

June 2023



# OHCP Grade One Social Studies Curriculum

<b>Historical and Cultural Thinking</b>	
<b>Essential Learning Outcome: To understand that our celebrations help us build pride in our identity</b>	
<b>Introduction to the Subject:</b> Identifies the purpose and goals of the subject area with links to the Vision and the Essential Education Competencies. Addresses the question: How are Elements of the Essential Education Competencies being addressed? Set out general information on how teachers integrate relevant principles included in the Framework for learning, assessment and inclusion. (Specific details are included below, relevant to the Specific Curriculum Outcomes)	
<b>Strand (Topic) - Strand:</b> Historical-Cultural Thinking	
<b>Essential Learning Outcome:</b> To understand that our celebrations help us build pride in our identity.	
<b>Grade Level Expectations and/or Focus Questions:</b>	
1) What are celebrations? 2) What are examples of celebrations in families? 3) Why and when do we have celebrations in families? 4) What is meant by the terms pride and identity? 5) How do these celebrations help to build pride in our identity in our families?	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>K</b> - State different forms of celebrations that are practiced in families to build pride and identity.</p> <p><b>K</b> - Identify aspects of culture such as food, music, dance that are relevant to celebrations in families.</p>	<ul style="list-style-type: none"> <li><b>Conversation:</b> As students respond to oral questions based on videos/pictures/items, are they able to show that they are aware of celebrations in their families and community?</li> </ul> <p>Teachers make notes of students' responses.</p> <ul style="list-style-type: none"> <li><b>Product:</b> Can students develop a page with relevant celebration vocabulary? Are they able to read their page out loud?</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questioning, Visual Deduction or Visual Art and Cultural Inferences -</li> <li>Teachers show students videos/pictures/items that highlight aspects of celebrations. E.g., birthdays, weddings, cake, dance, christening/baptism, wakes, Christmas, Easter.</li> <li>Teachers probe students to share what these images have in common, state the word 'celebrations' and then deduce the meaning of celebration; and then make a list of family celebrations that build pride and identity.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> <li>• <b>Conversation:</b> Based on the story, can students define the term culture?</li> <li>• <b>Conversation:</b> From viewing these pictures and items, can students demonstrate that they know the foods, music and dance in family celebrations that promote pride and identity?</li> <li>• <b>Product:</b> Using pictures/items, can students categorize cultural and non-cultural food, music and dance items?</li> <li>• <b>Product/ Observation:</b> Can students identify which foods, music or dances are reserved for special family celebrations?</li> </ul> <p>Teachers take notes of students' responses.</p>	<p><b>Story Telling</b></p> <ul style="list-style-type: none"> <li>• Remind students that this unit is about looking at family celebrations that are part of their culture. Help students define 'culture' by sharing a short story of celebrations. Then ask the students to tell stories of examples of their family culture.</li> <li>• Read story, "My Two Grandads" <a href="https://www.youtube.com/watch?v=G5TG_intfEs">https://www.youtube.com/watch?v=G5TG_intfEs</a>.</li> <li>• Students respond to oral questions about these stories (asked by the teacher).</li> <li>• Picture Inferencing</li> <li>• Present several pictures/items of foods including those common to their island (E.g., breadfruit, provisions, rice and peas, mangoes, fish, stew, wild meat, sorrel); traditional musical instruments (E.g, drums, steel pan, shak-shaks, tambourine); traditional dance and song (E.g., maypole, quadrille, folk songs) and link to the different celebrations through conversation/discussion.</li> </ul> <p><b>Question and Response</b></p> <ul style="list-style-type: none"> <li>• Students share their thoughts about how the foods/dance/music relate to cultural celebrations - as guided by teachers.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>S</b> - <u>Demonstrate</u> different forms of celebration in the family and explain the importance of preserving local culture.</p>	<ul style="list-style-type: none"> <li>• <b>Conversation:</b> Are students able to state one reason why it is important to keep family traditions?</li> <li>• <b>Product:</b> Are students able to write or depict through drawing various forms of family celebrations?</li> <li>• <b>Product:</b> Can students perform at least one verse of the folk song learnt. Assess as a class or small group (Include dance and music).</li> </ul>	<p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>• Students view a video of various forms of celebrations in the family.</li> <li>• Students discuss the video as guided by the teacher, focusing on the celebrations and why they are important in preserving local culture. In groups, students role play aspects of these celebrations.</li> </ul> <p><b>Pop-up Books</b></p> <ul style="list-style-type: none"> <li>• Create Pop-up Books re: Family Celebrations. The book should include vocabulary and colourful images about the foods/ dance / music that are part of family celebrations.</li> </ul> <p>Each student can pick a term/concept and create one page.</p> <p>Glue the pages together to create a book for their class library. The book can be a pop-up.</p> <p><b>Read Aloud</b></p> <ul style="list-style-type: none"> <li>• Once the book is compiled, students read the book out loud to the class. The book is then placed in the classroom library so students can read.</li> </ul> <p><b>Modelling</b></p> <ul style="list-style-type: none"> <li>• Students learn at least ONE simple folk song and ONE traditional song from their country/community/family.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>V- Appreciate their cultural heritage.</p>	<ul style="list-style-type: none"> <li>• <b>Observation/ Conversation:</b> Are students able to tell family traditions that are unique to them?</li> <li>• <b>Observation:</b> During the gallery walk, do students demonstrate an appreciation of each other’s family cultural celebrations / heritage traditions?</li> </ul>	<ul style="list-style-type: none"> <li>• Performance can be published on the school's social media page/website.</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Discuss with the students how these celebrations reflect their family traditions that are unique to them and reasons why it is important for families to keep their traditions.</li> </ul> <p><b>Gallery Walk</b> (Culminating Activity)</p> <ul style="list-style-type: none"> <li>• Students write or depict through drawing, reasons why it is important to keep family traditions. These will be displayed on the classroom walls and students will walk through to observe and share.</li> </ul> <p><b>Journaling (Write/Draw/Speak/ Create Video)</b></p> <ul style="list-style-type: none"> <li>• Students are guided to speak, write or draw their likes and dislikes about the celebrations. For example: I like .... I do not like .... I wish .....</li> </ul> <p>Devices can also be used to complete this activity. Students will respond using emojis.</p> <ul style="list-style-type: none"> <li>• Students' responses will be displayed on smart boards, etc.</li> </ul>
<p>K - List religious and national festivals celebrated by the family.</p>	<ul style="list-style-type: none"> <li>• <b>Observation: Four Corners</b> As part of the pre-assessment, the teacher can observe the celebration choices that students take part in, noting their different preferences.</li> </ul>	<p><b>Four Corners</b></p> <ul style="list-style-type: none"> <li>• Get all students involved by asking them to share their opinions on a statement on national and religious festivals through the <b>“Four Corners”</b> activity.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> <li>• <b>Conversation:</b> What do students know about the national and religious festivals and to what extent do they participate in these?</li> <li>• <b>Conversation:</b> Students will be asked the following:               <ol style="list-style-type: none"> <li>1. What questions does this video raise in your mind?</li> <li>2. What do you like most about the festivals?</li> <li>3. What don't you like about the festivals shown?</li> <li>4. Where could you find other information about festivals?</li> </ol> </li> <li>• <b>Product</b> - Based on the video, can students draw and label one to three important expressions of traditions they observed? (E.g., music, colours, costumes etc.)</li> </ul>	<p><b>Four Corners Activity</b></p> <ul style="list-style-type: none"> <li>• Teachers label each corner of the room with specific statements relating to religious or national festivals such as Easter, Independence, Christmas, Carnival. E.g., My family celebrates Easter; My family celebrates Christmas.</li> <li>• Students stand in the corner that best represents the festival their family celebrates most.</li> <li>• Students engage in conversation about the national and religious festivals that their families celebrate the most.</li> </ul> <p><b>Video Analysis, Inferencing and Questioning</b></p> <ul style="list-style-type: none"> <li>• Students watch a video of the local religious and national festivals celebrated by families – E.g., Christmas, Easter, Carnival, La Rose Flower Festival, Creole Day/Jouen Kweyol, Nine Mornings, National Heroes' Day.</li> <li>• Get students to fold a piece of paper in three parts.</li> <li>• Based on the video, students will draw and label one to three pictures of three important visuals they observed in the video in which families express their traditions through celebrations.</li> <li>• <b>Inferencing</b> - In a whole group discussion, students are asked to infer their likes and dislikes about festivals celebrated by their families in the video and give reasons to justify their responses using the conversation questions.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>S</b> - Investigate and report how the family, school and nation celebrate various religious and national festivals.</p>	<ul style="list-style-type: none"> <li>• <b>Conversation:</b> Through the discussion, is it evident that students respect that other families may choose to celebrate differently from their own?</li> <li>• <b>Observation:</b> As teachers observe students play the game, are they able to match the correct celebration with the time of year it is celebrated?</li> <li>• <b>Product:</b> Do students' posters reflect elements of celebrations that their families celebrate?</li> <li>• <b>Product:</b> Using matching items or similar assessment, are students able to summarize how their family, school and nation celebrate various religious and national festivals?</li> </ul>	<p><b>Research and Report &amp; Think-Pair-Share</b></p> <ul style="list-style-type: none"> <li>• Students are guided to state that families celebrate different religious and national festivals; thus, it is important to respect different views.</li> <li>• Teacher creates an interview prompt to guide students to talk to /interview a family member or old person in the community about a cultural practice /activity that was done in their time and continues to happen today. They share orally using Think-Pair-Share.</li> <li>• Students will be reminded of the importance of respecting each other's views.</li> </ul> <p><b>Games</b></p> <ol style="list-style-type: none"> <li><b>1. Pass the Ball</b> <ul style="list-style-type: none"> <li>• Teacher explains while modelling how the game is played.</li> <li>• Students pass around a ball while music is playing. When the music stops, whoever is holding the ball says one thing about how his/her family celebrates a specific religious or national festival.</li> </ul> </li> <li><b>2. Matching Game –</b> <ul style="list-style-type: none"> <li>• Play a game that matches aspects of culture with the season or time of year, E.g., Calypso – Carnival; Folk song – Independence; Green Pigeon Peas - Christmas.</li> <li>• A smart board, devices or pictures may be used.</li> </ul> </li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Poster Design &amp; Presentation</b></p> <ul style="list-style-type: none"> <li>Students design and present a poster on a specific religious or national event celebrated by their families. Teacher evaluates using rubric.</li> </ul>
<p><b>V</b> - Respect that families celebrate religious and national festivals in different ways, and that the families may choose not to celebrate some or all of these occasions.</p>	<ul style="list-style-type: none"> <li><b>Product:</b> Do students' reflections show respect for individual differences in family celebrations?</li> </ul>	<p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Students state in writing/ orally one way they can show respect to people who celebrate religious and national festivals differently than they do.</li> <li>Students can create video journals.</li> </ul>
<p><b>K</b> - Identify the national symbols of their country.</p>	<ul style="list-style-type: none"> <li><b>Matching Game: (Pre &amp; Post Assessments):</b> Can students match names to the national symbols?</li> <li><b>Conversation:</b> Can all students define the meaning of a symbol and share examples?</li> </ul> <p>Are students able to identify at least 5 national symbols -</p> <ol style="list-style-type: none"> <li>bird</li> <li>anthem</li> <li>pledge</li> <li>flag</li> <li>dish</li> <li>drink</li> </ol>	<p><b>Definition of Terms</b></p> <ul style="list-style-type: none"> <li>Students look at a display of familiar signs and symbols, E.g. - stop sign, traffic lights, emojis, ringing of the bell, gestures; and state what they represent. Students give other examples and what they represent.</li> <li>Students are guided to state that a symbol is something that stands for or represents something else.</li> <li>Students view a display of national symbols - items/ pictures /images, and/or videos.</li> <li>Students place name cards next to the correct symbols.</li> <li>Students are guided by the teacher to construct the definition of the term 'national symbols. They learn that the national symbols are unique to their country.</li> </ul>
<p><b>S</b> - Describe the national symbols through drawing,</p>	<ul style="list-style-type: none"> <li><b>Product: Wall Montage:</b> Are students able to create models that use the national colours?</li> </ul>	<p><b>Paper Fold and Reveal</b> (to establish national colours)</p> <ul style="list-style-type: none"> <li>Fold paper and reveal in parts to display national colours. (See Figure ... for examples)</li> </ul>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>painting and /or other expressions.</p>	<ul style="list-style-type: none"> <li>• <b>Conversation:</b> Given simple scenarios, are students able to distinguish between respectful behaviours and disrespectful behaviours to national symbols?</li> </ul> <p>For example: The Independence ceremony has finished. Tom throws his flag on the ground and stomps on it. Is he being respectful? Why? What do you think he should have done?</p>	<p>Students are guided to state that these are the national colours of the country.</p> <p><b>Show and Tell</b></p> <ul style="list-style-type: none"> <li>• Teacher models to the students how show and tell is conducted by displaying different national symbols and talking about it (pictures/videos/items).</li> <li>• Students are encouraged to bring symbols of their own and talk briefly about it.</li> <li>• Create Poster /Collage /Picture Book of national symbols (Group activity)</li> </ul> <p><b>Model Building &amp; Display Corners /Wall Montage</b></p> <ul style="list-style-type: none"> <li>• Students create models of national symbols using play dough or other appropriate materials.</li> <li>• Create Display Corners of national symbols and facilitate students’ oral expressions through discussions about the symbols.</li> </ul> <p><b>Draw/Colour</b></p> <ul style="list-style-type: none"> <li>• Students work in small groups to draw or colour the national flag and other symbols.</li> </ul> <p><b>Hand printed shirt</b></p> <ul style="list-style-type: none"> <li>• In small groups, students create a hand stamped T-shirt using colours of the national flag.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>National Colours Day / Rep Yo' Colours Day-</li> <li>Students showcase national colours using clothing or other items.</li> <li>Students are encouraged to <b>showcase</b> national colours using clothing. (May use T-shirts and everyday wear)</li> </ul>
<p><b>V-</b> Appreciate that their national symbols are unique and special to their country and should be respected.</p>	<ul style="list-style-type: none"> <li><b>Observation:</b> Are students demonstrating respect for national symbols?</li> </ul>	<p><b>Modelling</b></p> <ul style="list-style-type: none"> <li>Students observe teachers as they model how to show respect for the national symbols, E.g., standing correctly when the national anthem is being sung (played), when repeating the pledge and caring for the flag etc.</li> </ul> <p><b>Demonstrate Respect for National Symbols</b></p> <ul style="list-style-type: none"> <li>Students practice showing respect for national symbols.</li> <li>They are guided by teachers.</li> </ul>
<p><b>Useful Content Knowledge for the Teacher about the Outcome:</b> (Links to professional sources that connect back to the Curriculum and Assessment Principles of Learning and Principles of Assessment)</p> <p><b>Printed materials</b></p> <ol style="list-style-type: none"> <li>Pictures</li> <li>Textbooks</li> <li>Newspapers</li> </ol> <p><b>Internet resources -</b></p> <p><b>Folk Songs</b></p> <ol style="list-style-type: none"> <li><a href="http://tourism.gov.vc/tourism/index.php/svg-festivals/folk-songs">http://tourism.gov.vc/tourism/index.php/svg-festivals/folk-songs</a> - Provides lyrics and music to Vincentian folk songs.</li> <li><a href="https://music.apple.com/us/album/traditional-st-lucia-folk-music-vol-3/1024228633">https://music.apple.com/us/album/traditional-st-lucia-folk-music-vol-3/1024228633</a> - Provides lyrics and music to St. Lucian Folk Music</li> </ol>		



