug you use.</p> <p><u>Illegal Drugs.</u> Illegal drugs are drugs that the law prohibits one to use.</p> <p>Narcotics are illegal drugs which are used for non-medicinal purposes, and which affect</p>	<p>Discussion on what are drugs.</p> <p>Braining storming and writing definition of drugs, illegal drugs and narcotics.</p> <p>Talking about their observances of the behaviours of drug users.</p> <p>Discussing the effects of the use of illegal drugs on a person's life e.g. stealing from his/her own homes to obtain money to purchase drugs.</p> <p>Viewing</p>	<p>Write a short paragraph on the use of illegal drugs can affect (a) the life of the drug user (b) the life of his/her family (c) the community in which he/she lives.</p> <p>Complete each sentence with the correct word: 1. The drug which is made from parts of the cannabis plant is called</p> <p>2. A drug is something put into the body that changes the way a person and</p> <p>3. Two ill effects</p>	<p>Language Arts: <u>Composition</u> writing on the effects of drugs on the body. <u>Research</u> Research information on what can be done to assist/help drug users.</p> <p>Poetry. Composing poems on the use of drugs.</p> <p>Vocabulary. Compile a list of words relating to drugs e.g. cannabis, narcotics, medicine, sniff, injection, stimulant, legal, illegal, prohibited, etc.</p>

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				<p>the body negatively. They include marijuana (cannabis sativa known as ganja), heroin, crack cocaine and LSD.</p> <p>The use of these drugs causes many changes in the user's body.</p> <p>These drugs can be habit forming and can lead to serious consequences with regard to self and others.</p> <p><u>Effects of Illegal Drugs.</u> - Changes in the way a person's nervous</p>	<p>pictures of narcotic drugs.</p> <p>Reading articles of incidents relating to narcotics.</p> <p>Answering questions orally on articles read.</p>	<p>of the use of illegal drugs are and</p> <p>Write a paragraph on what advice you would give a friend to dissuade him/her from using drugs.</p> <p>List ways in which the (a) school (b) Ministry of Health could help to discourage the use of drugs.</p>	<p>Language Arts Paragraph writing.</p>

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				<p>system works.</p> <ul style="list-style-type: none"> - Confusion and changes in a person's senses. - General changes in attitude e.g. moodiness, loss of interest and motivation, feelings of fearlessness. - Frequent absenteeism and lack of performance e.g. lower grades at school. - Stealing, lying, involvement in crime. - Neglect of physical appearance. 			
Legal Drugs	<p>Name some drugs which are legal to use.</p> <p>List some advice</p>	Matching legal drugs with their form.	Work cooperatively to collect articles and pictures about legal	<p><u>Legal Drugs</u></p> <p>A legal drug is a drug which is lawful to use.</p>	<p>Display caption</p> <p>“Legal drugs can also ruin your life.”</p> <p>Discuss the</p>	<p>Write two paragraphs on how illegal drugs can affect your health.</p>	<p>Art and Craft.</p> <p>Prepare a folio on legal drugs and their uses.</p> <p>Include articles</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
	<p>you would give to someone who wants to use legal drugs.</p> <p>Describe some ill effects of legal drugs on the body.</p> <p>Explain why it is important to label drugs.</p>	<p>Working in groups to make posters to discourage persons from drinking alcohol and smoking cigarettes.</p>	<p>drugs, and prepare a folio on same.</p> <p>Appreciate the importance of using legal drugs by seeking medical attention when ill.</p>	<p>It may be prescribed by a doctor for an illness.</p> <p>It is dangerous to take an overdose of a legal drug, or to use a legal drug which has been prescribed for someone else. Some legal drugs like tobacco and alcohol can ruin your health.</p> <p>Continuous and heavy use of alcohol or cigarettes may lead to addiction. This can result in illnesses such as alcoholism,</p>	<p>following (a) Why do people drink alcohol? (b) How does drinking alcohol affect the body? (c) How can alcoholics be helped? (d) How does smoking affect your health?</p> <p>Work in groups to prepare a skit to show the dangers of drinking alcohol and or smoking cigarettes.</p>	<p>Illustrate a cartoon showing a person successfully resisting the use of drugs.</p> <p>Work in groups to dramatize a skit.</p>	<p>and pictures.</p> <p>Language Arts Make a list of the different drugs you see /hear advertised on television or radio during the week. Write answers to the following questions (i) Which type of drug is advertised most often? (ii) Why do you think this is so? (iii) Which of these drugs do you have in your home?</p>

