

Foundation Based Education Cycle One

Learning to Do, Learning to Be, Learning to Know, Learning to live Together



Social Studies

SOCIAL STUDIES

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Cycle One Year One Curriculum

Social Studies

Introduction

Social Studies is the study of people, how they interact with each other and the environment. Social Studies draws from many disciplines. For Cycle One children Social Studies forms part of their daily activities. The themes that they study will help to foster attitudes and values that will help them to become productive and valuable members of their society, develop social and cognitive skills and learn important facts.

Socialization is a key element of Cycle One instruction. Most children have learnt society's norms of behavior from their parents, but many have not had the training in social skills that is normally expected. It is therefore important that teachers teach the social skills that are required for successful interaction with other people. Teachers can help children to develop their social skills, moral reasoning and emotional intelligence by:

- Teaching specific social skills, providing opportunities to practice them and giving feedback
- Establishing and enforcing firm rules regarding acceptable classroom behaviors
- Insisting that children show consideration and respect for the rights and needs of others
- Helping children to recognize that when they behave in an anti-social manner they cause distress and inconvenience to someone else
- Labeling and praising appropriate behaviors when they occur
- Modeling moral and prosocial behaviors
- Describing children as having desirable social behaviors (to the child)
- Discussing unacceptable behaviors as they arise during the day
- Teaching problem-solving strategies
- Planning cooperative activities
- Using real-life and fictional situations to give the children practice in recognizing how others are feeling

The themes chosen are aligned with the national standards for Social Studies. They represent a wide range of concepts therefore giving the teacher the chance to cater for the different interests and abilities of the children in the class. This curriculum guide will give content, values, skills, suggested activities and resources and assessment indicators. It is hoped that it provides enough scope for differentiated instruction and above all enjoyment for the children and teachers alike.

SOCIAL STUDIES

DOMAIN A: THE INDIVIDUAL, DEVELOPMENT AND IDENTITY (History)

DOMAIN B: GROUPS AND INSTITUTIONS

DOMAIN F: DEMOCRATIC STRUCTURES AND PROCESSES

Standards/Goals

- # 1 Domain A The student understands and knows how to place individual and historical periods on a time line and knows how to use time and time periods.
- # 2 Domain A The student understands and knows how to use historical sources for research and understands that historical sources can differ.
- # 3 Domain A The student understands what their rights, obligations and responsibilities are and understands and respects the importance of values and norms in a community.
- # 4 Domain B The student understands and can explain certain aspects of groups and institutions in our community.
- # 5 Domain B The student understands the nature, distribution and migration of human populations.
- # 6 Domain B The student understands the importance of values and standards of society.
- #16 Domain E The student can describe and explain some aspects of the phenomenon labor.
- #17 Domain F The student can assess critically the values of democratic basic rights, generally as well as for the prevailing political system.

THEME: MY FAMILY

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Consideration Respect (people, property and self) Responsibility Contentment Acceptance Self Control Appreciation Cooperation Patience Team-spiritedness | <p><i>Communication Skills :</i> attentive listening, writing and speaking</p> <p><i>Social Skills:</i> staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns</p> <p><i>Critical Thinking Skills:</i> observing, comparing and contrasting, classifying, inferring, decision making</p> <p><i>Manipulative Skills:</i> cutting, pasting, pricking, folding, painting, making models</p> | <p>Immediate environment</p> <p>Poems, videos and books related to theme e.g. ‘Celebrating Families’ by Rosemarie Hausherr (Scholastic); The family series ‘Grandparents’& ‘Children’ by Maria Rius and J. M. Parramon, ‘Teenagers’& ‘Parents’ by Carmen Sole Vendrell & J. M. Parramo (Children’s Press Choice); ‘Brothers and Sisters’ by Maxine B. Rosenberg (Clarion Books); ‘Lots of Mums’ by Shelly Rotner & Sheila M. Kelly (Penguin Books); ‘My Mom is Great’ by Gaby Goldstack (Bright Sparks); ‘A Baby’s Coming to Your House’ by Shelley Moore Thomas (Albert Whitman & Company); ‘Lets talk About Living With Your Single Dad’ by Melanie Ann Apel (PowerKids Press); ‘Grannies and Grandads by Sue Perry and Norma Wildman (A & C Black); ‘Stay Safe’ by Anne Qualter & John Quinn (Wayland); ‘Adopted’ by Judith E. Greenberg & Helen H. Carey (Franklin Watts); Living Skills Series – ‘Every Kid’s Guide to Understanding Parents /Family Rules and Responsibilities’ by Joy Berry (Children’s Press); ‘How People Get Married’ by Caroline Arnold (Franklin Watts); Caribbean Social Studies – ‘Our Family, Home and School’ by Marcellus Albertin, Majorie Brathwaite & Carlyle Glean (Heinemann); Primary Integrated Studies – ‘Getting To Know My Family’ / ‘My Home’ by Vilma McClean, Bernetta Porter, U. Eugenie Harrison, Sharon Neil & Marva Griffith-Green (Carlong);</p> <p>Construction Material e.g. different types of paper and cardboard boxes</p> <p>Art materials e.g. paper, glue, markers, fabric, straws, art sticks, wood, paint, scissors, prick pins, paint, paintbrushes etc.</p> <p>Puzzles related to theme</p> <p>Material for role-play (props, clothes)</p> <p>Posters/pictures related to theme</p> <p>Furnished Home Center</p> |

| Target Behavior | Content | Suggested Experiences | ¹ Assessment Opportunities |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify family members | Family members Types of Families Family relationships <ul style="list-style-type: none"> • Immediate family • Extended family Names of parents | Whole Class Discussion during Shared Reading of related Big Books Children can give information about their families during News – time. Small Group/Centers Role-play Drawing, painting, modeling Developing books about ‘My Family’ Telling or writing about how they feel about different family members Home / School Connection As a project with parents children can make a family tree poster. Parents and children can arrange family photographs in sequential order (time line) to create a family photographic time line. | Teacher observes or records a child: <ul style="list-style-type: none"> • Describing his/her family. • Naming persons in his/her family and their relationship to each other. |
| 2. Describe the role, rights and responsibilities of each family member including him/herself | Roles and responsibilities of family members including children Ways in which family members care for each other How the family satisfies basic needs (food, shelter, clothing, education, love) | Whole Class Discussion during shared reading of a related story/poem. Small Group/Centers Drawing and writing Role-playing doing assigned tasks/chores at home done by different family members | Teacher observes or records a child: <ul style="list-style-type: none"> • Explaining how families satisfy basic needs. • Telling or role-playing home chores / tasks in the Home Center or during discussion. |

¹ Teacher can use the Social Studies Process and Inquiry Skills Checklist provided in the appendix

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| 3. Identify family activities | Family celebrations Community events attended as a family Recreational activities Religious activities | Whole Class Discussion Small Group/Centers Storytelling Writing Role-play Drawing and other art activities | Teacher observes or records a child: <ul style="list-style-type: none"> • Describing family activities. |
| 4. Describe their home and the location of their home in the community | Types of living accommodation My community in St. Maarten/St. Martin Addresses of children (Area, street and house number) How families care for their homes | Whole Class Class / group discussions about homes, teacher models by describing her own home (verbally and written) during Shared/ Modeled Writing During Shared Reading the teacher tells or reads a story about a child being lost and having to explain where he/her lives to begin discussion about the importance of knowing ones address Making a class chart showing the addresses of each member of the class Class map of St. Martin with flags placed at the different locations where the children live Small Group/Centers Children can then role-play getting lost and practice reciting their address. Drawing and writing about their homes Creating models of homes | Teacher observes or records a child: <ul style="list-style-type: none"> • Telling, writing, drawing, modeling his/her home. • Reciting his/her address. |

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| | | <p>Building homes from blocks or construction kits e.g. Lego.</p> <p>Making pictorial maps of the street where they live.</p> <p>Drawing simple floor plans of their home</p> | |
| 5. Identify and name rules | <p>Home safety (in the kitchen, bathroom, with electricity, poisons, medicines and sharp objects)</p> <p>Family rules about:</p> <ul style="list-style-type: none"> ● Quiet time ● Family possessions ● Work and play ● Habits and customs | <p>Whole Class</p> <p>Teacher demonstrates how to carry and pass sharp objects such as scissors and knives correctly, children observe and practice</p> <p>Creating displays showing safety items e.g. fire extinguishers, smoke detectors or hazardous products (packages)</p> <p>Discussion to compare and contrast family rules (<i>Let the children talk about whether they consider the rules are fair or unfair or should be changed. Ask them to say why they think that way.</i>)</p> <p>Small Group/Centers</p> <p>During discussion children can role-play safety precautions e.g. mopping up spills, using stair handrails, picking up toys after use. Children can create posters showing safe / unsafe actions e.g. playing with matches, jumping on beds.</p> <p>Playing commercial safety games</p> <p>Writing about and role-playing about family rules</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> ● Identifying safe/ unsafe actions in a book or on a worksheet. ● Carrying sharp objects correctly. ● Demonstrating safe actions at play or in the classroom. ● Observing and avoiding unsafe situations e.g. broken glass on the playground. ● Identifying rules that are followed at home. |

