

Cycle 1 – Social Studies Planning

MY WORLD AROUND ME			
Year 1 – Group 1		Year 2 – Group 2	
TERM 1		TERM 1	
My Family (Social Studies Text book p. 5-10)			
	#Target Behaviour/s		#Target Behaviour/s
<ul style="list-style-type: none">Identifies family members <i>wk. bk. p.5 (immediate family)</i>Describes roles and rights of each family member including self <i>wk. bk. p.6 (child's role)</i>Identifies family activitiesRecites addressDescribes home <i>wk. bk. p.7-8</i>Identifies and names three home rules	TB 1 TB 2 TB 3 TB 4 <i>modified</i> TB 5 <i>modified</i>	<ul style="list-style-type: none">Identifies family members <i>wk. bk. p.5 (extended family)</i>Describes roles and rights of each family member including self <i>(all family members) wk. bk. p.6</i>Identifies family activities and describes themDescribes home <i>wk. bk. p.7-8</i>Identifies and names five home rules <i>wk. bk. p.9</i>	TB 1 TB 2 TB 3 TB 4 <i>modified</i> TB 5 <i>modified</i>
Now and Then			
<ul style="list-style-type: none">Describes how their family has changed <i>(conversation e.g. addition of family member)</i>Describes how the family shelter has changed <i>(conversation e.g. painting a different colour, addition of shutters etc.)</i>	TB 1 TB 2	<ul style="list-style-type: none">Describes how their family has changed <i>(from birth of child)</i>Describes how the family shelter has changed <i>(drawing changes after discussion)</i>	TB 1 TB 2
My School (Social Studies Text book p.11-16)			
<ul style="list-style-type: none">Describes and names the school <i>wk. bk.p.10</i>Locates the classroom and other important areas <i>(Cycle 1)</i>	TB 1 <i>(modified)</i> TB 2	<ul style="list-style-type: none">Describes the identifying features of the school <i>(# of staff & classes in particular names of Cycle 1 personnel)wk. bk.p.10</i>Locates the classroom and other important areas <i>(Cycles 1 & 2) wk. bk. p. 11 #4</i>	TB 1 TB 2

<ul style="list-style-type: none"> Identifies and names persons who work in the school and describes their roles(<i>K.1 class teachers, secretaries, principal, student care coordinator,)</i>) Exhibits behaviour demonstrating an understanding of school / class guidelines <i>wk.bk.p.12</i> Demonstrates proper use of classroom tools, materials and furniture <i>wk. bk. p.13</i> States his or her method of travelling to school and actions needed to protect him/herself when travelling (<i>bus & walking</i>) 	TB 3 TB 4 TB 5 TB 6	<ul style="list-style-type: none"> Identifies and names persons who work in the school and describes their roles(<i>All personnel connected with Cycle 1</i>) <i>wk. bk.p.11 #3</i> Exhibits behaviour demonstrating an understanding of school / class guidelines <i>wk.bk.p.12</i> Demonstrates proper use of classroom tools, materials and furniture <i>wk. bk. p.11 #4</i> States his or her method of travelling to school and actions needed to protect him/herself when travelling (<i>review K 1 add car safety</i>) 	TB 3 TB 4 TB 5 TB 6
Our Community (Social Studies Text book p. 16-19)			
<ul style="list-style-type: none"> Explains what a community is (<i>school community</i>) Identifies community workers and their roles (<i>school community e.g. teachers etc.</i>) <i>wk. bk. p. 14-15</i> Identifies community organizations (<i>those to which children belong</i>) Tells ways that children can serve communities (<i>as in a school group</i>) <i>wk. bk. p. 17</i> 	TB 1 TB 2 TB 4 TB 5	<ul style="list-style-type: none"> Explains what a community is and describes St. Maarten communities (<i>those of children in the class</i>) Identifies community workers and their roles (<i>emphasis on those around the school community e.g. hospital and firefighters</i>) <i>wk. bk. p. 14-16</i> Identifies community organizations (<i>those to which children belong</i>) Tells ways that children can serve communities (<i>as in a school group</i>) 	TB 1 TB 2 TB 4 TB 5
Work			
<ul style="list-style-type: none"> Explains what work is (<i>home & school</i>) 	TB 1	<ul style="list-style-type: none"> Explains what work is (<i>school community</i>) 	TB 1
Leadership (Social Studies Text book p. 19)			
<ul style="list-style-type: none"> Develops a concept of leadership (<i>school</i>) 	TB 1	<ul style="list-style-type: none"> Develops a concept of leadership (<i>school home</i>) 	TB 1