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				diseased liver, smokers’ cough, bronchitis or lung cancer.			
Prescription drugs and their effects	<p>Explain what is a prescription drug.</p> <p>Name three prescription drugs.</p> <p>Explain why some drugs are called over-the-counter drugs.</p> <p>Name some OTCs and say what they are used for.</p>	Collecting labels and or samples of prescription or over-the-counter drugs in order to prepare a folio.	Show appreciation for prescription drugs by explaining why it is dangerous to use a drug that has been prescribed for someone else.	<p><u>Prescription Drugs.</u> A prescription is a Doctor’s written order that allows a person to obtain a special medicine. This special medicine is called a prescription drug.</p> <p>Some prescription drugs are antibiotics, tranquilizers, valium, pain killers, cough medicines, etc.</p> <p>Over-the-Counter</p>	<p>Naming some prescription drugs and discussing their uses.</p> <p>Naming some OTCs and saying what they are used for.</p> <p>Listening to a pharmacist talk about his/her work, and asking questions about what he/she does.</p> <p>Examining the containers of prescription drugs and reading and discussing the prescriptions</p>	<p>Complete this paragraph with words from the word bank. Word Bank. prescription, pharmacist, doctor, ill, drug store, doctor’s.</p> <p>Mary felt so she visited her He wrote her a Mary’s mother hurried to the The read the And filled the order.</p> <p>Read about the following situation and then answer the questions.</p> <p>Your friend Ann</p>	

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				<p>Drugs. An over-the-counter drug or OTC is a drug which can be purchased without a doctor's prescription.</p> <p>OTCs are used to treat problems such as headaches, colds, minor aches, itches, etc.</p> <p>Some OTCs are aspirin, paracetamol, and triple anti-biotic ointment.</p>	<p>e.g. Take one tablet three times daily after meals; Take one teaspoon full twice daily.</p> <p>Discussing the safe use of prescription drugs.</p>	<p>had a headache every day for the past week. She told you that she had been taking aspirins each time she had the headache. She is now taking ten (10) aspirins each day. Each time she takes aspirins her headache is relieved.</p> <p>(1) Why should you suggest to your friend that she should visit a doctor? (2) What would you tell Ann? (3) What could you do if Ann would not listen to you?</p>	

**SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 6**

OUR NATION

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Guyana's Political Development	<p>List the stages of Guyana's political development from emancipation to the present time.</p> <p>Explain what occurred at each stage.</p> <p>Explain what is meant by cooperation.</p> <p>Define the term emancipation.</p>	<p>Researching information about villages set up by the ex-slaves.</p> <p>Tracing the country's political development to the present time.</p>	<p>Co-operate with others in researching information and compiling a folder on every stage of Guyana's political development.</p>	<p>Co-operation is the working together of persons towards a common goal.</p> <p>Emancipation means freedom from slavery.</p> <p>Ex-slaves, after they were freed, co-operated with each other by pooling their earnings to buy abandoned sugar estates. Plantation Northbrook, which was renamed Victoria, was the first plantation bought by the ex-slaves. It was purchased in 1839.</p>	<p>Brainstorming/ Discussing the term co-operation.</p> <p>Discussing the meaning of slavery.</p> <p>Reading information about how the African co-operated after emancipation.</p> <p>Finding out and writing the names of plantations bought by ex-slaves.</p>	<p>Write answers to the following questions.</p> <p>What is the name of the first village which was bought by the ex-slaves?</p> <p>In what year did the ex slaves buy Plantation North - brook?</p> <p>Name three other plantations that were bought by ex-slaves.</p> <p>Write a paragraph about any of the stages of political development</p>	<p>Language Arts: Vocabulary: The meaning of words e.g. co-operation, emancipation.</p> <p>Comprehension: Answering questions after reading a passage.</p> <p>Spelling: Spelling words e.g. plantation, Victoria, abandoned, bought, Plaisance, Beterverwagting, Ithaca.</p>

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				<p>Thirty-eight other abandoned plantations were bought between 1839 and 1849.</p> <p>Other, plantations bought were Buxton, Plaisance, Farm, Garden of-Eden, Beterverwagting, Ithaca and Dartmouth.</p> <p>These plantations were developed and are now known as villages.</p>			
Place names and their origin.	<p>Identify places in Guyana which have names that were derived from the early settlers.</p> <p>Match the place names with their</p>	<p>Using an atlas to identify places named by or settled by early settlers.</p> <p>Inserting on an outline</p>	<p>Appreciate the contributions made by early settlers to Guyana by explaining how they help to develop</p>	<p>Places that were derived from early settlers in Guyana: Amerindians: Cabacaburi, Timehri Africans : Victoria,</p>	<p>Naming early settlers in Guyana.</p> <p>Naming, identifying and discussing places where the early people</p>	<p>List some name of places on Guyana associated with the early people.</p> <p>Locating areas or places on a map of Guyana.</p>	<p>Language Arts: Comprehension: Answering questions after reading information.</p> <p>Sentence construction.</p>

