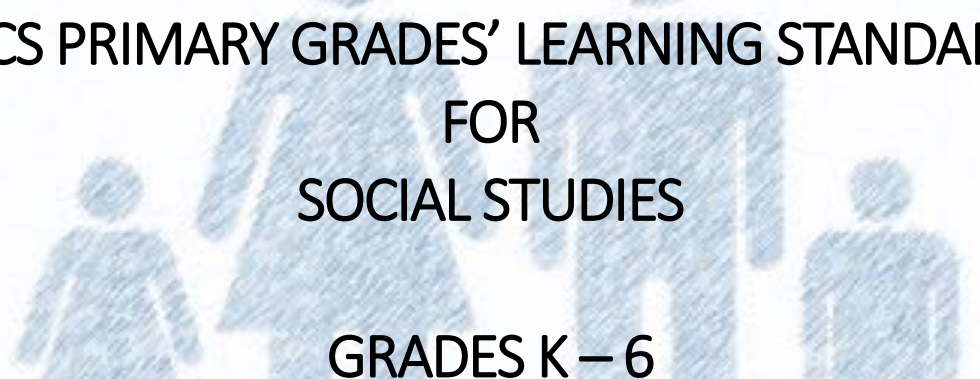




ORGANIZATION OF EASTERN CARIBBEAN STATES
EDUCATION SECTOR STRATEGY

A faint, blue-toned illustration of a family consisting of two adults and two children, rendered in a sketchy, textured style. The family is positioned behind the main title text.

OECS PRIMARY GRADES' LEARNING STANDARDS
FOR
SOCIAL STUDIES
GRADES K – 6



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SECTION A

**INTRODUCTION TO THE
OECS PRIMARY GRADES' LEARNING STANDARDS**

For

SOCIAL STUDIES

BACKGROUND

The Organisation of Eastern Caribbean States (OECS) member countries have made significant strides in increasing access to primary education and secondary education. The Net Primary Enrollment Rate (6-11 year age children) is close to 100%. Gross enrollment rate at the secondary level (11-16 years) are also approaching 100%. However, low-learning outcomes remain the major challenge faced by the education sector in all OECS countries.

In order to address the underlying causes of low learning outcomes, the OECS countries developed a Regional Education Strategy "Every Learner Succeeds" whose focus is ensuring that all children learn and succeed in school. The strategy was developed in a consultative manner and has been endorsed by the OECS Ministerial Forum for implementation. With the aim of enhancing the quality of education, the Education Sector Strategy sets out the education priorities for the period 2012-2021.

The "Every Learner Succeeds" regional education strategy is results based and includes the following imperatives:

- (i) improve the quality and accountability of education leadership;
- (ii) improve teacher quality, management and motivation;
- (iii) improve the quality of teaching and learning using learner-centered approaches;
- (iv) improve curriculum and *strategies for assessment to meet the needs of all learners*;
- (v) increase access to quality early childhood development services;
- (vi) provide opportunities for all learners to develop the knowledge, skills and attitudes to enable them to progress to further education and training and productive employment; and
- (vii) increased access to and relevance of tertiary and continuing education.

In order to implement this Regional Education Strategy, the OECS countries have received a Global Partner for Education (GPE)-funded Education Plan Development Grant to provide for technical assistance for finalizing the development of an education quality framework, and to develop an implementation framework and assessment framework for primary grades. The implementation plan encompasses all education sector activities to be implemented as part of the OECS Education Sector Strategy (OESS).

A portion of the grant funding has been used to develop regional learning standards for the primary grades. The purpose of the learning standards is to serve as a regional benchmark for the quality of primary pupils' learning outcomes that are to be achieved in each of the nine member countries of the OECS. The learning standards are built on regional consensus of what pupils need to know and be able to do in Mathematics, Science & Technology, History and Literacy as represented in both the OECS Harmonized Primary Curriculum, and in the Caribbean Primary Exit Assessment (CPEA).

CXC – An Overview

The Caribbean Examinations Council (CXC)[®] was established in 1972 under Agreement by the Participating Governments in the area to conduct examinations and then award certificates and diplomas on the results of any conducted examinations. The Council is also empowered to regulate the conduct of any such examinations and prescribe the qualification requirements of candidates and the fees payable by them.

It comprises sixteen (16) Participating Territories: Anguilla, Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago and Turks and Caicos Islands.

CXC has over 40 years of experience in developing syllabuses, formulating tests, administering examinations, issuing results and analysing statistics for large-scale examinations. CXC also engages in the provision of orientation and training of teachers to deliver our syllabuses, as well as training in item generation and fundamentals of classroom assessment.

CXC has introduced a comprehensive suite of qualifications to meet the needs of the region: Caribbean Primary Exit Assessment[™] (CPEA[™]); Caribbean Certificate of Secondary Level Competence[®] (CCSLC[®]); Caribbean Vocational Qualification (CVQ); Caribbean Secondary Education Certificate[®] (CSEC[®]); Caribbean Advanced Proficiency Examination[®] (CAPE[®]); and the CXC Associate Degree[®] (CXC _AD[®]).

Over the years, the organisation has developed and expanded its repertoire of services in several consultancy areas related to Training and Professional Development, Measurement and Evaluation Services, Examinations Development and Production, Examinations Administration and Security as well as Syllabus and Curriculum Development, to name a few.

In developing the OECS Primary Grades' Learning Standards, CXC has devised a set of standards and descriptors that describe the knowledge, skills and attributes a pupil should attain by the end of Primary Grade 6. The standards describe educational objectives that concisely delineate what pupils are expected to know and be able to do by the end of a grade level. The learning standards are sequenced according to learning progression across grades, where each grade level learning expectations build on previous expectations while preparing the pupils for more challenging concepts and coursework at the higher level.

GENERAL FRAMEWORK OF THE LEARNING STANDARDS

GOAL

To document a set of standards and associated descriptors that describe the skills and attributes a pupil should attain by the end of Primary Grade 6.

The OECS Primary Grades Learning Standards describe the overarching long-term educational goals that pupils should have achieved by the time they complete a specific grade or education level. These learning standards describe the important knowledge, skills and personal attributes that educators should be continuously addressing and cultivating at all stages throughout the pupils' educational journey at the primary level. This must be done to ensure that the pupils are prepared for success at the secondary level and beyond.

OBJECTIVES

The Learning Standards detailed in this document are concise, clearly articulated descriptions of what pupils are expected to know and reliably demonstrate on successful completion of a grade level. It is expected that the Learning Standards will provide benchmarks for relevant educational progress and be utilised in the formulation of policies aimed at improving and enhancing the quality of the teaching-learning transactions. In addition, the Learning Standards can be used as guides in structuring instructional units as well as in determining how content learning should proceed within and across the primary grades in broad sub-related topic areas.

STRUCTURE

The Learning Standards are detailed for four content areas – Language Arts, Mathematics, Science and Technology and Social Studies. The standards have been developed based on international benchmarks drawn from several international education systems including the Caribbean, Australia, Canada, Singapore and the United Kingdom. These content-related standards may be integrated in a system of developing learning indicators at the classroom level that will help determine learning growth in the pupils over time. Consequently, by knowing beforehand the expected standards the pupils are expected to meet by the end of a grade level, teachers can design assignments and assessments to determine whether pupils are moving towards achieving specific learning standards. This system will also inform whether remedial action is required on an individual pupil or group basis.

The Learning Standards also address learning progressions across the grade levels. The progressions establish learning expectations of pupils at a specific level as well as learning needs and abilities at a particular stage of their intellectual, emotional, social and physical development. These progressions represent clearly articulated learning sequences in that the standards are purposefully designed to prepare pupils to meet the standards of the next grade level.

BENEFITS TO BE DERIVED

It is envisaged that the following benefits will be derived by consistent integration of the Learning Standards in the teaching-learning transactions across the OECS grouping:

- **Consistent use of the Learning Standards across the grouping will help guide the planning, implementation and assessment of pupil learning.**
This contributes to the streamlining of instruction and ensures that teaching practices deliberately focus on agreed learning benchmarks. The Standards will also assist in the planning of focused instruction to meet the specific needs of pupils
- **The Learning Standards will encourage equitable learning experiences.**
By organizing concepts and skills around the standards identified as those which all pupils should attain at designated points of time, educators will ensure that all pupils at the primary level within the grouping are afforded adequate and equitable opportunities to learn.
- **Consistent use of the Learning Standards will reduce overlap and aid in the scaffolding of the curriculum.**
The standards are articulated and aligned within and across the grade levels in such a way that the overlap of knowledge and skills is reduced or avoided. In addition, the standards are designed so that content is scaffolded by increasing the depth, breadth and cognitive complexity as pupils move from one grade level to the next.
- **Standardisation of the preparation of all pupils in the OECS for secondary level education.** Adherence to regional standards would be beneficial for an increasingly mobile population that is taking advantage of job opportunities available across the OECS territories. This standardisation would make it easier for pupils to settle into new schools when they move from one territory to another.

It must be noted that Learning Standards found in this document do not dictate the teaching methodologies or curriculum design that should be employed in order for pupils to attain the standards associated with any content area and respective grade levels.

BASIC GUIDELINES FOR USING THE LEARNING STANDARDS

The OECS Primary grade Learning Standards may be utilised in the development of learning objectives and learning indicators. In most instances, the learning objectives will be similar to the Learning Standards. However, it is expected that the learning objectives will be more specific and have a narrower focus than the standards.

In utilising the learning standards in their everyday teaching activities, educators are encouraged to use the following approach:

1. When designing a unit/lesson plan, it is beneficial to compare your current curriculum with the standards for the respective grade level in the content area.
2. Check to see how many standards are addressed for the particular unit/lesson by the curriculum. Determine whether additional activities or content will be required in order to ensure that the pupils will achieve the required standard(s).
3. Using the standards as a foundation, ensure that the learning experiences designed support the key learning areas addressed in the standards.
4. Utilise the standards to ensure that teacher expectation and proposed learning experiences are appropriate for the pupils. This can be achieved by focusing on a specific strand within the learning standard.
5. Link the learning standards to daily learning activities by determining which strands and sub-strands will be addressed in a particular lesson and deciding how specific learning experiences will build pupils' learning and support their skill and attribute development. Formative assessment is one tool that should be utilised to identify knowledge and skills that may require specific attention on an individual pupil or whole group basis.