THEME: MY SCHOOL

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Respect for others in particular elders Respect for property Self respect Responsibility Obedience Right Conduct | <p><i>Communication Skills :</i> attentive listening, and speaking</p> <p><i>Social Skills:</i> staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns</p> <p><i>Critical Thinking Skills:</i> observing, comparing and contrasting, classifying, designing</p> <p><i>Manipulative Skills:</i> cutting, pasting, pricking, folding, painting, making models</p> | School environment Poems, videos and books related to theme e.g. ‘Kindergarten Kids’ by Ellen B. Senisi (Scholastic); ‘Going to School’ by Anne Civardi & Stephen Cartwright (Usbourne Publishing Ltd.); ‘Friends at School’ by Rochelle Bunnett (Star Bright Books); ‘Off to School, Baby Ducks’ by Amy Hest (Candlewick Press); Caribbean Social Studies – ‘Our Family, Home and School’ by Marcellus Albertin, Majorie Brathwaite & Carlyle Glean (Heinemann); Primary Integrated Studies – ‘Getting To Know My Family’ / ‘My Home’ by Vilma McClenan, Bernetta Porter, U. Eugenie Harrison, Sharon Neil & Marva Griffith- Green (Carlong) Construction Material e.g. wooden blocks, Lego, different types of paper and cardboard boxes Art materials e.g. paper, glue, markers, fabric, straws, art sticks, wood, paint, scissors, prick pins, paint, paintbrushes etc. Puzzles related to theme Material for role-play (props, clothes) |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe the identifying features of their school | Name and address of school School neighborhood Simple maps School uniform, crest/logo, colors and history | Whole Class Guided school tour Neighborhood walk Discussion about school: name, history (Simple) and places seen during neighborhood walk Teacher and children draw a simple map of the school Creation of a 3D model of the school Create a collage of the school Discuss what they like/dislike about their school and how they feel when they are at school. | Teacher observes or records a child: <ul style="list-style-type: none"> ● Telling/writing the name of the school. ● Telling the school address. ● Drawing the school. ● Telling about landmarks seen near the school. ● Using vocabulary such as: <i>address, neighborhood, community, map</i> when speaking. ● Helping to complete a simple map of the school's immediate neighborhood. ● Explaining the school's crest /motto. ● Telling the significance of the name of the school. |
| 2. Locate their classroom and other important areas in the school | Location of class, office, bathrooms, water coolers, playing and restricted areas Identification of classroom facilities/centers | Whole Class Guided school tour Discussion about play and restricted areas and rules that apply (<i>Always give the rationale for the rules.</i>) Demonstration of how to use bathrooms and what to do when going to another classroom or the office Discussion on why the classroom is in a certain location | Teacher observes or records a child: <ul style="list-style-type: none"> ● Finding his/her classroom. ● Locating the principal's office, bathrooms and other important areas. ● Identifying his/her classroom on a simple school map. ● Giving directions on how to locate the office (starting at a specified point). |

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| | | <p>Creation of classroom floor plan Labeling of classroom facilities/centers Small Group / Centers Drawing/creating models of the classroom Role-play in the Home Corner</p> | <ul style="list-style-type: none"> • Identifying his/her personal space in the classroom e.g. drawer/ place to put work. • Identifying and finding centers/places where materials are to be found. • Demonstrating how to move around the school in an orderly fashion. |
| 3. Identify and name persons who work in the school and describe their role | <p>Introduction of staff to the children (this can be done over a period of time or during the school tour) Social skill: how to address school personnel Role and work of each staff member</p> | <p>Whole Class Introductions Creating a school personnel class book Role-play Discuss ways of showing respect to school personnel. Discuss with the children how they feel when approaching different staff members e.g. when going to the principal's office or a Cycle Two teacher. Small Group/Centers Guided Reading/Writing Role-play Writing (descriptive) about school personnel</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Identifying and naming staff members of the school. • Demonstrating courtesy and respect for staff members. • Telling about the work of each staff member. |
| 4. Exhibit behavior that demonstrates an understanding of school/classroom guidelines e.g. rules, routines, schedules, procedures, respecting the property of others | <p>Rules, routines, schedules, procedures pertaining to the school (<i>Class rules need to be developed with the children in the form of positive statements.</i>)</p> | <p>Whole Class Discussion Demonstrations and modeling by the teacher or older children Small Group/Centers Role play</p> | <p>Teacher notes and records the behavior of each child in respect to classroom norms of behavior.</p> |

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| <p>5. Demonstrate proper use and care of classroom tools, materials and furniture</p> | <p>Procedures for use of classroom materials and furniture</p> | <p>Whole Class Discussion Teacher demonstrations <i>(Teacher praises and encourages positive behavior)</i> Charts or visual aids can be placed at strategic places in the classroom until all children have adapted the behavior being modeled Small Group/Centers Role play Demonstrations and modeling by the teacher or older children</p> | <p>Teacher notes and records the behavior of each child in respect to proper use and care of classroom tools, materials and furniture.</p> |
| <p>6. State his or her method of traveling to school and actions needed to protect him/herself when traveling</p> | <p>Methods of traveling to school Travel safety rules for traveling by bus/car Curriculum Link: Health and Physical Education</p> | <p>Whole Class Discussion Creation of class graph / pictogram Small Group/Centers Counting, drawing, painting Role-play safe bus behavior Creation of travel routes/ safety charts Demonstration and role-play street crossing Writing/drawing/illustrating travel safety rules</p> | <p>Teacher will make anecdotal records on road safety behaviors that he/she observes. <i>*Parental involvement is necessary.</i></p> |

THEME: OUR COMMUNITY

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Respect for others in particular elders Respect for property Self respect Responsibility Cooperation Right Conduct | <i>Communication Skills :</i> attentive listening, and speaking <i>Social Skills:</i> staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns <i>Critical Thinking Skills:</i> observing, comparing and contrasting, classifying, designing <i>Manipulative Skills:</i> cutting, pasting, pricking, folding, painting, making models | ‘Caribbean Social Studies 1 – 3 Teacher’s Guide’ by Mike Morrissey ‘Caribbean Social Studies’ (Student texts) Books 1 – 3 Teacher’s Multimedia Edition ‘ My World – Adventures in Time and Space’ – McGraw – Hill Photographs of different St. Maarten / St. Martin communities Tourist picture books about St. Martin St. Martin map Big Books and trade books about community workers Art materials e.g. paper, glue, markers, fabric, straws, art sticks, wood, paint, scissors, prick pins, paint, paintbrushes etc. Puzzles related to theme Material for role-play (props, clothes) Tools used by community workers Newspaper clippings / photographs |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| 1. Explain what a community is and describe St. Martin communities | <i>This unit should focus on communities where the children live as well as the capitals, Philipsburg and Marigot and the school community.</i> Communities in St. Martin A community is a place where people live, work and play. Places found in the capital e.g. hospitals, offices, government | Whole Class Discussion about the communities where the children live and how they feel about them. During Shared Reading a book showing pictures of St. Martin can be discussed ‘Guess the Community’ can be played. The teacher gives three | Teacher observes or records a child: <ul style="list-style-type: none"> • Naming, describing, drawing or telling about his / her community. • Identifying important buildings in Marigot and/or Philipsburg. |