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	settlers.	map of Guyana, places named/settled by early settlers.	their communities.	Belladrum, Ithaca East Indians: Port Mourant, Cotton Tree, Calcutta. Chinese : Windsor Forest, Hopetown. Portuguese: Portuguese Quarters, Port Mourant.	settled. Locating places on a map of Guyana.	Write sentence about the early people and associate them with names of place in Guyana.	Paragraph writing. Spelling: Spelling names of places.
Forts and Monuments.	State the importance of forts and monuments in Guyana. Explain the significance of forts and monuments to Guyana.	Naming and locating sites of forts and monuments in Guyana. Compiling folio on forts and monuments.	Co-operate to preserve our history.	Forts and monuments tell of Guyana's history during colonial times. They remind us of early settlers and of historical events. Forts. Fort Nassau which is located seventy miles up the Berbice River. Fort Kyk-over-al located at the confluence of	Naming forts and monuments in Guyana. Discussing the significance of the forts and monuments. Collecting pictures and newspaper clippings of forts and monuments in Guyana. Researching	Compile a folio of forts and monuments in Guyana.	Art & Craft: Making a folio. Reading. Researching information about forts and monuments.

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				<p>the Cuyuni, Essequibo and Mazaruni Rivers. For Nova Zeelandia on the Pomeroon River. Fort Zeelandia on Fort Island.</p> <p><u>Monuments</u> The Chateau Margot Chimney at Chateau Margot, East Coast, Demerara. Damon's Monument at Anna Regina, Essequibo. Enmore Martyrs' Monument at Enmore, East Coast, Demerara. The 1763 Monument at the Square of the Revolution.</p>	information about forts and monuments.		

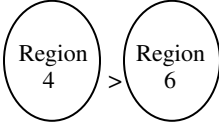
TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				The statue of Hubert Nathaniel Critchlow in the compound of Parliament Buildings.			
Guyana as an Independent Nation.	Name the first Guyanese political leaders who led the country to independence. Explain the benefits of independence to Guyana.	Researching information on leaders who led Guyana to independence	Appreciate the effort made by political leaders by explaining how they fought for our nation's independence. Work cooperatively to research information.	Leaders of political parties who led Guyana to independence: 1. Linden Forbes Sampson Burnham (P.N.C) 2. Cheddi Bharrat Jagan – (P.P.P) 3. Peter S. D'Aguiar (U.F) Independence brought about many changes in the country. Some of these were: - The name of the country was	Brainstorming/ Discussing the names of the people who led Guyana to independence. Collecting pictures of these political leaders. Discussing the meanings of abbreviations. Discuss changes that were brought about by independence.	Name the political leaders who led Guyana to Independence. Write the meanings of the abbreviations of the political parties 1. P.N.C 2. P.P.P 3. U.F Collect pictures of the political leaders and make a folio. Write a paragraph about the changes which occurred as a result of independence. Name Guyana's	Language Arts: Answering comprehension questions. Sentence construction. Paragraph writing. Writing the meanings of abbreviations. Art & Craft: Making a folio.

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				<p>changed from British Guiana to Guyana.</p> <ul style="list-style-type: none"> - The Union Jack, the British flag, was lowered and the Golden Arrowhead, the Guyanese flag was hoisted. - The British National Anthem was replaced by Guyana's National Anthem. - Our national symbols came into use for the first time. 		first Prime minister.	
Parliament	<p>Define the term parliament.</p> <p>Explain the difference between Parliament and the National Assembly.</p>	<p>Draw a diagram to show the structure/com position of Parliament.</p>	<p>Show appreciation for the work of Parliament by writing a paragraph to explain what goes on there</p>	<p>Parliament is the country's law making body.</p> <p>Laws are made for the peace, order and good governance of the people.</p>	<p>Brainstorming/ Discussing what is parliament. Naming and discussing the building where laws are passed.</p>	<p>Explain in your own words what is parliament, and say where parliament building is located.</p>	<p>Language Arts. Sentence construction. Paragraph writing.</p>
The	Describe the	Differentiate	Show respect	In Guyana	Discussing the	Writing answers	Mathematics.