LINKING LEARNING STANDARDS AND LEARNING OBJECTIVES

As stated previously, learning standards are concise, specific, written descriptors of what pupils are expected to know and be able to do at a specific stage of their education. The standards detail long-term educational goals which indicate what pupils should have learned and be able to do by the end of a grade level. It must be noted that learning standards do not describe or prescribe a particular teaching practice, curriculum or assessment method.

On the other hand, learning objectives are brief statements that describe what pupils will be expected to learn by the end of a unit, lesson, project or course. These forms of objectives represent short-term academic goals that are established by teachers for pupils who are working towards meeting a long-term goal or learning standard. The learning objectives also articulate the academic expectations of pupils so that they know what is expected of them.

It must be noted, that the terms standards, learning expectations, learning outcomes and achievement expectations are sometimes used interchangeably. There are two forms of standards that are used in curriculum and assessment literature – content standards and performance standards.

- Content standards are broad statements that describe specific content areas that pupils should learn at each grade level.
- Performance standards incorporate content standards and define the level of work that demonstrates achievement of the content standards.

In the OECS Primary Grades' Learning Standards for Social Studies Grades K – 6, the content standards are represented by grade level and the performance standards are described in the respective tables under the sub-strands.

The learning standards form the foundation of what is taught in the classroom. Therefore, in creating learning objectives from the standards, the teacher determines **what** they want pupils to learn and **how** the pupils will demonstrate that learning. This allows teachers the flexibility of determining how the standard should be reached and what additional information should be taught. See examples below.

Example 1. Mathematics

Learning Standard Addressed: MT.6.UM.LM.2

Working in small groups, use knowledge of relationship between units of length to convert from a larger unit to a smaller unit (e.g. metres to centimetres) using measures that are equivalent to whole or fractional parts (halves, quarters, and tenths) of the larger unit.

Suggested Learning Objective:

WHAT? Pupils working in groups of three, will compute lengths and areas of the classroom to create a plan or blueprint drawing of the classroom indicating the scale used.

HOW? Groups will then make a presentation to the class on why their plan or blueprint is accurate.

Example 2. Language Arts

Learning Standard Addressed: LA.4.R.UT.3

Ask and answer questions, who, what, when, where, when, why, and how to demonstrate understanding of key details in text.

Suggested Learning Objective:

WHAT? Working in pairs, pupils will read the story entitled “Paco Takes a Bath”. Pupils will then complete the fishbone organiser to help them identify the key details of the story.

HOW? Each pair will then discuss their completed organizer with the whole class. Each organizer will be assessed using pre-determined criteria.

SECTION B

THE OECS PRIMARY GRADES' LEARNING STANDARDS

**For
SOCIAL STUDIES**

**by
Grade Level**

SOCIAL STUDIES

INTRODUCTION

Rationale

The design used to frame the OECS Primary Grade Social Studies Learning standards comprises the spiral approach supported by an expanding horizons paradigm. The assumption is that every higher level builds on all the previous levels and expands the lower grade levels. In this way, the process emphasises continuity and sequence. In implementing the curriculum to allow pupils to attain the standards the teacher may choose to make horizontal linkages. For example, the *correlated* and *broad field* designs may be more appropriate than a single-subject design in some cases. Aspects of the Character Education Curriculum and Health and Family Life programme may be integrated to foster attainment of these standards. The scope of the curriculum that supports these standards may be adjusted to suit the particular class and school setting.

The standards have been built around a set of core strands (themes) that recur at each grade level with slight modification and integration/absorption in a few cases. The approach to the achievement of the strands provides for optimum participation of pupils in grade-appropriate ways. Every effort has been made to organise the standards in a way that stimulates and rewards pupils both psychologically and in a sociological sense through the emphasis on discovery and cooperative learning in class groups.

The communicative skills required at the Grade 1 are mainly listening and speaking (aural and oral), with opportunity provided for visual arts, drama and music. Reading and writing are introduced later as pupils gain more proficiency in these skills. The approach to these standards also suggests that pupils will have gained competence in problem solving and decision-making as they move to higher grades. The standards advocate active participation and research, and also suggest that pupils put forward well-reasoned arguments to defend a position. Further, throughout the standards implementation, the emphasis is on what pupils *can do* when the learning experiences in a strand or sub-strand have been completed.

Each pupil may not reach the standard competently in a given time frame. The teacher has to provide varied activities requiring multi-sensory approaches to provide for the multiple abilities. The teacher should exercise flexibility in the organisation of the activities that will promote attainment of the standards.

Organisation of the Learning Standards

The grades are presented sequentially from 1 to 6. The table below presents a summary of the distribution of strands and sub-strands across the grades. Then the detailed strands, sub-strands, standard identifiers and standards follow.

Table 2. Social Studies Learning Standards Strand/Grade Level Grids

SOCIAL STUDIES LEARNING STANDARD /STRAND GRADE LEVEL GRID 1										
	STRAND	Sub- Strand	Grade Level							
			K	1	2	3	4	5	6	
1	Personal / Individual Identity (PI)		◆	◆	◆	◆	◆	◆	◆	◆
		Individual as Member of a Family	IMF	◆	◆	◆	◆	◆	◆	◆
		Benefits of Group Activities to Pre-Adolescents	GA						×	×
		Special Family Groups	SFG						×	×
		Social Problems	SP					×		
2	Group Identity (GI)		◆	◆	◆	◆	◆	◆	◆	◆
		Group Formation and Membership	GFM					×		
		Family as a Group	FG					×		
3	Community Identity (CI)		◆	◆	◆	◆	◆	◆	◆	◆
		Location	LOC					×	×	×
		Heritage	HER					×	×	×
4	National and Regional Identity (NRI)		◆	◆	◆	◆	◆	◆	◆	◆
		National Identity	NI						×	×
		Caribbean Identity	CI						×	×
5	Civic Responsibility (CR)		◆	◆	◆	◆	◆	◆	◆	◆
		Human Rights	HR							×
		Judicial System	JS							×
6	Morals, Ethics and Values (MEV)		◆	◆	◆	◆	◆	◆	◆	◆
		Punctuality and Regularity	PR							×
		Character Education	CE					×		
		Ethics of Caring	EC							×
		Moral conflict	MC						×	

		Standards of Moral Behaviour	SMB						×	×	
		School and Class Rules	SCR						×		
SOCIAL STUDIES LEARNING STANDARD STRAND/GRADE LEVEL GRID 2											
	STRAND	Sub-Strand	Grade Level								
			K	1	2	3	4	5	6		
7	Communication and Interaction (CAI)			◆	◆	◆	◆	◆	◆	◆	◆
		Basic Processes in Communication	BPC							×	
		Obstacles to Communication	OC								×
		Communication across the Region	CAR								×
		Social Media	SM					×			
		Technology and Education	TE						×		
		Television and Local Culture	TLC					×			
		Early Means vs. Modern Technology	EM					×			
8	Sustainability of the Environment (SE)			◆	◆	◆	◆	◆	◆	◆	◆
		Environmental Degradation	ED								×
		Improving Quality of Life	IQL								×
		Greening the Environment	GTE							×	
		Global Warming and Effects	GWE							×	
		Earthquakes and Volcanoes	EV					×			
		Weather and Consequences	WC					×			

Key: ◆ indicates the Strands that form part of the learning engagement at the different grade level.
 × indicates the Sub-Strands that form part of the learning engagement at the different grade level.

THE LEARNING STANDARDS - GRADE K

CONTENT STANDARDS

At the end of Grade K pupils will display evidence of coverage of the following content standards:

- SS.K.CS.1 Explore ideas of identity, including self and others and recognize their place in the family; differentiate identity by specific social and emotional characteristics.
- SS.K.CS.2 Engage in activities that demonstrate group formation, roles of individual group members, and coordination of activities to form a group product.
- SS.K.CS.3 Identify physical and cultural features of the community and the way in which people use these features.
- SS.K.CS.4 Describe the symbols and actions that define national identity; distinguish their national symbols from those of other countries and to develop emotional attachment to them.
- SS.K.CS.5 Describe essential components of civic responsibility that enable their society to exist in a harmonious way.
- SS.K.CS.6 Recognize and practise basic standards of ethical behaviour.
- SS.K.CS.7 Engage in elementary processes of basic communication and interaction that build their level of proficiency in relating to one another.
- SS.K.CS.8 Describe resources are useful components of the environment/society; understand that resources are the building blocks of production and services.
- SS.K.CS.9 Associate resources with production in the home and community; identify workers by uniform, related machinery/equipment/tools etc.
- SS.K.CS.10 Appreciate the natural environment through coming into contact with and examining the benefits of its health.

PERFORMANCE STANDARDS – GRADE K

At the completion of Grade K, pupils who demonstrate understanding will:

STRAND: PERSONAL/INDIVIDUAL IDENTITY (PI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	PI	1	Identify self" "I"; "Me". (Points to self).
SS	K	PI	2	Recognise self from photograph electronically (video, slide) and paper.
SS	K	PI	3	Differentiate between self and others (friend, classmate, teacher) – actual (realia) and from picture/photograph.
SS	K	PI	4	Draw image of self, differentiating boy/girl (sex);
SS	K	PI	5	Recognise picture of self from earlier period (one year);
SS	K	PI	6	Demonstrate individual skill in class – singing, jumping, clapping, etc.

STRAND: GROUP IDENTITY (GI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	GI	1	Identify various group members from pictures – family; class/class group; playmates, and from realia – touching, listening to voice (blindfolded).
SS	K	GI	2	Identify visible characteristics of groups: school uniform; resemblance in family.
SS	K	GI	3	Draw images to represent group members; draw images to represent unity/group.
SS	K	GI	4	Say appropriate words to show recognition (group, brother, sister, friend, mother, father, grandmother, grandfather, teacher).
SS	K	GI	5	Demonstrate individual's role in group (singing, chanting, dancing, cheering);
SS	K	GI	6	Recognise group names (e.g. in team games with classmates);
SS	K	GI	7	Create and draw symbols to represent team-spirit/unity (within-group effort);
SS	K	GI	8	Respect all classmates, including the differently abled;

STRAND: COMMUNITY IDENTITY (CI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	CI	1	State their home address (Lot number, street, village, town).
SS	K	CI	2	Recognise picture of street/neighbourhood on which home lies.
SS	K	CI	3	Describe home/school including shape, name, colour.
SS	K	CI	4	Represent their community in drawing/play dough model.
SS	K	CI	5	Say the names of neighbours in their home community.
SS	K	CI	6	Identify pictures/photographs/videos of neighbours and neighbourhood.
SS	K	CI	7	Make up poem/song about neighbourhood/community.
SS	K	CI	8	Recognise major landmarks in the local community (pictures, visits);
SS	K	CI	9	Give important detail about at least two landmarks in the community.
SS	K	CI	10	Draw and colour one landmark in community.

