MINISTRY OF EDUCATION AND CULTURE

SOCIAL SCIENCE CURRICULUM

FOR LOWER SECONDARY SCHOOLS

FORMS 1, 2 & 3

SAINT LUCIA

MINISTRY OF EDUCATION AND CULTURE

SOCIAL SCIENCE CURRICULUM

FOR LOWER SECONDARY SCHOOLS

FORM 1

SAINT LUCIA

Contents

I. FOUNDATIONS OF THE CURRICULUM

The Curriculum for the Lower Secondary School in St. Lucia is informed by a long tradition of curriculum theories, processes and practices. Curriculum, according to Taba (1962), emerges from a seven-step sequence that involves:

1. Diagnosis of needs;
2. Formulation of objectives;
3. Selection of content;
4. Organization of content;
5. Selection of learning experiences;
6. Organization of learning experiences;
7. Determination of what to evaluate and of the ways and means of doing so.

In identifying the curriculum needs of St. Lucia, extensive use was made of the official Government document entitled *Education Sector Development Plan 2000 – 2005* and *beyond,* in which the Government places premium on the creation of a learning society inhabited by…. "citizens who exercise integrity; sound moral judgments and spiritual strength, national pride and civic responsibilities…." The Social Studies Curriculum provides the avenue through which personal, social, human and emotional attributes of students are nurtured and developed so that they will participate meaningfully as individuals and citizens.

A major focus of the curriculum is Government's commitment to a programme of Universal Secondary Education. As such, the Curriculum is designed to cater for students with diverse learning experiences and a wide range of abilities. The suggested teaching and learning activities are designed to be student-centered and facilitating and much attention is paid to group work and team building activities. The suggested evaluation strategies place emphasis on authentic assessment that is continuous and varied to cater for the widest range of interests and abilities. Teachers are encouraged to monitor students' work through continuous assessment, feedback and reporting.

II. RATIONALE FOR SOCIAL STUDIES IN THE LOWER SECONDARY SCHOOLS

Social Studies is a field of study concerned with the interaction of individuals, groups and institutions in societies. The inclusion of Social Studies in the Curriculum is influenced by the premise that knowledge of self, community, region and the world, will foster appreciation for the environment, and respect for people of different ethnicities, classes and creeds. The curriculum therefore, aims at producing young adults with the values and attitudes that would make them into well-rounded individuals and worthy citizens.

The Social Studies curriculum adopts an integrated approach, incorporating elements of other disciplines, including History, Geography, Sociology and Economics. The teaching, learning and assessment strategies suggested in the curriculum are intended to nurture critical thinking and problem solving capabilities using all available technologies. The learning activities are student friendly and in conformity with the abilities and expectations of students at the Lower Secondary Level.

On completion of the curriculum, students will be sensitized to issues and problems in local, regional and global settings and be able to function effectively as citizens. For those who choose to advance to the upper level of the Secondary School System, the curriculum provides the opportunity for a seamless transaction to CXC Social Studies and other related subjects.

III. AIMS

The curriculum aims to:

    a. provide students with lifelong learning skills in problem solving, critical thinking, data collection and collation;

    b. inculcate in students attitudes and values to make them participatory citizens;

    c. foster in students an appreciation of themselves and their local, regional and international communities;

    d. make students aware of the effects of changing economic, technological and social forces on t heir country, region and the wider world.

IV. GENERAL OBJECTIVES

On completion of the syllabus the students should:

a. develop the ability to apply the skills, knowledge, attitudes and values to function effectively as members of a society;

b. develop and use information-gathering, organizational and presentation skills;

c. develop respect for the beliefs and values of others;

d. develop self-esteem and a sense of national and regional pride;

e. appreciate the valuable contributions of past generations to the development of modern society;

f. participate in community based activities.

V. ORGANIATIONAL PRINCIPLES OF THE CURRICULUM

The Social Studies Curriculum employs a modular structure of programmes allowing for flexibility of use by schools the special interests, with students of different levels of ability and at different stages of preparedness in terms of Physical and Human Resources. The program is designed specifically for forms one to three and the content is organized according to year levels. As shown in the table below, each year level is broken down into three terms and each term has been identified with a particular module specification that assists in organizing the content.

	FORM 1	FORM 2	FORM 3
TERM 1	MY PERSONAL WORLD	ST. LUCIA AND THE WIDER CARIBBEAN	THE NATURAL ENVIRONMENT
TERM 2	MY COMMUNITY	GOVERNMENT AND CITIZENSHIP	THE NATIONAL AND REGIONAL ECONOMY
TERM 3	MY ISLAND COMMUNITY	ST. LUCIA AND THE WIDER WORLD	CONTEMPORARY, SOCIAL AND ECONOMIC ISSUES

SOCIAL STUDIES

FORM 1 – TERM 1

MODULE 1: MY PERSONAL WORLD

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
1) Explain terms and concepts related to the individual.	For example, ego, image, identity, esteem, personality, character, psychological, physiological and DNA.
2) Identify typical characteristics of individuals.	Attitudes and attributes that define the individual, such as, pleasant, friendly, honest, hostile, approachable, arrogant, selfish and anti-social.
3) Differentiate between strong and weak characteristics.	Positive and negative characteristics.
4) Explain the concepts of heredity and environment.	Humans as products of biological and cultural influences.
5) Locate school in relation to the home.	Use of sketching and labeling skills and practice in using the cardinal points.
6) Draw a simple diagram of the school and surroundings.	Sketching and drawing skills.
7) Identify the functions of individuals within the school	Roles and responsibilities of Principals, Vice Principals, Dean of Discipline, Head of Department, Teachers, Students, Counselor, Staff, Librarian, Secretary, Bursar.
8) Explain why school rules are important.	Within the context of the need for proper functioning of an organization.
9) List major school rules.	Rules in relations to behaviors, deportment, school

SOCIAL STUDIES

FORM 1 – TERM 1

MODULE 1: MY PERSONAL WORLD

SPECIFIC OBJECTIVES	CONTENT
	work, attendance and association with different groups.
10) List co-curricula groups within the school.	Related to groups organized by the school for sporting and cultural activities.
11) Define "family"	Parent(s) and children (biological or adopted) living together in a single household.
12) Describe the functions of the family.	Physical, physiological and social functions.
13) Identify family types within the class to which they belong.	Nuclear, extended and single parent. Same sex parents etc.
14) List terms related to family membership and explain the concept of the family tree.	For example; mother, father, aunt, uncle, cousin, in-law, grandmother, and grandfather; conceptualized as a chart displaying the generational links of a family.
15) Design a family tree.	A simple tree of no more than four generations.
16) List possible sources of conflict with a family.	The concepts of sibling rivalry and the generation gap.
17) List ways to minimize conflict within the family.	The concept of the family council and the importance of communication.

SOCIAL STUDIES

FORM 1 – TERM 1

MODULE 1: MY PERSONAL WORLD

In order to achieve the objectives of the Social Studies Curriculum, teachers are encouraged to employ the wide range of activities and assessment strategies suggested below.

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Conduct brainstorming sessions to identify words related to self and discuss meaning of terms and words.	Multiple-choice test
• Write character sketches using characteristics such as height, age, complexion, hair colour, personality colour of eyes.	Essay writing skills, portfolio, project
• Construct questionnaires to interview class mates about individual characteristics.	Structure and relevance of questions on questionnaire
• Interview each other in class to identify characteristics unique to individuals.	Appropriateness of questions in interview.
• Conduct a profile a self using the theme "who am I?" Profile should include, for example, My physical self is made up of ……………; I am my intellectual self……..; This helps me to do the following………….; I am my emotional self I express emotions of …..…………… I am my social self. This is so because …….. I am my ethical self, Some ethical values I possess include………….	Essay writing skills. Clarity and conciseness of information.
• Class discussion on the strengths and weaknesses of pop stars, movie stars, or popular sports personalities.	Observation checklist on student's contribution to discussions.

SOCIAL STUDIES

FORM 1 – TERM 1

MODULE 1: MY PERSONAL WORLD

SPECIFIC OBJECTIVES	CONTENT
• Divide class in groups and give each group a story related to an individual. Let groups identify strengths and weakness of the individual mentioned in the story and let students suggest ways in which the individual in the story can build on his or her strengths and reduce on his/her weaknesses.	Observation checklist on student's contribution to discussions.
• Brainstorm words related to heredity and environment and formulate a definition for heredity and environment.	Multiple-choice test, puzzles, word finds
• Study still pictures of families; identify types of families and characteristics of families	Quiz on family types. Portfolio assessment.
• Let students identify the family structure they belong to using still pictures.	Class test.
• View videos / movies showing families performing functions together and discuss various functions of the family.	Observation checklist on student's contribution to discussions after viewing video/ movies.
• Let students complete a project entitled: "My family" and provide guidelines to students on the preparation of the project that should include a family tree and pictures of family members.	Portfolio assessment. Power point presentation. Projects
• Let students' interview members of their family to obtain	Relevance of questions and quality of report on

SOCIAL STUDIES

FORM 1 – TERM 1

MODULE 1: MY PERSONAL WORLD

SPECIFIC OBJECTIVES	CONTENT
information about their family history.	findings, oral presentations on history of their family, project
• Let students write a poem on their contribution towards their family.	Appropriateness, relevance and creativity used in construction of poem. - Checklist
• Draw a map of the community and let students indicate the location of the school on the map.	Appropriateness and clarity of community map. Use of a rating scale
• Conduct a tour of the school plant and draw a simple layout of the school, indicating important areas of the school surrounding such as administration, labs, canteen and students' blocks.	Appropriateness and clarity of school layout plan. Use of checklist.
• Compile a journal or diary entitled – "My first week in my new school".	Portfolio entry
• Draw a flow chart showing authority patterns within the school.	Structured written reports on flow chart developed.
• Conduct a panel discussion among students on the rules of the school.	Observation checklist on student's contribution to discussions.
• Conduct a survey within the school to find out catchment areas of students to the school.	Clarity and conciseness of information.
• Locate catchment areas of the school on a map of the island.	Production of a table, chart or bar graph showing school catchments areas.