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composition of Parliament.	<p>composition of Parliament and the National Assembly.</p> <p>Explain the role of the speaker of the National Assembly.</p>	<p>between the composition of Parliament and the composition of the National assembly.</p> <p>Draw a diagram of the mace and write a sentence about it.</p>	<p>for the laws of the country by explaining why laws must be obeyed.</p>	<p>Parliament comprises the President and the National assembly.</p> <p>Technocrats or non-elected members who function as Ministers of the Government may be members of Parliament.</p> <p>The National Assembly comprises sixty-five (65) elected members. Twenty-five (25) members are from the ten Geographical Constituencies (Administrative Regions) and forty (40) are from the National “top up” list.</p>	<p>composition of Parliament.</p> <p>Discussing the composition of the National assembly.</p> <p>Discussing the term proportional representation.</p> <p>Reviewing the names of the ten administrative Regions.</p> <p>Discussing the role of the Speaker of the National assembly.</p> <p>Discussing the importance of the mace.</p>	<p>to the following questions.</p> <p>Who directs the meetings of the national assembly?</p> <p>When does the National assembly become Parliament?</p> <p>Who elects the speaker of the National Assembly?</p> <p>What is the significance of the mace?</p>	<p>Addition, subtraction, reasoning, sets, fractions, ratio, decimals.</p> <p>Language Arts Sentence construction. Subject-Verb agreement.</p>

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				<p>The Speaker, who is elected by the members of the National Assembly, presides over the meetings.</p> <p>The symbol of authority in Parliament is the mace</p>			
Cabinet	<p>Explain what is meant by the word cabinet.</p> <p>Describe the composition of Cabinet, and the role of the President as regards Cabinet.</p>	<p>Compile a folio of members of the cabinet.</p> <p>Role play the Cabinet in session discussing an important matter.</p>	<p>Co-operate with others in researching information.</p>	<p>The Cabinet is a body of persons selected by the President to manage the affairs of the country.</p> <p>It is the highest decision making forum.</p> <p>The Cabinet comprises the President, Prime Minister and other appointed Ministers. The President is the head of the</p>	<p>Discussing the meaning of "Cabinet".</p> <p>Describing the composition of Cabinet.</p> <p>Naming the members of the Cabinet and their ministerial positions.</p> <p>Collecting pictures of the member of the Cabinet to prepare a folio.</p> <p>Role playing</p>	<p>Write in your own words what is meant by the term Cabinet.</p> <p>Name four Ministers in the Cabinet and the offices they manage.</p> <p>Who is responsible for the appointment of Ministers of the Cabinet?</p> <p>Role play the President appointing the Prime Minister</p>	<p>Art and Craft Preparing a folio.</p> <p>Language Arts. Answering comprehension questions. Sentence construction.</p> <p>Drama Role playing</p> <p>Mathematics Sets, fractions, decimals, ratio.</p>

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				<p>Cabinet.</p> <p>He appoints an elected member of the National Assembly to be the Prime Minister, and other members as government ministers.</p> <p>The Cabinet meets and discusses problems that affect the country, and how the government can improve the standard of living of all Guyanese people</p>	and discussing the role of the President as regards Cabinet.	and other Ministers.	
.Regional Government	<p>Explain what a Regional Democratic Council is, and what are its functions.</p> <p>State the number</p>	Research and compile information on the Regional Democratic Councils.	<p>Work cooperatively to research and compile information.</p> <p>Appreciate the</p>	<p>Guyana is divided into ten (10) Administrative or political regions.</p> <p>Each region has</p>	Naming Guyana's ten Administrative Regions and identifying them on a map of Guyana.	<p>Explain when and how members of the Regional Democratic Councils (RDCs) are elected.</p> <p>State the number</p>	<p>Mathematics.</p> <p>Sets of regions with the same number of seats. Using the symbols $> < =$ to compare the number of seats</p>

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	<p>of seats in each Regional Democratic Council.</p> <p>Explain when voting for the representatives of the Regional Democratic Councils take place.</p>	<p>Prepare a folio about each Regional Democratic Council.</p> <p>Role play voting for representatives of the Regional Democratic council</p> <p>Inserting the ten Administrative regions on an outline map of Guyana.</p>	<p>importance of the Regional Democratic Council to the government of the Region by explaining how local representatives are involved in its management.</p>	<p>a Regional Democratic Council (RDC) which is headed by a Regional Chairman.</p> <p>Voting for representatives of the Regional Democratic Councils takes place at the same time as voting for members of the National Assembly.</p> <p>The ballot paper for the elections is divided into two parts. On the upper section electors vote for members of the National Assembly, while on the lower section they vote for representatives</p>	<p>Researching and reporting on information about the number of seats in each RDC.</p> <p>Explaining how representatives of the RDC are elected.</p> <p>Role-playing election of members and officers of the RDC.</p>	<p>of seats in each region, and compare them by using sets, graph or fractions.</p> <p>Write a paragraph on how an RDC is governed.</p>	<p>in each RDC</p>  <p>Fractions Graphs</p> <p>Art and Craft Preparing a folio</p> <p>Drama Role Playing mock elections.</p> <p>Language Arts. Sentence Construction</p>