STRAND: NATIONAL IDENTITY (NI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	NI	1	Recognise the colours of the national flag; insert correct colours on template of national flag;
SS	K	NI	2	Identify national flag from at least six different national flags;
SS	K	NI	3	Name at least four places where the national flag is flown regularly;
SS	K	NI	4	Recite and sing at least one stanza of national anthem (entire anthem as year progresses);
SS	K	NI	5	Recite the national pledge.
SS	K	NI	6	Adopt correct posture to show respect for national flag, national pledge, national anthem;
SS	K	NI	7	Identify self and others in country as nationals/citizens;
SS	K	NI	8	Colour and name national flower using template;
SS	K	NI	9	Colour national bird/animal using template;

STRAND: CIVIC RESPONSIBILITY (CR)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	CR	1	Demonstrate sharing responsibility for cleaning up after using learning materials.
SS	K	CR	2	Identify ways in which everyone is responsible for keeping the environment clean.
SS	K	CR	3	Show respect for school property and property of classmates.

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	CR	4	Show respect for all children in the class/school.
SS	K	CR	5	Demonstrate understanding of class/group rules.
SS	K	CR	6	Demonstrate fairness in games and on the playground.
SS	K	CR	7	Show respect for all parents/guardians of classmates.
SS	K	CR	8	Show respect for all adult persons in school environment.
SS	K	CR	9	Show respect for all community leaders.

STRAND: MORALITY, ETHICS and VALUES (MEV)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	MEV	1	Role-play proper standards of acceptable/polite behaviour (<i>Please, thank you, excuse me</i>).
SS	K	MEV	2	Describe the need for taking turns (plays simple board games in orderly manner).
SS	K	MEV	3	Demonstrate taking turns in classroom activities and on the playground.
SS	K	MEV	4	Demonstrate fairness in work and play.
SS	K	MEV	5	Recognise the need for telling the truth at all times.

STRAND: COMMUNICATION AND INTERACTION (Cal)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	Cal	1	Practise speaking courteously.
SS	K	Cal	2	Practise listening politely.
SS	K	Cal	3	Practise obeying oral instructions.
SS	K	Cal	4	Practise responding to essential communication signs and signals (<i>come, go, stand, sit, yes, no</i>).
SS	K	Cal	5	Recognise and obeys essential traffic signs and signals.
SS	K	Cal	6	Trace letters and simple words at appropriate level.
SS	K	Cal	7	Say letters and words traced.
SS	K	Cal	8	Practise sharing toys, tools, with other pupils in group/class.
SS	K	Cal	9	Practise sharing ideas with other pupils in group/class.
SS	K	Cal	10	Practise participating in simple group activities.
SS	K	Cal	11	Cheer appropriately the contribution of group members.
SS	K	Cal	12	Show respect for other pupils' ideas.

STRAND: RESOURCES IN THE COMMUNITY (RC)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	RC	1	Name useful things in the local environment – animals, plants/trees, land, soil, water).
SS	K	RC	2	Identify useful things in the local environment (realia, pictures, video, etc.).
SS	K	RC	3	Make collage of pictures (in groups) of local vegetables and fruits.
SS	K	RC	4	Identify and say names of local fruits/ground provisions (plantain, banana, cassava, dasheen, sweet potato, arrowroot, etc.) and state some products that can be made from them.
SS	K	RC	5	Recognise and name useful things on the beach (sand, rock, seaweed, shells, turtle) and state how we use them.
SS	K	RC	6	Name (and draw) useful things that are found in the sea and river/lake (fish, shrimp/lobster, turtle, oyster/squid).

STRAND: PRODUCTION AND SERVICES (PS)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	PS	1	Identify and name products made in local community (products based on local resources – ornaments, preserved fish, syrups and preserved fruits/vegetables, furniture).
SS	K	PS	2	Identify packages and labels of locally/nationally produced goods.
SS	K	PS	3	Name family members who work in local industries, naming the industry, including self-employment.
SS	K	PS	4	Recognise service workers by uniform; matching uniform to service provided.
SS	K	PS	5	Show respect to all workers in community (meets and greets).

STRAND: SUSTAINABILITY OF THE ENVIRONMENT (SE)

Subject	Grade	Strand	Standard #	Performance Standards
SS	K	SE	1	Enjoy the natural environment of the community (going on walks in park/garden/seashore).
SS	K	SE	2	Identify natural life forms in environment (birds, wild and tame animals, outstanding landforms and seashore life, etc.).
SS	K	SE	3	Take care of baby animals and plants (under supervision of teacher, parent); identifies changes in size and behaviour of plant/animal.
SS	K	SE	4	Distinguish between taking care and destroying the environment.
SS	K	SE	5	Demonstrate care and concern for the natural environment.
SS	K	SE	6	Work in the school/home flower/vegetable garden to demonstrate caring for plants.

THE LEARNING STANDARDS - GRADE 1

CONTENT STANDARDS

At the end of Grade 1 pupils will display evidence of coverage of the following content standards:

- SS.1.CS.1 Develop knowledge of self and family characteristics explored in Grade K (gender, height, ethnicity, for example).
- SS.1.CS.2 Use all sensory stimuli to develop concept of group identity. Identify examples of diversity (particularly health-related) among pupils.
- SS.1.CS.3 Explore community identity through three-dimensional media; identify community landmark as a component of identity.
- SS.1.CS.4 Reinforce and practise knowledge and actions that signify national identity. Link symbols with attachment to geographical space (country).
- SS.1.CS.5 Display emotional attachment to nation, and begin to develop personal responsibility for caring for persons and respect for institutions.
- SS.1.CS.6 Develop elementary standards of etiquette, and display characteristics of honesty and tolerance among themselves.
- SS.1.CS.7 Continue development of skills in communication and interaction; share ideas and learning aids.
- SS.1.CS.8 Identify local resources and form connections between resources and products; identify workers (human resource) used in the production of goods and services.
- SS.1.CS.9 Develop appreciation for natural environment as an aesthetic experience. Develop responsibility to care for the environment.

PERFORMANCE STANDARDS – GRADE 1

At the completion of Grade 1, pupils who demonstrate understanding will:

STRAND: PERSONAL/INDIVIDUAL IDENTITY (PI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	PI	1	Talk about self by name, gender, relation to family members.
SS	1	PI	2	Talk about self by personal characteristics – height, weight, ethnicity.

STRAND: GROUP IDENTITY (GI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	GI	1	Talk about groups to which child belongs – family, peer, classroom; marks of identity (uniform, badge).
SS	1	GI	2	Identify group characteristics in a variety of media – visual, auditory, touching.
SS	1	GI	3	Draw family members, peers.
SS	1	GI	4	Respect all pupils, including the differently able.

STRAND: COMMUNITY IDENTITY (CI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	CI	1	Name the community – village, town.
SS	1	CI	2	Recall origin of name of village, town.
SS	1	CI	3	Recognise picture/model of community.
SS	1	CI	4	Locate community on chart map (3-D).
SS	1	CI	5	Name streets in the community.
SS	1	CI	6	Recognise landmarks in the local community (pictures, visits).
SS	1	CI	7	Talk about landmarks in community – size, shape, significance.
SS	1	CI	8	Draw landmarks in community.
SS	1	CI	9	Complete large scale jig-saw map of local community.

STRAND: NATIONAL IDENTITY (NI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	NI	1	Recognise symbols of nationhood.
SS	1	NI	2	Name national symbols.
SS	1	NI	3	Draw and colours national flag.
SS	1	NI	4	Show respect for symbols of nationhood.
SS	1	NI	5	Recite national pledge.
SS	1	NI	6	Sing national anthem.
SS	1	NI	7	Recognise composition of Coat of Arms.
SS	1	NI	8	Name national identity of self and classmates.
SS	1	NI	9	Identify aspects of culture that are unique to their country

STRAND: CIVIC RESPONSIBILITY (CR)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	CR	1	Identify self as citizen of the country.
SS	1	CR	2	Display pride as a citizen of the country.
SS	1	CR	3	Display love for people of the country.
SS	1	CR	4	Display grade-appropriate responsibilities of citizens.
SS	1	CR	5	Show respect for adult, differently-abled and elderly members of community.
SS	1	CR	6	Show respect for rules and practices in the community.
SS	1	CR	7	Show responsibility for proper sanitation in school.
SS	1	CR	8	Demonstrate responsibility for care of school property.
SS	1	CR	9	Show responsibility for proper sanitation at home.
SS	1	CR	10	Show respect for persons who hold important positions in the school (e.g. janitors, principals, cooks, etc.).
SS	1	CR	11	Show respect for persons who hold important positions in the community (e.g. garbage collectors, etc.)
SS	1	CR	12	Name major historical figures in the development of nation.

STRAND: MORALS, ETHICS AND VALUES (MEV)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	MEV	1	Display appropriate standards of etiquette (please, thank you, excuse me).
SS	1	MEV	2	Demonstrate respect for order.
SS	1	MEV	3	Distinguish between correct and incorrect behaviour in school.
SS	1	MEV	4	Distinguish between correct and incorrect behaviour in social settings.
SS	1	MEV	5	Demonstrate tolerance through taking turns.
SS	1	MEV	6	Demonstrate fairness in work and play.
SS	1	MEV	7	Talk about situation where honesty is a value.

STRAND: COMMUNICATION AND INTERACTION (CAI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	CAI	1	Speak courteously.
SS	1	CAI	2	Listen politely without interrupting.
SS	1	CAI	3	Follow oral instructions.
SS	1	CAI	4	Demonstrate appropriate signs/signals for <i>come, go, here, there</i> etc.
SS	1	CAI	5	Trace letters/words legibly at appropriate level.
SS	1	CAI	6	Share toys, tools, with other pupils in group/class.
SS	1	CAI	7	Share ideas with other pupils in group/class.
SS	1	CAI	8	Participate in group activity willingly.