SOCIAL STUDIES	
FORM 1 – TERM 1	
MODULE 1: MY PERSONAL WORLD	
SPECIFIC OBJECTIVES	**CONTENT**
• Let students write a poem about the school	Oral presentation and peer evaluation.
• Let students compose a school song as a group activity.	Oral presentation and peer evaluation.
• Interview individuals to find out their roles and functions within the organization of the school.	Appropriateness, relevance and creativity
	Observation checklist on students' contribution.
• Discuss the importance of having a Secondary Education.	
	Checklist / rubrics to assess scrap book.
• Compile a scrap book about the school and include history, name, physical plant, rules.	
	Essay writing skills subsequent to discussion.
• Examine the school rules and its importance to the proper functioning of the school.	
	Quality of report on findings.
• Let students carry out a survey to find the co-curricula groups within the school.	
	Quality of report on presentations.
• Invite resource persons from various co-curricular groups to speak to students on the functions of the groups.	

SOCIAL STUDIES	
FORM 1- TERM 2	
MODULE 2 – MY COMMUNITY	
OBJECTIVES	**CONTENT**

SOCIAL STUDIES
FORM 1- TERM 2
MODULE 2 – MY COMMUNITY

OBJECTIVES	CONTENT
1. Define the concept of a group	Definition of a group
2. Identify groups and organizations in the community	Examples of groups within the community; villages /town council, police service, church, mothers and fathers groups, sports clubs, nature and media organizations. Function of different groups in the community
3. State the functions of groups identified in objective (2) above	
4. Differentiate between the following groups within the community a) Primary b) Formal and Informal c) Voluntary and Involuntary d) Negative and Positive groups List examples of groups identified in (4) above	Differences between Primary, Secondary, Formal, Informal, Voluntary and involuntary groups found in the community. Concept of negative and positive groups.
5. Identified various members within formal groups.	Primary – the family: – mother , father siblings, Secondary – the school: - Principal, care taker, teacher, canteen workers – others

SOCIAL STUDIES
FORM 1- TERM 2
MODULE 2 – MY COMMUNITY

OBJECTIVES	CONTENT
6. Explain the roles of members according to their position / responsibility in the group.	Role of various members of the executive of a group Example: President, Secretary, P.R.O (based on the group being studied / discussed)
7. State the benefits to be derived from membership in groups.	Benefits derived from being a member of a groups
8. Identify the essential qualities of a good leader.	Qualities of a good leader – Examples: - trust worthiness, honesty, flexibility. others
9. Define the concept of group cohesion.	Definition of group cohesion.
10. Identify the factors that promote group cohesion.	Factors that promote group cohesion example: Co-operation, loyalty, trust of leader – others.
11. Identify the factors that lead to conflict among group members.	Factors that lead to conflicts Example: jealousy, dishonesty, poor leadership, poverty, greed, others

SOCIAL STUDIES
FORM 1- TERM 2
MODULE 2 – MY COMMUNITY

OBJECTIVES	CONTENT
12. Suggest ways of resolving conflict within groups.	Ways of resolving conflicts – passing of laws, punishments, rewards, discussions, role clarification - others
13. Outline reasons for creating and maintaining laws in society.	Reasons for creating and maintaining laws in society: - peace, safety, unity, order, protection of property – others
14. Use compass direction and grid references to locate places.	Compass directions and grid reference for places within the
15. Draw maps of the community.	community and the island.
16. Use topographical symbols to represent features of the map. 17. Construct models of the community.	Map drawing skills should include: cardinal points, Compass Rose, borders, legend, and title. Same as in #15 in objectives. Use of paper mache or wood. Interfaced with design and technology to produce models.
18. Identify social and economic problems affecting the community.	Examples of social and economic problems; unemployment, garbage disposal, traffic congestion - Others

SOCIAL STUDIES
FORM 1- TERM 2
MODULE 2 – MY COMMUNITY

OBJECTIVES	CONTENT
19. Explain the major consequences of man made changes to the natural environment of the community.	Major consequences: - Example: Deforestation, shortage of water, air and land pollution - others.
20. State ways that can be used to protect the environment	Conservation and protection of the environment Example:- legislation of laws, education of citizens on the importance of environmental protection – others

SOCIAL STUDIES

FORM 1 – TERM 2

MODULE 2: MY COMMUNITY

In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Use 8 point cardinal location to locate the community on a map of the island in relation to other communities.	Class test.
• Play games which involve the use of direction, for example, draughts.	Observation using checklist on students' participation / scoring rubric.
• Assign groups to design simple questionnaires to gather information about particular aspect on the community.	Relevance of questions, and quality of report on findings.
• Interview community members about changes in the community.	Appropriateness of questions and clarity of report on findings.
• Invite resource persons – elders in the community to speak to students about life in the community past / present.	Structured written reports on presentations.
• Take students on field trips to various historical places in the community.	Structured written reports on visit / field trip
• Design a collage to show historical features of the community.	Exhibition with checklist and rubric Oral presentation
• Draw maps of the community to scale using topographical symbols to represent features on the map.	Portfolio
• Create a brochure as a form of advertisement of the community.	Peer evaluation with checklist and rubric

SOCIAL STUDIES
FORM 1 – TERM 2
MODULE 2: MY COMMUNITY
In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Construct a model of the community using papier mache.	Exhibition and oral presentation.
• Organize field trips to the National archives at Vigie to obtain information on various communities.	Structured written reports on visit.
• Construct a time line, illustrating sequence of development of the community.	Class test.
• Interview members of the community to find out about groups in the community and the services they offer	Structured written reports on interview and visit.
• Invite resource persons from groups in the community to speak to students about the activities and services provided by their group.	
• Using still pictures or multimedia, identify examples of formal and informal groups within the community.	Multimedia or power-point presentation Peer assessment with rubric
• Design a future wheel of illustrating benefits to be derived from being a member of a group.	Portfolio entry and assessment.

SOCIAL STUDIES
FORM 1 – TERM 3
MODULE 3:   MY ISLAND COMMUNITY

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
1. Locate St. Lucia on a Caribbean map	Cardinal Location of the island in relation to the rest of the Caribbean (territories, water bodies).
2. State the location of St. Lucia using lines of latitude and longitude.	Concept and use of lines of latitude and longitude
3. Identify the district boundaries of St. Lucia.	Map drawing exercise.
4. Describe how town and villages got their names.	Brief history of town and village names through research of archives or thorough interviews with individuals in the community.
5. Describe the topography of St. Lucia.	Natural features of the island including names of prominent mountains, valleys, plateaus and ridges.
6. Identify the main land forms in St. Lucia	Description of natural terrain of St. Lucia
7. Identify the main historical sites in St. Lucia.	Specific historical sites within the districts in the island.
8. Outline the contribution of the early settlers in St. Lucia	Tainos (Arawaks), Kalingo (Caribs), French and English and any other early settlers of the island.
9. Describe the climate zone of St. Lucia (identify the climate zone St. Lucia is located in).	Climate features in relation to the Caribbean and the world.

SOCIAL STUDIES
FORM 1 – TERM 3
MODULE 3:   MY ISLAND COMMUNITY

SPECIFIC OBJECTIVES	CONTENT
10. Explain the relation between the location of settlements and topography.	Brief history of why settlers choose different areas on the island to pursue their livelihood.
11. Identify rural and urban settlements in St. Lucia.	Features of the rural and urban (country and the town) What makes them similar and / or different?
12. Explain the reasons for rural-urban migration in St. Lucia	Reasons most people prefer urban settlement instead of rural settlement.