LIVING IN MY WORLD			
Year 1 – Group 1		Year 2 – Group 2	
TERM 2		TERM 2	
My Island (Social Studies Text book p. 20-25)			
<ul style="list-style-type: none">Demonstrates respect for the national flag and song (<i>chorus of the song and names basic colours of the flag</i>) wk. bk. p. 18Names national celebrations on St. Maarten (St. Martin's Day)Identifies national landmarks (<i>Government Building</i>) wk. bk. p. 21-22Recognizes St. Maarten as part of the Dutch Kingdom wk. bk. p. 23	TB 4 TB 5 TB 6	<ul style="list-style-type: none">Names local dishes of St. Maarten wk. bk. p. 20Demonstrates respect for the national flag and song (<i>identifies the flag; verse 1 of the song</i>)Names national celebrations on St. Maarten (St. Martin's Day, Emancipation Day, Carnival) wk. bk. p. 23Identifies national landmarks (<i>Philipsburg</i>) and symbols wk. bk. p. 19, 21, 22Recognizes St. Maarten as part of the Dutch Kingdom	TB 3 TB 4 TB 5 TB 6 TB 8
Celebrations (Social Studies Text book p. 27-28)			
<ul style="list-style-type: none">Tells examples of celebrations in the home wk. bk. p. 24-26Tells, dramatizes or represents visually aspects of a celebration	TB 2 TB 4	<ul style="list-style-type: none">Tells examples of celebrations in the community wk. bk. p.26Tells, dramatizes or represents visually aspects of a celebration wk. bk. p. 24, 25	TB 2 TB 4

UNDERSTANDING MY WORLD			
Year 1 – Group 1		Year 2 – Group 2	
TERM 3		TERM 3	
Transportation (Social Studies Text book p. 29-31)			
<ul style="list-style-type: none">Names different types of vehicle used to transport people animals and goods (<i>land</i>) wk. bk. p. 27Classifies methods of transportation according to different criteria (<i>with/without engines</i>)Identifies and describes persons that work in the transportation sector (<i>bus driver / school bus rules</i>) wk. bk. p. 28, 30Describes how people travel from one place to another (<i>to/from school - children in the class</i>)	TB 1 TB 2 TB 3 TB 5	<ul style="list-style-type: none">Names different types of vehicle used to transport people animals and goods (<i>air/sea</i>) wk. bk. p. 27Classifies methods of transportation according to different criteria (<i>air/land/sea</i>) wk. bk. p. 29Identifies and describes persons that work in the transportation sector (<i>land, sea</i>)Describes how people travel from one place to another (<i>air/land/sea in St. Maarten</i>) wk. bk. p. 28, 30	TB 1 TB 2 TB 3 TB 5
Communication (Social Studies Text book p. 32-34)			
<ul style="list-style-type: none">Demonstrates appropriate ways of communicating (<i>social courtesies</i>)Identifies ways in which we can send and receive messages (<i>speaking, listening, facial expressions, telephone (children should recite a parent telephone number)</i>) wk. bk. p. 31-34	TB 1 TB 2	<ul style="list-style-type: none">Demonstrates appropriate ways of communicating wk. bk. p. 31Identifies ways in which we can send and receive messages (<i>review K1, signs in the community, body language</i>) wk. bk. p. 32, 33, 34	TB 1 TB 2

MY WORLD AROUND ME			
Year 3 – Group 3		Year 4 – Group 4	
TERM 1		TERM 1	
My Family (Social Studies Text book p. 5-11)			
	#Target Behaviour/s		#Target Behaviour/s
<ul style="list-style-type: none">Identifies family members (<i>different family types</i>) wk. bk. p. 5-6Describes roles, rights and responsibilities of each family member including self (<i>class members</i>)Identifies and describes family activitiesDescribes their home and the location of their home in the community wk. bk. p. 8Identifies and names rules wk. bk. p. 9 (<i>safety</i>)	TB 1 TB 2 TB 3 TB 4 TB 5	<ul style="list-style-type: none">Identifies family members (<i>add school family</i>) wk. bk. p. 5Describe roles, rights and responsibilities of each family member including selfIdentifies family and describes activities wk. bk. p. 6Describes their home and the location of their home in the community (<i>draws a floor map of home and a street map</i>) wk. bk. p. 7, 8Identifies and names five rules (<i>compare and contrast family rules of class members</i>)	TB 1 TB 2 TB 3 TB 4 TB 5
Now and Then			
<ul style="list-style-type: none">Describes how their family has changedDescribes how the family shelter has changedDescribes how clothing has changed over the years	TB 1 TB 2 TB 3	<ul style="list-style-type: none">Describes how their family has changedDescribes how the family shelter has changed (<i>include changes in appliances</i>)Describes how clothing has changed over the years	TB 1 TB 2 TB 3
My School (Social Studies Text book p. 11-17)			
<ul style="list-style-type: none">Describes the identifying features of the school (<i>location of school in the community; school song; regular week's events; floor map of school</i>) wk. bk. p. 13Locates the classroom and other important areas (<i>Cycles 1 & 2</i>)	TB 1 TB 2	<ul style="list-style-type: none">Describes the identifying features of the school (<i>compare with other schools; mission of school and regular yearly events</i>)Locates the classroom and other important areas (<i>school layout map</i>) wk. bk. p. 9Identifies and names persons who work in the	TB 1 TB 2