STRAND: RESOURCES, PRODUCTION AND SERVICES (RPS)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	RPS	1	Name things that are resources.
SS	1	RPS	2	Identify real natural resources in the community (land, soil, water, trees animals).
SS	1	RPS	3	Identify natural resources in community from pictures and photographs/videos.
SS	1	RPS	4	Talk about use of natural resources in community.
SS	1	RPS	5	Identify people as a resource.
SS	1	RPS	6	Name people as resources (teacher, farmer, fisher, sales clerk).
SS	1	RPS	1	Recognize products/services produced in community.
SS	1	RPS	2	Talk about goods/services produced in the community.
SS	1	RPS	3	Name family members who work in local industries.
SS	1	RPS	4	Name workers who provide services – postal worker, teacher, health worker, transportation worker, police officer, shopkeeper.
SS	1	RPS	5	Name major goods produced in the nation.
SS	1	RPS	6	Name major areas of the economy (tourism, agriculture, fishing).

STRAND: SUSTAINABILITY OF THE ENVIRONMENT (SE)

Subject	Grade	Strand	Standard #	Performance Standards
SS	1	SE	1	Appreciate the natural environment of the community.
SS	1	SE	2	Identify aesthetic features of the natural environment through nature walks, pictures, photographs, videos.
SS	1	SE	3	Talk about caring for the natural environment – sea, beaches, trees/forest, mountains and hillside.
SS	1	SE	4	Recognize that careless use can cause damage to the environment.
SS	1	SE	5	Talk about ways in which people can improve the quality of the environment.
SS	1	SE	6	Talk about personal responsibility in improving the quality of the environment.

THE LEARNING STANDARDS - GRADE 2

CONTENT STANDARDS

At the end of Grade 2 pupils will display evidence of coverage of the following content standards:

- SS.2.CS.1 Use communication skills learnt in Grades K and 1 to describe personal identity.
- SS.2.CS.2 Use communication and sensory skills to develop ideas about group identity.
- SS.2.CS.3 Explore their community through various media; expand their knowledge of the importance of landmarks.
- SS.2.CS.4 Develop deeper meaning of nationhood through an understanding of the national role of each critical symbol.
- SS.2.CS.5 Describe simply the interconnections between being citizens/nationals and the responsibility and commitment that are involved.
- SS.2.CS.6 Demonstrate correct standards of etiquette and learn to display acceptable levels of discipline, fairness and honesty.
- SS.2.CS.7 Deepen their understanding and skill level in communication episodes; communication extends to sharing and cooperation.
- SS.2.CS.8 Develop value for local resources and their relationship to local products; expand their knowledge of resources and production to the national level.
- SS.2.CS.9 Interact with the natural environment through a variety of media; display personal responsibility for sharing in the care of the natural environment.

PERFORMANCE STANDARDS – GRADE 2

At the completion of Grade 2, pupils who demonstrate understanding will:

STRAND: PERSONAL/INDIVIDUAL IDENTITY (PI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	PI	1	Write about self by name, gender, relation to family members.
SS	2	PI	2	Draw image/representation of self.
SS	2	PI	3	Write simple words about self by personal characteristics – height, weight, ethnicity.

STRAND: GROUP IDENTITY (GI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	GI	1	Write simple words about groups to which child belongs – family, peer, classroom; marks of identity (uniform, badge).
SS	2	GI	2	Describe group characteristics in a variety of media – visual, auditory, touching.
SS	2	GI	3	Draw and name family members, peers.
SS	2	GI	4	Assist all pupils, including the differently abled.

STRAND: COMMUNITY IDENTITY (CI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	CI	1	Write the name of the community – village, town.
SS	2	CI	2	Talk about the origin of name of village, town.
SS	2	CI	3	Identify important places in a picture or model of the community.
SS	2	CI	4	Insert important places on chart/map (3-D) of the community.
SS	2	CI	5	Write names of streets in the community.
SS	2	CI	6	Identify and name landmarks in the local community (pictures, visits).
SS	2	CI	7	Describe landmarks in community – size, shape, significance.
SS	2	CI	8	Draw and name landmarks in the community.
SS	2	CI	9	Sketch an outline /layout of local community.

STRAND: NATIONAL IDENTITY (NI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	NI	1	Recognize and respect symbols of nationhood.
SS	2	NI	2	Match names and image of national symbols.
SS	2	NI	3	Fix jigsaw of national flag and Coat of Arms.
SS	2	NI	4	Describe the components of the Coat of Arms.
SS	2	NI	5	Demonstrate the meaning of the national pledge.
SS	2	NI	6	Explain the meaning of at least one stanza of the national anthem.
SS	2	NI	7	Name an occasion when the national flag is hoisted.

STRAND: CIVIC RESPONSIBILITY (CR)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	CR	1	Identify two ways a person can become a citizen of the country.
SS	2	CR	2	Sing at least two national songs that express pride.
SS	2	CR	3	Display love for citizens who may be of a different ancestry.
SS	2	CR	4	Display respect for pupils of the opposite gender.
SS	2	CR	5	Recognize that every citizen has equal rights in the country.
SS	2	CR	6	Recognize that everyone in the nation should act responsibly.
SS	2	CR	7	Obey the rules of the road, beaches and swimming area (sea).
SS	2	CR	8	Obey warning signs in relation to the preservation of life.
SS	2	CR	9	Show respect for cultural practices in the community.
SS	2	CR	10	Display responsibility for discouraging littering in the community.
SS	2	CR	11	Show respect for all workers in the school and community.
SS	2	CR	12	Recognize the names of persons who hold political and civic office: Governor-General, President, Prime Minister/Chief Minister, Leader of the Opposition.
SS	2	CR	13	Recognize the photographs of at least four of the persons who contributed to the development of nation.

STRAND: MORALS, ETHICS AND VALUES (MEV)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	MEV	1	Describe situations that require display of standards of etiquette (<i>please, thank you, excuse me</i>).
SS	2	MEV	2	Explain the need for order and good discipline in the nation.
SS	2	MEV	3	Model correct behaviour for other pupils in school.
SS	2	MEV	4	Demonstrate respect for others by taking turns.
SS	2	MEV	5	Explain the need for fairness in work and play.
SS	2	MEV	6	Distinguish between honesty and dishonesty in schoolwork.
SS	2	MEV	7	Demonstrate role of peacemaker (in role play).

STRAND: COMMUNICATION AND INTERACTION (CAI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	CAI	1	Speak clearly and purposefully.
SS	2	CAI	2	Take turns in speaking in a conversation.
SS	2	CAI	3	Listen attentively in order to respond to speaker.
SS	2	CAI	4	Follow oral and written instructions.
SS	2	CAI	5	Give oral instructions politely.
SS	2	CAI	6	Demonstrate appropriate signs/signals for <i>come, go, here, there, over, under, around, to the left, to the right.</i>
SS	2	CAI	7	Write letters/words legibly at appropriate level.
SS	2	CAI	8	Read letters and words that he/she has written.
SS	2	CAI	9	Share learning materials with other pupils in group/class.
SS	2	CAI	10	Share stories he/she has read with group/class.
SS	2	CAI	11	Make contribution in reading, writing speaking, listening, drawing, painting, to group effort.
SS	2	CAI	12	Demonstrate cooperative behaviour in group work.

STRAND: RESOURCES, PRODUCTION AND SERVICES (RPS)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	RPS	1	Distinguish between things in the environment that are resources from those that are not.
SS	2	RPS	2	Describe the main natural resources in the community (land, soil, water, trees animals)
SS	2	RPS	3	Match the names of natural resources with pictures, photographs and videos of those resources.
SS	2	RPS	4	Describe at least 2 uses of the major natural resources in the community.
SS	2	RPS	5	Name resource persons and their benefit to the community (teacher, farmer, fisher, hotel worker, taxi operator).
SS	2	RPS	6	Name the use made of the main products/services in community.
SS	2	RPS	7	Recognize the way some goods/services are produced in the community.
SS	2	RPS	8	Tell the type of work family members do.
SS	2	RPS	9	Recognize that parents and family members also work in the home (produce services).

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	RPS	10	Talk about his/her role as a producer in the family.
SS	2	RPS	11	Write the names of the major goods produced in the nation.
SS	2	RPS	12	Name the parts of the country that produce the main goods/services for the nation.

STRAND: SUSTAINABILITY OF THE ENVIRONMENT (SE)

Subject	Grade	Strand	Standard #	Performance Standards
SS	2	SE	1	Describe the natural environment of the community.
SS	2	SE	2	Discuss at least 4 ways in which persons care for the environment – sea, beaches, trees/forest, mountains and hillsides, and provide specific examples
SS	2	SE	3	Illustrate in pictures (visual art) irresponsible use of the environment that causes damage.
SS	2	SE	4	Illustrate in pictures ways in which people can improve the quality of the environment.
SS	2	SE	5	Describe personal responsibility for improving the quality of the environment near his/her home.
SS	2	SE	6	Use simple weather instruments to make elementary observations of weather.

THE LEARNING STANDARDS - GRADE 3

CONTENT STANDARDS

At the end of Grade 3, pupils will display evidence of coverage of the following content standards:

- SS.3.CS.1 Describe formal relationship of self to others in family; pupils also learn concept of heritage and heredity in relation to immediate family.
- SS.3.CS.2 Relate type of group to expected behaviour required (role); learn that different groups find different ways of creating identity.
- SS.3.CS.3 Develop basic skills of location in community; build elementary map reading skills based on their community.
- SS.3.CS.4 Relate symbols of nationhood to a specific geographical space (country/nation); learn that national identity means belonging to a specific place.
- SS.3.CS.5 Learn that civic responsibility involves participating in various roles as citizens; learn respect for persons past and present who have had leadership roles in the nation.
- SS.3.CS.6 Practise proper codes of etiquette and display qualities of honesty, trust, fairness; volunteer for leadership roles in the classroom.
- SS.3.CS.7 Use communication skills to understand the world outside the school; practise various modes of communication used in the environment.
- SS.3.CS.8 Describe linkage between resources and production/services by learning about industries in their community, neighbouring communities and the nation; explore their home as a (possible) site of production.
- SS.3.CS.9 Develop increasing interest in taking care of the environment; use the creative arts to show appreciation for a safe, clean environment

PERFORMANCE STANDARDS – GRADE 3

At the completion of Grade 3, pupils who demonstrate understanding will:

STRAND: PERSONAL/INDIVIDUAL IDENTITY (PI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	PI	1	Describe self by reference to likes, dislikes, choices/preferences in a variety of situations.
SS	3	PI	2	Describe identity by referring to heritage line in family.
SS	3	PI	3	Draw simple family tree of parents and children.
SS	3	PI	4	Explain how surnames/last names are inherited.
SS	3	PI	5	Explain how people change surnames/last names (e.g. marriage).
SS	3	PI	6	Explain why siblings have same/different surnames/last names.