SOCIAL STUDIES

FORM 1 – TERM 3

MODULE 3: MY ISLAND COMMUNITY

In order to achieve the objectives of the Social Studies curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Create an eight point compass rose to locate St. Lucia in relation to neighboring territories and water bodies.	Portfolio entry
• Use map or globe to locate island in relation to other island in the region.	Class test using a map
• Write letters to friends explaining how to get to St. Lucia using cardinal locations and lines of longitude and latitude.	Relevance of information in letter and the inclusion of location terms – rubric
• Write letters to friends telling them about St. Lucia.	Relevance of information in letter – rating scale
• Write paragraphs to give general descriptions of the islands.	Observation checklist on student's contribution
• Sketch maps of the island	Rubric to assess conventions of map work.
• Listen to and discuss local calypsos depicting life in St. Lucia sung by local calypsoians , for example, the local artiste, A.G. Simpson, Love Everlasting, Invader, Herb Black, Double Trouble and other local music artiste.	Peer evaluation of appropriateness, relevance and creativity

SOCIAL STUDIES

FORM 1 – TERM 3

MODULE 3: MY ISLAND COMMUNITY

In order to achieve the objectives of the Social Studies curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Create jungles and ex-tempo calypsos about the island.	Written reports / observation checklist used on tours. Checklist on student's contribution Portfolio assessment
• Critique videos illustrating life in and images of St. Lucia	Checklist on student's contribution
• Make brochures advertising the island.	Peer evaluation of brochures re: appropriateness, relevance and creativity
• Organize field trips and around the island tours.	Report writing and quizzes
• Visit historical sites around the island e.g. Pigeon Island. Trousmasse Estate.	Observation Checklist
	Portfolio / scrap book
• Visit the archives to collect newspaper clippings on local event and personalities.	
	Project
• Group work: research on history of place and place names.	
• Use a time line to illustrate the sequences of settlement in the island.	
	Project
• Compile a project to detail life of early settlers in the island	

MINISTRY OF EDUCATION AND CULTURE

SOCIAL SCIENCE CURRICULUM

FOR LOWER SECONDARY SCHOOLS FORM 2

SAINT LUCIA

SOCIAL- STUDIES
FORM 2 - TERM 1
MODULE 4: ST. LUCIA AND THE WIDER CARIBBEAN

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
1) Identify the Caribbean region on a world map.	Location in relation to physical setting, land masses, water bodies, time zones and wind belts.
2) Locate territories in the Caribbean.	Islands and mainland territories.
3) Identify the island groupings in the Caribbean : physical, political, language, economic, CARICOM, OECS	Lesser Antilles, Greater Antilles, Netherlands Antilles, French Territories, Mainland Territories, The Bahamas Islands, Turks and Caicos.
4) Identify areas of regional co- operation in the Caribbean e. g Social / Cultural , educational	Examples of Social / Co - operation – CARIFESTA Educational - University of the West Indies
5) List the main physical features of the Caribbean.	Identification of major rivers, waterfalls, valleys, swamps, plateaus, mountains, caves, volcanoes and hot springs in the Caribbean. Identification of volcanic, limestone and coral island. Compare and

SOCIAL- STUDIES
FORM 2 - TERM 1
MODULE 4: ST. LUCIA AND THE WIDER CARIBBEAN

SPECIFIC OBJECTIVES	CONTENT
6) Identify the main geological features of the Caribbean.	contrast Caribbean island re: formation.
7) Describe the main characteristics of Caribbean weather.	Weather and climatic conditions. Inter Tropical Convergence Zone (ITCZ)
8) Identify the different weather systems affecting the Caribbean Region.	Inclusion of the hurricane season and concept of el Niño.
9) Identify the natural disasters affecting the Caribbean region.	Examples: Volcanic eruptions, earthquakes, hurricanes
10) Explain how hurricanes are formed.	Use diagrams and other forms of illustrations to explain how hurricanes are formed.
11) Identify instruments used to measure elements of weather.	Uses of barometer, hydrometer, anemometer, and thermometer
12) (i) List the forces which have an impact on the natural environment. (ii) Categorize forces as manmade and natural.	For example, wind, water, fire and mankind For example: Deforestation – manmade Weathering, erosion – natural.

SOCIAL- STUDIES
FORM 2 - TERM 1
MODULE 4: ST. LUCIA AND THE WIDER CARIBBEAN

SPECIFIC OBJECTIVES	CONTENT

13) Explain how the changes in the physical environment can affect the human environment.	Changes may lead to
	
	  - migration,
	
	  - the spread of diseases
	
	  - pollution,
	
	  - famine
	
	  - water shortage
	
	  - flooding
	
	  - loss of homes

14) Identify ways to cope with the natural disasters in the region	For example, afforestation and land reclamation.
15) Develop an appreciation for the work of meteorologists.	

SOCIAL- STUDIES
FORM 2 - TERM 1
MODULE 4: ST. LUCIA AND THE WIDER CARIBBEAN

In order to achieve the objectives of the Social Studies curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITY	ASSESSMENT STRATEGIES
• Make and use compass rose to locate Caribbean.	Map work with rubric.
• Draw and label and identify the Caribbean on world map; insert land masses and water bodies surrounding Caribbean region.	Class quizzes using a globe.
• Use of map of Caribbean to identify various islands groupings.	Map work with rubric.
• Use globe to identify zones, hemisphere, major lines of latitude and longitude.	
• Use map of the Caribbean to identify islands in social / culture and / or educational co- operation.	
• View videos which illustrate physical features found in the Caribbean.	Written report on the viewed video.
• Use diagrams to explain the geological formation of the islands in the Caribbean.	Rubric to assess drawn diagrams.
	Oral presentation on the interpretation of weather maps.
• Use weather map to display the elements of weather in the Caribbean.	
• Prepare chart on weather instruments.	Scrap book and rubric
• Visit the meteorological stations to view the weather instruments and the collection of weather data.	
• Design simple weather instruments.	Observation checklist / written report on visit Project

SOCIAL- STUDIES
FORM 2 - TERM 1
MODULE 4: ST. LUCIA AND THE WIDER CARIBBEAN

SUGGESTED TEACHING/ LEARNING ACTIVITIES	ASSESSMENT STRATEGIE
• Interpret graphs on weather information.	Class quiz / oral presentation
• Compose weather data for different islands.	Analysis
• Use various methods to record weather information for the Caribbean	
• Use a hurricane map to track the progress of a hurricane	Proper use of a hurricane tracking map with rubric
• Use posters, fliers and drawing of pictures pupils write description to show what will happen during hurricanes.	Oral presentation
	Class exhibition of bulletins.
• Create bulletins to be used by people in the community before, during and after a hurricane.	
• Listen to recorded weather bulletin issued over the radio.	Written reports on videos viewed.
• View videos documenting the development and tracking of a hurricane.	
• View video of the aftermath of a hurricane.	
• Prepare charts on the different physical features of the Caribbean.	
• Use papier maché to create various physical features of Caribbean.	Observational checklist
• Organize field trips for pupils to see the various physical features present in island.	

SOCIAL- STUDIES	
FORM 2 - TERM 1	
MODULE 4: ST. LUCIA AND THE WIDER CARIBBEAN	
Suggested teaching / learning Activities	**Assessment Strategies**
• Design project / scrap book on the changes in the physical environment due to man-made and natural causes. • Photographs changes which have taken place in the environment. • Interview senior citizens on the changes that have taken place in their environment. • Case study of particular settlement to show how the physical features have affected the settlement pattern.	Project work use of a rubric for assessment

SOCIAL- STUDIES
FORM 2 - TERM 2
MODULE 5: GOVERNMENT AND CITIZENSHIP

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
1) Identify the main stages in St. Lucia's constitutional development.	Main Focus from Crown colony to Independence.
2) State the three arms of government.	Arms - Legislative, Executive and Judiciary.
3) Identify the main functions of each arm of government.	Recognition by photograph of minister and related portfolio.
4) Explain the process of selecting the government.	As representative of the queen.
5) Describe the composition of cabinet and parliament	Explanation of the democratic system and the first past the post election system.
6) Identify the functions of the ministries of government.	
7) State the role of the Governor General / President.	All political parties including those that failed to acquire a seat in the last election.
8) Name the established political parties and their emblems.	Inclusion of numbers and function of government and opposition.
9) Describe the function of local government.	Explanation of its role in relation to central government.
10) List ways in which government communicates with the public.	A list of each Ministry and its role.
11) Identify some basic human rights of St. Lucians.	For example, National Television Network (NTN); St. Lucia Gazette and Government Information Service.
12) Define what is meant by"Good Citizenship."	
13) List examples of good citizenship.	The rights of St. Lucians according to the Constitution,
	For example, patriotism and respect for the laws of the country.
14) Identify ways in which persons can become citizens of St. Lucia.	Birth, marriage and naturalization.

SOCIAL- STUDIES
FORM 2 - TERM 2
MODULE 5: GOVERNMENT AND CITIZENSHIP

SPECIFIC OBJECTIVES	CONTENT
15) List the national symbols of St. Lucia.	Example of national symbols: Flag, Coat of Arms, Flora and Fauna, Governor General, Nobel Laureates, National plant, National tree.
16) Name persons and groups who have made or are making special contributions to the development of St. Lucia.	Persons considered as national heroes in sports, education, and other areas. E.g. Sports – Darren Sammy, Culture - Dunstan St. Omer

SOCIAL- STUDIES

FORM 2 - TERM 2

MODULE 5: GOVERNMENT AND CITIZENSHIP

In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Develop a chart depicting the arms of government and their related functions.	Class test
• Stimulate the election process.	Role play. Observation of student's Contribution.
• Organize a field trip to observe Parliament in session.	Written reports on field trip.
• Invite guess lectures to class to speak on the function of parliament.	Written reports on discussions.
• Organize a mock parliament in the class, where students identify themselves as being: a) Members of government or b) Opposition c) The constituency each represent d) What each intend to do for his or her constituency	Role play. Observation of student's contribution.
• Draw a time line to illustrate important concerns of the	Assessment of portfolio entries.