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| | <p>buildings, markets, banks, museums, libraries</p> | <p>clues about a certain community and the children have to tell the name of the community. Field trip around the school community, Philipsburg and Marigot Children can draw pictures of themselves and place their pictures on a map or model of St. Martin to show where they live. After the field trip to the capitals the children can draw pictures to represent key sites / buildings and them compare and contrast key buildings. Small Group/Centers Drawing pictures after field trips to show principle places in the community visited Creation of community guide books Creating dioramas of communities Each child can make a simple map of the street where he/she lives.</p> | |
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| <p>2. Identify community workers and their roles</p> | <p>Types of work and workers e.g. doctors, nurses, teachers, hotel workers, police, dentists, mechanics, masons and tradesmen, postal workers Roles and uniforms/tools of each worker studied Interdependence of workers How to show respect and appreciation for each person and the service that he or she provides Curriculum Link: Health and Physical Education</p> | <p>Whole Class Field trips to places where the community workers work Visits from different workers (<i>The workers can be parents of the children in the class.</i>) Interviews with workers Discussion Small Group/Centers Drawing writing about workers, their tools and uniforms Making displays of workers' tools Role play Making models of work places and tools Making 'Community Workers' booklets</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Drawing, writing, speaking to, listening to, interviewing or telling about different community workers. |
| <p>3. Identify and discuss natural resources found in the community of St Maarten / St. Martin</p> | <p>Natural resources e.g. sand, sea, sunlight, plants, animals, fish, ponds Care of our natural resources Importance of the natural resources e.g. drinking water, beaches, food Curriculum Link: Science and Technology – Environmental Science</p> | <p>Whole Class Discussion about the resources and how to care for them Community clean-up project Field trips to the beach, G.E.B.E. Small Group/Centers Making 'Take Care' Posters Making different things from natural resources Recycling projects</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Naming community resources and stating their importance. • Telling how one can care for the natural resources. |
| <p>4. Identify community organizations for children</p> | <p>Cultural and social groups e.g. Motiance Dance Company Sporting groups e.g. Little League / Sports Academy Scouting Organizations e.g. Pathfinders, Scouts, Boys/Girls</p> | <p>Whole Class Create a class chart to show groups that the children belong to. The children or an invited group leader can speak about the organization to the class and wear</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Informing others about organizations to which they belong or telling about organizations known to them. |

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| | Brigade Choirs and other groups | their uniform. | |
| 5. Describe change in the community | Ways of finding out about the past e.g. from older people, newspaper articles, books, photographs, museums Change in school Change in way of life Change in land use | Whole Class/Small Group/ Centers Compare photographs of communities taken now and in the past e.g. Front Street, the school Making history timelines Making comparative drawings Making a celebration timeline to show community / school celebrations throughout the year The children can make their own personal timeline to show individual life change e.g. at 1 year – learned to walk, at two years - baby sister was born, at three years started pre-school etc. Children can also make booklets about life now and then e.g. washing by hand/ washing with a washing machine; cooking with a coal pot / cooking with a stove; land-line telephones, cellular telephones. Visits from elderly persons to tell about life in St. Maarten / St. Martin when they were young Field trip to museums | Teacher observes or records a child: <ul style="list-style-type: none"> • Making a timeline that shows change. |

SOCIAL STUDIES

DOMAIN C: MAN AND THE ENVIRONMENT

DOMAIN D: CULTURE AND A MULTICULTURAL ENVIRONMENT

Standards/Goals

- # 9 Domain C The student can name and explain the principles of the geology of his island and the other islands of the Netherlands Antilles and Aruba.
- #12 Domain C The student can read the map of his own island, the region and other countries that are important to us.
- #13 Domain D The student understands that culture and a multicultural environment in the Netherlands Antilles are not dependent of each other, but are embedded in a broader relationship.
- #14 Domain D The pupil can recognize and explain the multicultural environment in the Netherlands Antilles and Aruba.

THEME: MY ISLAND

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Appreciation Respect Patriotism Tolerance | <i>Communication Skills</i> : attentive listening, writing and speaking <i>Social Skills</i> : staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns <i>Critical Thinking Skills</i> : observing, comparing and contrasting <i>Manipulative Skills</i> : cutting, pasting, pricking, folding, painting, making models | Immediate environment Poems, books and videos related to theme Art materials e.g. paper, glue, markers, fabric, paint, scissors, prick pins, paint, paintbrushes etc. Material for role-play (props, clothes) National flags Cassette tapes or CDs with traditional or popular local music e.g. Tanny and the Boys, St. Martin songs (by local artists) Maps of St. Martin Videos from GIS about island events e.g. Carnival Ingredients for cooking local foods or making drinks |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| 1. Describe basic geographic features of their island | Shape Physical characteristics e.g. hills, beaches Capitals Border Communities (Dutch and French <i>(if the children in the class live there or have relatives there)</i>) | Whole Class Island field trip Discussion prompted by Shared Reading / Poem or viewing of a video Collages using the outline shape of St. Martin Creation of a papier-mâché map of St. Martin Using a St. Martin map with an accompanying map key (legend) the children can locate places of interest represented by different symbols. Small Group / Centers Writing about the physical features of St. Martin Coloring outline maps of St. Martin and indicating the position of capitals, border, ponds and lagoon Pointing out specific communities on the map of St. Martin | Teacher observes or records a child: <ul style="list-style-type: none"> ● Describing St. Martin's physical features. ● Locating specific places on a map. ● Reading maps and using map keys. |
| 2. Identify, describe and distinguish between cultural groups living in St. Martin | The people living in St. Martin are made up of different cultural groups from many countries. <i>(Teachers should base discussion on cultures represented or known to the children and also encourage and stress the importance of respecting others' cultures.)</i> | Whole Class Discussion using pictures / photographs collected by the children Creating a class display / collage showing people of different countries/cultures. | Teacher observes or records a child: <ul style="list-style-type: none"> ● Being tolerant towards people of different cultures. ● Identifying different cultural groups living in St. Martin. |

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| | | <p>Talks from invited speakers from different cultural groups (<i>If the children have national costumes they can show and tell.</i>)</p> <p>Small Group / Centers</p> <p>Making paper dolls dressed in national costumes</p> <p>Cooking or tasting different dishes from other cultures</p> | |
| 3. Name local dishes of St. Martin | St. Martin food | <p>Small Group / Centers</p> <p>Parents / teachers / helpers demonstrate how to make simple local dishes such as Johnny cakes, sugar-cake, rice and peas or fruit juices.</p> <p>Discussion should be prompted as the children are observing or helping.</p> <p>Collage (dishes can be represented on a paper plate)</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Naming, drawing some local dishes. • Listing ingredients that are used to prepare local dishes. |
| 4. Demonstrate respect for the National Song and Flag | National Song and Flag Protocol for flag raising | <p>Whole Class</p> <p>Learning and singing the National Song</p> <p>Participating in a flag raising ceremony (<i>Teacher demonstrates how to stand at attention</i>)</p> <p>Small Groups / Centers</p> <p>Making hand flags</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Standing whilst singing the National Song. • Identifying the National Flag and standing appropriately whilst it is being raised. |
| 5. Name National celebrations on St. Maarten | National celebrations (Carnival, St. Martin's Day and religious holidays) | <p>Whole Class</p> <p>Discussion (Children can share personal experiences of holidays)</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Telling / drawing / painting |

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| | | and share how they felt.) Small Group/Centers Making booklets about one celebration <i>(This may be done as part of the unit on Celebrations.)</i> Making a celebration calendar or timeline | about experiences. |
| 6. Identify National landmarks | National landmarks (Forts, Courthouse, Government Buildings (French and Dutch), Border Monuments, Emilio Wilson Park, St. Maarten Park (Zoo), Loterie Farm etc. | Whole Class Island Tour Small Group /Centers Making models of landmarks with/ without teacher direction | Teacher observes or records a child: <ul style="list-style-type: none"> Telling about, writing, drawing landmark(s). |
| 7. Recognize that St. Maarten is part of the Netherlands Antilles | Names of 5 Antillean islands – Bonaire, Curacao, St. Eustatius (Statia), Saba, St. Maarten Flags of each island Identification of islands by shape Antillean and Dutch flags | Whole Class Teacher introduces names of the 5 Antillean islands and discusses their location, shape and flags. Children can listen to national songs and traditional music. Discussion about flags flown on all islands, languages spoken etc. Identifying similarities and differences Small Group / Centers Write, speak about visits to other Antillean islands Drawing / coloring flags and matching them with their islands Matching islands and their shape Ordering outlines of the islands by size Coloring the Dutch and Antillean | Teacher observes or records a child: <ul style="list-style-type: none"> Identifying and naming the islands of the Netherlands Antilles. Matching islands with their names, shapes, flags Identifying Antillean and Dutch flags. Telling facts about each Antillean island. |

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| | | Flags Explaining the symbols of the Antillean flag Learning the chorus of the Antillean Anthem Rubbing of Antillean coins | |
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THEME: CELEBRATIONS

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Respect Cooperation Generosity Patriotism Gratitude Tolerance | Observation <i>Communication Skills:</i> attentive listening, speaking and writing <i>Social Skills:</i> Staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns <i>Manipulative Skills:</i> cutting, pasting, pricking, folding, painting, making models | Classroom environment with centers Literature and cassettes related to theme or focus celebration Art materials e.g. paper, glue markers, paint, scissors etc. Material for role-play (props, clothes) Construction material e.g. blocks, Lego |

* This unit can be taught at anytime of the school year. The content is an in-depth discussion of one particular celebration e.g. Carnival, Christmas, Easter, St. Martin's Day. **Curriculum Link:** Cultural and Artistic Development