3. <https://www.youtube.com/watch?v=9w1atvkVQnE> - Provide lyrics and music to Dominican Folk song
4. [https://www.youtube.com/playlist?list=PL2kG14P\\_Kr9kXQu2wB13jkiAZQDT78159](https://www.youtube.com/playlist?list=PL2kG14P_Kr9kXQu2wB13jkiAZQDT78159) - Provide lyrics and music to Grenada Folk song

### National Anthems

1. <https://www.youtube.com/watch?v=j-fV1oaP-yU> - St. Vincent and the Grenadines
2. <https://www.youtube.com/watch?v=JFtM4xZYa78> St. Lucia
3. <https://www.youtube.com/watch?v=GmylDJ9Ad8U> - Commonwealth of Dominica
4. <https://www.youtube.com/watch?v=rckstFQs-Qw> - Grenada

### National Symbols

1. Live worksheet  
[https://www.liveworksheets.com/worksheets/en/Social\\_Studies/National\\_Symbols/St\\_Lucia\\_National\\_Symbols\\_on1566653px](https://www.liveworksheets.com/worksheets/en/Social_Studies/National_Symbols/St_Lucia_National_Symbols_on1566653px)  
St. Lucia
2. National Symbols of St. Lucia by [Miss Melisamcjh](#)  
<https://www.youtube.com/watch?v=iqUCVOp0IM0&list=PL1H0vRnM-9lhJmNdmB23cNFT0kGHsCyM> St. Lucia
3. [National Symbols - Government of the Commonwealth of Dominica](#) Commonwealth of Dominica national symbols
4. <http://foreign.gov.vc/foreign/index.php/the-national-flag> - St. Vincent and the Grenadines national symbol

### Celebrations and Festivals

#### St. Vincent and the Grenadines

- <https://www.gov.vc/index.php/visitors/culture-festivals>

**Inclusive Resources and Materials from Regional Specialists** (texts, family & community knowledge and resources, contextually relevant professional web resources).

### Additional Resources and Materials

1. I am Special because! | Read with Akili and Me | Educational Cartoons for Preschoolers - <https://www.youtube.com/watch?v=dAmABKdj51w>
2. Nursery Rhymes I am Special Songs with lyrics <https://www.youtube.com/watch?v=jc0m7bxZ0QA>
3. How to make Kids Hand Printed T-Shirt Design <https://www.youtube.com/watch?v=oKZPGnngU3c>
4. <https://www.liveworksheets.com>
5. [https://www.youtube.com/watch?v=GstG\\_iutfEs](https://www.youtube.com/watch?v=GstG_iutfEs)
6. How I became a Ducana by Mrs. Avelyn Gittens Theobalds (2020).
7. St. Vincent and the Grenadines National Symbols by Khaleil McInnis and Damian Ballantyne (2020).
8. Faces of St. Vincent and the Grenadines by Anna Warrican, Pearlina Carrington and Gaylene Wickham (2020).

**Opportunities for Subject Integration:** (How the inclusive learning strategies might be adapted and/or applied to include other subjects in the curriculum)

1. **Language Arts** -
  - Reading
  - Research - finding and collecting information.
  - Presenting information in different form - oral and written expression,
  - Listening and viewing
  - Reporting
  - Sequencing of information
2. **Creative Arts** -
  - Drawing and colouring of symbols,
  - Making models,
  - T-Shirt painting,
  - Performing folk song and other aspects of festivals/celebrations,
  - Singing national anthem,
  - Playing musical instruments,
  - Dancing of traditional dance.
  - Exhibiting students' work,

- Dramatization/role playing.

**3. Mathematics -**

- ordering of colours on flags, dance steps
- Shapes on the national flag
- Shape of flag

**4. Science -**

- weather - cultural festivals, eg. rain dance; shapes; colours,
- sound of musical instruments (loud and soft)
- type of materials

**Elements from Local Culture:** (References that learners might know from their local environment)

1. Library/Museum/
2. Places of historical, cultural interest eg. Botanical Gardens, Petroglyph sites, buildings
3. National Archives
4. Vegetable market
5. Religious institutions

Local resource person (historian, cultural ambassador, elders of the community)

**Resources for a learner who is struggling:** (Links to earlier learning activities for similar knowledge, links to resources for special education needs)

1. **Multisensory instruction [i.e. drawing, painting, use of playdough]** <https://www.structural-learning.com/post/multisensory-learning-in-the-classroom-a-teachers-guide>
2. **Multimedia instruction - videos**
3. **Mapping out ideas using pictures**

## Civic Participation

**Essential Learning Outcome:** To understand that we have roles and responsibilities in our families, school, and community  
**Section 1: What are our roles and responsibilities in our Family?**

**Introduction to the Subject:** to frame inquiry about roles and responsibilities in our families, school and community. Introduce children to the broad notion of civic participation and how their actions at home and school are helpful forms of responsibility.

<https://www.youtube.com/watch?v=4mrE5zgEvt4&t=29>

### Focusing Questions:

What are our roles and responsibilities in our family, school and community?  
What can we do to keep our class clean?  
Why should we keep our environment clean and tidy?  
Where should we put our garbage?  
How do you feel when your environment is untidy?

### Grade Level Expectations:

K - Understand the importance of keeping their home, school, and community tidy and clean.  
S - Practice putting garbage and litter in trash cans at school and home.  
V - Observe and appreciate places in their environment that are kept clean and tidy.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>K</b>-Understand the importance of keeping their home, school, and community tidy and clean.</p> <p><b>S</b>- Practice putting garbage and litter in trash cans at school and home.</p> <p><b>V</b>-Observe and appreciate places in their environment that are kept clean and tidy.</p>	<p>Observation: Are students able to identify which environment they would prefer and give reasons why?</p> <p>Conversation: Are students able to identify and list things that can be done to make the classroom and other places clean and tidy?</p> <p>Conversation: Are students able to identify reasons why we need to keep these places clean and tidy?</p> <p>Observation: Are students able to determine which individuals are contributing to keeping the environment clean and tidy?</p> <p>Product: Do students' sentence frames identify how they feel when their environment is clean and when it is dirty?</p> <p>Product: Do students' posters correctly identify location of bins and sufficiently encourage others to use them?</p> <p>Observation: Do students show a willingness to participate in the clean-up campaigns and monitor systems for their environment?</p>	<ul style="list-style-type: none"> <li>• Students are shown two pictures - one of a clean classroom, and one of an untidy and dirty classroom. They are asked to indicate which one they will prefer to be in and why.</li> <li>• Invite students to discuss what they can do to make the dirty classroom clean. (song "bits of paper") Then students are placed in groups and each group is given a picture of a dirty house, playing field, beach (or other places in their environment). Ask students to brainstorm ideas to clean that area, as well as how to keep that area clean.</li> <li>• After group discussion students observe and discuss following videos</li> </ul> <p><a href="#">Cleanliness At Home   Now You Know Book C   Periwinkle</a>  <a href="#">Cleanliness At School   Now You Know Book C   Periwinkle</a>  <a href="#">CLEANLINESS IN SCHOOL   KIDS KNOWLEDGE   ENGLISH</a></p> <ul style="list-style-type: none"> <li>• Students and teacher hold whole class discussions about why it is important to keep their environment clean and tidy.</li> <li>• Provide students with scenarios involving actions of individuals so that they can determine whether or not the individual is contributing to keeping the environment clean and tidy or not. Students use 'thumbs up' or 'thumbs down' to indicate. (6-8)  Example of scenarios: <ol style="list-style-type: none"> <li>1. Johnny just sharpened his pencil and left the shavings on his tabletop.</li> </ol> </li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>2. While flying kite John threw his snow ice bag in the nearby bushes.</p> <ul style="list-style-type: none"> <li>• Students complete sentence frames detailing how they feel when their environment is clean and when it is dirty. (When my home is dirty, I feel _____) When my classroom is clean, I feel _____)</li> <li>• In groups students create and display posters identifying locations of bins and encouraging others to use bins correctly.</li> <li>• Students and teachers host a clean-up campaign in an area of the school.</li> <li>• Students and teachers implement a “Cleanliness Monitors” system where different students are assigned to various areas of the school during break and lunchtime to encourage others to keep the environment clean and tidy.</li> </ul>



### Civic Participation

**Essential Learning Outcome: To understand that we have roles and responsibilities in our families, school, and community**  
**Section 2: What are our roles and responsibilities in our extended Family?**

**Introduction to the Subject:** Use focusing question What are our roles and responsibilities in our family and school? to frame inquiry about roles and responsibilities in our families, school and community. Introduces children to the broad notion of civic participation and how sharing by themselves and other members of their family are important and helpful forms of responsibility.

**Strand (Topic): Civic Participation**

**Essential Learning Outcome:** To understand that we have roles and responsibilities in our families, school, and community.  
**Focusing Question:** What are our roles and responsibilities in our family and school?