SOCIAL- STUDIES
FORM 2 - TERM 2
MODULE 5: GOVERNMENT AND CITIZENSHIP
In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
constituency.	
• Use a Venn diagram to depict the composition of parliament and cabinet.	Class test
• Group research on the portfolio of various ministries.	Assessment of portfolio entries.
• Use local calypso music related to government to initiate discussion on the function of government, for example, Morgee, invader, Herb Black, Wally. Pep among others	Class debate with rubric which include criteria.
• View various excerpts from Government Information Service (G.I.S.) to discuss the functions of government, for example, "The Law and You," a National Television Network. (NTN) program produced by Attorney General Chambers.	Written reports on discussions.
• View videos of "Fish and Boots" advertisements on local government and its functions. Let students compose their own advertisements.	Peer evaluation of advertisements written by students.

SOCIAL- STUDIES
FORM 2 - TERM 2
MODULE 5: GOVERNMENT AND CITIZENSHIP

In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Research the functions of local government.	Written reports and or oral presentations on findings of research.
• Invite resource persons from village/ town/ city councils to speak to students on the work of local government.	Written reports on discussions with resource persons
• Listen to weekly press conference about government and its functions.	Class test
• Discuss sections of the constitution related to basic human rights of St. Lucians especially the rights of the child.	Class test (multiple-choice), oral presentation on constitution.
• Use dilemmas to illustrate situations of good citizenship practices.	Rubric to evaluate dramatizations
• Create stories showing consequences of poor citizenship practices.	

SOCIAL- STUDIES
FORM 2 - TERM 2
MODULE 5: GOVERNMENT AND CITIZENSHIP
In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Invite resource persons from department of immigration to speak to students about ways to become citizens of a country.	Written reports on information gathered from resource person.
• Design a booklet of national symbols.	Project
• Visit the government website for research on national symbols.	

SOCIAL- STUDIES
FORM 2 - TERM 2
MODULE 5: GOVERNMENT AND CITIZENSHIP

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Use pictures of endangered species to communicate to the public information about respect for national symbols, for example, Jacquot say: …………	Scrap book entries.
• Group work: Class presentations why one should respect the national symbols.	Class debate. Observation of student's contribution.
• Use newspapers clippings and extracts to find information about national events.	Assessment of portfolio entries.
• Create picture calendar of special celebrations of St. Lucia, for example, heritage month, Jazz month, Nobel Laureate week.	Group activity. Observation checklist on student's contribution.
• Create "Wall of Fame" which include pictures and profiles of persons and groups who have contributed to the development of the island.	Group activity. Observation checklist on student's contribution. Assessment of essay writing skills
• Use imaginative writing in a mini-project entitles; "What can I do to become a national hero."	Written reports on findings.
• Visit the folk research center, archaeological sites and archaeological society.	Accuracy and relevance of written reports
• Interview the elderly for accounts on past practices.	Group activity. Observation checklist on student's contribution.
• Design a collage to depict aspects of St. Lucia culture using headlines such as, food, clothing, relaxation, heath and festivals.	

SOCIAL- STUDIES
FORM 2 - TERM 3
MODULE 6: ST. LUCIA AND THE WIDER WORLD

SPECIFIC OBJECTIVES	CONTENT
Students should be able to: 1. Trace the migratory patterns of the indigenous people	Trace pattern from St. Lucia back to original homelands.
2. Locate the territories where the indigenous people settle.	Locate specific settlements in St. Lucia and other territories in the wider Caribbean.
3. Describe the lifestyle of the indigenous people.	Classify life styles using the headings: Social, religious, economic and political.
4. Describe the interactions between the indigenous groups of the Caribbean	Classify interactions in terms of Trade and warfare.
5. Explain why early Europeans came to the Caribbean.	Brief account of exploration in the 15th and 16th centuries.
6. Identify the Caribbean territories occupied by various European nations.	Map work identifying Spanish, French, Dutch and English speaking colonies.

SOCIAL- STUDIES
FORM 2 - TERM 3
MODULE 6: ST. LUCIA AND THE WIDER WORLD

SPECIFIC OBJECTIVES	CONTENT
7. Explain the process of colonization of Caribbean countries by European nations.	Emphasis on the socialization of the enslaved through education, religion and a rigid class structure based on race.
8. Identify the reasons for rivalry among European nations.	Brief explanation of the concept of colonialism or imperialism and the nations involved.
9. Identify infamous pirates, buccaneers and privateers.	Samples of the names of Dutch, French and English pirates, buccaneers and privateers.
10. Explain the roles of privateers, pirates and buccaneers in the Caribbean.	Privateering within the context of challenges to the "illegal" Spanish monopoly of trade and territory.
11. Describe the effects of European settlement in the Caribbean.	Brief account of systems of exploitation from repartimiento to encomienda to plantation slavery, mono-cropping /export crop introduction of cattle (both positive and negative account of exploitations)

SOCIAL- STUDIES	
FORM 2 - TERM 3	
MODULE 6: ST. LUCIA AND THE WIDER WORLD	
SPECIFIC OBJECTIVES	**CONTENT**
12. List the crops which the European settlers traded.	List crops introduced by Europeans to the Caribbean especially those used for trade with the metropolitan countries.
13. Explain the reasons Africans were brought to the Caribbean	Brief accounts of the events which led to the slave trade.
14. Describe the slave trade.	Explanation of the slave trade with emphasis on the great triangle.
15. Describe the experiences of the (slaves)/Africans under slavery.	Brief account of life on the slave plantation.
16. Identify the contributions of Africans to Caribbean Culture.	Classify contributions of African to Caribbean culture using heading: social, economic, cultural, religious- others

SOCIAL- STUDIES
FORM 2 - TERM 3
MODULE 6: ST. LUCIA AND THE WIDER WORLD

SUGGESTED TEACHING /LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Use map of the Caribbean to trace the movement of migratory patterns of indigenous people.	Use of rubric to assess students' knowledge of migration patterns.
• Identify these territories using various colors on the map – ensure the use of map convention skills such as; legend, title – others	Map work
Use of checklist for student's map skills.
• Let students conduct research to determine the lifestyle of indigenous people	
• Use Venn diagrams to compare life style of indigenous people with present our life styles.	Written reports on research conducted.
• Let students use headings to classify and compare interaction which happened between indigenous people	Accurate information included in Venn diagram.
• Pupils to role play interaction between indigenous people.	
• Visit the Desmond Skeete Animation Centre in Castries.	Peer evaluation of information presented in table. Construction of a rubric by class to use as an assessment tool.
• Group research on the early Europeans to the Caribbean	
• Students to complete a scrap book on these early European settlers.	

SOCIAL- STUDIES	
FORM 2 - TERM 3 **MODULE 6: ST. LUCIA AND THE WIDER WORLD**	
SUGGESTED TEACHING /LEARNING ACTIVITIES	**ASSESSMENT STRATEGIES**
• Group and oral presentation on early European settlers.	Written reports on visit.
• Organize an early European settler's day at your school where food and other European items are on sale.	Quality of research presented. Development of a rubric to assessment quality of work.
• Put up a class display / exhibition of items / others related to the early Europeans.	
• Conduct internet research on site which inform about rivalry among European nations.	Written reports on presentation.
• Compare European rivalry today with rivalry that of before.	Check list to evaluate quality of
• Identify rivalries which still exist today among European nations.	presentation
• Complete reading log on pirate, buccaneers and privateers which impacted on the Caribbean.	Peer evaluation of students' display using check list
• Divide class in group complete a project on the effects of European settlement – each group focuses on a specific effect.	

SOCIAL- STUDIES
FORM 2 - TERM 3
MODULE 6: ST. LUCIA AND THE WIDER WORLD

SUGGESTED TEACHING /LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Compile a booklet of pictures of crops brought in to the Caribbean by the Europeans. • Role play reasons Africans were brought to the Caribbean. • Listen to music depicting aspects of slavery. • Compile poems reflecting the experiences of the slaves on the plantation. • Write songs, afro lyrics, ex- tempo which reflects the feeling of the slaves on the plantation. • Write letter pretending that you were a government official during slavery explaining why you think that slavery should be ended. • Choreography a dance to illustrate the frustrations experience by slaves. ………..	Quality of journal entry in students' journal. Scrap book of pictures Projects

SOCIAL- STUDIES	
FORM 2 - TERM 3	
MODULE 6: ST. LUCIA AND THE WIDER WORLD	
SUGGESTED TEACHING /LEARNING ACTIVITIES	**ASSESSMENT STRATEGIES**
	Quality of songs developed using criteria agreed upon by students.