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| 1. Discuss why people celebrate different events | Discussion and stories about celebrations e.g. personal (birthdays), family, school and community | Whole Class Shared Reading / Poem Modeled Writing Preparing for class birthday parties Class celebrations Small Group / Centers Drawing/writing/telling about personal experiences of celebrations (<i>Encourage the children to share how they feel about celebrations.</i>) Role play | Teacher observes or records a child: <ul style="list-style-type: none"> • Drawing/writing/telling about personal experiences of celebrations. |
| 2. List or tell examples of celebrations in their home and community | Personal and community celebrations | Whole Class or Small Group Developing birthday charts with teacher or in centers Developing a year chart of community celebrations with the teacher Writing about favorite celebrations Organizing class / school celebrations Creating celebration booklets | Teacher observes or records a child: <ul style="list-style-type: none"> • Participating in discussion about celebrations. • Telling/ writing/ drawing about celebrations. |
| 3. Identify rituals, symbols and persons associated with the different celebrations discussed | Discussion centered around one celebration e.g. Christmas <ul style="list-style-type: none"> • Religious rituals | Whole Class For Christmas: Shared Reading / Poem Modeled Writing | Teacher observes and records a child: <ul style="list-style-type: none"> • Completing projects given. |

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| | <ul style="list-style-type: none"> • Christian aspects; The story of Christ's birth, the visit of the shepherds, Three Wise Men (Three Kings) • Santa Claus • Gifts • Food eaten at Christmas • Christmas music | <p>Reciting Christmas poems, songs Collecting items to give as gifts to needy children Singing carols and other Christmas songs Caroling for other classes Create a Nativity scene Writing class acrostics about Christmas</p> <p>Small Group / Centers Making cards and decorations Creating a Christmas ABC Writing / drawing Christmas symbols Designing and making Christmas party hats, food menus for class parties Writing letters to Santa</p> | <ul style="list-style-type: none"> • Telling how he or she spends Christmas. • Drawing / painting Christmas symbols. • Making Christmas decorations. |
| <p>4. Tell, dramatize or represent visually aspects of a celebration</p> | <p>E.g. for Christmas- The Christmas Story; for Easter – The Passion of Christ</p> | <p>Whole Class Dramatization of the Christmas story with or without music Dramatization of Christmas stories or poems read to the class Recitation of Christmas poems</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Participating in dramatizations or role-play. |

SOCIAL STUDIES
DOMAIN E: ECONOMIC PROCESSES AND STRUCTURES

Standards / Goals

15 Domain E The student can describe and explain essential and important developments of the economy.

16 Domain E The student can describe and explain some aspects of the phenomenon labor.

THEME: TOURISM

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Acceptance Honesty Patriotism Respect Right-conduct Tolerance | <i>Communication Skills</i> : attentive listening, writing and speaking <i>Social Skills</i> : staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns <i>Critical Thinking Skills</i> : observing, comparing and contrasting <i>Manipulative Skills</i> : cutting, pasting, pricking, folding, painting, making models | Poems, books and videos related to theme Art materials e.g. paper, glue, markers, fabric, paint, scissors, prick pins, paint, paintbrushes etc. Material for role-play (props, clothes) Magazines Tourism videos (Available from G.I.S.) |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| 1. Develop an awareness of the importance of tourism to St. Maarten | Tourism is a service industry. What is tourism? Who is a tourist? A tourist is a person who travels for pleasure. <i>(Teachers must make sure that the</i> | Whole Class Discussion about tourism and its importance Field trips to the harbor and other places tourists frequently | Teacher observes or records a child: <ul style="list-style-type: none"> ● Explaining the terms tourist and tourism. ● Telling why tourism is |

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| | <i>children understand that a</i> | visit Creating a tourism collage | important. |
| | <i>tourists comes from different countries and cultures and that they too are considered to be a tourist when they visit another country (Curacao) or another place within the country (Butterfly Farm).</i> Importance of tourism Tourism creates jobs and provides an income for the country. | | |
| 2. Identify services provided for the tourism industry | Accommodation – hotels, time-share, motels and vacation villas Transportation – land and water taxis, car rentals, tour buses, Food & beverage – restaurants, bars Art and Entertainment – water sports, hiking, horse-back riding, night clubs, casinos Shopping – Front Street and Back Street stores, markets, malls | Whole Class Field trips Discussion Creating tourist activity dioramas Small Group / Centers Role-play Making advertising posters Developing a tourist booklet Writing about or to tourists | Teacher observes or records a child: <ul style="list-style-type: none"> Identifying services for the tourist industry. |
| 3. Develop an awareness of how to treat tourists | Tourists are visitors to our country. We should treat them as if they were visitors in the home. | Whole Class Discussion Role play helping tourists with directions or answering their questions | Teacher observes or records a child: <ul style="list-style-type: none"> Participating in discussions or role-plays. |

THEME: WORK

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| <p>Honesty Respect Responsibility Courtesy</p> | <p><i>Mathematical Skill:</i> Counting <i>Communication Skills :</i> attentive listening, writing and speaking <i>Social Skills:</i> staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns <i>Critical Thinking Skills:</i> observing, identify similarities and differences, classifying, decision making <i>Manipulative Skills:</i> cutting, pasting, pricking, folding, painting, making models</p> | <p>Immediate and school environment Poems and videos related to theme. Books related to theme e.g. ‘Work’ by Ann Morris; ‘If I Could Work’ by Terence Blacker; ‘People Working’ by Doug Florian; ‘Clean Your Room, Harvey Moon’ by Pat Cummings; ‘Intelligent Spending’ by Joy Berry: for teachers ‘Who Works Here?’ series Heinemann Library Posters showing people at work. Construction Material e.g. different types of paper and cardboard boxes Art materials e.g. paper, glue, markers, fabric, straws, art sticks, wood, paint, scissors, prick pins, paint, paintbrushes etc. Puzzles related to theme Material for role-play (props, clothes) Home Center set up as a shop, store or market stall with items for sale Coins (real and plastic) Toy bank notes Toy cash register Shopping baskets or bags</p> |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| 1. Explain what work is | <p>Work is a job or task that people do.</p> <p>There are different types of work done at home, at school and in the community.</p> <p>Work can be done voluntarily or for pay.</p> <p>Curriculum Links: Social Studies Themes – My Family; My School; Our Community; Tourism</p> <p>Health and Physical Education - Products</p> <p>Related Topics – Community Workers</p> | <p>Whole Class</p> <p>Discussion about work done at home as a family, at school or elsewhere based on Shared Reading /Poem experiences. <i>(The teacher needs to point out that work done at home (chores) is an integral part of family life.)</i></p> <p>Small Group/Centers</p> <p>Write about, draw, tell about or role play work done at home or in school or done by adults.</p> <p>Compare and contrast work done by family members in and out of the home.</p> <p>Children can draw a picture or write about a job they would like to do when they become adults.</p> <p>Create a ‘World of Work’ bulletin board, collage or mobile</p> <p>Make worker puppets</p> <p>Play ‘Job Charades’</p> <p>Have a worker costume party.</p> <p>Children can make their own costumes.</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Demonstrating an understanding of or explaining the concept of ‘work’. |
| 2. Differentiate between voluntary and paid work | <p>A volunteer is a person who works without pay.</p> | <p>Whole Class</p> <p>The teacher presents posters or drawings done by the children</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Researching information by |

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| | | <p>for children to group on the basis of paid / unpaid work. Field trips to places of work Invite persons to the class to speak about their jobs, parents can be asked as well. Invite persons who volunteer services to speak about their work. Children can listen to or interview the person. They can also interview school workers or parents who volunteer to work with them.</p> <p>Small Group/Centers Interviews Investigating and listing volunteer organizations in the community e.g. persons involved in beach clean-ups, church volunteers, parent volunteers. Children can find out why people volunteer to help. They can also become involved in a community service project. Creating booklets about different types of workers</p> | <p>conducting interviews.</p> <ul style="list-style-type: none"> ● Classifying types of work. ● Engaging in voluntary work. |
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| <p>3. Recognize that people have to work to earn money to buy things they need</p> | <p>How money is obtained Money as a reward for labor Uses of money</p> | <p>Whole Class or Small Group Discussion can be prompted during Shared Reading. Teacher displays coins and banknotes and through discussion allows the children to tell why we need money. Small Group / Centers Teacher or group leader helps the children design a chart or poster based on their responses</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Responding to the question on how money is obtained. <i>(The teacher has an opportunity to correct any negative responses such as stealing without being judgmental.)</i> |
| <p>4. Name and identify types of money used on the island</p> | <p>Names of island currencies i.e. US Dollar, Euros (if the children in the class reside on St. Martin) and Guilders Curriculum Links: Mathematics</p> | <p>Small Group / Centers Sorting coins Making rubbings of coins Discussion about similarities and differences of coins collected Charts can be made using the coins and notes Children can start coin collections</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Sorting coins into 2 or more subsets according to given criteria e. g. Guilders / Euros / Dollars; size; shape; color; designs on heads and tails of coins. • Sorting and justifying choice for each subset. |
| <p>5. Tell wise ways to spend money</p> | <p>Wise spending The difference between needs and wants <i>(Children need to understand that money should be spent on needs first and then wants.)</i> Needs are things that we must have in order to live e.g. foods, shelter, clothing and love.</p> | <p>Whole Class Shared Reading Modeled Writing about spending money Discussion Teacher can tell a story about a child receiving money as a gift and let the children suggest an ending as to how the child spent</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Telling wise ways of spending money. • Role-playing spending money. |