STRAND: GROUP IDENTITY (GI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	GI	1	Write statement describing the following groups: <ul style="list-style-type: none"> ▪ Family ▪ Class/ Grade ▪ Peer/friendship ▪ Religious
SS	3	GI	2	Collect pictures of groups to make a class album.
SS	3	GI	3	Tell of role of each of the groups.
SS	3	GI	4	Describe the bonding in each of the group. For example, love – family; respect – peer; duty – class group; devotion – religious group.
SS	3	GI	5	Identify types of uniform that show group identity.

STRAND: COMMUNITY IDENTITY (CI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	CI	1	Write the name of the local community and neighbouring communities.
SS	3	CI	2	Explain origin of names of local community and neighbouring communities.
SS	3	CI	3	Locate local and neighbouring communities on a large scale pictorial map.
SS	3	CI	4	Insert important places/landmarks in community and neighbouring communities on large scale pictorial map.
SS	3	CI	5	Use the sun and shadows to find direction of places in the school compound.
SS	3	CI	6	Identify cardinal points on a compass N, S, E, W).
SS	3	CI	7	Explain direction (cardinal points) of various places in community from school compound, using a compass.
SS	3	CI	8	Give information about landmarks in community and neighbouring communities– size, shape, significance.
SS	3	CI	9	Sketch an outline/ layout of local community and neighbouring communities.

STRAND: NATIONAL IDENTITY (NI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	NI	1	Display pride in being a national – posture and concentration while singing the national anthem and saying the pledge.
SS	3	NI	2	Write out the words of the national anthem.
SS	3	NI	3	Describe components of the national symbols.
SS	3	NI	4	Explain simply the symbolic meaning of components of the national flag and Coat of Arms.
SS	3	NI	5	Recognize map of country – shape of country, size of country.
SS	3	NI	6	Recognize that persons living in every part of the country have the same national identity.
SS	3	NI	7	Distinguish between a national/citizen of the country and a visitor (tourist).
SS	3	NI	8	Identify a national identification (ID) card.
SS	3	NI	9	Describe the features of a national identification card.
SS	3	NI	10	Tell three ways in which a national/citizen of the country uses the national identification card.
SS	3	NI	11	Identify the date the country became an independent nation (for the independent countries).

STRAND: CIVIC RESPONSIBILITY (CR)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	CR	1	Identify three ways a person can become a national/citizen of the country – birth, parentage, marriage, registration (for persons not born in country).
SS	3	CR	2	Recite and sing at least four national songs that show pride.
SS	3	CR	3	Display love and respect.
SS	3	CR	4	Recognize that all citizens and residents have rights in the country.
SS	3	CR	5	Recognize that all persons who live in the country must obey the laws of the country.
SS	3	CR	6	Recognize that everyone in the nation, particularly adults, should act responsibly at all times.
SS	3	CR	7	Recognize that all adult nationals/citizens have the right to share in choosing a government.
SS	3	CR	8	Show respect for all cultural practices in the nation.
SS	3	CR	9	Identify one main duty of persons who hold political and civic office: Governor-General, President, Prime Minister/Chief Minister, Leader of the Opposition, Ministers of Government.
SS	3	CR	10	Describe the contribution of at least two national leaders to the development of nation.

STRAND: MORALS, ETHICS AND VALUES (MEV)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	MEV	1	Model situations that require display of standards of etiquette (<i>please, thank you, excuse me</i>).
SS	3	MEV	2	Demonstrate the practice of using decent language in speaking.
SS	3	MEV	3	Recognize the requirement of appropriate dress for different occasions.
SS	3	MEV	4	Tell the difference between peace and conflict.
SS	3	MEV	5	Recognize that peace is better than conflict/war.
SS	3	MEV	6	Explain the need for leaders/adults to guide the nation in standards of behaviour.
SS	3	MEV	7	Recognize that children can be leaders in showing good discipline.

STRAND: COMMUNICATION AND INTERACTION (CAI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	CAI	1	Speak and write clearly and purposefully.
SS	3	CAI	2	Allow everyone a chance to speak during a class/group discussion.
SS	3	CAI	3	Read with understanding and purpose.
SS	3	CAI	4	Practise correct pronunciation of words.
SS	3	CAI	5	Transmit a message correctly from one person to another.
SS	3	CAI	6	Role play an “interpreter” between two persons (pupils).
SS	3	CAI	7	Repeat teachers’ oral instructions accurately.
SS	3	CAI	8	Respond accurately to teacher’s instructions.
SS	3	CAI	9	Compose an “instruction” to the teacher.
SS	3	CAI	10	Read traffic signs/light signals accurately.
SS	3	CAI	11	Demonstrate appropriate response to a traffic sign/light signal.
SS	3	CAI	12	Demonstrate the purpose of lighthouse signals for ships.
SS	3	CAI	13	Make decision for distributing learning materials in class.

STRAND: RESOURCES, PRODUCTION AND SERVICES (RPS)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	RPS	1	List the major natural resources in the nation.
SS	3	RPS	2	Name two uses for a natural resource found in the local community,
SS	3	RPS	3	Match natural resources with agricultural, manufacturing and tertiary industries.
SS	3	RPS	4	Compose stories that feature aspects of resources linked to present-day industries (tourism, for example). “I am a grain of sand on the beach”.
SS	3	RPS	5	Name the goods/services produced from the natural resources of the community and nation.
SS	3	RPS	6	Recognize the way some goods/services are produced in the community (visits, observation).
SS	3	RPS	7	Name goods produced in the home for use and for local sale.
SS	3	RPS	8	Describe the work of parents and family members in the home (produce services).

STRAND: SUSTAINABILITY OF THE ENVIRONMENT (SE)

Subject	Grade	Strand	Standard #	Performance Standards
SS	3	SE	1	Describe the components of the natural environment of the country.
SS	3	SE	2	Demonstrate the action of the components of the environment in aesthetic terms.
SS	3	SE	3	Show emotional attachment to the natural environment through the arts (music, dance, poetry).
SS	3	SE	4	Read simplified accounts of work done on caring for the natural environment – sea, beaches, trees/forest, mountains and hillside.
SS	3	SE	5	Illustrate in visual and performing arts irresponsible use of the environment.
SS	3	SE	6	Illustrate in visual and performing arts ways in which people can improve the quality of the environment.
SS	3	SE	7	Gives reason to display personal responsibility for improving the quality of the environment.

THE LEARNING STANDARDS - GRADE 4

CONTENT STANDARDS

At the end of Grade 4, pupils will display evidence of coverage of the following content standards:

- SS.4.CS.1 Deepen understanding of the role of heritage in establishing personal identity; explore acquisition of family characteristics through a variety of means.
- SS.4.CS.2 Expand their knowledge of formation and functioning of a variety of groups; devise forms of identity markers for groups of which they are members.
- SS.4.CS.3 Practise recognizing location within their community; develop elementary research techniques in artistic ways to develop deeper knowledge of heritage of the community.
- SS.4.CS.4 Explore the origin of the various ethnicities that comprise their nation; develop appreciation for the unique culture derived from the inter-culturation of peoples, including indigenous people.
- SS.4.CS.5 Recognize the characteristics of their national government; understand the role and responsibility of citizens in electing the government.
- SS.4.CS.6 Practise obeying class rules is preparation to live orderly lives and respecting every person's rights.
- SS.4.CS.7 Discover that modern communications technology plays a significant role in modern society; appreciate the steady advancement of communications technology.
- SS.4.CS.8 Understand the ways in which physical and natural resources, including human resources, create wealth for the nation; describe simply *export* and *import*.
- SS.4.CS.9 Gain scientific understanding of disasters caused by natural forces; appreciate the need to act responsibly if, and when, these disasters occur.

PERFORMANCE STANDARDS – GRADE 4

At the completion of Grade 4, pupils who demonstrate understanding will:

STRAND: PERSONAL/INDIVIDUAL IDENTITY (PI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	4	PI	1	Describe self by reference to a particular personality: “This is who I am.”
SS	4	PI	2	Trace heritage to three generations.
SS	4	PI	3	Draw simple family tree to show generations.
SS	4	PI	4	Name simple test (DNA) to establish parentage.
SS	4	PI	5	Explain how surnames/last names are acquired through adoption.
SS	4	PI	6	Explain how first and other names indicate identity within a family.

STRAND: GROUP IDENTITY (GI)

Sub-Strand: Group Formation and Membership (GFM)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	GI	GFM	1	Describe simply the formation of each of the following groups: <ul style="list-style-type: none"> • Family • Class • Peer/friendship • Religious • Sports
SS	4	GI	GFM	2	Fill simplified group membership forms.
SS	4	GI	GFM	3	State reason for the required information to join groups.

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	GI	GFM	4	Compose a song for a specific group; relates song to group's purpose.
SS	4	GI	GFM	5	List objects groups use to develop identities.
SS	4	GI	GFM	6	Design a badge for a new named group.
SS	4	GI	GFM	7	Describe a group of which he/she is a member (apart from family and class/school).

Sub-Strand: Family as a Group (FG)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	GI	FG	1	Describe type of family: mother and father and children; mother only and children; father only and children; parents and grandparents with children/grandchildren.
SS	4	GI	FG	2	Draw images of own family and names family type.

STRAND: COMMUNITY IDENTITY (CI)

Sub-Strand: Location (LOC)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	CI	LOC	1	Trace map of local community and locates one important place/landmark and the school.
SS	4	CI	LOC	2	Identify 8 points on a compass (N, NE, E, SE, S, SW, W, NW).
SS	4	CI	LOC	3	Give direction of various places in community from school compound, using the 8-point compass.