MINISTRY OF EDUCATION AND CULTURE

SOCIAL SCIENCE CURRICULUM

FOR LOWER SECONDARY SCHOOLS FORM 3

SAINT LUCIA

SOCIAL STUDIES

FORM 3 – TERM 1
MODULE 7: THE NATURAL ENVIRONMENT

SPECIFIC OBJECTIVES	CONTENT
Students should be able to: 1) Describe the physical features of the earth.	Land / water composition; major land masses main water bodies, time zones, wind belts and hemispheres, international date line, meridians.
2) Describe the earth's movement	What is the role of the sun in the solar system?
3) Explain the results of such earth movements.	Impact of the movement of the earth. Seasons, night and day, eclipse of sun and moon, tides, year, leap year.
4) Explain the formation of various physical landforms of the earth. 5) Show an appreciation for physical features by visiting local landform features.	Inclusion of landforms developed through volcanic and tsunami eruptions, coral and limestone.

SOCIAL STUDIES

FORM 3 – TERM 1

MODULE 7: THE NATURAL ENVIRONMENT

SPECIFIC OBJECTIVES	CONTENT
6) Describe the main components of soil.	Organic composition of soil. E.g. dead plants and animal, shell.
7) List the characteristic of each type of soil	Soil types and their characteristics.
8) Identify the different layers of the earth.	Ionosphere, stratosphere and troposphere.
9) Give the characteristic feature of each layer	Basic differences and essential elements of each layer.
10) Identify the planets of the solar systems.	The planets of solar system.
11) Explain the difference between weather and climate.	Explanation of difference between weather and climate.
12) Identify factors affecting weather and climate.	Location in relation to the equator and its effect on type of climate. Other issues which may affect weather and climate

SOCIAL STUDIES

FORM 3 – TERM 1

MODULE 7: THE NATURAL ENVIRONMENT

SPECIFIC OBJECTIVES	CONTENT
13) List the various climatic types.	For example, tropical, temperate, frigid, Climatic zones. Review of map.
14) Locate areas where each specified climatic type can be found. 15) Explain the characteristics of each type of climate.	Experiences of persons in different climatic zones with regard to climate and weather.
16) Describe the weather systems affecting the Caribbean. 17) Describe the effect of the weather systems on human and physical environment. 18) Outline the effects of natural disasters on the human resources and physical environment. 19) Discuss ways of mitigating the negative effects of natural disasters.	Weather conditions in the Caribbean at different times of the year. Dry and wet season in the Caribbean. Effects of weather on one's lifestyles. How drought, flooding and other weather systems affect human life. Effect of different natural disasters on peoples' lives. Ways of reducing the negative impacts of hurricanes, earthquakes, floods, tsunamis,

SOCIAL STUDIES

FORM 3 – TERM 1

MODULE 7: THE NATURAL ENVIRONMENT

SPECIFIC OBJECTIVES	CONTENT
	coastal erosion and landslides in people's lives.
20) Locate local regional and international countries using latitude and longitude.	On a worldwide basis. E.g. locating St. Lucia and its neighboring CARICOM countries, in relation to its international trading partners.
21) Differentiate between longitude and latitude.	In relational to a time given for another country specifically to St. Lucia's international trading partners.
22) Calculate the time of different places.	On a worldwide basis.
23) Locate places using a four figure grid reference.	Using grid reference to locate places on maps.
24) Define four figure references.	
25) Use scales to measure distance.	Map work using distance scale on maps.

SOCIAL STUDIES	
FORM 3 – TERM 1 MODULE 7: THE NATURAL ENVIRONMENT	
SPECIFIC OBJECTIVES	CONTENT
26) Give direction in terms of compass bearing the sixteen points of the compass.	Map work using the points of a compass.
27) Read and interpret conventional symbols on maps.	Symbols on a regular map.

FORM 3 – TERM 1

MODULE 7: THE NATURAL ENVIRONMENT

In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Take students out of the school into the community to view physical features in the school environment • Students can identify from pictures of other countries physical features which can be found there and are different to those found in St. Lucia. • Use a globe to demonstrate earth's movement. • Use papier maché to design models of the earth and other objects of the solar system to demonstrate movement of the earth. • Use diagrams/ videos and pictures to explain the formation of physical features. • Organize field trips for students to collect soil samples in the environment. • Organize with the science teacher to conduct experiments to help identify the characteristics of various soil types.	Oral presentation on physical features seen in the environment. Student's identification of differences in physical features. Students write up on explanation as it relates to the earth's movement. Portfolio entries. In groups students' demonstration of the earth's movement. Class display of soil samples. Student / group write up about soil. Written reports on findings.

FORM 3 – TERM 1

MODULE 7: THE NATURAL ENVIRONMENT

In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
- Use diagrams and charts to explain layers of the earth. - View videos, diagrams to identify the members of our solar system. - Let students to internet group research on members of our solar system. - Use weather maps to explain in the concept of weather - Visit the weather station. - Organize for resource person to speak to students. - Let students design simple weather instruments. - Let students read and collect data on weather. - Use a variety of pictures so that students can categorize items related to various climatic zones. - Provide opportunities for students to view videos of events happening in different climatic zones. - Use maps to locate places in different climatic zones. - View videos showing effects of weather and climate on environment.	Written explanation on layers of the earth. Oral quiz Appropriateness of information researched from internet on the topic Accurate interpretation of weather maps. Questionnaire prepared by students for field trip. Accurate categorizing of pictures. Accurate map work Accurate reading and interpretation of weather maps.

FORM 3 – TERM 1
MODULE 7: THE NATURAL ENVIRONMENT
In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Use ribbons and rulers to find distance using scale • Use maps of the Caribbean and world to find distance of places.	Accurate use of the distance scales on maps Appropriateness of map work using teacher and students designed checklist.

SOCIAL STUDIES

FORM 3 – TERM 2 MODULE 8 THE NATIONAL AND REGINAL ECONOMY

SPECIFIC OBJECTIVES	CONTENT
Students should be able to: 1) Identify the main physical resources of St. Lucia and the Caribbean.	Major resources of St. Lucia and the Caribbean.
2) Group resources in the St. Lucia and the Caribbean according to industries.	Classification of resources as Primary, secondary and tertiary industry. Businesses engaged in primary, secondary and tertiary activities in St. Lucia.
3) Distinguish between physical and human resources.	Definitions of physical and human resource and Examples of each type of resource. Compilation of a list of the physical resources of the Caribbean.
4) Distinguish between types of economic activity in St. Lucia and the Caribbean.	The relationship between physical resources, human resources and economic development.
5) Identify different types of economic activities St. Lucia.	Compilation of a list of jobs available in the country and the related qualifications.
6) Explain the relationship between resources and development.	Establish relationship between resource and development.

SOCIAL STUDIES

FORM 3 – TERM 2

MODULE 8 THE NATIONAL AND REGINAL ECONOMY

SPECIFIC OBJECTIVES	CONTENT
7) Identify career opportunities in St. Lucia and the Caribbean from resources available.	
8) Define trade.	
9) Examine the difference between local, regional and international trade.	Definition of each type of trade.
10) Identify the different means of transportation for trade in St. Lucia.	Compilation of a list of current means of transportation internally and externally.
11) Explain the effects of transportation problems on trade in St. Lucia.	Explanation of effects of Air, sea and land transport on trade.
12) Suggest solutions to transportation problems in St. Lucia.	Internal transportation problems only.
13) Identify major organization involved in local, regional and international Trade.	Identify organizations involved in trade and their function, Example: World Trade Organization (WTO), CARICOM, OPEC and World Bank.

SOCIAL STUDIES

FORM 3 – TERM 2

MODULE 8 THE NATIONAL AND REGINAL ECONOMY

SPECIFIC OBJECTIVES	CONTENT
14) Explain concepts related to world trade.	For example, bilateral trade agreement, trade barriers, tariffs, custom union, globalization, trade liberalization.
15) Discuss the consequences of trade liberalization.	Possible effects of trade liberation on government, firms and consumers.
16) Identify major multinational corporations.	Concept and identification of multinational companies
17) Explain the merits and demerits of multinational investment.	Brief definition of multi national investment Benefits and Negative aspects of multinationals.
18) State the advantages and disadvantages of modern ways of conducting trade.	Concept of e-commerce and money transfer operations, credit cards, debit cards, bank drafts, over drafts, tele banking, internet shopping, internet banking.
19) Define communication.	
20) Identify types of communication.	Definition of communication
21) Identify various methods used to communicate.	Classification of examples and methods of
22) State the advantages and disadvantages of modern communication.	communication.
23) Identify ways in which computer technology is currently used.	

SOCIAL STUDIES

FORM 3 – TERM 2

MODULE 8 THE NATIONAL AND REGINAL ECONOMY

SPECIFIC OBJECTIVES	CONTENT
24) Identify ways in which technology is misused.	Uses of modern computer technology Global media, internet, automatic banking machine (ABM), cellular phones Misuse of modern computer technology Hacking, plagiarism, piracy, identity theft, internet fraud, pornography, over spending.
25) Explain the need for internet security.	Emphasis on the abuse of the internet for fraud and pornography. Explanation of safety precautions when using the internet.
26) Explain the concept of intellectual property.	Protection of producers' right through requests for permission to use and acknowledgement of source.