**Grade Level Expectations:** K-Recognize that when everyone in our family shares and helps one another we all benefit.  
 S - List the ways that our siblings, parents, grandparents, and other relatives help us and vice versa.  
 V - Appreciate that helping other family members is important for our collective wellbeing.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
K - Recognize that when everyone in our family shares and helps one another we all benefit. S - List the ways that our siblings, parents, grandparents, and other relatives help us and vice versa. V - Appreciate that helping other family members is important for our collective wellbeing.	Observation: Are students able to see how keeping their classroom and home tidy and clean is a form of sharing and helping others?  Observation: Can the students identify examples of sharing that they do at home and at school?  Product: Do students show how they share with others? Observation: Can students write and read the words in their sentence frames and those of others?	<ul style="list-style-type: none"> <li>• Review the learning from the previous SCO in which they identified ways they help around their home and classroom to keep things tidy and clean. Introduce the idea that they are now going to explore the importance of sharing with others.</li> <li>• Ask students to brainstorm some examples of sharing that they do at school and at home. List these examples of the board and discuss them.</li> <li>• Invite students to draw a picture that shows how they share something with others in their home. Place these pictures on a bulletin board and help students complete the following sentence frame about each of their pictures. “At home I share _____”. Label each child’s picture with their own sentence frames.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Observation: Are students engaged in listening to the story?</p> <p>Conversation: Are students able to identify why the sharing that the rainbow fish did is important for the well-being of self and other fish?</p> <p>Conversation: Are students able to identify that there are situations when sharing with others is not appropriate?</p>	<ul style="list-style-type: none"> <li>Use this same approach to explore how other members of their family such as parents, brothers and sisters, cousins, uncles and aunts or grandparents share with them and how this helps them. Have students draw pictures of how these family members help them. Place these pictures on a bulletin board and help students complete the following sentence frame about each of their pictures. “My _____ helps me to _____”. Label each child’s picture with their own sentence frames. The teacher can also return to these sentence frames for follow up at several times to help children reinforce vocabulary and concepts.</li> </ul> <p><a href="#">Storyline Online - The Rainbow Fish</a></p> <p>log on to the <a href="#">storylineonline</a> site and share the Rainbow Fish with your students. Engage students in a discussion about how the sharing by the rainbow fish helped the well-being of other fish. The teacher can also discuss how the sharing affected the feelings of the Rainbow Fish.</p> <p>Students could also be taught that sharing isn't just about sharing your toys and belongings. Sharing is also about sharing your thoughts, feelings and ideas with others. The teacher can model examples of sharing of feelings, and how this can be helpful for getting along. Eg. When students are feeling sad, tired, hungry. A share chair can be a designated spot for students to share their writing, or art with their classmates.</p> <p>Students can also be taught that sharing is not always good. Sometimes, sharing too much can be harmful. Examples might be, sharing too much of their lunch and going hungry,</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>sharing too much information with strangers. Teachers can help create a list of pros and cons about sharing with their class to help students decide if it is best to share or not.</p> <p><b>Song for Teaching children the importance of Sharing</b></p> <p><a href="https://youtu.be/gKv9KniC4uk">https://youtu.be/gKv9KniC4uk</a></p>

### Civic Participation

**Essential Learning Outcome: To understand that we have roles and responsibilities in our families, school, and community**  
**Section 3: What are our roles and responsibilities in our Family and School?**

**Introduction to the Subject:** Use focusing question What are our roles and responsibilities in our family and school? to frame inquiry about roles and responsibilities in our families, school and community. Introduce children to the broad notion of civic participation and how sharing by themselves and other members of their family are important and helpful forms of responsibility.

**Strand (Topic): Civic Participation**

**Essential Learning Outcomes:** To understand that we have roles and responsibilities in our families, school, and community.

Focusing Questions:

Who are the people (families? School and community) you can turn to when you need help?

Where can you find the people when you need help?

How do you know when you feel unsafe?

What can you do when you feel unsafe?

**Grade Level Expectations:**

K - Identify persons to turn to when they need help.

S - Communicate ways to express when they feel unsafe.

V - Appreciate feeling safe in their environment.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p><b>K</b> - Identify persons to turn to when they need help</p> <p><b>S</b> -Communicate ways to express when they feel unsafe</p> <p><b>V</b> -Appreciate feeling safe in their environment</p>	<p>Conversation: Are students able to indicate that they are feeling unsafe in a particular situation?</p> <p>Observation: Are students able to identify the different individuals they can go to for help?</p> <p>Product: Are students able to identify a place where they feel safe?</p> <p>Conversation: Can students identify some of the situations where they may be unsafe or some situations where they may need help?</p> <p>Observation: Are students able to work cooperatively to complete role plays?</p> <p>Conversation: Are students able to identify and discuss ways to protect themselves?</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by asking Students to pair-share to answer the question, “What are some examples of problems we might get help for?” Circulate among students during the pair-share and take note of students’ understandings of some of the situations they may feel unsafe. Ask students to share what they discussed with their partner and record their ideas on the board.</li> <li>• “Whom do you go to when you have a problem?” Ask students to share their ideas. Expect examples such as friends, family members, pastors, priests, police, nurses, teachers, or siblings.</li> <li>• Students draw a picture depicting a place where they feel safe or a place they can go to for help.</li> <li>• Discuss with students some ways to tell others that they are feeling unsafe. Use the following sorts of examples:             <ol style="list-style-type: none"> <li>1. They are walking home, and other children begin to tease or bully them.</li> <li>2. They are playing with friends at school, and someone touches them in an inappropriate place.</li> <li>3. There is a heavy downpour of rain, and they are outside and do not have an umbrella or raincoat.</li> </ol> </li> </ul>

		<p>4. They are walking along a busy road and need to cross to the other side.</p> <ul style="list-style-type: none"> <li>Students are placed in groups to role play different scenarios to depict how they can communicate that they are unsafe or need help.</li> </ul> <p><a href="#">Protect Yourself Rules - Bullying</a> Students look at video and discuss ways to protect themselves.</p>
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### Civic Participation

**Essential Learning Outcome:** To understand that we have roles and responsibilities in our families, school, and community  
**Section 4: Who are leaders and what is their role?**

#### Introduction to the Subject:

Use focusing question What are our roles and responsibilities in our family and school? to frame inquiries about roles and responsibilities in our families, school and community. Introduce children to the broad notion of civic participation and how their knowledge of leaders at home, school and the community are helpful forms of responsibility.

#### Strand (Topic): Civic Participation

**Essential Learning Outcome:** To understand that we have roles and responsibilities in our families, school, and community.

Focusing Questions: What are our roles and responsibilities in our family and school?

- Who is a leader?
- Where can we find leaders?
- What do leaders do?
- What if we did not have leaders?
- Why do we need leaders?
- What qualities or character traits should a leader have?
- In what ways can you be a leader?

#### Grade Level Expectations:

K - Understand what a leader is.

S - Identify leaders in their home, school, church, community, and nation.

V - Appreciate that leaders are an important part of our well-being.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p><b>K</b> -Understand what a leader is.</p> <p><b>S</b> - Identify leaders in their home, school, church, community, and nation</p> <p><b>V</b>- Appreciate that leaders are an important part of our well-being.</p>	<p>Observation: Are students able to identify who they can go to when they are faced with a challenge or problem?</p> <p>Conversation: Do students know when to ask for help?</p> <p>Observation: Are students able to choose the best person to help fix a problem?</p> <p>Observation: Are students able to identify pictures of leaders in the home, school, community and the nation?</p> <p>Conversation: Can students provide a definition of who a leader is?</p> <p>Conversation: Are students able to suggest other ways a leader can fix a problem?</p>	<p>Introduce the lesson by asking, “Whom do you go to when you have a problem?”</p> <p>Ask students to share their ideas. Expect examples such as friends, family members, pastors, priests, teachers, or siblings.</p> <p>Explain to students that problems can arise in a family or neighbourhood community just like they can in school. People can ask others for help when they have a problem.</p> <p>People go to leaders for help fixing their problems.</p> <p>Define the word leader. A leader is a person who is responsible for guiding or directing a group.</p> <p>Add the word leader to the social studies word wall.</p> <p>Students pair-share to answer the question, “What are some examples of problems we might get help for from leaders?”</p> <p>Circulate among students during the pair-share and take note of students’ understandings of some of the problems leaders might help them with, and how they too can play a part to help resolve the issue with the leader.</p> <p>Ask students to share what they discussed with their partner and record their ideas on the board.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Product: Are students able to recognize that they too play a part with the leader to help fix a problem?</p> <p>Product: Do students’ drawings and sentences of leaders demonstrate their understanding of who a leader is?</p> <p>Conversation: Are students able to discuss the qualities or characteristics of a good leader?</p> <p>Conversation: Are students able to demonstrate examples of problems that may arise at home, school and the community and how these problems can be addressed through the intervention of a leader through role play?</p>	<p>Display images of leaders from their home, school, church, community, and nation or arrange online jigsaw puzzles of well-known leaders (prime minister, principal...) <a href="https://im-a-puzzle.com/make-puzzle">https://im-a-puzzle.com/make-puzzle</a></p> <p>Ask the students: – Do they look familiar? – Who are they? How do they know who they are?</p> <p>Explain that we are going to explore leadership traits of community members. Remind them of the definition that: A leader is a person who a group of people follow or look up to.</p> <p>Ask students why these people might be leaders. Pose the question, “Why is it important to have good community and government leaders?”</p> <p>Asking them what makes these people helpful using examples such as honesty, caring, hard-working, wise, smart, or generous.</p> <p>Discuss the idea that leaders can help solve problems and support our well-being and safety.</p> <p><b>Characteristics of a Good Leader</b></p> <p>Read aloud of the story the “Little Red Hen.” Have students identify the leader in the story, provide reasons for their selection, state whether the character was a good/bad leader and provide reasons for stating good or bad, list the character traits of the leader (graphic organization). State whether the problem was handled appropriately or not. Give reasons.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p><b>Draw a picture of a leader</b></p> <p>What qualities does your leader have?            What important problems does this leader solve? (Accompany drawing with a sentence stating the quality of the chosen leader and the problem he/she solves. Example _____ is a _____ leader. He/She helps to _____ at home/school/community.</p> <p><b>Show and tell</b> - have students bring a picture of a leader and tell the class about that leader.</p> <p>Arrange students in groups to role play problems that may arise in school, home and the community and the appropriate leader is asked to help.</p>

**Civic Participation**

**Essential Learning Outcome:** To understand that we have roles and responsibilities in our families, school, and community  
**Section 5: What are our roles and responsibilities in of adults?**

**Introduction to the Subject:** Use focusing question What are our roles and responsibilities in our family and school? to frame inquiry about roles and responsibilities in our families, school and community. Introduce children to the broad notion of civic participation and how their knowledge of leaders at home, school and the community are helpful forms of responsibility.

**Strand (Topic):** Civic participation



**Essential Learning Outcomes:** To understand that we have roles and responsibilities in our families, school and community.

Focusing Questions: What are our roles and responsibilities in our family and school?

1. Who are persons in authority?
2. How are manners important when interacting with adults?
3. What are some of the ways in which you respect persons in authority?

**Grade Level Expectations:**

K - Recognize the appropriate manners and behaviours towards adults in positions of authority.

S - Practice using proper manners when interacting with adults.

V - Respect persons in authority.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p><b>K</b>-Recognize the appropriate manners and behaviours towards adults in positions of authority.</p> <p><b>S</b> - Practice using proper manners when interacting with adults</p> <p><b>V</b> - Respect persons in authority</p>	<p>Observation: How do students react to the principal entering the classroom?</p> <p>Observation: Are children able to identify persons in authority in their home, school and community?</p> <p>Observation: Do student's responses show that they understand persons in authority and how they should react to them?</p> <p>Observation: Do student's responses show an understanding of having manners for persons at school?</p>	<ul style="list-style-type: none"> <li>• Ask students how they should react when the principal enters the classroom and why. Introduce the concept of authority to students.</li> <li>• Ask children who are the persons in authority in the home, school and community.</li> <li>• Song: <b>Who are the people in authority in your neighbourhood.</b></li> <li>• Students brainstorm how they show manners and respect for persons in the home school and community.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Product: Do the students' mobiles creatively display words used to show manners and respect?</p> <p>Product: Do the students' response on the checklist show understanding of appropriate manners and respect?</p>	<ul style="list-style-type: none"> <li>• Students brainstorm some ways disrespect is shown- crossing arms, rolling eyes, hair flip, slamming doors, sucking teeth, disobey.</li> <li>• Students role-play how they would respond to the principal, class teacher, other teachers and staff members, education officer, security officers, and their peers.</li> </ul> <p><u>The Manners Song</u> tune of Twinkle Twinkle Little Star</p> <p>We say, "Thank you." We say, "Please." We don't interrupt or tease.</p> <p>We don't argue. We don't fuss -- Listen when folks talk to us.</p> <p>Share our toys and take our turn. Manners are easy to learn.</p> <ul style="list-style-type: none"> <li>• Students create mobiles with manners words from the song: such as Please, Thank You, Listen, Share</li> <li>• Students respond to the good manners checklist.</li> </ul> <p><b>DIRECTIONS:</b> Put a checkmark next to each behavior that is a way to show respect.</p> <ol style="list-style-type: none"> <li>1. When asking for something say “please”</li> <li>2. Not listening to others</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<ol style="list-style-type: none"> <li>3. When receiving something say “thank you”</li> <li>4. Saying “Sir” or “Ma’am”</li> <li>5. Do not interrupt grown-ups who are speaking to each other unless it is an emergency.</li> <li>6. If you need to get somebody’s attention right way, the phrase “excuse me” is the politest way to do so.</li> <li>7. Littering</li> <li>8. When you have any doubt if you are allowed to do something, ask permission of an adult.</li> <li>9. Calling people names</li> <li>10. When an adult asks you how you are, tell them, then ask them how they are.</li> </ol> <ol style="list-style-type: none"> <li>1. Not pitching in to help around the house.</li> <li>2. When you have spent time at a friend’s house remember to thank their parents for having you over</li> <li>3. Not saying “please” and “thank you.”</li> <li>4. Knock on closed doors and want to hear a response before entering.</li> <li>5. Not following rules</li> <li>6. As you walk through a door, look to see if you can hold it open for someone else.</li> <li>7. Interrupting others when they are speaking.</li> <li>8. Always offer to help others when there is something to be done.</li> <li>9. When an adult asks you for a favour, do it without grumbling and with a smile.</li> <li>10. When someone helps you say “thank you”</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>Showing Respect: Respect means treating others with honor and dignity. Treating people with respect is an important part of maintaining relationships.</p> <p>Read each scenario below. Then respond to the scenario by showing respect.</p> <p>1. Your mom asks you to take on a few chores around the house.</p> <hr/> <p>2. You notice an elderly adult walking home from the store with groceries.</p> <hr/> <p>3. An adult greets you at church and asks you how you are.</p> <hr/> <p><a href="https://youtu.be/GOzrAK4gOSo">https://youtu.be/GOzrAK4gOSo</a></p>

**Spatial Thinking**

**Essential Learning Outcome:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

**Section 1: What is a Neighbourhood?**

**Introduction to the Subject:** Identifies purpose and goals of the subject area with links to the Vision and the Essential Education Competencies. Addresses the question:  
How are Elements of the Essential Education Competencies being addressed?  
Set out general information about how teachers integrate relevant principles included in the Framework for learning, assessment and inclusion. (Specific details are included below relevant to the Specific Curriculum Outcomes)

**Strand (Topic):** Identify as a Strand which may have a sub-component that will be reflected in the Specific Curriculum Outcomes  
Spatial Thinking: My Home/Neighbourhood

**Essential Learning Outcomes:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

**Focusing Questions:**

What does it mean to live in a neighbourhood?  
How would you describe where you live?