Sub-Strand: Heritage (HER)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	CI	HER	1	Describe the importance of community landmark after a visit.
SS	4	CI	HER	2	Explain inscription on important landmark in the community.
SS	4	CI	HER	3	Recall story of origin of local and neighbouring communities.
SS	4	CI	HER	4	Make scrapbook of life of early settlers in the community.
SS	4	CI	HER	5	Describe contribution of ancestors to cultural history of community.

STRAND: NATIONAL AND REGIONAL IDENTITY (NRI)

Subject	Grade	Strand	Standard #	Performance Standards
SS	4	NRI	1	Name the indigenous peoples of the country.
SS	4	NRI	2	Describe the traditional way of life of the indigenous peoples.
SS	4	NRI	3	Name the peoples who came/were brought to the country from other continents
SS	4	NRI	4	Identify on a World Map the countries from which people came or were brought to settle in the country.
SS	4	NRI	5	Trace the journey on a World Map of the peoples who came from other continents.
SS	4	NRI	6	Identify ways in which all peoples have been integrated into one nation.
SS	4	NRI	7	Demonstrate that despite the origin of the ancestors, all persons belonging to the nation share a national identity.
SS	4	NRI	8	Participate in collecting and grouping items (pictures/samples of artifacts) of the history of the nation.
SS	4	NRI	9	Create stories around these artifacts to simulate living in the times of ancestors.
SS	4	NRI	10	Recognize that a society/community uses available technology to deal with the challenges faced in the community.
SS	4	NRI	11	Identify home country/island on a map of the Caribbean/Lesser Antilles.
SS	4	NRI	12	Draw home country/island from template and insert symbols/pictographs for important places.

Subject	Grade	Strand	Standard #	Performance Standards
SS	4	NRI	13	Identify neighbouring countries/islands and their distance and direction from home country on a map of the Lesser Antilles.
SS	4	NRI	14	Insert capital cities (symbols) of neighbouring countries/islands on a map of the Lesser Antilles.

STRAND: CIVIC RESPONSIBILITY (CR)

Subject	Grade	Strand	Standard #	Performance Standards
SS	4	CR	1	Identify the responsibilities of all citizens – love, cherish, develop, defend the nation.
SS	4	CR	2	Describe the type of constitution of the country (if independent) – constitutional monarchy.
SS	4	CR	3	Describe the voting procedure of the country – first-past-the-post (simple majority).
SS	4	CR	4	Describe the functions of the Governor-General (President, Dominica).
SS	4	CR	5	Recognize the Governor-General as Head of State, representing Queen of Great Britain.
SS	4	CR	6	Recognize the Governor as the Queen’s representative (for Associated States).
SS	4	CR	7	Recognize the Prime Minister as Head of Government, elected by the people of the nation (for independent nations).
SS	4	CR	8	Display knowledge of the criteria for voting in general elections in the country.
SS	4	CR	9	Recognizes that participating in general elections is an important responsibility of every adult citizen.
SS	4	CR	10	Write the names of the persons who have been elected to the National Assembly.

STRAND: MORALS, ETHICS AND VALUES (MEV)**Sub-Strand: Standards of Moral Behaviour (SMB)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	MEV	SMB	1	Recognise persons in community who are examples of good models.
SS	4	MEV	SMB	2	Identify qualities that make these persons good role models
SS	4	MEV	SMB	3	Demonstrate good moral behaviour.

Sub-Strand: School and Class Rules (SCR)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	MEV	SCR	1	Identify and describe the main school rules.
SS	4	MEV	SCR	2	Identify and describe the class rules.
SS	4	MEV	SCR	3	Give reasons for the necessity of school rules and class rules.
SS	4	MEV	SCR	4	Give reasons for pupils' adherence/non- or partial adherence to class and school rules.
SS	4	MEV	SCR	5	Describe the penalties in force for non-adherence to rules.
SS	4	MEV	SCR	6	Assess the fairness of application of the rules.
SS	4	MEV	SCR	7	Recognise the relationship between obeying class rules and rules of society.

Sub-Strand: Character Education (CE)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	MEV	CE	1	Describe the purpose of character education as part of pupils' school work.
SS	4	MEV	CE	2	State why people may try to do the right thing most of the time.
SS	4	MEV	CE	3	State why some people may prefer to do things that make them happy, even if the behaviour is wrong.

STRAND: COMMUNICATION AND INTERACTION (CAI)

Sub-Strand: Early Means vs Modern Technology (EM)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	CAI	EM	1	Tell of the early telephones in use in country (picture/photograph).
SS	4	CAI	EM	2	Demonstrate the process of making or receiving a call in the early days.
SS	4	CAI	EM	3	Make a comparison between then and now after visit to modern telephone facility.
SS	4	CAI	EM	4	Explain advantages of modern communication by telephone and other forms of media.
SS	4	CAI	EM	5	Identify pictures of different forms of communication used in the past.

Sub-Strand: Television and Local Culture (TLC)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	CAI	TLC	1	List three ways in which the television influences people's lives.
SS	4	CAI	TLC	2	Describe the influence of the television on children's leisure.
SS	4	CAI	TLC	3	Identify two ways in which televised material has an impact of on the local culture – foods, fashion, products, ideas.
SS	4	CAI	TLC	4	Define social media.

Sub-Strand: Social Media (SM)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	CAI	SM	1	Recognize that modern technology enables communication worldwide.
SS	4	CAI	SM	2	Identify two forms of social media that children use.
SS	4	CAI	SM	3	Demonstrate use of one form of social media.
SS	4	CAI	SM	4	Describe four benefits of using social media.
SS	4	CAI	SM	5	Recognize that technology can produce interaction among persons who are very far from one another.
SS	4	CAI	SM	6	Describe two ways in which social media may not be a benefit to school aged children.
SS	4	CAI	SM	7	Define social media.

STRAND: RESOURCES, PRODUCTION AND SERVICES (RPS)

Sub-Strand: Resources (RES)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	RPS	RES	1	List and locate the major natural resources in the nation.
SS	4	RPS	RES	2	Classify natural resources into those that will be used up eventually and those that can be renewed indefinitely.
SS	4	RPS	RES	3	Describe how top soil is affected by heavy rainfall.
SS	4	RPS	RES	4	Describe how farmers may destroy land that should be preserved through poor farming practices.

Sub-Strand: Goods and Services (GS)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	RPS	GS	1	List the main products of the country that are exported.
SS	4	RPS	GS	2	Name Caribbean countries to which products are exported.
SS	4	RPS	GS	3	Use an atlas to locate countries to which major products are exported.
SS	4	RPS	GS	4	Analyze pictographs to compare volume (or value) of goods exported.
SS	4	RPS	GS	5	Analyze pictographs to estimate the number of visitors (tourists) that visit in a given period/
SS	4	RPS	GS	6	Categorize the types of employment in the tourism industry.

STRAND: SUSTAINABILITY OF THE ENVIRONMENT (SE)

Sub-Strand: Weather and Consequences (WC)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	SE	WC	1	Describe weather conditions using the appropriate terminology: temperature, sunshine, rain, wind (strength and speed), air pressure, cloud cover.
SS	4	SE	WC	2	Describe sea conditions: rough, moderate, calm, waves (height, frequency), tide.
SS	4	SE	WC	3	Recognize the hurricane season and terms used to categorizes the development of weather systems (tropical wave, depression, tropical storm and hurricane).
SS	4	SE	WC	4	Listen to and view weather forecasts on local media.
SS	4	SE	WC	5	Describe the process of preparation for a storm; understands the difference between a <i>watch</i> and a <i>warning</i> .
SS	4	SE	WC	6	Collect and comprehend reports on the cost of damage by hurricanes and storms in the Caribbean, including their nation.

Sub-Strand: Earthquakes and Volcanoes (EV)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	4	SE	EV	1	Trace the undersea connection of the Caribbean islands.
SS	4	SE	EV	2	Comprehend how the undersea connection may be responsible partly for earthquakes and volcanoes in a number of Caribbean islands.
SS	4	SE	EV	3	Describe how an earthquake occurs.
SS	4	SE	EV	4	Describe how a volcano erupts.
SS	4	SE	EV	5	Describe the likely consequences of earthquakes and volcanoes on the lives of people in the Caribbean.
SS	4	SE	EV	6	Display personal responsibility for safeguarding self from the consequences of adverse weather conditions, earthquakes and volcanoes.

THE LEARNING STANDARDS - GRADE 5

CONTENT STANDARDS

At the end of Grade 5, pupils will display evidence of coverage of the following content standards:

- SS.5.CS.1 Understand the importance heritage (study of generational improvement) on present-day families; expand the meaning of families/groups to include special circumstances (abuse, for example).
- SS.5.CS.2 Trace the contribution of past generations to the heritage of the present community; display map reading/map making skills in relation to the community.
- SS.5.CS.3 Identify OECS and CARICOM neighbours in relation to their country; recognize role of national agencies in enhancing OECS/CARICOM identity.
- SS.5.CS.4 Describe the functions of various aspects of regional cooperation and in relation to OECS and CARICOM; understand mechanism in place to encourage regional interaction through visits, etc.
- SS.5.CS.5 Take responsibility for improving the quality of personal and group behaviour in school and community; learn and practise mediation as a solution to conflict.
- SS.5.CS.6 Apply basic concepts in the transmission of a message; describe the ways in which communications technology has contributed to interaction across distance, and has improved access to learning.
- SS.5.CS.7 Explain relationship between distribution of national/regional resources and the nature of products and services; develop argument for the use of renewable energy sources in appropriate situations in the Region.
- SS.5.CS.8 Describe main components of global warming and climate change and the possible effects on the Caribbean environment. Understand the need for country/Region to sign on to international climate change agreements.

PERFORMANCE STANDARDS – GRADE 5

At the completion of Grade 5, pupils who demonstrate understanding will:

STRAND: PERSONAL/INDIVIDUAL AND GROUP IDENTITY (PGI)

Sub-Strand: Individual as a Member of the Family (IMF)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	PGI	IMF	1	Describe self by reference change: “As I grow older I am gaining new experiences, and so I am changing.”
SS	5	PGI	IMF	2	Trace heritage to four generations.
SS	5	PGI	IMF	3	Recognize that an individual exists in a web of relationships.
SS	5	PGI	IMF	4	Recognize that entire families change in membership as time moves on.
SS	5	PGI	IMF	5	Draw simple family tree to show generations, including persons who have died and those who have emigrated.