SOCIAL STUDIES

FORM 3 – TERM 2

MODULE 8: THE NATIONAL AND REGIONAL ECONOMY

In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Prepare time line showing change of crops grown in St. Lucia and selected Caribbean territories from earliest times to the present.	Assessment of portfolio.
• Listen to calypsos on the agricultural industry.	Critique of calypsos.
• Project on selected agricultural crop.	Assessment of portfolio entries and class presentation
• Interview peasant farmers on the types of problems they encounter.	Relevance of questions and quality of report
• Locate major agricultural belts on island using island map.	Class tests.
• Preparation of scrap book on the various industries of the island and the Caribbean.	Portfolio entries

SOCIAL STUDIES	
FORM 3 – TERM 2 **MODULE 8: THE NATIONAL AND REGIONAL ECONOMY**	
In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below	
SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Make a chart on the types of resources in the island and selected Caribbean territories.	Assessment of portfolio entries
• Locate the major industries in the Caribbean and St. Lucia on appropriate maps.	Assessment of portfolio entries Written reports on findings.
• Field trips to various industrial zones in St. Lucia.	Assessment of oral report to class based on field trips
• Preparation of a case study of a particular industry.	Assessment of oral report to class
• Case study of a major natural resource in St. Lucia.	
• Use of guest lecturers on the topic development of human resources	Written report of discussion
• Panel discussion on the topics such as "Can a country survive if the human resources are not developed?"	Class debate. Observation checklist of student's contributions

SOCIAL STUDIES

FORM 3 – TERM 2

MODULE 8: THE NATIONAL AND REGIONAL ECONOMY

In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
	Written report of discussion
• Writing a CV responding to selected job vacancies.	Assessment of letter writing skills
• Display of means of transportation over the years.	Assessment of portfolio entries
• Research paper on the different forms of transportation on the island that facilitate trade.	Assessment of oral report to class
• Interview business persons on the transportation difficulty they face in trading activities.	Assessment of quality of questions asked, answers received and presentation of findings.
• Project work on means of communication.	Checklist to be used to assess project.
• Teacher chooses one example of computer technology; students may demonstrate the many uses of a cellular phone.	

SOCIAL STUDIES

FORM 3 – TERM 2
MODULE 8: THE NATIONAL AND REGIONAL ECONOMY

In order to achieve the objectives of the Social Studies Curriculum teachers are encouraged to employ the wide range of activities and assessment strategies suggested below

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
- Class may visit the computer technology laboratory. - Students may show how automated banking machine or credit cards are used. - Use a copy of a burnt / copied CD for viewing, to demonstrate the quality of recording. - Discussion on the winners and losers of piracy is conducted. - Discuss the moral and ethical aspects of piracy. - Invite a recording artiste to discuss the implications of piracy and the unlawful use of copied materials.	Students' oral response to discussion on piracy. Quality of students' interview questions for resource person.

SOCIAL STUDIES
FORM 3 – TERM 3
MODULE 9: CONTEMPORARY SOCIAL AND ECONOMIC ISSUES

SPECIFIC OBJECTIVES	CONTENT
Students should be able to: 1. Define concept of Religion and relevance of religion in society. 2. Identify the main beliefs of various world religions. 3. Differentiate between denominations and religion. 4. Describe major social problems affecting contemporary Caribbean families. 5. List organizations that help in the battle against poverty. 6. Locate world areas where poverty is prevalent	Judaism, Christianity, Hinduism and Islam, Rastafarianism Practices of religions, Similarities and differences in religious practices. Origin of certain religious practices. Practice in the use of the terms religion and denomination Social problems affecting Caribbean families such as: Gender Issues, sexual abuse, teenage pregnancy, peer pressure, poverty, drugs, street children, AIDS / HIV, Juvenile delinquency, divorce, separation, suicide, poverty, domestic violence. Identification of world areas where these social problems are most prevalent. Issues which affect St. Lucia and the Caribbean

SOCIAL STUDIES

FORM 3 – TERM 3

MODULE 9: CONTEMPORARY SOCIAL AND ECONOMIC ISSUES

SPECIFIC OBJECTIVES	CONTENT
7. Identify organizations that assist in peace keeping and natural disasters and poverty alleviation of the world.	Discussion on the role of the United Nations, UNESCO, WHO, the Red Cross and other agencies in helping to eliminate these social problems.
8. Identify example of world threats which have an effect on the Caribbean.	
9. State the consequences of drug trafficking in our developing countries.	Effects of drugs on self, family, community and country. Economic and social problems caused by drug trafficking.
10. State methods used by individuals to traffic drugs.	Use of children, teenagers other methods used in trafficking drugs.
11. Identify methods that are used to curb drug trafficking.	Laws as it pertain to the trafficking of drugs. Cooperation among countries to curb down on the trafficking of drugs. Treaties signed between the USA and UK to aid in curbing drug trafficking. Inclusion of corruption

SOCIAL STUDIES

FORM 3 – TERM 3

MODULE 9: CONTEMPORARY SOCIAL AND ECONOMIC ISSUES

SPECIFIC OBJECTIVES	CONTENT
	and money laundering.
	Policing and the work of voluntary groups in eliminating drug use and trafficking.
12. Explain the concept of terrorism.	Practices which are classified as terrorism acts.
13. Identify activities that would be considered as terrorist acts.	The concept of national security.
14. Suggest the results of terrorists' acts on the physical and human environment.	For example, the consequences of the World Trade Centre bombing, hi-jacking, kidnapping,
15. Identify areas in the world where world threats are more prevalent.	Genocide, racism, discrimination

SOCIAL STUDIES

FORM 3 – TERM 3

MODULE 9: CONTEMPORARY SOCIAL AND ECONOMIC ISSUES

SUGGESTED TEACHING / LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
• Use of resource person to make presentations on the various world religions • Class bulletin board displaying on various groups and their main areas of worship • Design questionnaires to use the term religion and denominations appropriately. • Group students to research on different social problems for class presentation. • Design posters in the threat of AIDS to the world • Write anti AIDS an anti Drug slogans to post around school • Group project on various world threats • Design of comic strips in solutions to solving world problems • Listen to and analyze songs on various world threats. • Location of areas on map of world, where world threats of AIDS, poverty, and racial intolerance are more prevalent. • Research on the role of voluntary organizations such as the Red Cross and the Foreign Legion.	Portfolio Peer evaluation of portfolio entries Assessment of portfolio entries Internet search and class presentations Class exhibition of posters designed. Written critique of new song after discussion Class test Appropriate completion of map work Internet search and power point presentation

SOCIAL STUDIES
FORM 3 – TERM 3
MODULE 9: CONTEMPORARY SOCIAL AND ECONOMIC ISSUES

Suggested Teaching/Learning Activities	Assessment Strategies
• Listen to local songs, (folk, calypsos) which relate to social problems in St. Lucia. • Let students write poems and songs related to social and economic problems in the Caribbean and the world. • Complete map work to illustrate areas in the world and Caribbean as it pertains to social and economic problems. • Complete projects on the work of various organizations whose work is to help eradicate social and economic problems in the Caribbean and world. • Group students to research different social problems for class presentation	Project Use of checklist and rating scale to assess project work. Quality of poems and songs created. Project Class / group presentation. Written report on presentation

TEACHERS' RESOURCE SECTION

FORMS 1, 2 & 3

SAINT LUCIA

What is Social Studies?   By Judith Gold

Project Director of LEARNS Bank Street College

Social Studies is an interdisciplinary study of the human world, past and present. No matter what the content,

Social studies is made up of several components that provide opportunities for teachers and children to:

- Examine the interaction between people and their environments and analyze how human life is shaped by the environment and how people have reshaped it.

- Study human technologies from the simple to the complex, from prehistory to the present, and how technology serves the basic human needs of food, clothing, and shelter.

- Explore the social systems — family, community, work, laws, taboos, customs, and beliefs — that determine a people's way of life and structure individual and group behaviors.

- Study cultures through myths, religion, science, and art to gain an understanding of how a people arrives at a sense of meaning

- Recognize that we live in an ever-changing world and examine the competencies needed to meet and encompass that world.

Like classroom life itself, Social Studies is a powerful arena for preparing children to live as citizens in a democracy. The skills and attitudes they will need are most effectively learned by being part of a democratic classroom where they have the opportunity to participate in making decisions, learn to work

collaboratively, listen to each other's ideas, and come to respect different points of view. Social studies provide many opportunities for this kind of working with others.

WHAT IS GEOGRAPHY?

There are numerous definitions of geography and many misconceptions. Geography is not just the memorization of place names and it is not just map making though both of these activities certainly are important. Students often try to grasp at a definition using a familiar stem, "geography is the study of ..." and insert such descriptors as landscapes, mountains, climates, rivers, and people among others. While a definition of this field of study no doubt includes such subject matter, it is essential for the student to understand geography's unique way of studying the world. Geography for Life defines the two major perspectives of geography as the spatial and ecological perspectives. These are complemented by the historical and economic perspectives.