**Grade Level Expectations:**

K - Identify where your family lives.  
S - Locate your home in relation to your closest neighbours.  
V - Appreciate that your family lives in a neighbourhood.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>K - Identify where your family lives</p> <p>S - Locate your home in relation to your closest neighbours.</p> <p>V -Appreciate that your family is part of a neighbourhood.</p>	<p>Conversation: Are students able to state where they live? Are students able to state their full address?</p> <p>Can students describe their home?</p> <p>Observation: What do you observe in students' drawings and ask them questions to identify what is missing and what is included.</p> <p>Conversation: Do students know who their neighbours are?</p> <p>Observation: Are they able to differentiate their homes from their neighbours'?</p> <p>Conversation: Can students identify important places in their neighbourhood?</p> <p>Are students able to state why these places are important?</p>	<ul style="list-style-type: none"> <li>• Introduce the topic with this read aloud. (Stop at time stamp 2:54) <a href="https://www.youtube.com/watch?v=cNYQUl3vxxv0">https://www.youtube.com/watch?v=cNYQUl3vxxv0</a></li> <li>• Engage students in a discussion about where they and their families live.</li> <li>• Have students say where they live: their address, (in standard English, creole, informal language).</li> <li>• Have them describe where they live: type of home, do they have a yard etc.</li> <li>• Have students draw a picture of their house.</li> <li>• Engage students in a discussion about who lives next to them. Who lives to their left, their right, in front, behind or across from them.</li> <li>• Have students draw a picture of their closest neighbours' homes.</li> <li>• Have students talk about and draw pictures of important places in their neighbourhood e.g., bridges, hills, rivers, stores, trees, churches, and schools etc.</li> <li>• Have students cut out the pictures and glue them together to create a neighbourhood map. Connect the buildings and places by drawing the roads and pathways they walk or ride in their neighbourhood. Discuss with students what would be an appropriate title for the map and have them write the title.</li> <li>• Label the places they have drawn.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Observation: Are students drawing important buildings/places?</p> <p>Observation: Are students labelling their drawings correctly?</p> <p>Conversation: Are students able to identify an appropriate title?</p> <p>Product: Were students able to create a neighbourhood map?</p> <p>Have students labelled the places in their neighbourhood correctly?</p> <p>Conversation: Are students able to confidently talk about their favourite place or a scary place in the neighbourhood.</p> <p>Observation: Are students able to identify people in their neighbourhood?</p>	<ul style="list-style-type: none"> <li>• Ask students what places in the neighbourhood they like and those they believe to be scary and explain why. Have students make an oral presentation about their favourite places in their neighbourhood and/or one or two scary places.</li> <li>• Learn to sing the song, “Who are the people in your neighbourhood?” (<a href="https://www.youtube.com/watch?v=jwDq32MtOQU">https://www.youtube.com/watch?v=jwDq32MtOQU</a>) Have students name the people who live in their neighbourhood.</li> </ul>

**Spatial Thinking**

**Essential Learning Outcome:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

**Section 2: How does where we live impact us?**

**Introduction to the Subject:** Students will be introduced to experiences that help them begin to understand basic aspects of location and other elements of their local environment and how they interact in and describe this environment. Students will engage in inquiry, to question and find answers to how they shape the local environment and how the local environment shapes who they are and how they live?

**Strand (Topic): Spatial Thinking - Relative Location: Near and Far**

**Essential Learning Outcomes:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

Focusing Question:

How can we give directions to a place if we do not have the exact/absolute location?

How does where we live impact the activities that our families engage in?

**Grade Level Expectations:**

K - Understand basic terms for relative location in your local environment such as near and far, next to, opposite, in front, and behind.

S - Distinguish between and show near and far in your immediate environment.

V - Recognize the importance of being able to describe relative location for finding things and knowing your way around your immediate environment.

V - Appreciate that relative location can influence activities that families engage in.



Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p><b>K</b> - Identify basic terms to describe relative location in your local environment such as near and far.</p> <p><b>S</b> - Distinguish between and show near and far in your immediate environment.</p> <p><b>S</b> - Use relative location to describe places in their neighbourhood.</p> <p><b>V</b> - Recognize the importance of being able to describe relative location for finding places and knowing your way around your immediate environment</p> <p><b>V</b> - Appreciate that relative location can influence activities that families engage in.</p>	<p>Assessment</p> <p>Conversation: Do students use vocabulary related to relative location? Do students understand what is meant by the term relative location?</p> <p>Conversation: Can students correctly identify objects/people/places that are near or far in relation to each other.</p> <p>Conversation: Can students name places on their neighbourhood map that are near and far from their home and other important places?</p> <p>Observation: Are students able to identify places near and far in relation to other places in their environment?</p> <p>Product: Are students able to draw and label or make models of places near and far from the school.</p> <p>Product: Can students correctly colour code places on a map to show near and far?</p> <p>Observation: Are students able to correctly play the game by identifying objects that are near and far?</p>	<p>Near and far</p> <p>Have students explain how they would give directions to the bathroom (or any other location in the school) to a new student in the class. Take note of the various terms that are used. Introduce students to the term relative location.</p> <p>Have students view the following video on relative location.</p> <p><a href="https://www.youtube.com/watch?v=RcPP15JaW1w8">https://www.youtube.com/watch?v=RcPP15JaW1w8</a></p> <p>Have each student give the location of their home in relation to the school.</p> <p>Read Aloud Activity: Read a picture book and have students identify whether objects/people/places in the story are near or far in relation to each other.</p> <p>Have students use the map previously drawn to identify places in their neighbourhood that are near and far from their home including their favourite and scary places and important landmarks.</p> <p>Take students on a tour in the environment and as they walk through have them identify places that are near the school as well as in relation to other buildings or things in their environment.</p> <p>Have students draw a map or make models of the school environment, made from sand, play dough or blocks and include places that are near and far from the school.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Observation: Are students able to move about their room to demonstrate they understand the concept of relative location?</p> <p>Observation: Do students role play activities that are related to places and landmarks in their neighbourhood?</p> <p>Observation - Are students able to relate the activities that they participate into their immediate environment?</p> <p>Conversation: Are students able to connect their lack of participation in certain activities to their location?</p> <p>Conversation- Do students demonstrate understanding that distance limits the activities their families can engage in?</p>	<p>Discuss signs that need to be used on the map as well as symbols to represent significant landmarks in the school and on the playground. Have students label the places on their map.</p> <p>Note: Use maps whenever you can to identify where important areas of the school and playground are located. Introduce the terms near and far as you show locations of features on maps.</p> <p>Give students a map of a neighbourhood. Have students colour the places on the map based on a code. Example, colour the building near the school in blue. Colour a place far from your home in red.</p> <p>Have students play the game <i>“I Spy with my little eyes”</i>. During each round, have students spy with their little eyes something that is near and in the other round, something that is far. For example, I spy with my little eyes something that is near which is round and green.</p> <p>Teachers can play direction games with children during transition times. For example, when it is five minutes before lunch and clean up is complete, fill the time by asking them to follow a series of quick directions like stand behind your chair, stand near your friend, sit farther from your friend, etc. As they become proficient at this game, they will volunteer to call the directions. This is a good game for physical education and during outdoor time too.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>Have students role play activities that their families are able to engage in, in their immediate location. Activities can include river limes, hiking, clean-up campaigns, picnics, swimming, attending church, shopping etc.</p> <p>Have students talk about activities their families are unable to engage in because they live too far.</p>

### Spatial Thinking

**Essential Learning Outcome:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

#### Section 3: What is cardinal direction and how is it useful to me?

**Introduction to the Subject:** Students will be introduced to experiences that help them begin to understand basic aspects of location and other elements of their local environment and how they interact in and describe this environment. Students will engage in inquiry to question and find answers to how they shape the local environment and how the local environment shapes who they are and how they live?

**Strand (Topic):** Spatial Thinking: Locating My Home: Cardinal Direction

**Essential Learning Outcomes:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

Focusing Question: What is cardinal direction?

How is cardinal direction useful in our lives?

**Grade Level Expectations:**

K - Name and illustrate the four cardinal directions.

S - Describe the location of your home using cardinal directions in relation to natural and built features in the community.  
V - Appreciate the value of directions for finding your way from one location to another.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p><b>K</b> - Name and illustrate the four cardinal directions.</p> <p><b>S</b> - Describe the location of your home using cardinal directions in relation to natural and built features in the community.</p> <p><b>V</b> - Appreciate the value of directions for finding your way from one location to another.</p>	<p>Observation: Are students able to identify the correct cardinal direction outside?</p> <p>Observation: Are students able to correctly label the cardinal points on the map.</p> <p>Product: Are students able to construct a simple compass rose placing the cardinal points in the correct order.</p> <p>Observation: Are students able to correctly match the words to the letters.</p> <p>Conversation: Can students describe location using the four cardinal points?</p> <p>Conversation: Are students able to understand the importance of direction for finding their way?</p> <p>Observation: Are students able to use cardinal direction to find their way?</p>	<p>The teacher introduces the idea that we will focus on how we find our way around our school and neighbourhood. Have students play the Game:</p> <p>“North- South-East- West! Choose the one you love the best” The teacher then places the letters N, S, W, E on the walls of the classroom.</p> <p>Take students outside and have them stand in an open space with 4 items strategically positioned (items can be in the physical environment or the teacher can provide the items) Students describe the location of items in relation to themselves. Have students change positions to identify objects to their North, South, East and West. During this activity discuss in your creole culture how you give directions in terms of North, South, East and West (e.g., North- Nò, East- sòlèy lévan)</p> <p>Have students include the cardinal points on the map of their neighbourhoods drawn in the previous lesson.</p> <p>Cut and paste activity - students are given cut outs of N S W E- Students establish what each letter stands for. Students use the acronym <u>N</u>ever <u>E</u>at <u>S</u>limy <u>W</u>orms to position the letters correctly. Students stick the letters correctly on a small circular piece of laminating paper to construct a model of a simple compass rose (Paper used must be transparent).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>Students select the words – north, south, west, and east from a basket prepared prior to class, match the word to the correct letter and stick the corresponding pairs (S - south, N - north, W - west, E - east). Also have students spell out the words North, South, East, and West.</p> <p>Have students use the simple compass created above, place it on their map and describe the location of various natural and built features from their home using cardinal directions. Remind students what are natural and built features.</p> <p>Read aloud the story of Hansel and Gretel and discuss how the compass could be useful to the children. Ask students how things would have been different if Hansel and Gretel knew cardinal directions.</p> <p>Have students talk about a time they were lost and how cardinal directions could have helped them.</p> <p>Group students in 4s. Hide items in various places on the school compound. Give each group a direction card and time them to see how well they follow instructions in retrieving the items and returning to class. Use realistic directions on the cards e.g., north of the principal's office, south of the school's canteen etc.</p>

**Spatial Thinking**

**Essential Learning Outcome:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

**Section 4: How do we interact with our local environment?**

**Introduction to the Subject:** Students will be introduced to experiences that help them begin to understand basic aspects of location and other elements of their local environment and how they interact in and describe this environment. Students will engage in inquiry to question and find answers to how they shape the local environment and how the local environment shapes who they are and how they live?

**Strand (Topic): Spatial Thinking: Spending Time with My Family in My Neighbourhood**

**Essential Learning Outcome:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

**Focusing Question:** How do we shape the local environment and how does the local environment shape who we are and how we live?

**Grade Level Expectations:**

K - List the activities that you and your family are able engage in because of where you live.

S - Classify these activities as positive or negative for the neighborhood.