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| | <p>Wants are things we would like to have but can live without.</p> <p>Curriculum Links: Social and Emotional Development, Mathematics. Other Social Studies Themes – ‘My Family’</p> <p>Related Topics – ‘Buying and Selling’</p> | <p>the money received as a gift, (saving can be suggested). Teacher can discuss what should be done with money that is found.</p> <p>Small Group/Centers</p> <p>Discussion during role-play</p> <p>Create a needs and wants board or card game or poster</p> <p>At the class shop the children can base choices of purchases on needs and wants and justify their choices. Tell the children that they have \$10 to spend on the class and let them draw or list items that should be bought.</p> | |
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SOCIAL STUDIES

DOMAIN F: DEMOCRATIC STRUCTURES AND PROCESSES

Standards / Goals

- #17 Domain F The student can assess critically the values of democratic basic rights, generally as well as for the prevailing political system.
 #18 Domain F The student knows some essentials of the constitution.

THEME: LEADERSHIP

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Courtesy Honesty Patriotism Respect Responsibility | <i>Mathematical Skill:</i> Counting <i>Communication Skills :</i> attentive listening, writing and speaking <i>Social Skills:</i> staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns <i>Critical Thinking Skills:</i> observing, identify similarities and differences, classifying, decision making <i>Manipulative Skills:</i> cutting, pasting, pricking, folding, painting, making models | Poems and videos related to theme. Books related to theme e.g. ‘The Universal Declaration of Human Rights’ by Ruth Rochia and Otavio Roth, ‘For Every Child’ by UNICEF; for teachers ‘Know Your Political History’ by Edgar H. Lynch and Julian C. Lynch, ‘An Introduction to Government’ by Louis Duzanson Newspapers and magazines Art materials e.g. paper, glue, markers, scissors, prick pins, paint, paintbrushes etc. |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| <p>1. Develop a concept of leadership</p> | <p>A leader is a person who is in charge of a group. Leaders can be found at home (parents), at school (principal / teacher), in the community police (for security) and country (governors, commissioners, mayors). The importance of respecting and cooperating with leaders Appropriate behaviors for leaders (Class leaders)</p> | <p>Whole Class Discussion guided by the following questions: Who is the leader in your home? Who leads in the group, class or school? What does the leader do? What makes a person a good leader? Should we always follow the leader? How do we show respect for leaders? The teacher should also discuss the children’s expectations of leaders. <i>(It is expected that children would experience leadership roles in the classroom.)</i></p> <p>Small Group / Centers Role play of home / school leadership roles e.g. teacher, principal, parent Interview of school leaders e.g. principals, coordinators, superintendents, directors Making booklets, posters, charts etc. based on interviews Writing about experiences of being a leader e.g. class monitor, group leader</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> ● Taking a leadership role in the class. ● Demonstrating an understanding of ‘leadership’ e.g. <ul style="list-style-type: none"> ○ Enlisting others to work toward a common goal ○ Recognizing the contribution of others. ○ Passing on authority when appropriate ○ Celebrating the success of the group. ● Demonstrating respect for leaders in the school and class. ● Identifying key governmental leaders. |

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| | | Creating booklets about St. Martin / St. Maarten governmental leaders (Lt. Governor, Commissioners, political party leaders, mayor) | |
| 2. Identify ways in which people become leaders | Leaders can be appointed, elected or volunteered. | <p>Whole Class / Small Groups</p> <p>Discussion about how leaders are chosen at school and elected country leaders</p> <p>Mock elections to choose a class leader. <i>(If this unit is taught during an election year the teacher can make use of news items and hold a mock election in the class based on the political election.)</i></p> <p>The children can make a booklet about past and present island leaders.</p> <p>The children can discuss their rights as children and tell how leaders satisfy those rights.</p> <p>Posters can be made to illustrate the basic rights of children.</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> ● Identifying ways in which leaders are chosen in the home, school and community. ● Telling how parent, community and country leaders satisfy the basic rights of children. |

SOCIAL STUDIES

DOMAIN G: TECHNOLOGY AND GLOBALIZATION

Standards / Goals

- #19 Domain G The student can investigate and explain a number of products from his own living environment.
- #20 Domain G The student understands global developments, technological and environmental issues.
- #21 Domain G The student understands and can explain that due to modern means of communication, means of transportation and technology, the interaction between countries has been increased and the world is becoming more and more a global society.

THEME: NOW AND THEN

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Respect Appreciation Courtesy Cooperation Responsibility Self-awareness Consideration Team-spiritedness | <i>Communication Skills:</i> Attentive listening, Eye contact with person, clear and fluent speech and correct use of gesture <i>Social Skills:</i> Participation <i>Manipulative Skills:</i> cutting, pasting, pricking, painting, folding | Poems, rhymes, videos (available from G.I.S.) related to theme Teacher's Resource – 'St. Martin, Yesterday Today' - Jose Speetjens Art materials e.g. paper, card, glue, paint, scissors, prick pins and mats, matchsticks etc. |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| 1. Describe how their family has changed | Family Changes (people) e.g.: <ul style="list-style-type: none"> • Additional siblings • Death of a family member • Divorce and remarriage • Sickness • Family members leaving the home for study or training | Whole Class / Small Group / Centers Discussion during Shared Reading / Poem The children can share how they felt about the change and what the family did as a result of the change. Drawing comparative pictures of the family (now and then) Children can bring in photographs and compare them. | Teacher observes and records a child: <ul style="list-style-type: none"> • Identifying family changes. • Communicating the effect of the family changes. |
| 2. Describe how the family shelter has changed over time | Changes in the exterior features of homes: <ul style="list-style-type: none"> • Wooden concrete • Number of rooms • Exterior or interior toilets/kitchens/showers • Wooden/aluminium doors • Cistern/piped water Changes in appliances: <ul style="list-style-type: none"> • Types of televisions, radios • Records/cassette tapes or CDs • Coal pot/stove • Table-top stoves/hot plates/ | Whole Class Field trips to the Front Street Museum or old plantation houses e.g. The Old House in French Quarter Visits to or from elder members of the community Discuss how they would feel if they had to bathe outside, watch black and white television etc. Discuss why the children would prefer life today. Small Group / Centers Compare photographs of homes and appliances of the past and present. Make a pictorial timeline | Teacher observes and records a child: <ul style="list-style-type: none"> • Describing how family shelter has changed. • Comparing and contrasting homes of the past and present. |

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| | <p>combined stoves with ovens/ microwave ovens</p> <ul style="list-style-type: none"> • Bath pans with wash boards and scrubbing brushes/ washing machines/spin dryers/computerized automatic washing machines • Irons with/without electricity • Boiled/spray starch • Types of brooms • Types of plates and dishes | <p>Pictures from the past and present can be pasted on card and made into a matching game.</p> | |
| <p>3. Describe how clothing has changed over the years</p> | <p><i>(The teacher will decide which decade to compare with the present.)</i> Comparison of formal and informal clothing in the past and present Types of clothing worn in the past</p> | <p>Whole Class Past/present fashion show Create a display of clothes from a particular era (Parents can assist.) Involve children and grandparents in 'show and tell'. Change the Home Center to match the period being discussed and let the children portray family life in costume.</p> | <p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> • Comparing and contrasting clothing of the past and present. |
| <p>4. Compare the transportation of the past and present</p> | <p>Comparison of past and present:</p> <ul style="list-style-type: none"> • Types of public transportation • Motorized / non-motorized transportation • Land, sea and air | <p>Whole Class/Small Group Making models of vehicles Creating a model timeline Drawing transportation of the future</p> | <p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> • Comparing and contrasting transportation of the past and present. |