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				<p>of the Regional Democratic Councils.</p> <p>The number of seats in each Regional Democratic Council is determined by the population of the region.</p> <p>RDC Seats</p> <p>Region 1 15 Region 2 17 Region 3 27 Region 4 35 Region 5 18 Region 6 30 Region 7 15 Region 8 15 Region 9 15 Region 10 18</p> <p>Members of the Regional Democratic Councils are representatives of political parties.</p>			

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				Councillors elect the Chairman and officers of their Region.			
Institutions of Protection	<p>Name and describe some of the institutions established for the protection of the Guyana and its people.</p> <p>Explain the work of these institutions.</p> <p>Explain what are corrective institutions, and say why they have been set up.</p>	<p>Research information on institutions of protection in Guyana.</p> <p>Differentiate between the military and disciplined institutions, and the institutions which are involved in social care.</p>	<p>Show respect for the law of the land by explaining why it is important to obey laws.</p> <p>Work with others in a group to compile a folio on institutions of protection in Guyana.</p> <p>Appreciate the importance of laws by explaining what would happen if we had no laws to live by.</p>	<p>In Guyana there are several institutions which are responsible for the protection of the people and the nation. Institutions that are established for our protection are</p> <p>(a)The Judiciary, (b) Courts and other corrective institutions (c) The Guyana Defence force (GDF) The Guyana Police Force (GPF)</p> <p>Some institutions are involved in</p>	<p>Naming institutions which are responsible for protection.</p> <p>Discussing the functions of these institutions.</p> <p>Listening to resource persons tell of their jobs in relation to protection.</p> <p>Visiting an institution that is involved in social care and protection, and observing how the institution functions.</p> <p>Discuss the</p>	<p>Name three institutions established to protect Guyana and its people.</p> <p>Write a paragraph on the functions of any institution.</p> <p>Name two corrective institutions in Guyana, and say where they can be found.</p> <p>List two reasons why people are placed in corrective institutions. And say how they could benefit from being placed there.</p>	<p>Language Arts Paragraph writing Sentence construction Spelling</p> <p>Art and Craft Compiling a folio.</p>

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				<p>social care and protection. These include <i>Help and Shelter, the Drop in Centre, the New Opportunity Corps and the Guyana Women's Leadership Institute.</i></p> <p>The Judiciary is responsible for ensuring that the laws are carried out and that anyone who disregards the law is punished.</p> <p>The courts investigate grievances and disputes of citizens. They are: The Court of Appeal, The Full Court, The Supreme or</p>	<p>work of the judiciary in maintaining law and order.</p> <p>Discuss the functions of the different kinds of court. Discussing why people are placed in corrective institutions.</p>		

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				<p>High Court and the Magistrate's Court.</p> <p>The Police Force ensures that citizens obey the laws of the country. They maintain law and order and prevent the citizens from taking the law into their own hands.</p> <p>The Guyana Defence Force has the job of maintaining our territorial integrity (protecting our borders.)</p> <p>Corrective institutions like the prisons and the New Opportunity Corps are set up to instill</p>			

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				corrective behaviours in offenders of the law.			
The National Budget	<p>Define the term budget.</p> <p>Explain what is the National Budget.</p> <p>Outline ways in which the government earns money.</p> <p>State ways in which the government spends its money.</p>	<p>Prepare a budget for your home.</p> <p>Listen to a budget speech being presented at parliament.</p> <p>Collect information on a budget for discussion in groups.</p> <p>Extract data from a budget speech</p>	<p>Show appreciation for the importance of a budget by explaining how it assists one is managing one's money.</p> <p>Appreciate the importance of paying taxes by explaining how they help in the development of the country.</p>	<p>A budget is a detailed plan of income and expenditure.</p> <p>A national budget is a detailed plan of the country's income and expenditure. It details how the government intends to earn and spend money.</p> <p>Some of the ways in which the government earns revenue are through taxes, PAYE, loans, grants, Exports and the sale of licences.</p> <p>Government spends money on repaying</p>	<p>Listening to recordings of a budget speech and discussing it.</p> <p>Reading budget information from handout and newspapers.</p> <p>Discussing what is a budget and what is a national budget.</p> <p>Reviewing why a budget is necessary and who needs to budget.</p> <p>Talking about ways in which government earns and spends money.</p>	<p>Prepare a budget of your week's pocket money.</p> <p>Write a paragraph on the importance of having a budget.</p> <p>Name two ways in which government earns money and three things on which this money is spent.</p> <p>State the designation of the Minister who is responsible for presenting the national budget.</p>	<p>Mathematics Operations to be used when planning a budget e.g. +, --, x. -:-.</p> <p>Language Arts. Sentence Construction. Paragraph writing. Subject Verb agreement. Comprehension</p> <p>Drama. Dramatizing a budget presentation.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				loans, paying wages and salaries, imports, funding economic development projects, infrastructure and services such as health and education.	<p>Work with others in a group to prepare a budget for a family of five.</p> <p>Extracting data from a budget speech e.g. amount to be spent on health, education, and discussing the information gathered.</p> <p>Stating the portfolio of the minister who presents the budget, and naming the body to which the budget is presented.</p>		
Transportation	<p>Define the term transportation.</p> <p>State the means of transportation in Guyana.</p>	<p>Inserting transportation routes on a map of Guyana.</p> <p>Tracing on a</p>	<p>Appreciate the importance of the means of transportation by stating how they</p>	<p>Transportation is the movement of people, goods and services from one place to another.</p>	<p>Observing pictures of different means of transportation between the regions of</p>	<p>Working in groups, on an outline map of Guyana, insert the transportation routes. Use a key to name them.</p>	<p>Mathematics</p> <p>Constructing a pie chart showing the areas which uses specific means of transportation.</p>