Sub-Strand: Special “Family” Groups (SFG)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	PGI	SFG	1	Identify the systems that regulate orphanage, foster care and adoption of children in their nation.
SS	5	PGI	SFG	2	Describe situations in which children may have to live in orphanages, with foster parents, or with adopted parents.

Sub-Strand: Social Problems (SP)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	PGI	SP	1	List forms of abuse children may experience in the family (physical, verbal, psychological, sexual).
SS	5	PGI	SP	2	Lists problems children may experience as members of social groups: (discrimination, stereotyping/labelling, being left out of activities).
SS	5	PGI	SP	3	List problems children may experience as members of class groups: (being left out because of gender, height, being slower in school work).

STRAND: COMMUNITY IDENTITY (CI)**Sub-Strand: Location (LOC)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	CI	LOC	1	Trace/draw map of local and neighbouring communities, and locates several important places.
SS	5	CI	LOC	2	Write sentences on the usefulness/relevance of important places/sites in the local and neighbouring communities.
SS	5	CI	LOC	3	Identify direction of various places on a map of the community a central point, using the 8-point compass.

Sub-Strand: Heritage (HER)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	CI	HER	1	Describe events of historical/cultural importance in the community.
SS	5	CI	HER	2	Recall stories of things done by past generations in the community that depict bravery, determination, selflessness.
SS	5	CI	HER	3	Display works of art in a variety of forms done by community members, particularly children.
SS	5	CI	HER	4	Tell a brief story behind any of the artwork on display in SS5 CI 6.

STRAND: NATIONAL AND REGIONAL IDENTITY (NRI)**Sub-Strand: National Identity (NI)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	NRI	NI	1	Identify activities that help to unify the people in the nation.
SS	5	NRI	NI	2	Identify and describes the national passport.
SS	5	NRI	NI	3	Tell of the use of a national passport.
SS	5	NRI	NI	4	Tell of the requirement to have special permission in advance to visit certain countries (visa).
SS	5	NRI	NI	5	Relate the special condition a visitor has to satisfy to enter the country.
SS	5	NRI	NI	6	Describe the work of the Immigration Officer.
SS	5	NRI	NI	7	Role plays the operation of the Immigration Officer at the airport or seaport.

Sub-Strand: Caribbean Identity (CI)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	NRI	CI	1	Trace the route of Columbus' voyages to the Caribbean on a World Map.
SS	5	NRI	CI	2	Identify islands once owned by Spain; by France; by Holland/Netherlands; by Great Britain on a Caribbean Map
SS	5	NRI	CI	3	Identify independent island countries that are independent nations (or Associated States) on a Caribbean Map.
SS	5	NRI	CI	4	List the names of countries that make up CARICOM.
SS	5	NRI	CI	5	List the names of countries that make up the OECS.
SS	5	NRI	CI	6	Find CARICOM and OECS member countries on a Caribbean Map.

STRAND: CIVIC RESPONSIBILITY (CR)

Subject	Grade	Strand	Standard #	Performance Standards
SS	5	CR	1	Display knowledge of the difference between government members and opposition members in the National Assembly.
SS	5	CR	2	Describe the seating arrangements in the National Assembly (and Senate) after a visit.
SS	5	CR	3	Describe the functions of the Speaker of the National Assembly.
SS	5	CR	4	Recognize the right of citizens to have access to their area representative in order to report matters that affect the local community.
SS	5	CR	5	Express willingness to participate in activities that lead to improved cleanliness, beauty, order and togetherness in the community.
SS	5	CR	6	Express willingness to welcome visitors from other OECS and CARICOM countries.
SS	5	CR	7	Express desire to visit/learn about other OECS and CARICOM countries.
SS	5	CR	8	Describe the basic features of OECS and CARICOM countries.
SS	5	CR	9	Name areas of cooperation within OECS and CARICOM – sports, culture, education and health.
SS	5	CR	10	Describe integrated system within the OCES with regard to the currency (Eastern Caribbean Central Bank) and the judicial system (Eastern Caribbean Supreme Court).

STRAND: MORALS, ETHICS AND VALUES (MEV)**Sub-Strand: Standards of Moral Behaviour (SMB)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	MEV	SMB	1	Express willingness to recognize pupils in the school whose conduct is exemplary.
SS	5	MEV	SMB	2	Suggest ways in which pupil behaviour may be improved within school and in the wider community.
SS	5	MEV	SMB	3	Suggest incentives that may be given to pupils who show improvement in and maintenance of high moral standards in and out of school.
SS	5	MEV	SMB	4	Express willingness to take personal and group responsibility for moral behavior.

Sub-Strand: Moral Conflict (MC)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	MEV	MC	1	Identify areas in which there may be conflict among persons with regard to moral conduct.
SS	5	MEV	MC	2	Describe a situation where the moral standard of the school may be different from that in the home.
SS	5	MEV	MC	3	Show elementary skills of mediation in a situation of conflict (role play).
SS	5	MEV	MC	4	Describe a good (win-win) solution to end a conflict (role play).

STRAND: COMMUNICATION AND INTERACTION (CAI)**Sub-Strand: Basic Process in Communication (BPC)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	CAI	BPC	1	Identify the key concepts in the communication process: sender– message in channel-receiver.
SS	5	CAI	BPC	2	Apply basic concepts to face-to-face interaction as well electronic communication.
SS	5	CAI	BPC	3	Explain how messages may be interpreted (misinterpreted) by the receiver.

Sub-Strand: Technology and Education (TE)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	CAI	TE	1	Describe two advantages of the use of the computer and the Internet to pupils in your school.
SS	5	CAI	TE	2	Recognize that technology can produce interaction among persons who are very far from one another.
SS	5	CAI	TE	3	Describe ways in which the class has used the computer and Internet to communicate with classes/schools in other parts of the country or in other countries.
SS	5	CAI	TE	4	Describe ways in which computer programmes/games have assisted in learning important school work.

STRAND: RESOURCES, PRODUCTION AND SERVICES (RPS)

Sub-Strand: Resources (RES)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	RPS	RES	1	Classify natural resources into groups: mineral, agricultural (crop and livestock) soil, water, fishing
SS	5	RPS	RES	2	Name the various energy sources used in the country – fossil fuel, charcoal, electricity generated from falling water, sunlight/solar.
SS	5	RPS	RES	3	Name the sources of energy in CARICOM and OECS countries.
SS	5	RPS	RES	4	State why CARICOM countries plan to reduce the use of fossil fuels – petroleum.
SS	5	RPS	RES	5	Name the Council in CARICOM that integrates trading in goods among member countries (COTED)

Sub-strand: Goods and Services (GS)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	RPS	GS	1	List the goods that his/her country buys from other OECS or CARICOM countries, and locates these countries on a Caribbean Map.
SS	5	RPS	GS	2	List the products that his/her country exports to other Caribbean countries.
SS	5	RPS	GS	3	Name Caribbean countries to which products are exported.
SS	5	RPS	GS	4	Research and write the number of visitors who entered country during the previous calendar year.
SS	5	RPS	GS	5	Compare the volume of Caribbean visitors with number of visitors from countries outside the Caribbean.
SS	5	RPS	GS	6	Attempt an explanation for the difference in volume between Caribbean and non-Caribbean visitors.
SS	5	RPS	GS	7	Name the more popular tourist attractions in the country.
SS	5	RPS	GS	8	List the goods that his/her country buys from other OECS or CARICOM countries, and locates these countries on a Caribbean Map.

STRAND: SUSTAINABILITY OF THE ENVIRONMENT (SE)**Sub-Strand: Global Warming and Effects (GWE)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	SE	GWE	1	Describe global warming in simple terms.
SS	5	SE	GWE	2	Describe the effects of global warming, particularly in relation to small island nations.
SS	5	SE	GWE	3	Use a globe to locate the North and South Poles.
SS	5	SE	GWE	4	Describe the effect of the melting icecaps of the Arctic Ocean and the Antarctica continent.
SS	5	SE	GWE	5	Demonstrate with a glass of water and ice the result of global warming on the ocean water levels.
SS	5	SE	GWE	6	Read simplified version of the Paris Agreement, signed in Washington, DC, USA, on April 22, 2016.
SS	5	SE	GWE	7	Name three Caribbean countries that signed the Paris Agreement and three non-Caribbean countries that signed the Agreement.
SS	5	SE	GWE	8	Research and report on the position taken by the national government with respect to global warming.
SS	5	SE	GWE	9	Describe simply plans of country to combat drought and floods.

Sub-Strand: Greening the Environment (GTE)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	5	SE	GTE	1	Explain the term, "greening the environment".
SS	5	SE	GTE	2	Give THREE ways in which his/her country is "greening the environment".
SS	5	SE	GTE	3	Describe two ways in which the school plays a role in "greening the environment".

THE LEARNING STANDARDS - GRADE 6

CONTENT STANDARDS

At the end of Grade 6 pupils will display evidence of coverage of the following content areas:

- SS.6.CS.1 Describe the role of mature children (youth) in family decision-making; explain the need for the family group to help youth solve problems related to their identity.
- SS.6.CS.2 Display acceptable level of competency in reading map of local and neighbouring communities; explain the impact of heritage on present-day social, economic and cultural activities.
- SS.6.CS.3 Describe forms of official national identity and their purpose; explain how transportation services may assist in developing a Caribbean identity.
- SS.6.CS.4 Recognise the United Nations Organisation has decided on rights and freedoms everyone, including children, should enjoy; describe the functions of the judicial system in their country and in the OECS.
- SS.6.CS.5 Understand that punctuality and regularity are practices that help to define good moral behaviour/discipline; demonstrate that caring is an expression of concern for all persons, especially those in need physically, socially and culturally.
- SS.6.CS.6 Describe physical and cultural obstacles to communication within their nation and propose solutions; explain the need for improved communication and interaction among Caribbean people.
- SS.6.CS.7 Explain the importance of education in building human resource capability in students on the threshold of secondary education; explore the role of technical and vocational education in reducing unemployment among youth.
- SS.6.CS.8 Demonstrate willingness to contribute to a healthy natural environment; relate environmental health to local industry (tourism, for example).