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| | <p>transportation</p> <p>Curriculum Link: Social Studies - Transportation</p> | | |
| <p>5. Compare and contrast communications methods of the past and present</p> | <p>Communication of the past and present</p> <p>Curriculum Link: Social Studies - Communication</p> | <p>Whole Class/Small Group Make a pictorial timeline to show how the telephones have changed Children can make charts to show how communication methods have changed over time i.e. verbal – written – electronic – computerized</p> | <p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> • Comparing and contrasting communication of the past and present. |
| <p>6. Compare and contrast recreational activities of the past and present</p> | <p>Recreational activities of the past:</p> <ul style="list-style-type: none"> • Games – clapping games, ring games • Toys used – ‘hoola’ hoops, jacks, marbles • Sports – rounders, skipping • Family recreation – storytelling, beach outings | <p>Whole Class Children can ask elderly persons of the community to tell what games or toys they played with as a child. During class discussion they can share what they learnt. Older persons can be invited to school to demonstrate games they played and show some of the toys they used. Children can play some of the games and play with some of the toys.</p> | <p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> • Comparing and contrasting recreational activities of the past and present. |

THEME: COMMUNICATION

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Respect Appreciation (other's opinions) Courtesy Honesty Sympathy | <i>Communication Skills:</i> Attentive listening, Eye contact with person, clear and fluent speech and correct use of gesture. <i>Social Skills:</i> Participation <i>Manipulative Skills:</i> cutting, pasting, pricking, painting, folding | Poems, rhymes, videos and books e.g. First Discovery series 'The Internet'; 'The Telephone'; (related to theme); Transportation & Communication Series, 'From Radio to the Wireless Web', 'Telephone', 'The Internet' and 'Television' by Joanne Mattern Art materials e.g. paper, card, glue, paint, scissors, prick pins and mats, matchsticks etc. Communication Center |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| 1. Identify reasons why communication is necessary and demonstrate appropriate ways to communicate | Appropriate ways of communicating needs Use of social courtesies e.g. thank you, please, excuse me etc Use of appropriate language (no | Whole Class Shared Reading of books about social courtesies/feelings Discussion Teacher demonstration/ modeling | Teacher observes and records a child: <ul style="list-style-type: none"> ● Using appropriate language and gesture when communicating needs/wants. ● Dealing with anger and other |

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| | <p>‘curse words’)</p> <p>Curriculum Link: Social Emotional Development – Self Regulation</p> <p>Language and Communication – Oral Linguistic Skill</p> | <p>Small Group/Centers</p> <p>Role-play</p> | <p>emotions appropriately (according to developmental stage).</p> |
| <p>2. Identify, describe and demonstrate ways in which we can send and receive messages</p> | <p>Communication is the sharing of feelings, thoughts and information with other people.</p> <p>Ways of communicating:</p> <ul style="list-style-type: none"> ● Speaking and listening – face to face, by telephone ● Writing / typing – letters, invitations, notes, faxes, e-mail etc. ● Facial expressions, body language and gesture ● Through the media – newspaper and magazines, television, radio, videos, Internet ● In the community – traffic lights and signs, warning labels (on electrical and medical products), advertising boards and banners, posters, flyers, brochures etc. <p>How to communicate effectively</p> <p>Compare/contrast different</p> | <p>Whole Class</p> <p>Shared Reading / Poem of theme related books</p> <p>Modeled Writing about communicating and using technology for communicating</p> <p>Picture discussion</p> <p>Creating a collage / display of mass media tools</p> <p>Teacher demonstrates the correct way of switching on the classroom computer, radio, tape-recorder etc.</p> <p>Teacher can let children tell how they feel at different times of the day.</p> <p>Teacher can give scenarios for the class to discuss and/or role play e.g. Someone calls you a bad name or shows a rude sign what will you do? A classmate has come to school after the death of a family member and is very sad, how will you help him/her?</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> ● Demonstrating communication skills such as: <ul style="list-style-type: none"> ○ Receiving, remembering and restating messages. ○ Telling names of classmates. ○ Repeating names of parents, address and telephone number. ○ Following directions. ● Demonstrating social / emotional skills such as recognizing the moods and emotions of self and others. ● Recognizing and responding to gestures, facial expressions and body language of others. ● Using the computer or tape recorder to communicate with others. ● Sending and replying to |

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| | <p>methods of communication e.g. a written letter / e-mail; land phone / cellular phone Responding to verbal and non-verbal messages of others</p> <p>Curriculum Links Social Emotional Development – Self Regulation Language and Communication – Oral and Linguistic Skill, Viewing Skill, Writing Skill Philosophy of Life – Truth, Love, Peace, Right Conduct and Non Violence Science and Technology – Computers Health and Physical Education – General Accident Prevention and safety</p> <p>Related Topics Communication Workers Signs and Symbols</p> | <p>Field trips to a newspaper office or telecommunication center. Visits to or from a communication worker e.g. reporter, switch board operator Children can tell which form of communication they prefer to use when communicating with parents, relatives, teachers or friends.</p> <p>Small Group / Centers Role-play:</p> <ul style="list-style-type: none"> • Introducing oneself to child/adult • Greeting each other • Asking to satisfy needs <p>Making cards (birthday, get-well) Miming emotions with facial expressions Making/drawing/painting faces with different expressions Role-play telephone conversations Making traffic lights and role-play of response (stop / go) Drawing traffic signs Children ‘write’ or send messages to classmates or teacher. Children use the computer or</p> | <p>written messages.</p> <ul style="list-style-type: none"> • Demonstrating an understanding of basic traffic signs and traffic light colors and what they represent. |
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| | | tape-recorder to send messages. | |
| 3. Demonstrate appropriate courtesy and respect when using communication tools | Respecting privacy of others e.g. not opening other's mail; telephone courtesy; netiquette | Small Group / Centers Role play how to answer and respond to telephone calls Demonstration of courtesy when using the computer (etiquette) | Teacher observes or records a child: <ul style="list-style-type: none"> • Demonstrating telephone / computer courtesy. |

THEME: TRANSPORTATION

| Values | Skills | Suggested Resources for Choice Centers, Projects and Teacher-directed Experiences |
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| Respect Cooperation Courtesy | <p><i>Communication Skills</i> : attentive listening, and speaking</p> <p><i>Social Skills</i>: staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns</p> <p><i>Critical Thinking Skills</i>: observing, comparing and contrasting, classifying, designing</p> <p><i>Manipulative Skills</i>: cutting, pasting, pricking, folding, painting, making models</p> | <p>Immediate environment</p> <p>Books related to theme e.g. First Discovery Books: 'Airplanes and Flying Machines'; 'Boats'; 'Trains' (Scholastic); 'On the Go' by Ann Morris (Scholastic); Wonder Books 'Trains'; 'Airplanes'; 'Ships' (The Child's World Inc.); 'An Auto Mechanic' by Douglas Florian (Scholastic); 'Pilots Fly Planes' by Fay Robinson (The Child's World Inc.); 'A Day in Space' by Suzanne Lord and Jolie Epstein (Scholastic); 'Let's Investigate Transportation': 'Shops & Boats', 'Trucks', and 'Cars' by John Hudson Tiner (Creative Education); Discovery Library Boats and Ships series: 'Cruise Ships', 'Canoes & Kayaks', 'Cargo</p> |

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| | | <p>Ships', 'Fishing Boats', 'Powerboats' and 'Sailboats' (The Rouke Corporation Inc.); First Look at series: 'Boats' and 'The Airport' by Daphne Butler (Gareth Stevens Children's Books); 'The Truck Book' by Bill Gere (A Golden Super Shape Book); 'The Tugboat' by Arlene Blanchard (Candlewick Press)</p> <p>Videos, cassette recordings related to theme</p> <p>Construction Material e.g. different types of paper and cardboard boxes</p> <p>Art material e.g. paper, glue, markers, paint, clay, scissors, prick pins, paintbrushes etc.</p> <p>Construction kits e.g. Lego</p> <p>Related puzzles and jigsaw puzzles</p> <p>Related charts, posters</p> <p>Toy vehicles and vessels</p> <p>Sorting rings/hoops</p> |
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| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| 1. Name the different types of vehicles used to transport people, animals and goods | Types of transportation: <ul style="list-style-type: none"> ● Land: animals, vans, trucks, cars, tractors, buses, emergency vehicles, trains, motorbikes, bicycles, taxis ● Sea: ships, boats, ferries, submarines ● Air: airplanes, helicopters, | Whole Class Discussion during Shared Reading or Read Aloud Modeled Writing Picture discussion Discussion on how and why transportation has changed in the community Comparison and contrast of | Teacher observes or records a child: <ul style="list-style-type: none"> ● Naming, drawing, painting, modeling different vehicles. ● Writing about different vehicles. ● Comparing and contrasting methods of transportation. |