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	<p>Explain why an efficient system of transportation is necessary.</p> <p>Explain the difficulties of transportation in the hinterland areas of Guyana.</p> <p>State the economic importance of local and international transportation.</p> <p>Explain the economic benefits Guyana can derive from the Guyana-Brazil Roadway.</p>	<p>map of Guyana the route of the Guyana-Brazil roadway.</p> <p>Researching information to compile a folio on transportation in Guyana.</p>	<p>facilitate the marketing of our resources.</p> <p>Appreciate the need for transportation by saying how and why we can use it with care and courtesy.</p>	<p>In Guyana we travel by land, air and water. Different vehicles and vessels use the various means of transportation.</p> <p>In some parts of Guyana's hinterland it is difficult to construct roadways because of the build of the land.</p> <p>The main means of transportation on the coastland is by land.</p> <p>The fastest means of transportation between the hinterland and the coastland is</p>	<p>Guyana. Discussing each means of transportation and comparing the fastest with the slowest.</p> <p>Naming the vehicles/vessels which use these means of transportation.</p> <p>Discussing and giving reasons why some means of transportation can be used only in certain areas.</p> <p>Examining the map of Guyana and locating roadways, rivers, airstrips and airports.</p> <p>Identifying the links between the coastland</p>	<p>Write a paragraph on the importance of transportation routes between the regions of Guyana to the marketing of our products.</p> <p>Compile a folio on transportation in Guyana.</p> <p>Write sentences on why it is difficult to construct roadways in some parts of Guyana's hinterland.</p> <p>Working in groups, on an outline map of Guyana, insert (a) the country's main roadways (b) the national airport © three airstrips.</p> <p>Write a paragraph</p>	<p>Language Arts Paragraph writing Sentence construction Spelling Reading and researching.</p> <p>Art and Craft Compiling a folio</p>

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				<p>by air. The many airstrips located in the hinterland areas help to facilitate air transportation</p> <p>Transportation between the regions is necessary for the marketing of the region's resources.</p> <p>The construction of the Guyana-Brazil road, which is expected to pass through Linden, will contribute to the economic development of Region Ten and of Guyana as a whole.</p> <p>Hotels and hostels could be constructed</p>	<p>and the hinterland areas.</p> <p>Discussing the effects of transportation on the marketing of the region's products.</p> <p>Discussing why some areas of Guyana can be reached only by river transportation e.g. travelling from Parika to Supenaam.</p>	<p>on the benefits to be derived from the construction of the Guyana-Brazil roadway.</p> <p>Working in groups, compile a folio on the means of transportation within Guyana.</p>	

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				<p>along the roadway to cater for tourists. This would contribute to the country's tourist industry.</p> <p>In some areas of Guyana the only means of transportation is by river.</p>			