V - Recognize that where we live influences how our families live and that the things, we do have an impact on our neighbourhood.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p><b>K</b> - List the activities that you and your family engage in because of where you live.</p> <p><b>S</b> - Classify family activities as having a positive or negative impact on the neighbourhood.</p> <p><b>V</b> - Recognize that where we live influences how our families live and that the things we do, have an impact on our neighbourhood.</p>	<p><u>Conversation</u>: Are students aware of the activities that take place in their neighbourhood?</p> <p>Conversation: Are students able to identify similarities and differences in the activities that their families engage in their neighbourhood.</p> <p>Conversation: Are students aware that different persons in different neighbourhoods engage in different activities because of where they are located?</p> <p><u>Product</u>: Are students able to represent activities, through the use of drawings or pictures, that they or their family engage in within their neighbourhood?</p> <p><u>Observation</u>:</p> <p>Are students able to identify activities that impact their neighbourhood positively or negatively?</p> <p>Are students demonstrating a willingness to engage in positive activities after they have shared their thoughts on how the activities their family engage in impacts their neighbourhood?</p>	<p>Engage students in a discussion where they take turns sharing what activities that take place in their neighbourhood. (Sample Guide questions:</p> <p>What do adults normally do together in the neighbourhood? Do they farm, fish, work, sing Christmas Caroling, etc., together? What types of work take place in the neighbourhood? Do they have weekend parties or ‘block-O’s’? Do the children in the neighbourhood play together on weekends or afterschool? Do the people in your family participate? What are the things (activities) that you don’t like in your neighbourhood?</p> <p>Have students compare and contrast the different activities that take place in different neighbourhoods.</p> <p>Ask students why they are unable to participate in some of the activities that their classmates have listed in their own neighbourhoods?</p> <p>Have students draw scenes to show some activities their families do together in their neighbourhood.</p> <p>Have students create a book display illustrating the ways in which their families live and culturally express themselves as a result of the neighbourhood they live in. Have students share or read their books to their classmates and talk about similarities and differences.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p><u>Product:</u> Are students drawing images that represent positive impact on their neighbourhood.</p>	<p>Have students bring pictures from home that show their families engaging in activities related to where they live (e.g., birthday, wedding, picnic, shopping, playing games). They describe the event to their peers. As a class, students discuss similarities, differences, and diverse ways in which people live and express themselves because of where they live.</p> <p>Whole class Activity: Create a cause-and-effect chart. Use the pictures the students have drawn or brought in, to represent different activities that they/their family engage in within their neighbourhood. Have students match these pictures to images that represent how this activity impacts their community. Images can be labeled. Click on this link for an example: <a href="#">Cause and Effect Illustration Chart</a>.</p> <p>Have students go back to the scenes they drew in the earlier activity. Have students classify by ticking (✓) activities that have a positive effect on the neighbourhood and placing an (X) next to those that may have a negative effect.</p> <p>Have students Create a '<a href="#">I am a Good Citizen of My Neighbourhood Oath</a>'. Have students draw pictures to show what they intend to do to create a positive impact on their neighbourhood.</p>



**Spatial Thinking**

**Essential Learning Outcome:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

**Section 5: How do we stay safe where we live?**

**Introduction to the Subject:** Students will be introduced to experiences that help them begin to understand basic aspects of location and other elements of their local environment and how they interact in and describe this environment. Students will engage in inquiry to question and find answers to how they shape the local environment and how the local environment shapes who they are and how they live?

**Strand (Topic):** Spatial Thinking

**Essential Learning Outcomes:** To understand how we shape the local environment and the local environment shapes who we are and how we live.

Focusing Question:

What are the natural hazards or risks to my family because of where I live?






How can my family stay safe in my neighborhood?

**Grade Level Expectations:**

K - Identify natural hazards such as hurricanes, tsunamis, volcanic eruptions, earthquakes which may pose a threat to your family because of where you live.

S - Demonstrate how to follow evacuation procedures in your school.

V - Respect the dangers posed by natural disasters.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>K - Identify natural hazards such as hurricanes, tsunamis, volcanic eruptions, earthquakes which may pose a threat to your family because of where you live.</p> <p>S - Demonstrate how to follow evacuation procedures in your school.</p> <p>V-Respect the dangers posed by natural disasters.</p>	<p>Conversation: Are students able to define the term natural hazard? Are they able to demonstrate an understanding of what a natural hazard is based on their own experiences?</p> <p>Observation: Are students able to draw a mind/concept map? Note what is included and missing?</p> <p>Conversation: Can students explain their mind map, to the class, and the reasoning for some of their inclusions?</p> <p>Conversation: Are students able to identify natural hazards that pose a threat to their neighborhood and their school? What were some of the effects of these hazards on them? What emotions did students display as they spoke about the hazard.</p> <p>Product: Were students able to create a poster that illustrated the natural hazard assigned to them.? Did they illustrate the effects the natural hazard may have on their neighbourhood?</p> <p>Observation: Are students' ideas related to a natural hazard? Do students' ideas</p>	<p>Have students watch a video on natural hazards to introduce the concept. . <a href="#">NATURAL DISASTERS for kids - EARTHQUAKE</a>  <a href="#">VOLCÁN</a>  <a href="#">TSUNAMI</a>  <a href="#">HURRICANE</a>  <a href="#">TORNADO</a>  <a href="#">WILDFIRE</a></p> <p><a href="#">Natural Disasters and Our Caribbean Environment</a></p> <p>Have students draw a natural hazard mind map/ concept map about hazards. (Students are to draw, write everything they know about natural hazards).</p> <ul style="list-style-type: none"> <li>• Have students identify any that may pose a threat to their family in the neighbourhood in which they live</li> <li>• Have students talk about how they felt during the natural hazard/ disaster they experienced. Were they scared/excited etc and why?</li> </ul> <p>Sample Guide Questions:</p> <p>Ask what natural hazard is most likely to happen whilst in school. Ask what they must do when there is a natural disaster emergency (during and after). Ask do they think it is important to have an emergency plan and why? Ask if it was a natural hazard would an emergency plan be needed?</p> <ul style="list-style-type: none"> <li>• Have students bring in pictures and create a poster/collage of an assigned natural hazard and its effects on their neighbourhood (in groups). Students can be reminded that not all natural hazards become natural disasters. <a href="#">Natural Hazards vs. Natural Disasters</a></li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>demonstrate that they have real experiences with natural hazards? Observation: Are students able to explain their simulation of the natural hazard?</p> <p>Product: Were students able to create a model or simulate to the class the natural disaster assigned to the group? Did students explain the effects that their natural hazard could have on their family and their neighbourhood?</p> <p>Conversation: Are students able to indicate what they and their family could do to prepare for various types of natural hazards.</p> <p>Conversation: Are students aware of school emergency evacuation routes? Do students know where safety points are located?</p> <p>Observation: Can the students draw and label the school emergency route accurately?</p> <p>Product: Are the students able to use symbols to represent real life features and to understand the importance of locating them for fire drills.</p>	<ul style="list-style-type: none"> <li>• Have students in their assigned groups brainstorm ideas on how to simulate the natural hazard assigned in the poster/ collage activity and then demonstrate to their class.</li> <li>• Explain the group's simulation of the natural disaster.</li> <li>• Use the poster or collage created by the group to explain the effects of the hazard. demonstrated to the class. Use Creole words such as siklonn, afalay, volkan.</li> </ul> <p>Have students watch videos on emergency preparedness and state what you and your family can do to prepare for a natural hazard that poses a threat to you where you live. <a href="#">Disaster Dodgers: Introduction to Emergency Planning</a> <a href="#">Tips to prepare your home and family for natural disasters</a></p> <p>Conduct a discussion with students on appropriate evacuation routes in case of an emergency.</p> <ul style="list-style-type: none"> <li>• Have students draw an emergency route map for their school. Label all the important areas along the route and review e.g., of terms near and far in relation to the classroom, meeting point etc.</li> <li>• Have students practice an emergency/evacuation drill.</li> <li>• Have students discuss what they did correctly and what was not done well.</li> <li>• Ask students whether they believe that the fire drill route is used effectively and what would they change about the route and why?</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Observation: Are students able to follow instructions during an emergency/evacuation drill?</p> <p>Observation: Are students able to demonstrate what to do during and after an earthquake?</p> <p>Conversation: Are students able to identify what they did correctly and what was not done well?</p> <p>Product: Were students able to create a storyboard showing the steps of the school's emergency plan during and after a natural hazard?</p>	<ul style="list-style-type: none"> <li>• Have students discuss what to do if there was an earthquake whilst at the school. (Twanblanntè-Creole term for earthquake)</li> <li>• Simulate an earthquake by shaking a desk and have students role-play what they would do during and after the earthquake.</li> <li>• Have students create a storyboard (teachers can also provide pictures and have students place in the correct sequence) showing what emergency/evacuation procedures students are to follow at the school if there is a threat of a natural hazard. (The teacher may wish to use words from local dialect such as siklonn, afalay, volkan.</li> </ul>

<b>Economic Decision Making</b> <b>Essential Learning Outcome: To be aware that we all have things we need and things we want</b> <b>Section 1: What are needs, wants, goods and services?</b>	
<p><b>Introduction to the Subject:</b> Needs are essential to our lives as human beings. Students must have the ability to distinguish between what they need and what they want. This helps in making informed decisions. Posing the following focus questions to the students at various times throughout the unit can help the teacher set the stage for the students to learn that we all have things we need and things we want:</p> <ul style="list-style-type: none"> <li>• What are needs and wants?</li> <li>• Does everyone have the same needs?</li> <li>• What are goods and services?</li> <li>• Who provides us with goods and services?</li> </ul>	
<p><b>Strand (Topic):</b> Economic Decision Making</p>	
<p><b>Essential Learning Outcomes:</b> To be aware that we all have things we need and things we want</p>	
<p><b>Focus Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are needs and wants?</li> <li>2. Does everyone have the same needs?</li> <li>3. What are goods and services?</li> <li>4. Who provides us with goods and services?</li> </ol>	
<p><b>Grade Level Expectations:</b></p> <p>K - Identify basic human needs.            S - Distinguish between our basic needs and our wants.            V - Appreciate the difference between needs and wants.</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>K - Identify basic human needs.</p> <p>S - Distinguish between our basic needs and our wants.</p> <p>V - Appreciate the difference between needs and wants.</p>	<p><b>Observation:</b> Are the children able to identify basic human needs from the materials displayed?</p> <p><b>Conversation:</b> As the children share their ideas are they able to explain why they may not need all the foods and toys?</p>	<p>Create a community circle. The teacher will display a wide variety of manipulatives such as food, toys, candy, etc. pictures can be used also. Each student will select one item on display. The students will then share about the item they selected.</p> <ol style="list-style-type: none"> <li>1. Why did they choose the item?</li> <li>2. Is this item needed for your survival? why?</li> </ol> <p><b>Class discussion.</b> Do you think we will need all the food items here? Do we need all the toys we see? How do we tell what our needs are?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies									
	<p><b>Observation:</b> Are the children engaged in the story and do they understand the differences between the needs and wants in the story?</p> <p><b>Product:</b> Do children’s lists show that they can appreciate that some items are needed more than others?</p> <p><b>Product:</b> Use this to assess their poster</p> <table border="1" data-bbox="569 626 1108 1070"> <thead> <tr> <th data-bbox="569 626 921 727">I can</th> <th data-bbox="926 626 1016 727">Yes</th> <th data-bbox="1020 626 1108 727">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="569 730 921 899">Correctly define what is a need.</td> <td data-bbox="926 730 1016 899"></td> <td data-bbox="1020 730 1108 899"></td> </tr> <tr> <td data-bbox="569 902 921 1070">Correctly identify my basic needs</td> <td data-bbox="926 902 1016 1070"></td> <td data-bbox="1020 902 1108 1070"></td> </tr> </tbody> </table> <p><b>Product:</b> Do students correctly categorize the examples of needs and wants?</p>	I can	Yes	No	Correctly define what is a need.			Correctly identify my basic needs			<p>Read A-Loud: <a href="#">Lily Learns about Wants and Needs Read Aloud</a> Introductory activity/ Read the story.</p> <ul style="list-style-type: none"> <li>• After reading the story, have students make a list of all the things they want. Once they have made their list, help them to prioritize their items by placing a star next to the items that they need. This will help them to see that some of the things they want are actually needs.</li> <li>• Search through a store catalog or online for wants and needs categorise needs and wants on a poster. Use a sheet of paper and divide it into four squares. Write needs in three and wants in the last square. Look through magazines and catalogues and cut out three needs and one want.</li> <li>• Students are shown diagrams of needs and wants and categorize accordingly.</li> </ul> <p><a href="#">Needs and wants interactive worksheet (liveworksheets.com)</a> Needs vs Wants Interactive Worksheet</p>
I can	Yes	No									
Correctly define what is a need.											
Correctly identify my basic needs											

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p><b>Observation:</b> Teacher observes interaction and students' shopping behaviour and identifies if students can distinguish between needs and wants during role play.</p> <p><b>Observation:</b> With the use of a checklist, the teacher observes that children naturally know the needs of a baby.</p>	<ul style="list-style-type: none"> <li>• Role Play Activities: A class shop is organized, and students fill it with various items that are needed and wanted by human beings. Students take turns shopping and selling to identify needs and wants.</li> <li>• Students bring a doll/ teddy bear to school and role play taking care of the doll. Teachers can question why a child does certain things in the role play activity.</li> </ul>
	<p><b>Picture talk:</b> Are students able to conclude that people may have specific needs that are different from the needs of others?</p> <p><b>Compare and contrast:</b> Are the students able to differentiate and find similarities of the needs for both children?</p> <p>Product: (I am working on a worksheet)</p>	<p><b>Picture talk:</b> Provide students with a picture of a child in a wheelchair or a child with hearing aids. Ask students what the needs of this child would be.</p> <p><b>Compare and contrast:</b> Guide students to compare and contrast the needs of the able-bodied child and a disabled child.</p>



**Opportunities for Subject Integration:** (How the inclusive learning strategies might be adapted and/or applied to include other subjects in the curriculum)

**Math link:**

- Teacher can add price tags to items in the class shop.
- Teacher can purposely make needs cheaper than wants.