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| | <p>gliders, hot air balloons</p> <ul style="list-style-type: none"> • Space: rockets, spaceships, shuttle <p>Change in transportation methods</p> | <p>methods of transportation e.g. animal / non-motorized, motorized / non-motorized, private / public, passenger / goods</p> <p>Small Groups / Centers Creating pictorial timelines of transportation development (land, sea, air) Jigsaws Making models of vehicles Painting, drawing, ‘pricking’ Developing transportation collages/books Converting Home Center to stations, garages, depots etc. for related role-play</p> | |
| <p>2. Classify methods of transportation according to different criteria</p> | <p>Classification of vehicles into sub groups</p> | <p>Small Groups / Centers Sorting toy vehicles/ pictures of vehicles using hoops, sorting rings, Venn/Carroll diagrams Drawing vehicles to match given or chosen criteria Conducting informal traffic surveys in the community near the school at different times of day. <i>(The information can be graphed and used for problem solving activities in Mathematics.)</i></p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Classifying into named subsets. • Classifying into subsets and giving reasons for choice. • Classifying into subsets of own choosing and defending choice. • Conducting, interpreting and recording information based on traffic surveys. |

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| <p>3. Identify and describe persons that work in the transportation sector e.g. bus drivers, pilots, sailors, mechanics</p> | <p>Identification of transportation workers, their roles and responsibilities.</p> | <p>Whole Class Discussion during Shared Reading or Read Aloud Fieldtrips to or visits from transportation workers Small Groups / Centers Role-play in Home Centers Dramatization of related stories Drawing, writing, painting etc.</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> ● Dramatizing different transportation workers. ● Asking questions about the work of bus drivers etc. during fieldtrips / visits. ● Drawing transportation workers at work. ● Demonstrating respect for bus drivers (<i>when possible</i>). |
| <p>4. Identifying and communicating the advantages and disadvantages of motorized transportation</p> | <p>Motorized transportation methods:</p> <ul style="list-style-type: none"> ● Advantages: faster time for deliveries of goods and traveling ● Disadvantages: traffic congestion, air pollution | <p>Whole Class Discussion during Shared Reading or Read Aloud</p> | <p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> ● Identifying advantages and disadvantages of motorized transportation. |
| <p>5. Describe how people travel from one place to another</p> | <p>Transportation used by class members Traffic safety rules, e.g. bus safety rules, use of seatbelts and helmets, having roadworthy bicycles Curriculum Link: Health and Physical Education</p> | <p>Whole Class Discussion Informal conversations Sharing experiences of travel Developing a class graph of methods of transportation to school Using developed charts for mathematical problem solving</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> ● Collecting and sharing data about how children in the school travel, e.g. to school, abroad. |

SOCIAL STUDIES

DOMAIN I: THE ENVIRONMENT

Standards / Goals

- # 7 Domain C The student understands that all kinds of social phenomena have consequences for the environment.
 #25 Domain I The student can describe and explain the interaction between man and the environment.
 #26 Domain I The student can handle nature and the environment in a careful manner.

THEME: CARING FOR OUR ENVIRONMENT

| Values | Skills | Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences |
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| Respect (property) Responsibility Consideration | <i>Communication Skills</i> : attentive listening, writing and speaking <i>Social Skills</i> : staying with the group, looking at the speaker, sharing material, using quiet voices, participating, staying on task, taking turns <i>Critical Thinking Skills</i> : observing, comparing and contrasting, classifying, inferring, decision making <i>Manipulative Skills</i> : cutting, pasting, pricking, folding, painting, making models | Immediate environment Books related to theme e.g. ‘Inky Arms and His Eco-Detectives – We Are Watching’ by The Norwegian Society for Conservation of Nature; ‘How Green Are You?’ by David Bellamy; Saving Our Planet Series ‘Water’, ‘Land’ and ‘Air’ (Primary) by Ava Deutsch Drutman (Good Apple) Poems, songs (Kids United CD) and videos related to theme Construction Material e.g. different types of paper and cardboard boxes, ‘junk’ material Art materials e.g. paper, glue, markers, paint, scissors, prick pins, paint, paintbrushes etc. Materials for experiments e.g. water, strainers, containers Posters/pictures related to theme |

| Target Behavior | Content | Suggested Experiences | Assessment Opportunities |
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| <p>1. Display responsible behavior to maintain his/her environment</p> | <p>Environment- friendly behaviors e.g.:</p> <ul style="list-style-type: none"> • Not littering • Disposing of waste properly • Not destroying plants, birds' nests or eggs • Treating wild animals well • Careful disposal of hazardous waste (garbage that is a danger to the environment e.g. chemicals, batteries, old oil) • Conservation of water and energy • Not burning plastics or other hazardous waste in residential areas | <p>Whole Class</p> <p>Shared Reading of related books</p> <p>Classroom/playground/school clean-up (teachers must provide plastic gloves and ensure safety when children are picking up garbage)</p> <p>Creating comparative posters (clean/dirty environment) out of 'junk' materials.</p> <p>The same poster can be used to promote discussion:</p> <p>Which environment do you prefer and why?</p> <p>How do you feel in each environment?</p> <p>How can you maintain a clean environment?</p> <p>How can you change a dirty environment to a cleaner one?</p> <p>Who is responsible for keeping the environment clean? (<i>Note that each one of us is responsible</i>)</p> <p>Why must we avoid polluting the environment?</p> <p>During the discussion values such as: respect, consideration and responsibility can be highlighted.</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Demonstrating responsible behavior e.g. disposal of garbage in the waste-bin. |

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| | | <p>Small Group/Centers The children can make pledge lists to show how they will care for the environment. The younger ones can draw pictures in a booklet.</p> | |
| 2. Describe how air, water and land can be polluted | <p>Ways in which the environment is polluted by human beings</p> <ul style="list-style-type: none"> • Air – burning hazardous waste, exhaust fumes from vehicles, the use of some sprays • Water – disposing of sewage into ponds, sea etc., throwing waste into the sea, oil spills from sea vessels, dead fish • Land – dumping garbage, littering, burying hazardous waste <p>Curriculum Links: Science and Technology – Environmental Science Health and Physical Education – Lifestyle Concerns Social and Emotional Development – Social Skills</p> | <p>Small Group/Centers Experiments dealing with:</p> <ul style="list-style-type: none"> • Evaporation – children can put clean and dirty water outside in the sun and note the residue after evaporation • Comparing jars of clean and polluted water • The children can show how oil spills are broken up. <i>(Place water and oil in a jar with a cover. Add dish liquid or soap powder and shake the jar. The children record their observations i.e. that oil stays on the surface of the water and that the soap breaks the oil into little pieces.)</i> • Picture discussion | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Identifying and describing how air, water and land are polluted. |
| 3. Identify and demonstrate ways to stop pollution | <p>Pollution prevention e.g. using biodegradable products (Things that break down to become part</p> | <p>Whole Class Discussion generated during Shared Reading</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Picking up garbage and |

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| | <p>of the land without causing pollution) Consequences of polluting the environment</p> | <p>Participating in a ‘Litter Free Week’ (focus – picking up litter and proper disposal of it) Collect warning labels from packages of hazardous waste products. The labels should show the words CAUTION, DANGER, WARNING. The children can create a display of biodegradable packages and bottles. Discuss the results of pollution. Small Group / Centers Helping to make posters for the ‘Litter Free Week’</p> | <p>disposing of it in the proper manner.</p> |
| <p>4. Develop an awareness of recycling</p> | <p>Recycling e.g. reusing plastic shopping bags and containers Recyclable products</p> | <p>Small Group / Centers Observation of litter in a classroom waste bin followed by discussion on what is recyclable Making objects out of ‘junk’ material</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Identifying what can be used again. • Creating something out of ‘junk’ material. (This can be teacher directed.) |
| <p>5. Develop an awareness of conservation</p> | <p>Conservation of water and energy by:</p> <ul style="list-style-type: none"> • Using less soap and soap powder • Turning off the faucet after use • Not running water when soaping your skin in the | <p>Whole Class Discussion on what happens when G. E. B. E. cuts the water supply e.g. during hurricanes Small Group / Centers Telling, drawing and demonstrating ways of saving water and energy e.g. turning of</p> | <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Telling, drawing or demonstrating how to save water and or energy. |

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| | <p>shower or brushing your teeth</p> <ul style="list-style-type: none"> ● Collecting rainwater for washing clothes and watering plants ● Washing up when the bowl or dishwasher is full and using a bowl of water to rinse ● Opening the fridge as little as possible ● Not turning lights on and off frequently ● Not wasting paper | <p>faucets and lights.</p> | |
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APPENDIX

²PROJECT POSSIBILITIES

- Draw a picture
- Make a book or booklet
- Design a game
- Develop a collection
- Make a model
- Make a collage, mural or frieze
- Interview
- Write for a class / school magazine
- Build a structure
- Do a demonstration
- Present a news report
- Draw a plan
- Write a poem / song / rap
- Design an musical instrument
- Plan a dramatization or puppet show or creative dance
- Make an album
- Create a video, DVD or Power Point presentation
- Tell a story
- Write a letter

² Many of these ideas were contributed by teachers in the Teachers' Upgrading and Retraining Program, Internal Differentiation Module, Instructor Ms C. M. Stewart (October, 2004 – June, 2005)

STEPS IN CREATING AN EFFECTIVE PROJECT ASSIGNMENT

1. Identify the essentials of the unit:

What the students must

- Know (facts)
- Understand (concepts & generalizations)
- Be able to do (skills) as a result of the unit.