One can discover definitions of the field of geography in every social studies or geography textbook. However, the following definitions are anonymous responses from participants at the Geography Summit II which was held at Southwest Texas State University in 1996 and collected by Dr. Ed Fernald of the Florida Geographic Alliance. Geography is:

- a social science that focuses on the spatial distribution of human and physical phenomena;
- the study of the physical world, its inhabitants, the interaction between the two, and the patterns and systems involved;
- the world and all that is in it;
- the study of pattern and processes associated with the earth;
- the study of relationships between humans and their environment by emphasizing a spatial and environmental perspective at a variety of scales;
- a spatial discipline---it is a perspective that seeks to understand patterns on Earth and the processes that created them;
- the study of humans interacting with their environment including the physical environment, the built environment and socially constructed spaces; and
- A spatial perspective of all human and physical phenomena.

 One can readily see that the word "spatial" appears in these definitions or is implied in all of them. Geography is concerned with where and why things are located as they are. It is concerned with the patterns of phenomena and the processes that created them. Therefore there is no special or specific subject matter which it studies, but

rather its subject matter is Earth, described and explained using the spatial perspective. History is somewhat similar because its subject matter is Earth in the historical perspective.

Geography is often described as two parts which make up a whole. That is, geography is divided into:

- Regional Geography, and
- Topical, or Systematic, Geography.

Regional geography focuses on areas of Earth space that have some degree of homogeneity. Regions may be basically physical, human or some combination of both and may vary in size from continents to small ecosystems.

Topical geography considers systematic studies of climate, landforms, economics, and culture among others. Geographers may specialize and call themselves, for example, urban geographers, climatologists, political geographers, biogeographers, and historical geographers. One thing common to all of them is their focus on the spatial perspective in their studies. They see the subject matter in terms of locational characteristics and seek answers to certain patterns of place or the interactions between places

By the end of (Form 1), students should be able to see and understand the world using the "geographic eye" or, in other words, the spatial perspective. This perspective will enable them to understand why location is an important variable in such activities as buying a house, locating a business, why an area has this kind of vegetation, understanding an historical event, and planning for the future. It will help them understand the ripples of the global economy as well as the climatic influences of the El Nino. Geography, indeed, has survival value and develops good citizenship among our students.

Adapted from an article by William R. Strong
Department of Geography
University of North Alabama

What is History?

It sounds such a simple question doesn't it? But it can cause a lot of disagreement. Napoleon called it 'a myth' and Henry Ford called it 'bunk!' Other people think it is much more important, believing like the American historian David McCullough that "History is who we are and why we are the way we are".

History is an academic discipline that examines how our world changed over time and seeks to explain why these changes occur and how they have impacted us. History helps us understand ourselves, our word and why it is in the state it is in.

Whatever we think about the usefulness of history most people will however, agree that history is the study of the past. In fact, historians are a bit like detectives – using evidence to find out what happened and why. This is not an easy job. You must be able to recognize evidence, decide how useful it is and come to conclusions based on what you have found out.

Here are some thoughts about History:

 Historical knowledge is the knowledge of what mind has done in the past, and at the same time it is the redoing of this, the perpetuation of past acts in the present. (R.G. Collingwood)

History... is a tool we use each generation or each year to help get along in the world, discarding the old tool for a new one whenever necessary. (Paul K. Conkin)

It has been said that although God cannot alter the past, historians can. It is perhaps because they can be useful to him in this respect that he tolerates their existence. (Samuel Butler)

A nation which does not know what it was yesterday, does not know what it is today, nor what it is trying to do. (Woodrow Wilson)

Anybody can make history; only a great man can write it. (Oscar Wilde)

History is a science, no less and no more. (J.B. Bury)

History does not repeat itself except in the minds of those who do not know history. (Kahlil Gibran)

History is a people's memory, and without memory man is demoted to the lower animals. (Malcolm X)

Nothing capable of being memorized is history. (R.G. Collingwood)

History is an argument without end. (Peter Geyl)

"Resource materials for teaching Social Science are all around us."	

Examples of Resource Materials for Social Science

Print Materials	Non Print Materials	Computer Based Resources	Community Resources
Pictures	Videotapes	Computer	Resources
Brochures	slides	Diskette	Library
Newspapers	Films	Pen drives/ jump drives	Museum
Text books	Audio tapes	Compact disk (CD)	Places of historical interest
Leaflets	Film strips	Internet	Post Office
Maps	Transparencies	Data bases	Police Station
Magazines	Realia	Encyclopedia	Shopping mall / Shopping centers
	Television		The Courts
	Radio		Public market
	Music		Parliament building
			Older Persons

Suggested Resources needed for the Social Science Curriculum

Form 1:	Form 2	Form 3
Maps of St. Lucia and the Caribbean	Maps of the St. Lucia, Caribbean and the World	Maps of the Caribbean and the World
Globes	Weather maps	Atlas
Compass	Tourist magazines	Pictures on human resources, physical resource, economic activities
Atlas	Ballot paper (election paraphernalia)	Globes
Geographical terms	News papers	Pictures on different types of transportation
Pictures of regional leaders	Party Manifestos	Tape CDs, radios, videos, DVD of persons involved in economic activities.
Newspapers and magazines	**Sites to visit:** Folk Research Centre; National Archives, Fond D'or Historical site, Pigeon Island Museum, Desmond Skeete's Animation Centre, Movies	Posters and still pictures illustrating social problems

Form 1:	Form 2	Form 3
St. Lucia Simply Beautiful magazines	Documentaries on National Television Network	Maps of the world.
Tropical Traveller magazines	Internet	Songs on world threats
Internet		Internet

Some Useful Websites for Social Science Teachers

www.socialstudiesforkids.com

www.indiana.edu/~socialst

www.sites4teachers.com

www.puzzlemaker.com

www.eduplace.com

www.cxc.orgwww.oecs.org

www.socialstudies.org

www.socialstudies.org

www.tach-nology.com/worksheets/social_studies

www.puzzlemaker.discoveryeducation.com

www.getworksheets.com

www.stlucia.gov.lc

www.discoveryschool.com

www.socialstudies.ab.ca

Some Useful Resource Texts for Social Science Teachers

Name / Title	Author	Source / Publisher
The Caribbean People (Bk. 1, 2, 3)	Honeychurch, L. (2006)	Nelson Thornes
Social Studies Through Discovery	King, R. et. Al. (2001)	Chalkboard Press, UWI, Mona
Tourism Files		St. Lucia Hotel and Tourism Association
Documentaries of cultural / historical events, national heroes		Local folk Research Center
Skills in Geography in Secondary Skills	Rahil, V. A. (1999)	Caribbean Educational Publishers
Caribbean Environmental Geography for Lower Secondary	Rahil, V. A. M. (2008)	Caribbean Educational Publishers
The Essential Guide to Map Reading	Reardon, G. J. & Bidaisee, S. S.	Marshall Cavendish Education
Outlines of St. Lucia's History	Jesse. C. Rev. (1986)	St. Lucia Archaeological & Historical Society
A Short History of Vieux Fort	Easter, B. H. (1973)	St. Lucia Archaeological & Historical Society
St. Lucia's Historical Sites	Devaux, R. J. (1975)	St. Lucia Archaeological & Historical Society
The National Symbols of Saint Lucia	Ministry of Education & Culture	Government of St. Lucia

Name / Title	Author	Source / Publisher
A CARICOM Handbook for Schools	Deodat, R. (2008)	CARICOM Secretariat
Pigeon Island National Landmark A Brief History and Guide	The St. Lucia National Trust (1993)	Star Publishing Co. Ltd.
Saint Lucia – Simple Beautiful	Arif. A. (1997)	HANSIB Caribbean Publishing
Welcome to the Eastern Caribbean Islands	Organization of Eastern Caribbean States	Media Publishing International

ASSESSMENT TECHNIQUES

Assessment for Learning

What is Assessment for Learning?

It is the process of seeking and interpreting evidence for use by students and their teachers to decide:

- **Where the learner are in their learning.**
- **Where they need to go.**
- **How best to get there.**

Ten (10) Principles of Assessment for Learning

- **Principle 1**
  - Should be part of effective planning, teaching and learning.
- **Principle 2**
  - Should focus on how students learn.
- **Principle 3**
  - Should be recognized as central to classroom practice.
- **Principle 4**
  - Should be regarded as a key professional skill for teachers.
- **Principle 5**
  - Should be sensitive and constructive because any assessment has an emotional impact.
- **Principle 6**
  - Should take account of the importance of learner motivation.

○ **Principle 7**
- Should promote commitment to learning goals and shared understanding of the criteria by which learners are assessed.

○ **Principle 8**
- Learners should receive constructive guidance about how to improve.

○ **Principle 9**
- Should develop learners' capacity for self- assessment so that they can become reflective and self-managing.