(Extension: Students can help determine the prices)

All prices should be digits or multiples of ten.

- Prior Learning: Teacher introduces students to our XCD coins and how money is written and read. Shows real life samples of price tags.
- Students will take turns determining who is the cashier. The cashier as well as the shoppers/consumers are to add up the cost of the goods. Consumers pay the cashier.

**Discovery learning:** Let children determine what happens if the consumer does not have the exact money.

OR

Cashier receives more money than the cost of the items. Teacher can weigh in on the solution which the children decide.

**Math 2: Problem Solving**

Eg. Scenario: You only have 75c to go shopping. How many items can you buy? / Which items will you buy?

Provide students with the amount of money and have them determine the items they can purchase.

**Needed:**

Large price tags  
coins (real or fake)

Teachers may supply the shop with the out of circulation 1 cent and 2 cent coins as well as 5 cents, ten cents, 25 cents and \$1 coins. On the other hand, each child can bring a predetermined amount of coins for use in the shop. For example, each set should add up to a dollar. (Ten 10c; twenty 5c, four quarters)

### Comprehension Link:

#### 1. Sequencing:

Students number 5 sentences in the correct order to tell a story that is related to the topic.

**Speaking/reading: Buddy Share:** Students will read their sequenced story to a designated buddy.

If students are sequences in a different order, they should be encouraged to discuss and make necessary changes.

#### 2. QAR

Teacher asks comprehension questions to determine understanding of the book being read eg. “Lily Learns...” or the video used in the social studies lesson.

#### 3. Comprehension

**Skill: Attention to Detail:** (

Lily Learns About Needs and Wants...)

1. What is the cost of...the skates/ the raincoat?
2. What does dad’s expression say?
3. Was it cheaper to go to the park or the bowling alley?
4. How many flowers are shown in the picture?
5. What is on dad’s shopping list? (Teacher can ask strong reader to read the list)
6. Can you tell what is wrong with the patient with the yellow hair?
7. I spy... (teacher leads)

e.g., I see two birds. If students have a hard copy of the text, they are to put their finger on the birds or they may counter with the true number of birds in the picture. Students then get a chance to play the I Spy. game.

This can be done on any page that has enough details. This will force students to picture-read and pay attention to details.

### Composition Link:

Activity 1: Make a Shopping list. Students can write as many items as they choose. Teacher assists with vocabulary and spelling by putting up a labelled picture chart of the items in the shop.

Students who need the challenge can be encouraged to copy the names of the labels.

Activity 2:

Topic: Things I need

Students write a predetermined number of sentences based on the things they want. Number of sentences students write will vary based on ability.

### **Public Speaking:**

Topic: I want...

Students speak on the topic.

Teacher can trigger the generation of information by providing students with pictures of items. They choose an item they would want and say why they want it; how they can get it and can they do without it.

### **Life lesson:**

It is okay to want something. But our needs must be met first.

Teacher provides the class with two items: For example, juice and water/ water and sparkling water.

Students choose one item.

Those who choose the need get to keep/eat/drink both items. Those who choose the want, lose both.

(Be sure to prep class first to soften disappointments. Eg. tell class: If you choose well, you will be rewarded; if you don't you won't be rewarded.)

**Elements from Local Culture:** (References that learners might know from their local environment)

1. The health centres are our primary care providers.  
Some people visit the private doctors, but it is more common to visit the health center in one's district.
1. All our food needs can be supplied through subsistence farming/local farmers and fishermen.
  1. Fresh produce market
  2. Farms and backyard garden
  3. Fisheries/ Fishmongers stations

Supermarkets: All our food wants to come from the supermarket.

**Elements of culture:** we could include the country's local markets. Discuss the common goods of each country; Dominica- provision, St Lucia -pepper pot etc.

**Resources for a learner who is struggling:** (Links to earlier learning activities for similar knowledge, links to resources for special education needs)

- Vocabulary picture chart.
- Text to speech online books/Audio for written words
- Teach through direct instruction.

A field trip can be added which will allow them to visit a factory, salon, shop etc. where a product is provided. This way they can get an appreciation for a job which may be suited for their skills without feeling like it is all academics.

**Resources for a learner who needs challenge:** (Links to learning activities and resources in later grades)

- related story at reading level
- comprehension worksheets where he/she records the answers.
- Make him/her the cashier and make change.
- problem solving worksheets.

**Economic Decision Making**

**Essential Learning Outcome: To be aware that we all have things we need and things we want**

**Section 2: What are examples of goods and services and how do we obtain them?**

**Introduction to the Subject:** Needs are essential to our lives as human beings. Students must have the ability to distinguish between what they need and what they want. This helps in making informed decisions. Posing the following focus questions to the students at various times throughout the unit can help the teacher set the stage for the students to learn that we all have things we need and things we want:

- What are goods?
- What are examples of goods?
- What are services?
- What are examples of services?
- What is tangible?
- What is intangible?
- What is barter?

**Strand (Topic): Economic Decision Making**

**Essential Learning Outcomes: To be aware that we all have things we need and things we want**

Focus Question/ Content:

1. What are goods?
2. What are examples of goods?
3. What are services?
4. What are examples of services?
5. What is tangible?
6. What is intangible?
7. What is barter?

**Grade Level Expectations & Specific Curriculum Outcomes**

K - Understand that we meet most of our needs and wants through goods and services.

S - Categorise our needs and wants as goods or services.

V - Appreciate that goods and services are necessary to meet our needs and wants.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>K - Understand that we meet most of our needs and wants through goods and services.</p> <p>S - Categorise our needs and wants as goods or services.</p> <p>V - Appreciate that goods and services are necessary to meet our needs and wants.</p>	<p>Observation: Are the students able to distinguish between goods and services as you share examples?</p>	<p>Introduce this series of teaching activities by sharing the following information:</p> <ul style="list-style-type: none"> <li>• Goods are things that you buy and can hold (Goods are produced or purchased). Goods are things that you can keep, eat, or use. If you go to the store and buy an apple, you get to keep the apple and take it home with you, so it is a 'good'.</li> <li>• A service is something that you do to help another. A service is something that someone does for you. When you buy a service, you hire people to perform work. You are not buying something you can touch or hold. If your car is broken, you might hire someone to fix it. You are paying for a service.</li> <li>• Share some examples of each.</li> </ul>
	<p>Product: Are students able to draw chores they do at home, and can they name these as services to their family?</p>	<ul style="list-style-type: none"> <li>• Draw and write about a job that you do at home (chore). This will help students understand that they are providing a service to their household.</li> <li>• Draw a picture of a good related to food/school.</li> <li>• Have the children post their drawings on a bulletin board categorized under goods and services.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Critical Thinking: Differentiating Between Goods and Services</p> <p>Product: Are students able to identify goods? Are students able to differentiate between the act of making a product, e.g., baking and selling the product - the bread. Are students able to articulate that the baker bakes bread (the good) whilst the breadshop does the service of selling parents the finished product? Shops and supermarkets provide a service by giving us goods!</p>	<p>Critical Thinking: Differentiating Between Goods and Services</p> <p>YouTube: <a href="#">Goods and Services for Kids</a></p> <p>Pay attention to 2:52-2:54 for critical thinking. Discuss the act of baking the cake and buying the finished product</p>
	<p>Observation: Are the students able to categorize their needs and wants as goods and services?</p>	<p>Draw and color, or cut from magazines and newspapers, pictures that show “goods” and some that provide a “service” and create a mini scrapbook.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p><b>Product:</b> Are the students able to categorize their needs and wants as goods and services?</p>	<p>Students can create a mural or brochure to identify a need or want and determine ways in which it could be satisfied through goods and services.</p>
	<p>Conversation: Are the students able to categorize their needs and wants as goods and services?</p> <p>Product: Are the students able to categorize their needs and wants as goods and services?</p> <p>Observation: Are the students learning to appreciate that goods and services that these individuals provide are necessary to meet their needs and wants?</p> <p>Conversation: Are the students learning to appreciate that goods and services that their families acquire are necessary to meet their needs and wants?</p>	<p>Scenarios to help students differentiate between goods and services &amp; whether these are supplying wants/needs.</p> <ul style="list-style-type: none"> <li>• You are sick or hurt and need help; where do you go? Explain what happens there? Is a want/need being met.</li> <li>• You need to cut your hair. Where do you go? Explain what happens there?</li> <li>• You want to learn how to do math. Where do you go? Explain what happens there?</li> <li>• Your mum needs her nails done. Where does she go? Explain what happens there?</li> <li>• Your family needs to eat. Where can you go? What happens there? What are the goods? What is the service provided?</li> <li>• The car has run out of gas. Where can mum or dad go? What goes on there? What is the good provided? Will there be a service provided?</li> <li>• <a href="#">identifying.pdf (mathworksheets4kids.com)</a> (Identifying Goods and Services worksheet)</li> </ul>



Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies						
	<p>Conversation: Using this checklist can students self-assess as follows:</p> <ol style="list-style-type: none"> <li>1. I know/can explain what goods are.</li> <li>2. I know/can explain what a service is.</li> <li>3. I know/can tell the difference between a good and a service.</li> <li>4. I can explain ways that people exchange goods and services.</li> <li>5. I understand how people earn money by working at a job.</li> <li>6. I can explain the idea of exchanging money to purchase goods and services.</li> </ol>	<ul style="list-style-type: none"> <li>• Invite speakers from the community to come in as resource persons to speak on the services/goods they offer with as much manipulatives as they can bring (butcher, farmer, fireman, nurse, doctor, veterinarian, teacher, pastor, priest), to help students differentiate between the goods and services they provide (a field trip is another option).</li> <li>• Ask students to interview their parents on how they are able to attain goods and services they need and want. Allow for class discussion the next day. This will allow students to understand how people earn money to attain goods and services and solidify in their minds that goods and services help use meet our needs (pay the rent/ mortgage, purchase food &amp; clothing) and satisfy our needs and wants.</li> </ul> <p>Make a chart on the board that includes the following and ask the students to use this to fill in their favorite goods:</p> <table border="1" data-bbox="1129 912 1881 1312"> <thead> <tr> <th data-bbox="1129 912 1486 950"><i><b>Favorite Goods</b></i></th> <th data-bbox="1491 912 1881 950"><i><b>Picture</b></i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1129 953 1486 1130"></td> <td data-bbox="1491 953 1881 1130"></td> </tr> <tr> <td data-bbox="1129 1133 1486 1312"></td> <td data-bbox="1491 1133 1881 1312"></td> </tr> </tbody> </table> <p>Have students share their pictures and discuss which goods are needs and which are wants.</p>	<i><b>Favorite Goods</b></i>	<i><b>Picture</b></i>				
<i><b>Favorite Goods</b></i>	<i><b>Picture</b></i>							

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies								
		<p>Brainstorm a list of services that their families receive. <i>Have</i> students draw pictures of these services and help them write words to show how these services help their families.</p> <table border="1" data-bbox="1150 415 1881 1065"> <thead> <tr> <th data-bbox="1150 415 1545 493">Picture of Services my family receives</th> <th data-bbox="1549 415 1881 493">How it helps my family</th> </tr> </thead> <tbody> <tr> <td data-bbox="1150 496 1545 669"></td> <td data-bbox="1549 496 1881 669"></td> </tr> <tr> <td data-bbox="1150 672 1545 886"></td> <td data-bbox="1549 672 1881 886"></td> </tr> <tr> <td data-bbox="1150 889 1545 1065"></td> <td data-bbox="1549 889 1881 1065"></td> </tr> </tbody> </table> <p>Share their pictures and discuss whether these services are needs or wants.</p> <p>Students can sort their goods and services and paste them in their notebooks and note if they are needs or wants.</p>	Picture of Services my family receives	How it helps my family						
Picture of Services my family receives	How it helps my family									

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p><b>Critical thinking</b></p> <p>Are students able to determine at least one profession which they would like to work in?</p> <p>Are students able to give an ORIGINAL choice &amp; reason?</p> <p>Are students regurgitating the thoughts of other students?</p> <p>Are students aware of the importance of people who perform services that are considered menial or dirty?</p> <p>Were students able to change their thinking on those who perform such tasks?</p> <p>Have student appreciation for all jobs improved.</p>	<p><b>Critical thinking</b></p> <p>Teacher poses questions to elicit discussion and critical thinking. Example: What would you like to be when you grow up? Why? (Teacher accepts student reasoning since at this age children are not yet sure what they want to be. Teacher only corrects gross misconceptions.</p> <p>Would you like to be a garbage collector? Based on student answers teacher guides students to appreciate the importance of all jobs especially those that are dirty and smelly.</p> <p style="text-align: center;">OR</p> <p>Teacher can put up three large posters of three service providers:</p> <p>A garbage collector A cleaner A pilot</p> <p>Teacher asks: -What does each do? -Do you know one? -Have you seen one? -Whose job do you think is the most important? Why? (Every answer is correct) Teacher guides students into appreciating the equal importance of the job done by each service provider.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p><b>Show and Tell/ Public Speaking Career Choices:</b></p> <p>Product: Are students able to tell what their chosen profession entails?</p> <p>Does student speech show a clear understanding of the difference between goods and services?</p> <p>Score student presentation on the given rubric.</p> <p>How does the student presentation rate on the given rubric?</p>	<p><b>Show and Tell/ Public Speaking Career Choices:</b></p> <p>Prior engagement: Students and parents were provided with a rubric.</p> <p>Students dress up as the professional they would like to be when they grow up. Guided by teacher's questions they will say what the job entails and if they provide a good or a service.</p>

**Useful Content Knowledge for the Teacher about the Outcome:** (Links to professional sources that connect back to the Curriculum and Assessment Principles of Learning and Principles of Assessment)

Goods: are things we can see that we use to survive.  
(Tangible - something that can be touched)

Services: are somethings someone does for you.  
(Intangible - you hire someone to perform a job (work) You are not buying something you can touch or hold.