2. Identify one or more reasons for the project:

- Required from the curriculum (poetry, an experiment, a graph)
- To motivate
- To explore intelligences or learning styles unfamiliar to the student
- To show a talent or passion

3. Determine the expectations for quality in:

- Content
- Process
- Project

4. Decide on the level of scaffolding needed for success

5. Develop a project assignment that clearly tells the student:

- The knowledge, understanding and skills to be demonstrated
- The stages, processes and work habits they must be demonstrated as they work
- The options for expressing their work

- The quality of the work

6. Differentiate or modify versions of the assignment based on:

- Student readiness
- Student interest
- Student learning profile

7. Coach for success.

PROJECT ASSIGNMENTS FOR A 'TRANSPORTATION' UNIT

1. Identify the essentials of the unit

- Facts
 - a) Vans, trucks, cars, tractors and buses are used for land transportation
 - b) Donkeys, camels and pack horses are used to transport goods on land.
- Concepts
 - a) Systems
 - b) Movement
 - c) Safety
- Generalizations
 - a) There are many methods of transportation.
 - b) Transportation involves moving people animals and/or things from one place to another.
 - c) Transportation has to be carried out safely.

2. Identify one or more formats for the project:

- a) To motivate
- b) To explore intelligences or learning styles unfamiliar to the student

3. Determine the expectations for quality:

- Content
 - a) Information about 4 or 5 methods of transportation; one must be an animal, one must be for transporting goods, one for transporting people and one for transporting animals.
 - b) For each method include safety information
- Process
 - a) Individual work at school in centers
 - b) Homework assignments with parents
- Project

- a) Poster
- b) Folder
- c) Model

4. Decide on the level of scaffolding needed for success

- Tiered Activities
- Cubing
- Mini-lessons
- Parental involvement
- Rubrics
- Guiding time management by giving due dates
- Individual Conferencing

5. Develop a project assignment that clearly tells the student the criteria for the:

- Poster
 - a) On one poster board
 - b) Labels must be hand written or typed by the child
 - c) Use of different colors
 - d) The title must stand out
 - e) The pictures must be colorful
 - f) The writing must be legible
- Folder
 - a) Must have a cover page with the title and the name of the child
 - b) Each page must contain information about one method of transportation
 - c) Writing or typing must be done by the child
 - d) The folder or binder must be decorated

- Model
 - a) Each model must have a label with a title and a sentence about it
 - b) When the models are displayed the child's name must be seen.

6. Differentiate or modify versions of the assignment:

- After the children have made the choice, individual conferencing will take place to help the child plan the product.

Rubric For Project

- 4 *The student demonstrates a complete and detailed understanding of 'Transportation'.
*The project assignment is turned in before or on time.
*The student exceeds the stated requirements of neatness.
*The student presents the project with clarity and excitement.
- 3 *The student has a complete understanding of 'Transportation' but not in great detail.
*The student hands in the project assignment on time.
*The student meets the required standard of neatness.
*The student presents the project with clarity.
- 2 *The student demonstrate a basic understanding of 'Transportation' but shows some misunderstanding of one or two facts.
*The student hands in the project assignment late.
*The student does not meet the stated requirements of neatness.
*The student's presentation is unclear and without order.
- 1 *The student does not show that he/she understands 'Transportation'.
*The student hands in the project assignment late.
*The student's work is very untidy.
*The student's presentation is unclear.
- 0 * No judgment can be made.

(Checklists taken from Netherlands Antilles Curriculum Framework)

| Social Studies Process Checklist | | | | |
|----------------------------------------------------------------------------------------------------------|--------------|--|--|--|
| Name: _____ Year: _____ | | | | |
| Place an artifact in the student's portfolio which shows he or she is using the following process skills | | | | |
| | DATES | | | |
| Locating Information | | | | |
| Organizing Information | | | | |
| Classifying | | | | |
| Comparing/Contrasting | | | | |
| Summarizing | | | | |
| Graphing | | | | |
| Interpreting and Reflecting on Information | | | | |

Social Studies Inquiry Skills Checklist

Name: _____ Year: _____

| Place an artifact in the student's portfolio which shows he or she is using the following Inquiry skills (based on Bloom's taxonomy). | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--|--|--|
| | DATES | | | |
| LOW LEVEL | | | | |
| Knowledge <ul style="list-style-type: none"> • Identify • Define • Name • List • Match • Recall • Describe • State • Tell • Write | | | | |
| Comprehension <ul style="list-style-type: none"> • Explain • Paraphrase • Restate • Summarize • Give examples | | | | |
| HIGHER LEVEL | | | | |
| Application <ul style="list-style-type: none"> • Demonstrate • Dramatize • Illustrate • Sequence • Compare/Contrast • Solve | | | | |
| Analysis <ul style="list-style-type: none"> • Analyze • Classify • Diagram • Distinguish • Verify • Discriminate | | | | |
| HIGHEST LEVEL | | | | |
| Synthesis <ul style="list-style-type: none"> • Compose • Design • Hypothesize • Invent • Speculate • Create | | | | |
| Evaluation <ul style="list-style-type: none"> • Criticize • Judge • Justify • Prioritize • Rate • Evaluate | | | | |

SOCIAL STUDIES CHECKLIST FOR CYCLE ONE

| Skills | Dates of Observations | | | | | | | | | | Comments |
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| Place a 'Y' for yes Place an 'N' for No Place a 'I' for inconsistent | | | | | | | | | | | |
| Organizing and Using Information | | | | | | | | | | | |
| <i>Classifying Data</i> <ul style="list-style-type: none"> • Groups data in categories using appropriate criteria | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Places things or events in proper sequence by order of <ul style="list-style-type: none"> ○ Occurrence ○ Importance | | | | | | | | | | | |
| Interpreting Information | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Identifies similarities and differences | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Compares and contrasts data | | | | | | | | | | | |

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| Analyzing Data | | | | | | | | | | | |
| <ul style="list-style-type: none"> Examines relationships between concepts and topics | | | | | | | | | | | |
| Summarizing Data | | | | | | | | | | | |
| <ul style="list-style-type: none"> Restates the main points or ideas on a topic | | | | | | | | | | | |
| <ul style="list-style-type: none"> Gathers information from pictorial sources | | | | | | | | | | | |
| Synthesizing Data | | | | | | | | | | | |
| <ul style="list-style-type: none"> Presents data in a variety of ways | | | | | | | | | | | |
| Evaluating Data | | | | | | | | | | | |
| <ul style="list-style-type: none"> Decides whether data is relevant to the particular situation | | | | | | | | | | | |
| Decision - making | | | | | | | | | | | |
| <ul style="list-style-type: none"> Makes decisions based on data received | | | | | | | | | | | |
| Research Skills | | | | | | | | | | | |
| <i>Special References</i> | | | | | | | | | | | |
| <ul style="list-style-type: none"> Finds data from calendars | | | | | | | | | | | |
| <ul style="list-style-type: none"> Finds information from mass media | | | | | | | | | | | |
| Maps, Globes, Graphics | | | | | | | | | | | |
| <ul style="list-style-type: none"> Expresses relative location | | | | | | | | | | | |

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| • Locates places on maps/globes | | | | | | | | | | | |
| • Interprets map symbols | | | | | | | | | | | |
| • Identifies the differences between models and maps | | | | | | | | | | | |
| • Locates objects in a classroom | | | | | | | | | | | |
| • Draws a plan of the classroom | | | | | | | | | | | |
| • Follows a simple route | | | | | | | | | | | |
| • Interprets picture graphs | | | | | | | | | | | |
| • Interprets bar graphs | | | | | | | | | | | |
| Acquiring Data <i>Comprehension</i> | | | | | | | | | | | |
| • Reads to get literal meaning | | | | | | | | | | | |
| • Reads a variety of printed material | | | | | | | | | | | |
| • Uses picture clues and labels to help comprehension | | | | | | | | | | | |

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| <i>Vocabulary</i> | | | | | | | | | | | |
| <ul style="list-style-type: none"> Recognizes and uses some Social Studies terms | | | | | | | | | | | |
| <i>Study Skills</i> | | | | | | | | | | | |
| <ul style="list-style-type: none"> Uses the community as a resource | | | | | | | | | | | |
| <ul style="list-style-type: none"> Listens for information | | | | | | | | | | | |
| <ul style="list-style-type: none"> Follows directions | | | | | | | | | | | |