PERFORMANCE STANDARDS – GRADE 6

At the completion of Grade 6, pupils who demonstrate understanding will:

STRAND: PERSONAL/INDIVIDUAL AND GROUP IDENTITY (PI)

Sub-Strand: Individual as a Member of a Family (IMF)

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
SS	6	PI	IMF	1	Show examples of wholesome family membership behaviour that serve as models for younger siblings.
SS	6	PI	IMF	2	Display mature behaviour with regard to his/her place in family: humility, service, kindness, care and responsibility.
SS	6	PI	IMF	3	Report involvement in family decision-making; everyone’s views are considered in family discussion.
SS	6	PI	IMF	4	Describe formally characteristics of familiar family types: nuclear, single parent, extended.

Sub-Strand: Benefits of Group Activities to Mature Children/Pre-Adolescents (GA)

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
SS	6	PI	GA	1	Explain “identity crisis” faced by some pre-adolescents.
SS	6	PI	GA	2	Explain the benefits of team games to young adolescents.
SS	6	PI	GA	3	Describe community efforts to provide support for team games for youth.
SS	6	PI	GA	4	Describe the benefit of a <u>named</u> school club to its members.

STRAND: COMMUNITY IDENTITY (CI)**Sub-Strand: Location (LOC)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	CI	LOC	1	Read map of local and neighbouring community with proficiency.
SS	6	CI	LOC	2	Interpret symbols accurately and describes land use. Compares actual land use with that shown on map of community.
SS	6	CI	LOC	3	Describe local and neighbouring community in terms of features that mark the boundaries.
SS	6	CI	LOC	4	Tell direction from one point to another on a map of the local and neighbourhood community. Uses the 8-point compass.

Sub-Strand: Heritage (HER)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	CI	HER	1	Describe events of historical/cultural importance in the community.
SS	6	CI	HER	2	Recall stories of things done by past generations in the community that depict bravery, determination, selflessness.
SS	6	CI	HER	3	Act/role play significant events in the cultural or social/economic development of community.
SS	6	CI	HER	4	Display works of art in a variety of forms done by community members, particularly children.
SS	6	CI	HER	5	Photograph/record traditional work roles in rural communities.
SS	6	CI	HER	6	Describe how traditional work roles have been modernized.
SS	6	CI	HER	7	Identify cultural and political/economic groups that have brought the Caribbean closer together.
SS	6	CI	HER	8	Describe the benefits of Caribbean cultural, political/economic groups to Caribbean nations.

STRAND: NATIONAL AND REGIONAL IDENTITY (NRI)**Sub-Strand: National Identity (NI)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	NRI	NI	1	Write a paragraph on social/cultural programmes that have helped to unite the nation.
SS	6	NRI	NI	2	Fill in application forms for passport and ID card.
SS	6	NRI	NI	3	Explain the importance of signature and fingerprint in identification.
SS	6	NRI	NI	4	Recognise other forms of identification: NIS/Social Security Card; Driver's Permit/Licence, workplace ID;
SS	6	NRI	NI	5	Tell of situations where ID is required – money transactions; sending or receiving parcels, etc.
SS	6	NRI	NI	6	Recall informal means of identity – speech patterns/accents; social practices, etc.
SS	6	NRI	NI	7	Identify key persons who have made contribution to their society
SS	6	NRI	NI	8	Describe the key roles played by early settlers tin the English-speaking Caribbean

Sub-Strand: Caribbean Identity (CI)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	NRI	CI	1	Role play the operation of the Customs Officer at the airport or seaport.
SS	6	NRI	CI	2	Explain the need for Customs Officers at ports of entry.
SS	6	NRI	CI	3	Research and describes boat/ship service for passengers as well as cargo among OECS or CARICOM countries.
SS	6	NRI	CI	4	On a Caribbean Map, draw in the routes of ship/boat service among OECS/CARICOM countries.
SS	6	NRI	CI	5	Describe airline routes among OECS and CARICOM countries.
SS	6	NRI	CI	6	Write a paragraph on the importance of air and sea links among OECS and CARICOM countries.

STRAND: CIVIC RESPONSIBILITY (CR)**Sub-Strand: Human Rights (HR)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
SS	6	CR	HR	1	Recognise the basic human rights from the UN document: Right to life; Right to education etc.
SS	6	CR	HR	2	Recognise the basic freedoms: assembly; conscience; movement; speech.
SS	6	CR	HR	3	Research the national constitution to find out how the rights and freedoms are stated.
SS	6	CR	HR	4	Identify situations in the country where human rights and freedoms may have been violated.
SS	6	CR	HR	5	Read excerpts on education <i>from Convention on the Rights of the Child</i> .
SS	6	CR	HR	6	Identify sections of the Education Act that refers to parents and schooling.
SS	6	CR	HR	7	Recognise the term, <i>justice</i> .

Sub-Strand: Judicial System (JS)

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
SS	6	CR	JS	1	Tells the difference between justice and revenge.
SS	6	CR	JS	2	Describe the basic structure of the judicial system: Magistrate's Court; Supreme Court (Criminal and Civil); Eastern Caribbean Court of Appeal.
SS	6	CR	JS	3	Identify types of matters each type of court examines.
SS	6	CR	JS	4	Recount a visit to court session and identifies the functions of the officers: judge/magistrate; attorneys/lawyers; prosecutor.

STRAND: MORALS, ETHICS AND VALUES (MEV)

Sub-Strand: Punctuality and Regularity (PR)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	MEV	PR	1	Recognise the value in being punctual for all appointments and meetings (work).
SS	6	MEV	PR	2	Suggest the poor image created when one is late, particularly for job interviews.
SS	6	MEV	PR	3	Identify the school as one of the main agencies in developing the norm of punctuality.
SS	6	MEV	PR	4	Identify regularity at school/work is a sign of dependability.
SS	6	MEV	PR	5	Recognise that irregularity often results in gaps in knowledge in pupils.
SS	6	MEV	PR	6	Suggest ways in which the pupil body may help pupils to attend school regularly and on time.
SS	6	MEV	PR	7	Suggest ways in which pupil behaviour may be improved within school and in the wider community.

Sub-Strand: Ethic of Caring (EC)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	MEV	EC	1	Define what is meant 'To care'.
SS	6	MEV	EC	2	Recognise that caring involves the caregiver and the one that is being provided the care.
SS	6	MEV	EC	3	Recognise that both children and senior citizens require care.
SS	6	MEV	EC	4	Identify situations where parents did not care for their children.
SS	6	MEV	EC	5	Describe the likely consequence of lack of parental care on children's behaviour.
SS	6	MEV	EC	6	Identify situations in family/relatives other than parents performed the caring function for children.

STRAND: COMMUNICATION AND INTERACTION (CAI)**Sub-Strand: Obstacles to Communication (OC)**

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	CAI	OC	1	Describe obstacles to communication between/among persons (either technological or human causes);
SS	6	CAI	OC	2	Describe ways in which communication obstacles may be removed (technological and human). <ul style="list-style-type: none">▪ Lowering of telephone rates, particularly for overseas calls;▪ Improved efficiency of communication equipment;▪ Encouraging a variety of communication between ethnic groups, different social groups.
SS	6	CAI	OC	3	Describe modern forms of communication available to users today.
SS	6	CAI	OC	4	Suggest ways in which telecommunication modes may benefit from new technology.
SS	6	CAI	OC	5	Research information on improvement in modes of transportation – computer-controlled vehicles, automatic braking systems; space exploration, etc.

Sub-Strand: Communication across the Region (CAR)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	CAI	CAR	1	Do research to find out which television signals from neighbouring countries are received in country.
SS	6	CAI	CAR	2	Describe special arrangements made to broadcast Regional events to all CARICOM or OECS countries (conference sessions, sporting events).
SS	6	CAI	CAR	3	Do research to find out regional agencies that promote newscasts on regional matters.
SS	6	CAI	CAR	4	Do research to find out the extent to which some agencies hold video and audio meetings across countries.

STRAND: RESOURCES, PRODUCTION AND SERVICES (RPS)

Sub-Strand: Human Resources (HR)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	RPS	HR	1	Identify the contribution of education to the development of people as resource.
SS	6	RPS	HR	2	Describe access to education at pre-school, primary, secondary and tertiary levels within the country.
SS	6	RPS	HR	3	Research number of pre-schools, primary and secondary schools in country.
SS	6	RPS	HR	4	Recognise the benefit of free access to education at the primary level in order to build foundation for human resource.
SS	6	RPS	HR	5	Suggest action that may be taken against parents who do not send their children to school.
SS	6	RPS	HR	6	Recognise the contribution of technical and vocational education (TVET) to production of goods and services.

Sub-Strand: Goods and Services (GS)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	RPS	GS	1	Identify TVET as a means of reducing high unemployment among youth.
SS	6	RPS	GS	2	Recognise that skills learnt in TVET may be put to use to improve the quality of products offered for sale.
SS	6	RPS	GS	3	Identify areas of business in which youth may wish to be engaged (e.g. hair salons, locally designed and made clothing, cash crops, art and craft for tourism).
SS	6	RPS	GS	4	Describe ways the use of modern technology has improved consumers' appreciation of service: checkout systems, speed in telecommunications; sophistication in entertainment.
SS	6	RPS	GS	5	Identify improvements in the health system through implementation of science and technology (improved diagnosis, new medications; modernized equipment).
SS	6	RPS	GS	6	Identify and describe new safety measures at transportation points, inclusive of emergency drills.

STRAND: SUSTAINABILITY OF THE ENVIRONMENT (SE)

Sub-Strand: Environmental Degradation (ED)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	SE	ED	1	Demonstrate the classification the type of garbage produced.
SS	6	SE	ED	2	Give reasons for the dumping of unused equipment, and machines in streams, gullies (valleys) and on wasteland.
SS	6	SE	ED	3	Identify the connection between careless dumping of garbage and the presence of disease.
SS	6	SE	ED	4	Demonstrate that ill-health is costly both to the individual and to the nation.

Sub-Strand: Improving Quality of Life (IQL)

Subject	Grade	Strand	Sub-strand	Standard #	Performance Standards
SS	6	SE	IQL	1	Demonstrate that our attitude toward the natural environment is related to our cultural environment.
SS	6	SE	IQL	2	Supervise the younger pupils to ensure that the school environment is litter-free.
SS	6	SE	IQL	3	Compose posters and songs to show that a pleasant natural environment influences our desire for outdoor activity.
SS	6	SE	IQL	4	Demonstrate that village and neighbourhood competitions may encourage residents to maintain a high quality environment.
SS	6	SE	IQL	5	Recognise that a healthy environment enhances the quality of tourism offered to visitors.