Teacher can use body learning to teach the difference between tangible (touching self) and intangible (closing eyes and groping at the air)

Barter: the exchange of goods for other goods, and services for other services.

Common Professions/jobs: health care professionals inclusive of sanitation workers; farmers, teachers, fisherman, maids, and builders.

Service providers:

Those people who make life easy for us by performing tasks we may not be able to do or are too busy to do for ourselves.

Examples of service providers:

Garbage collectors, Digicel mobile service providers, electricity providers like Domlec, Lucelec and Grenlec doctor, therapist

### **Inclusive Resources and Materials from Regional Specialists**

### **Additional Resources and Materials**

Internet Resources

YouTube Videos

[Let's Go to Work - Garbageman](#)

**Opportunities for Subject Integration:** (How the inclusive learning strategies might be adapted and/or applied to include other subjects in the curriculum)

Language Arts Action words (verbs)

[Garbage Collectors \(Abdo Kids\) | Reading Books for Kids](#)

Hooray For Garbage Collector by: Tessa Kenan

[Read Aloud | Garbage Collectors](#)

Be Careful with this one. She doesn't encourage thinking as she gives the answers to questions. So, determine the best areas to pause the video and ask students before she gives the answer.

**Science:**

["Sam The Garbage Man" Music Video | Songs for Kids | TheBeatBuds](#)

Good for a lesson on recycling & caring for the environment we live in.

**Resources for a learner who is struggling:** (Links to earlier learning activities for similar knowledge, links to resources for special education needs)

Multisensory Approach:

Kinesthetic activities Eg. colouring, cut and paste/drag and drop, visual and verbal cues, e.g., Jingles.

### Economic Decision Making

**Essential Learning Outcome:** To be aware that we all have things we need and things we want

**Section 3: What are resources and how do we obtain and manage them?**

**Introduction to the Subject:** Human beings survive through interaction with their environment. In this topic, the students are presented with the early concept of Environmental Philosophy. This means that as human beings, we interact not only with our fellow human

beings, but also with other living and non-living elements in our environment. Students in first grade are beginning to explore the world around them and how they fit into that world. There should be the understanding that the environment can be used to provide our needs and wants.

**Strand (Topic): Economic Decision Making**

**Essential Learning Outcomes: To be aware that we all have things we need and things we want**

**Focus Questions:**

1. What are resources?
2. What is the environment?
3. What are natural resources?
4. What are man-made resources?
5. Which natural features/resources do the resources we use come from?
6. How does the use of resources meet our needs and wants?
7. Does the use of natural resources affect the earth?
8. How can we use resources wisely?
9. How does deforestation impact the ability to provide for our basic needs and wants?

**Grade Level Expectations:**

K - Identify things in the environment that we use.

S - Discuss how we use things in the environment.

V - Appreciate that the environment can be used to provide our needs and wants.

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p><b>K</b> - Identify things in the environment that we use.  <b>S</b> - Discuss how we use things in the environment.  <b>V</b> - Appreciate that the environment can be used to provide our needs and wants.</p>	<p><b>Discussion:</b></p> <p><b>Product:</b></p> <p>Are students able to identify the resources they use in the classroom? At home?</p> <p><b>Categorising:</b> Process</p> <p>Example:            Small group work: Provide groups with a variety of pictures of natural and man-made resources. Allow students to categorise the pictures under two groups. Things made by God (Natural resources) and Things made by Man (Man-made Resources).</p> <p>They can categorise using bins/ table or floor space.            After all groups have sorted, students will go around the class to view and discuss how the other groups have sorted their items.</p> <p>Teacher corrects misconceptions.            Teacher provides students with a worksheet. They are to write N under the pictures that are natural resources and MM for those that are man-made. They can colour the pictures after.</p>	<p><b>Discussion:</b></p> <p>Engage students by asking questions about the everyday things they use.            For example, what do you:            write with?            drink from?            go to school in/on?            wear?            bathe in?            play on the beach in? ect.</p> <p><b>Explicit instruction:</b> tell students that all the things we use are important; they are resources. The difference between man-made and natural resources.</p> <p>Use visuals, stories and information texts to introduce students to a variety of relationships between people and their natural environments. These could show differences in work, play, homes, food, clothing, and recreation.            Concepts of conservation can be introduced.  <a href="#">Environment Short Story for Children: Drip-Drop-Drip</a>  <a href="#">Environment Cleanliness Kids   Short Story   Rooney's Adventures: The Friendly Octopus   Story #4</a></p> <p>Extra practice  <a href="https://www.liveworksheets.com/worksheets/en/Science/Natural_Resources/Natural_and_Manmade_Resources_Drag_and_Drop_mv1853879jo">https://www.liveworksheets.com/worksheets/en/Science/Natural_Resources/Natural_and_Manmade_Resources_Drag_and_Drop_mv1853879jo</a></p>




Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Product: Are students able to correctly discuss and determine which picture belongs to which category?</p> <p>Observation: Are children able to recognise if a group has a picture in the wrong category?</p> <p>Observation: Do children make the necessary corrections based on discussion/ observation of other groups' stations?</p> <p>Product: Are students able to independently categorise pictures into natural and manmade resources?</p>	
	<p><b>Observation:</b> Are students able to give examples of resources in the video?</p>	<p><b>Pair work with Peer Work</b></p> <p>Enable students to make the correlation, that the things we use, and the things man makes, come from natural resources.</p> <p>Viewing &amp; Speaking Play the song. Have students dance and sing along. <a href="#">The Natural Resources SONG   Science for Kids   Grades K-2</a></p> <p>Ask questions related to the video. For example: I saw a train in the video, it is a man-made resource. People use it to travel so it is a need, because they may have to travel far distances on foot. Do the same for a natural resource. I see a _____ We use it for _____ It is a natural resource.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Product: Are students able to correctly match 90% of the items to the natural resources?</p> <p>Observation: Can students identify the Natural resource in our everyday activities?</p>	<p><b>Process: Matching Game</b></p> <p>Example: Provide students with picture cards. Everyday items and natural resources. Student pairs are to match common items with the natural resources they originate from.</p> <p>For example: Wood--- pencil/ desk cotton plant— clothing gold– earrings fruit— juice</p> <p>Whole class sharing of matches. Teacher corrects any misconceptions.</p> <p>Introduction to Natural Resources: The natural resources that are used every day in some way in our society. Some examples could include petroleum, coal, iron ore, water, wood, or fertile soil. <a href="#">1st Grade Natural Resources</a></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p><b>Observation:</b> Checklist of things to observe:</p> <ol style="list-style-type: none"> <li>1. Did students plan how they will use the resource?</li> <li>2. Did they determine the best way to get the most use out of their water?</li> <li>3. Do students' actions show they recognise the need to conserve their water?</li> <li>4. Were they knowledgeable enough to split the water to maximise the use and reuse of the water.</li> <li>5. Did they use original means to solve the problem?</li> <li>6. Did they blindly copy another group's actions?</li> <li>7. Did they observe and borrow and modify another group's process to solve the problem?</li> </ol>	<p><b>Role Play - Using resources wisely</b></p> <p><b>Small group work - Implicit teaching</b> <b>Example:</b> Teacher gives students a bucket of water as well as three tasks they are to accomplish with it. Task: wash hands/plastic fruits Task: water a plant/plants Task: wipe the desks</p> <p>Teacher explains the task without giving the students the solution.</p> <ol style="list-style-type: none"> <li>1. Everyone gets the same amount of water.</li> <li>2. There are no refills.</li> <li>3. Use your resources wisely.</li> <li>4. There are extra containers if you need it.</li> </ol> <p>After the activity, the teacher brings the class together and discusses the outcome. How were groups able to accomplish the task set? Teacher will introduce words like conserving, scarcity and expand on vocabulary that will be used, for example, wastage.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Conversation:</p> <p>Are students able to recognise that there can be a shortage of natural resources and appreciate the need to use resources wisely?</p>	
	<p>Product: Are students able to answer questions on the quiz that show they can distinguish various types of natural resources and recognize and appreciate their importance for the survival of living things.</p>	<p><b>Natural Resources</b></p> <p>Google Docs  <a href="https://docs.google.com/forms/d/1fqFD_EflrRYLo7I44UrKdjeviE3A0HI-wImc33W978/edit">https://docs.google.com/forms/d/1fqFD_EflrRYLo7I44UrKdjeviE3A0HI-wImc33W978/edit</a></p> <p>Be sure to make a copy of this assessment and add it to your drive. Change the settings where applicable.</p> <p style="text-align: center;"><b>OR</b></p> <p>Printed Worksheet PDF  <a href="https://www.generationgenius.com/wp-content/uploads/2019/06/Natural-Resources-Worksheet-GG.pdf">https://www.generationgenius.com/wp-content/uploads/2019/06/Natural-Resources-Worksheet-GG.pdf</a></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Conversation: Can the students identify the things in the environment we need and those we want?</p> <p>Product:</p> <p>Can students identify things in the environment that can be used to provide our needs and wants?</p>  <p>Observation:</p> <p>Can the student identify the physical parts of the environment?</p>	<p><b>Introductory</b></p> <p>Teacher plays a silent video of images of the Environment. After the video teacher constructs a KWL chart as the springboard for further activities.</p> <p>“The fairy Tale moment”</p> <p>The teacher will ask students to tell their own fairy tales about</p> <ul style="list-style-type: none"> <li>• A world without trees, rivers, animals, and Sunlight.</li> <li>• Their perfect world</li> </ul> <p>Teacher Introduces the lessons with a video on the environment.</p> <p><u><a href="#">What is Environment and How to Keep It Clean?   Environmental Studies for Kids   Vid #1</a></u></p> <p>Build your Environment.</p> <p>The teacher will allow students to utilize materials found in the playground to build their own place, village or town.</p> <p>Teacher can do a guided approach as seen in video - <u><a href="#">eco environment model 3d making using cardboard   DIY   howtofunda   still model</a></u></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Observation:</p> <p>Are students able to draw and explain the things on their walk that are provided by nature such as food, materials and water.</p> <p>Conversation: Are students able to explain how their family uses specific resources on a regular basis and are they able to discuss what would happen if the resource ceased to exist?</p> <p>Observation: Are students able to identify ways they can conserve the use of water at home or in school?</p> <p>Product: Are students able to create illustrations of how people care for and do not care for the environment?</p> <p>Conversation: Are students able to describe examples of conservation?</p>	<p>or utilize self discovery, allowing students to make their own.</p> <p>Nature walks</p> <p>From a nature walk along a beach area students will draw/ create sketches of a natural environment in their journals and be asked to draw examples of things that they see that can be eaten or drank. Students could collect shells and create shell bracelets (a want), and students will see how again the environment can meet our wants.</p> <p>When back in the classroom the teacher can use explicit instruction to bring across to students that we use things in the environment. Students will discuss how we use trees, rivers, oceans, forest, etc.</p> <ul style="list-style-type: none"> <li>• Teacher can utilize pictures.</li> <li>• Video Resources can be utilized <a href="#"><u>Types of environment/Grade 1/Environmental video for kids/types of environments</u></a></li> </ul> <p>Teachers allow students to choose environments such as bush, ocean, beaches and hills, and discuss with students how natural features may vary between different natural environments.</p> <p>Students can interview their parents to find out: how does the family use the identified resource on a regular basis? what do they think would happen if the resource ceased to exist? Then, the next day, each group member would share their responses with their group and the group would share with the whole class.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>Teachers can, using water as one example of a natural resource, display a bottle of clean water and invite discussion about what they see. Ask questions as to where this water came from, etc. Have children work in groups to show ways that they use water on a daily basis. Share their work with the whole group and brainstorm ways they can conserve the use of water at home or in school. Some examples could include turning off the water when brushing their teeth and not wasting water at the fountain. Relate to the global level by discussing the fact that some children in the world do not have clean water for drinking.</p> <p>Draw a cartoon or comic strip of how humans can care for the environment.</p> <p>Draw a cartoon or create a comic strip of how humans destroy the environment.</p> <p>Introduce the term “conservation” at this point.</p> <ul style="list-style-type: none"> <li>• explain how this will help preserve the environment since they will now understand the importance of the environment in providing our needs and wants.</li> </ul>

**Useful Content Knowledge for the Teacher about the Outcome:** (Links to professional sources that connect back to the Curriculum and Assessment Principles of Learning and Principles of Assessment)

### The Environment

The Environment is where we live. It is where we play, go to school. It is where we do things.