<ul style="list-style-type: none">Identifies and names persons who work in the school and describes their roles(<i>Cycles 1 & 2</i>) <i>wk. bk. p. 12</i>Exhibits behaviour demonstrating an understanding of school / class guidelines <i>wk. bk. p. 11</i>Demonstrates proper use of classroom tools, materials and furniture <i>wk. bk. p. 10</i>States his or her method of travelling to school and actions needed to protect him/herself when travelling (<i>graphing</i>) <i>wk. bk. p. 14</i>	TB 3	<p>school and describes their roles(<i>All personnel including auxiliary and boards</i>) <i>wk. bk. p. 10</i></p> <ul style="list-style-type: none">Exhibits behaviour demonstrating an understanding of school / class guidelinesDemonstrates proper use of classroom tools, materials and furnitureStates his or her method of travelling to school and actions needed to protect him/herself when travelling (<i>review</i>) <i>wk. bk. p. 11, 12</i>	TB 3
	TB 4		TB 4
	TB 5		TB 5
	TB 6		TB 6
Now and Then			
<ul style="list-style-type: none">Compares and contrasts recreational activities of past and present (<i>at school-games and toys</i>)	TB 6	<ul style="list-style-type: none">Compares and contrasts recreational activities of past and present (<i>at school-sports and recreation</i>)	TB 6
Our Community (Social Studies Text book p. 18-25)			
<ul style="list-style-type: none">Explains what a community is and describes St. Maarten communities (<i>those from class</i>) <i>wk. bk. p. 15</i>Identifies community workers and their roles (<i>focus on those within and around the school</i>) <i>wk. bk. p. 16-17</i>Identifies and discusses natural resources found in the community of St Maarten / St. Martin (<i>edible resources</i>) <i>wk. bk. p. 23</i>Identifies community organizations for childrenDescribes change in the community (<i>school; Cay Hill</i>)Tells ways that children can serve the community (<i>class community project</i>)	TB 1	<ul style="list-style-type: none">Explains what a community is and describes St. Martin communities (<i>other communities e.g. church</i>) <i>wk. bk. p.13, 14</i>Identifies community workers and their roles (<i>community workers; parents</i>) <i>wk. bk. p. 15</i>Identifies and discusses natural resources found in the community of St Maarten / St. MartinIdentifies community organizations for children <i>wk. bk. p. 16</i>Describes change in the community <i>wk. bk. p.17</i>Tells ways that children can serve the community (<i>participation in a school project</i>)	TB 1
	TB 2		TB 2
	TB 3		TB 3
	TB 4		TB 4
	TB 5		TB 5
	TB 6		TB 6

Work (Social Studies Text book p. 21)			
<ul style="list-style-type: none"> Explains what work is (<i>paid work in the community</i>) Differentiates between voluntary and paid work (<i>emphasize home chores are a responsibility not paid work</i>) Recognizes that people have to work to earn money to buy things. Names and identifies the type of money used on the island (<i>Dutch</i>) 	TB 1	<ul style="list-style-type: none"> Explains what work is (<i>voluntary work in the community</i>) Differentiates between voluntary and paid work Recognizes that people have to work to earn money to buy things. Names and identifies the type of money used on the island Tells ways to spend money 	TB 1
	TB 2		TB 2
	TB 3		TB 3
	TB 4		TB 4
			TB 5
Leadership (Social Studies Text book p. 22)			
<ul style="list-style-type: none"> Develops a concept of leadership (<i>community leaders; names leader of the country</i>) Identifies ways in which people become leaders (<i>elections</i>) 	TB 1	<ul style="list-style-type: none"> Develops a concept of leadership (<i>all community leaders; behaviour of leaders</i>) Identifies ways in which people become leaders (<i>elections, training</i>) 	TB 1
	TB 2		TB 2