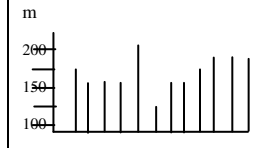
**SOCIAL STUDIES CURRICULUM GUIDE
LEVEL 6**

THE WEATHER

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Weather and Climate	Define the terms: Hurricane Cyclone Floods Winter Compare the weather and climate of countries according to their locations.	Collecting and sorting pictures of the various climatic elements. Pasting pictures in books according to the various seasons e.g. Winter, Summer Dry season Wet/Rainy season, etc. Read a rainfall graph	Show appreciation for the different climatic elements by explaining how they affect our lives. Co-operate with one another by collecting and sorting pictures of various elements of climates throughout the world.	<u>Hurricane</u> is a tropical cyclone/storm caused by hot air rising in the Tropics. <u>Cyclone</u> is a storm caused by hot air using in the Northern Hemisphere. <u>Flood</u> is an overflow of water on land that was dry. <u>Winter</u> is the coldest season of the year in the Northern Hemisphere.	Defining different climatic elements. Discussing what is weather and climate. Comparing the weather and climate of countries according to their location. Discussing how the location helps to determine the weather and climate. Pasting pictures in books to depict various climatic conditions.	On a map of the world shade the countries which experience winter. On an outline map of the Caribbean shade the islands that are affected by hurricane. Explain the difference between weather and climate. Write a paragraph on the effects of weather and climate on people's lives.	Language Arts: Select one climatic/weather condition and in one paragraph which about what happens when we have too much of it. Poetry Writing: Write poems on given topics.
Effects of	State the effects	Making posters	Show	Global	Explaining the	Write a paragraph	Vocabulary:

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Global Warming	<p>of weather and climate on countries with regards to Global Warming of the planet earth.</p> <p>List the effects of Global Warming on the lives of people.</p> <p>Identify measures people should take to protect themselves from global warming</p>	<p>that depict scenes pertaining to global warming.</p> <p>Writing a short paragraph to explain the scenes on the poster.</p> <p>Writing rules we should follow to protect ourselves from the effects of global warming.</p>	<p>willingness to work in groups to make posters.</p> <p>Appreciate the importance of protecting ourselves from the effects of global warming by stating what would happen if we do not take precautions.</p>	<p>warming is the heating up of the green house gases in the atmosphere.</p> <p>The effects of global warming are: flooding, drought, change of climate e.g. El Nino, La Nina.</p> <p>Loss of livestock, diseases, etc.</p> <p>Some precautionary measures to be taken are: stop burning fossil fuel, stop cutting the trees in the forest, use natural fuel in industry, etc.</p>	<p>ill effects people will experience as a result of Global Warming.</p> <p>Designing posters on global warming to inform people of the seriousness of it.</p> <p>Compiling and writing rules to follow to protect one's self from the effect of global warming.</p>	<p>describing how people in the Caribbean islands protect themselves during the hurricane period.</p> <p>Compiling a scrap book of pictures and information on global warming.</p> <p>Write a paragraph on measures people should take to protect themselves from the effects of global warming.</p>	<p>Hurricane, cyclone, winter, Global Warming.</p> <p>Grammar: Subject and Verb Agreement.</p> <p>Paragraph writing.</p>

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Weather conditions and their effects.	<p>Name countries which are affected by different weather conditions</p> <p>Identify periods of the year when each weather condition occurs in the countries affected.</p> <p>Explain why these weather conditions occur.</p>	<p>Tracing the map of the world and using symbols to identify countries that are affected by each climatic element.</p> <p>Writing the names of each of the countries on the world map.</p> <p>Drawing a chart to show the time-period of the year when each climatic element occurs in countries of the world.</p>	<p>Co-operate by participating in group discussion, and show respect for another person's views during the discussion.</p> <p>Work co-operatively to compile and draw a chart to show the time period of each climatic condition around the world.</p>	<p>Hurricanes – Caribbean countries, United States of America.</p> <p>Floods – Guyana, Venezuela, etc. Winter – U.S.A, Australia, Great Britain, etc.</p> <p>Guyana – May – June (rainy season)</p> <p>Hurricanes: Caribbean Islands – July to October.</p> <p>Floods: Rainy season.</p>	<p>Explaining how/why hurricanes/ cyclones, floods and winter occur.</p> <p>Making a list of the countries that are affected by climatic elements under the following headings e.g. Hurricanes, Floods, Winter, Earthquake.</p> <p>Answering questions after discussion on the time-period each climatic element occurs.</p>	<p>Short quiz on climatic elements.</p> <p>Making templates to show countries in the Caribbean which are affected by hurricanes.</p> <p>Making up a poem on winter/floods.</p> <p>Colouring countries on an outline map of the world. Use a key to write the names of the countries.</p>	<p>Language Arts: Sentence completion Winter is _____ etc.</p> <p>Reading: Reading information from chart.</p> <p>Poetry Writing: Writing poems on given topics.</p>
	Describe the effects caused by floods, hurricanes/ cyclones and winter on people's lives and	Role-playing activities that cannot be done during the hurricane and winter seasons.	Show appreciation and awareness of the activities that cannot be done during	<p>Hurricane – loss of livestock, property, crops, life.</p> <p>Winter –</p>	Reporting on role-playing activities so that others can understand why those activities cannot be done	Questioning pupils orally to find out if they have experienced winter, or seen snowfall on TV or in books.	<p>Art: Drawing cartoons on hurricane, floods or winter scenes.</p> <p>Language Arts:</p>