○ **Principle 10**
- Should recognize the full range of achievements of all learners.

Authentic forms of Assessment for Learning Strategies in the Social Sciences

❖ **Portfolios**

What is a Portfolio?

A collection of student work that is gathered over a period of time and reflects:

- Processes
- Products
- Achievement
- Progress

Contents chosen through collaboration between student and teacher

Used to:

- Promote student reflection
- Encourage assessment
- Establish meaningful communication between teacher and student

What could be included?
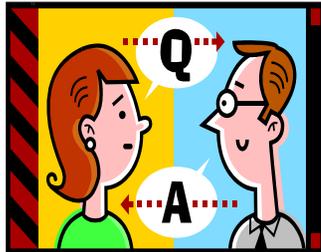
Students' reports	Semantic maps	Map work	Diagrams	Students' written work
Creative expressions	Drawings	Poetry	Group assignments and projects	
Selected samples of specific content over time			Work that students would like to do over	
Self evaluation by students to show reflection			Teacher checklist	

Sample of students' work are collected at the beginning and end of lessons and are compared to rate students' progress.

Portfolios function as a method to assess;

- ❑ Student performance and progress.
- ❑ A given task or piece of work.
- ❑ How the student arrived at the end product.
- ❑ Assess students' knowledge.
- ❑ Skills development
- ❑ Written expressions
- ❑ Collaboration with others
- ❑ Intellectual development

Benefits of using Portfolios

Enable Students to:

- Feel a sense of pride
- Feel a sense of ownership
- Value themselves as learners
- Determine what meaningful work is.
- Reflect on their strengths and needs.
- Set learning goals.
- See their progress over time.
- Think about the ideas presented in their work.

Sample Portfolio Assessment Form

Student's Name: ……………………………………….. Date: …………………………………………………

Criteria	Excellent 4	Good 3	Average 2	Poor 1

Meets all the requirements --

Includes are variety of students' pieces ---

Shows a clear organization of the pieces included --

Includes sufficient amount of students' work ---

Meets the purpose of developing the portfolio ---

Demonstrates a concerned effort by the student---

Demonstrates appropriate level of quality ---

Shows a level of imagination and the creativity of ideas ---

Student takes risks in creating and choosing pieces for inclusion in the portfolio ----------------------

Student's work shows some level of improvement --

Shows sign of personal reflection --

Student shows an awareness of his / her strengths and weaknesses ---

Comments

Teacher; ---

Student: ---

❖ **Projects**

What is a Project?

- It is an in-depth investigation of a topic.

It is learning / teaching activity which requires a student to perform various tasks over a period of time to produce a product.

- It includes time inside and outside of the normal classroom setting.

What could be the "Product"?

It could be a:
- Model
- Functional object
- Report
- Collection of objects

AUTHENTICITY IS KEY!

Assigned projects should be as close to real life as possible.

Advantages of Using Projects
- Motivates students to learn
- Encourage students to take responsibility for their learning.
- Develop a variety of skills in physical movement and intellect.
- Foster the development of certain character and personal traits such as:

Self confidence	Self reliance
Perseverance	Decision making

➢ Projects prepare students for higher learning as well as for adult life in which taking responsibility for one's decision is critical.

Guidelines for planning a project
○ Identify the type of project
○ Establish the learning outcomes and the objectives
○ Map out a time frame for the project
○ Generate the key question(s) and plan the activities.
○ Determine how you will assess the students output / product.

SETTING GOOD PROJECTS
○ Tasks assigned must focus on multiple important learning outcomes
○ There must be an integration of understanding, affective and cognitive skills and strategies.
○ It should be both challenging and motivating to students.
○ It should involve the active participation of students in all the phase of the project.
○ It should be fair and "do able" by all students.
○ There must be strategies to ensure that students do their own work.
○ All students should have access to all available resources.
○ Indicate clearly the time line for the completion of parts of the project. (all deadlines should be clearly specified)
○ Put in place strategies to discourage plagiarism e. g. Periodic interviews, oral presentation
○ Specify the scoring system
○ Standards required should be specified clearly.
○ Specify the weight (mark) for each characteristic or dimension.

○ It is most important that the scoring system ensures that performance measurements reflect the students' abilities and those they are not subject of bias by the teacher.
○ Give careful consideration to the RUBRICS, which will help you make the best judgement of your students work.
○ Develop RUBRICS for a variety of accomplishments.

Sample Rubrics and Rating Scales

To what extent does the product meet the following criteria?

(a)The product appears neat and well constructed.	5	4	3	2	1	Comments
(b)The dimensions match the original plan.	5	4	3	2	1	
(c)The finished product meets specifications.	5	4	3	2	1	
(d) The joints and parts fit properly.	5	4	3	2	1	
(e) The materials were used effectively.	5	4	3	2	1	

CRITERIA	4	3	2	1	POINTS
Relevance to theme		Artwork clearly demonstrates theme	Artwork somewhat demonstrates theme	Artwork does not relate to theme	
Overall Visual Impact		Lettering and artwork are bold and clear; captures attention of viewer	Lettering and artwork are clear; may/may not capture attention of viewer	Lettering and artwork fail to capture attention of viewer	
Creativity		Concept is imaginative and original	Concept is somewhat imaginative and original	Concept lacks imagination and originality	
Neatness		Careful work with attention to detail; clean presentation	Good attempt to produce careful work with minor flaws	Careless or sloppy work; erasures, cross-outs, use of white out, crumpled paper	

Criteria	4	3	2	1	POINTS
Appropriateness of interview schedule for content information	Questions asked are appropriate/relevant and practical to tasks	Questions asked are appropriate and feasible to tasks	Questions asked are somewhat appropriate to task	Questions asked are not appropriate to task	
Conventions (Grammar and Spellings)	Presentation has no misspellings or grammatical errors	Presentation has no more than two misspellings and or grammatical errors	Presentation has three misspellings and/or grammatical errors	Presentation has four or more spelling errors and/or grammatical errors	
Neatness	Work is neatly done and photos carefully pasted	Work has one or two areas that are not neatly done	Work has three or four areas that are not neatly done	Work is illegibly and not neatly done	
Presentation	Project is well presented in booklet form with title and author on the cover	Project is presented in booklet form with only title	Project is presented in booklet form with no author or title	Project in not presented form	
Organization	Information is presented in logical, interesting sequence which the reader can follow with all captions appropriate for photos	Students present information in logical sequence which reader can follow with two appropriate photos	Reader has difficulty following work because work is not in a logical sequence with one appropriate caption for photo	Sequence of information is difficult to follow with no captions for photos	

CRITERIA	3	2	1	SCORE
Theme / Content	A clear anti-litter theme is evident in both the drawing and text presented in the poster	A clear anti-litter theme is evident either in the drawing or the text presented	An anti-litter theme is not obvious in the poster.	
Creativity / Originality	Student showed exceptional creativity and originality in bringing out the theme.	Student showed creativity and originality in bringing out the theme.	Student showed little or no creativity in bringing out the theme.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is untidy or very poorly designed. It is not attractive.	
Mechanics & Grammar		Writing on the poster has one misspelling, grammatical or punctuation error	Writing on the poster has more than one misspelling, grammatical or punctuation error	

Rubric samples adapted from: School Based Assessment Tasks Grade 4

Constructing a rating scale

○ List the characteristics of the procedure or product to be evaluated.
○ Choose the number of points to be used on the scale and use descriptive terms or phrases to define them.
○ Ensure that the items on the rating scale are arranged for ease of use.
○ Instructions need to be as brief and as clear as possible so that the person knows how to mark the item on the scale.
○ If needed provide a place for comments.

❖ Check Lists and Observation

Checklists:

A Checklist contains a series of statements describing an action. The teacher uses a tick ( ) when a criteria in the checklist is seen.

Check list may be used to assess behavior. Teachers may use a checklist to assess role play and simulations when used in teaching and learning.

Observation

A very useful assessment for learning technique in the Social Science is observation. Teachers can observe students as they take part in activities, simulations, group work and discussions in the classroom. Through the use of this technique the teacher is able to assess the level of interest, students' attitude to work and other social skill, behaviors and dispositions displayed by the students.

Guidelines for Using Observation

Observe only a few students at any one time and look for a specific behavior.
Look for both positive and negative behaviors while you observe.

A Helpful List for observation
Students seem to:

- Follow directions
- Sustain focus on task
- Join groups to create and integrate ideas
- Respect giving and receiving ideas
- Respect other students and their ideas
- Participate in large group work
- Participate in small group work
- Practice what they are learning
- Willingly volunteer for activities
- Ask relevant questions and prompt thoughtful discussions
- Make connections with previous learning
- Use Social Science vocabulary
- Produce quality outcome and complete tasks
- Participate in reflection

Observation of Participation in Group Work

Behavior	Students						
	Asda	Delma	Mark	Ro Ann	Owen	Phillip	Eulia
Is courteous to others							
Complements others in the group for a job well done.							
Turn turns in completing assigned tasks							
Contributes to the progress of group							
Co operates with group members							
Helps find ways to improve							
Accepts group consensus							
Does not disturb others							