Different living things live in different environments. For example, our environment is our house and community. A bird's environment is a tree, your garden, the forest. A fish's environment is the river or the sea.

A **resource** is anything that we use. Things that are useful to man.

Manmade resources are those things that are made by man. Man uses natural resources to make manmade resources.

Examples of man-made resources: car, house, clothing, tv, chalk.

Natural resources- Anything from nature that living things can use.

Natural resources are air, water, plants, animals, sun, crude oil and minerals like gold and silver.

Plants and animals also need natural resources.

All resources are important. But water, wood and soil are essential to providing humans and animals with basic needs.

Water is an important natural resource. Every living thing needs water to survive.

We need water to drink, to prepare food and to grow food. Animals and plants need water too.

Water can be found in oceans, rivers, lakes, underground and frozen in glaciers. Only a small amount of water on Earth is freshwater.

Wood is an important natural resource. Wood comes from trees. Animals and humans need to make our shelter. We also use wood to make tools and furniture and to burn to cook food.

Soil is an important natural resource. Animals and humans need soil to make our shelter. We need good soil to grow food.

Fossil fuels are important natural resources. Coal, crude oil and natural gas are all fossil fuels. They form deep in the earth from dead plants and animals. It takes millions of years for them to form. Some Caribbean countries like Trinidad and Tobago and Barbados have natural gas.

Some natural resources like crude oil can be used up. When they are finished there will be no more!

Some natural resources like water and plants make more of themselves. But sometimes humans can prevent that from happening. Then these resources become **scarce**. We will have very little of it. Because of that, it will be difficult to supply our needs. We must use resources wisely for our resources to last and our needs and wants to be met.

Conservation- The careful use of resources so that they will last as long as possible



### Additional Resources and Materials

YouTube Read ALoud-

[The Lorax Dr. Seuss Audiobook for kids Read Aloud app @ Book in Bed](#)

For the student who is online:

[1st Grade Natural Resources](#)

Other YouTube Resources: Linked to Sample Lesson plan.

[Learn Grade 2 - EVS - Natural Resources](#)

**Opportunities for Subject Integration:** (How the inclusive learning strategies might be adapted and/or applied to include other subjects in the curriculum)

**Science:** The Three R's Reduce, Reuse, Recycle

Composition: Write a poem or descriptive paragraph to describe a scene in the environment (show them pictures - could even be a polluted beach). They must describe it and list ways they can help to conserve the area.

Comprehension: teachers can find a passage on resources or create one which would be used to question students.

**Elements from Local Culture:** (References that learners might know from their local environment)

- Back yard gardens and gardeners
- Fishing; net pulling
- Potted Plant

Choose a resource in the country and visit: ex \_ geothermal plant Dominica.

Grenada cocoa factory

**Resources for a learner who is struggling:** (Links to earlier learning activities for similar knowledge, links to resources for special education needs)

Audio: Teachers can add audio to google forms.

Peer work: Match students based on ability. Strong reader with weak reader ect.

Picture vocabulary word wall

**Resources for a learner who needs challenge:** (Links to learning activities and resources in later grades)



Attempt worksheets similar to the sample.

### Strategies that Support the Curriculum and Assessment Framework

Elements that are integrated across subjects:

Language Arts - Read and listen to poems, rhymes, stories, songs about the family, animals and plants and numbers.

Science: Science-classifying living + non- living classifying vertebrates, Animals – living Things: Vertebrates- Classifying Animals

#### **Elements from Local Culture, Technology, TVET, Environment that are integrated:**

- Local items used to make Art, Architecture, ect.  
River Stone - Art and Housing  
Wood/Tree - Construction, engineering and decorative purposes  
Making Coal

Show local food preparations methods - cooking tools made locally.

Dominica: Mortar and pestle

Coal Pot

Leyley Stick

Gwage

[Kalinago Cassava Documentary](#)

Matapi

Hebichet

Platin

- Man made local material.  
Kalinago Art, Baskets  
textile

<p><b>Economic Decision Making</b></p> <p><b>Essential Learning Outcome: To be aware that we all have things we need and things we want</b></p> <p><b>Section 4: How do we travel safely?</b></p>
<p><b>Introduction to the Subject:</b> Needs are essential to our lives as human beings. Students must have the ability to distinguish between what they need and what they want. This helps in making informed decisions. Posing the following focus questions to the students at various times throughout the unit can help the teacher set the stage for the students to learn that we all have things we need and things we want:</p> <p>How do we get from place to place? Why is it important to be careful when traveling about?</p>
<p><b>Strand (Topic): Economic Decision Making</b></p>
<p><b>Essential Learning Outcomes: To be aware that we all have things we need and things we want</b></p>
<p><b>Grade Level Expectations:</b></p> <p>K - Understand the various forms of transportation in your local environment. S - Distinguish different forms of transportation and their benefits and limitations. V - Appreciate the importance of exercising safety around transportation.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>K - Understand the various forms of transportation in your local environment. S - Distinguish different forms of transportation and their benefits and limitations. V - Appreciate the importance of exercising safety around transportation.</p>	<p>Observation: Using a rubric, teacher observes students throughout the discussion and records the student's ability to share how they get from home to school, and do they understand that this is a form of transportation?</p> <p>Conversation: Are the students able to come up with examples of what they observed or heard about transportation.</p>	<p>Transportation is moving people or things from one place to another place.</p> <ul style="list-style-type: none"> <li>• Teacher invites students to share how they get from place to place?</li> <li>• The teacher asks students: <ul style="list-style-type: none"> <li>• “How do you get from home to school?”</li> <li>• Does your friend use the same means to get to school?”</li> </ul> </li> </ul> <p>Read aloud suggestion:</p>

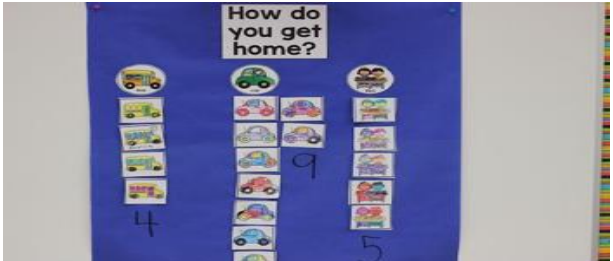
Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Product: Are students able to present their forms of transportation in the form of a drawing, or to describe it orally?</p> <p>Conversation: Are students able to elaborate on their forms of transportation to illustrate their understanding of the concept of transportation and that this is how people move from place to place?</p>	<p><a href="https://www.youtube.com/watch?v=slf9zs_VPXI">https://www.youtube.com/watch?v=slf9zs_VPXI</a></p> <ul style="list-style-type: none"> <li>• Read Aloud: A read aloud, or video can be used to introduce other forms of transportation.</li> <li>• We want students to be able to compare the modes of transportation they see in the read aloud or video.</li> <li>• Ask students to draw their own forms of transportation in groups and to come up with interesting forms of transportation. They can draw, describe orally and label their forms of transportation.</li> <li>• Invite the students to share their drawings and/or descriptions of transportation with the rest of the class.</li> </ul> <p><a href="https://kids.kiddle.co/Transport#Kinds_of_transportation">https://kids.kiddle.co/Transport#Kinds_of_transportation</a></p> <p>use this site to look at images of transportation for children.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<div data-bbox="1213 305 1801 652" data-label="Image"> </div> <p data-bbox="1129 722 1902 792">Ask students to place their drawings on a bulletin board called “Things that go.”</p> <p data-bbox="1129 831 1902 971">Students will discuss orally what is similar and different about the modes of transportation depicted on the bulletin board. This discussion can allow students to categorize the vehicles as land, air and water transportation.</p> <p data-bbox="1129 1010 1902 1079">Take a walk around the community. After the walk, ask the students:</p> <ul data-bbox="1176 1084 1902 1396" style="list-style-type: none"> <li>• Where did we walk?</li> <li>• Did you notice any signs or markings on or near the road?</li> <li>• How did the vehicles move on the road?</li> <li>• What did we do before we crossed the road?</li> <li>• Who helps people and vehicles keep safe on the road?</li> <li>• What are people who walk near the road called?</li> <li>• What could happen if we are not safe when on or near the road?</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>• Do you think only people walking on or near the road should stay safe?</li> <li>• How do people inside the vehicles on the road stay safe?</li> </ul> <p>To enrich this discussion a resource person (example: a traffic officer) could briefly address the students on road safety rules.</p> <p>Students are invited to share their thoughts on safety in other forms of transportation such as in boats. Make sure we reinforce the fact that there is always an element of safety when they are travelling. Sharing examples of these here. Students can be asked to design pictures of transportation and to include examples of safety features. Students could work in groups on this.</p> <p><b>Culminating Activity:</b> Students are invited to choose a travel route and choose the most appropriate form of transportation for this route. Links can be made to math for shapes.</p> <p><b>Vocabulary:</b> water, air, land, boats, cars, automobiles, ships, sailing, walking, movement, bicycle, sled, canoe, airplane, truck, school bus, skateboard, skates, airport, vehicles, driver, pilot, captain, traffic light, horn, windshield wipers, safety belts, steering wheel, trains, fuel, gas, tires, dump truck, pick-up truck, station-wagon, sports car, garage, tractors.</p> <p><b>Discussion/Field Trips:</b> Discuss different modes of transportation on land, sea and in the air. Talk about how people get to where they are going (school bus, ferry boat, car etc.) Incorporate field trips wherever possible. Take a trip on a school bus, walk around</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>the school parking lot to look at cars, visit the airport, bus station or train station. Watch videos that show different forms of transportation. Look at travel magazines. Ask if anyone has been on a plane ... a train ... a horse ... etc. Ask how students get to school everyday. How do kids in other countries travel? Leave lots of time for discussion. Make sure to review safety rules (seat belts in cars, obeying traffic signals, walk and don't walk signs). Don't forget to discuss how products are delivered ... couriers with trucks, airplanes etc. How does the mail travel?</p> <p><b>Activities:</b></p> <p><b>BULLETIN BOARD ACTIVITY:</b> Students can collect images of different types of transportation and add them to a bulletin board that has been divided into Land, Sea and Air.</p> <p><b>TRANSPORTATION MURAL:</b> Students can work together to create a transportation mural (one for land, one for sea and one for air).</p> <p><b>SOUND PICTURES:</b> What sounds do the various modes of transportation make? (Train whistle, truck horn, police car siren) How would these sounds appear if we were to draw them? Provide crayons and paper for students to experiment with the colors and shapes of transportation sounds.</p> <p><b>TOY CAR PRINTMAKING:</b> Using old toy cars and tempera paint, allow students to dip the cars into paint and "drive" them across paper to see what kinds of marks the tires make.</p> <p><b>LICENSE PLATE RUBBINGS:</b> Using old license plates (or plate on cars in the parking lot) allow students to do rubbings of the plates. Provide paper and crayons for the rubbings.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p><b>SHAPE VEHICLES:</b> See how many types of transportation vehicles can be created using the basic geometric shapes (triangles, squares, circles, rectangles). Have students cut their shapes out of construction paper and arrange them to create vehicles.</p> <p><b>PAPER BOATS:</b> Make paper boats using the directions found <a href="#">HERE</a>. Decorate them with bright crayon colors.</p> <p><b>PAPER AIRPLANES:</b> Make paper airplanes. Decorate them with bright crayon colors.</p> <p><b>TRANSPORTATION MOBILE:</b></p> <p><b>What You Need:</b> String or yarn; coat hangers; thick paper; paint; brushes; scissors; hole punch; markers or crayons</p> <p><b>What You Do:</b> After discussing how people and products get from place to place, students can create drawings and paintings of various modes of transportation on thick paper. The pictures can be painted or decorated with markers or crayons. Once complete, the pictures can be cut out and put together in a mobile ... by punching holes in the pictures and hanging them from a coat hanger that has been wrapped with yarn or raffia. **Have your students write facts on the back of each of their modes of transportation. (i.e., trucks deliver newspapers; people travel on airplanes etc.)</p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>We also brought transportation to our lives by charting how we get home! zcxhttps://www.structural-learning.com/post/multisensory-learning-in-the-classroom-a-teachers-guidezcxhttps://www.structural-learning.com/post/multisensory-learning-in-the-classroom-a-teachers-guide.</p>

### Strategies that Support the Curriculum and Assessment Framework

**Elements that are integrated across subjects:**

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):