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	<p>properties.</p> <p>Explain the precautionary measures people can take to protect themselves from these climatic conditions.</p>	<p>Inserting on a map of the world, places N and S of the Tropics which experience winter.</p> <p>Shading – using different colours, to identify the countries that are affected by the various climatic elements.</p> <p>Locate on a map of the world, the countries which experience floods, hurricanes/ cyclones and winters.</p>	<p>the hurricane and winter seasons.</p> <p>Work co-operatively to locate on a map of the world, and insert on an outline map, places in the temperate and polar regions which experience different climatic elements.</p>	<p>traffic impeded due to the build up of snow on the roadway, etc.</p> <p>Floods – loss of livestock and crops.</p> <p>Diseases widespread from the contaminated water etc.</p>	<p>during the hurricane and winter seasons.</p> <p>Inserting on the map of the world, places N and S of the Tropics, and places in the temperate and polar regions which experience different weather conditions.</p> <p>Locating on a large world map countries which experience the various climatic elements.</p>	<p>On an outline map of the world shade any two countries which experience winter.</p> <p>Matching templates of different countries that experience flood with the names of the countries.</p>	<p>Research information on hurricane Gilbert/Allen and compile information and pictures in a scrap-book.</p>
Seasons in the Temperate Zone.	<p>State ways in which people in the Temperate zones of the world are affected by the winter season.</p> <p>Explain how the</p>	<p>Writing two sentences stating ways in which people in the Temperature zones are affected by/during the winter season.</p>	<p>Show co-operation by working in groups to fix jig –saw puzzles that depict the various climatic</p>	<p>During the winter season crops are not planted. Animals are kept indoors.</p> <p>People in the temperate</p>	<p>Reading handouts on Temperate zones and answering question.</p> <p>Collecting and sorting pictures</p>	<p>Paste and describe pictures of scenes of the seasons in the U.S.A. State the season to which each picture refer.</p> <p>Compile a folio (scrap book) of</p>	<p>Mathematics: Interpreting information from graph.</p> 

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	<p>seasons affect the lives of people as regards travelling by land, water and air.</p> <p>Identify the types of clothes that should be worn for the different seasons in various parts of the world e.g. Winter – woolly clothing to keep the body warm, Summer – cotton clothing to keep the body cool.</p>	<p>Drawing a cartoon depicting the implications of air traffic during the winter season.</p> <p>Drawing the types of clothing worn for the different seasons in the U.S.A, labelling each garment drawn.</p>	<p>elements.</p> <p>Show willingness to work with others by participating in class discussion about how the different seasons affect the lives of people.</p> <p>Show appreciation for the different climatic conditions throughout the world by participating in a fashion display of the types of garments to suit the various climatic conditions.</p>	<p>zones wear clothing to suit the various weather conditions e.g. thick woollen clothing during the winter and thin cotton clothing during the summer.</p>	<p>showing methods of protecting oneself and one's home during hurricanes/ cyclones.</p> <p>Discussing the preparations made by the population to cope with the various climatic elements e.g. Hurricane - secure homes, store water and food, listening to the wireless, using shelters, etc.</p> <p>Discussing how countries can assist others during natural disasters.</p> <p>Discussing how each type of clothing</p>	<p>pictures showing conditions during and after floods and hurricanes.</p> <p>State five things which change in a country during winter.</p>	<p>0</p> <p>J F M A M J J A S O N D</p> <ol style="list-style-type: none"> Name the month which has the highest rainfall. Name the month that has the lowest rainfall, etc. <p>Arts & Craft: Making models of some of the clothes worn during the various seasons.</p>

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					protects our bodies		
Climatic conditions and crop production .	Name the basic crops grown in various parts of the world. State the type of climatic conditions needed for the growth of such crops.	Drawing the various crops grown in the cold climate e.g. apples, wheat, grapes, etc. Writing the names of these crops and naming the countries in which they are grown.	Show willingness to work with others by participating in class discussion on the type of climatic conditions needed for the growth of certain crops.	The farmers in the various parts of the world depend on certain climatic condition for their crops to grow e.g. tropical countries- rainy weather and sunshine for rice to grow and ripen, temperate countries – cool weather for crops like wheat, apples, etc. to grow and ripen.	Naming and discussing crops grown in various parts of the world. Discussing how the climatic conditions determine the type of crops grown. Researching and reporting on information for compiling booklet. Collecting and sorting pictures of crops grown in the various regions.	Work in groups to compile booklet /folio on climatic conditions and crop production Answering in complete sentences questions on the topic studied.	Art & Craft: Making booklets comprising pictures, drawing and the names of the countries that need cold climate for crops to grow.