LIVING IN MY WORLD			
Year 3 – Group 3		Year 4 – Group 4	
TERM 2		TERM 2	
My Island (Social Studies Text book p. 26-34)			
<ul style="list-style-type: none">Describes basic geographical features of their island (<i>physical; French /Dutch capitals</i>) wk. bk. p. 20-22Identifies, describes and distinguishes between cultural groups living in St. Maarten(<i>class orientated</i>)Names local dishes of St. MaartenDemonstrates respect for the national flag and song (<i>flag /song protocols</i>)Names national celebrations on St. MaartenIdentifies national landmarks (<i>Dutch forts and parks</i>)Recognizes St. Maarten as part of the Dutch Kingdom (<i>Names Saba and St. Eustatius and Holland, Recognizes Dutch flag</i>) wk. bk. p. 21, 24	TB 1 TB 2 TB 3 TB 4 TB 5 TB 6 TB 7	<ul style="list-style-type: none">Describe basic geographical features of their island (<i>review Gr .1 and compare shape and physical features to other islands nearby</i>) wk. bk. p. 18, 19Identifies, describes and distinguishes between cultural groups living in St. Maarten(<i>emphasis on tolerance and respect</i>)Names local dishes of St. Maarten(<i>cooks</i>)Demonstrates respect for the national flag and songNames national celebrations on St. Maarten (<i>Review</i>)Identifies national landmarks (<i>All including French forts and parks</i>)Recognizes St. Maarten as part of the Dutch Kingdom (<i>Names all Dutch Caribbean islands</i>)	TB 1 TB 2 TB 3 TB 4 TB 5 TB 6 TB 7
Celebrations (Social Studies textbook p. 35-39)			
<ul style="list-style-type: none">Discusses why people celebrate different events (<i>home and school</i>)Identifies rituals, symbols and persons associated with different celebrations wk. bk. p. 25-26Tells, dramatizes or represents visually aspects of a celebration wk. bk. p. 27	TB 1 TB 3 TB 4	<ul style="list-style-type: none">Discusses why people celebrate different events (<i>island</i>) wk. bk. p. 22Identifies rituals, symbols and persons associated with different celebrations (<i>Christmas, Easter, Carnival</i>) wk. bk. p. 21Tells, dramatizes or represents visually aspects of a celebration wk. bk. p. 23	TB 1 TB 3 TB 4
Tourism (Social Studies Text book p. 43)			
<ul style="list-style-type: none">Develops an awareness of tourism (<i>defines 'tourist' </i>)	TB 1	<ul style="list-style-type: none">Develops an awareness of tourism (<i>defines 'tourist' </i>)	TB 1

<ul style="list-style-type: none"> Identifies services provided for the tourism industry (<i>hotels , transportation</i>) 	TB 2	<ul style="list-style-type: none"> Identifies services provided for the tourism industry (<i>eating places, shopping, entertainment</i>) 	TB 2
<ul style="list-style-type: none"> Develops an awareness of how to treat tourists (<i>those who visit the school</i>) 	TB 3	<ul style="list-style-type: none"> Develops an awareness of how to treat tourists (<i>general including not littering</i>) 	TB 3

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UNDERSTANDING MY WORLD			
Year 3 – Group 3		Year 4 – Group 4	
TERM 3		TERM 3	
Transportation (Social Studies Text book p. 40-45)			
<ul style="list-style-type: none">Names different types of vehicle used to transport people animals and goods (<i>land, air, sea; past & present</i>) wk. bk. p. 28-30Classifies methods of transportation according to different criteria (<i>people / goods / animals</i>)Identifies and describes persons that work in the transportation sector (<i>sea / air</i>)Identifies and communicates the advantages and disadvantages of motorized transportation (<i>advantages</i>)Describes how people travel from one place to another (<i>to/from St. Maarten by air & sea</i>)	TB 1 TB 2 TB 3 TB 4 TB 5	<ul style="list-style-type: none">Names different types of vehicle used to transport people animals and goods (<i>space travel</i>) wk. bk. p.24, 25Classifies methods of transportation according to different criteria (<i>past & present air, land, sea</i>)Identifies and describes persons that work in the transportation sector (<i>space</i>)Identifies and communicates the advantages and disadvantages of motorized transportation (<i>disadvantages</i>)Describes how people travel from one place to another (<i>space</i>)	TB 1 TB 2 TB 3 TB 4 TB 5
Now and Then (Social Studies Text book p. 42)			
<ul style="list-style-type: none">Compare the transportation of past and present (<i>land</i>)	S.S. TB 4	<ul style="list-style-type: none">Compare the transportation of past and present (<i>air /sea</i>)	S. S. TB 4
Communication (Social Studies Text book p. 46-50)			
<ul style="list-style-type: none">Demonstrates appropriate ways of communicating (<i>identify reasons why communication is necessary</i>)Identifies ways in which we can send and receive messages (<i>writing, typing, e-mailing; internet safety</i>) wk. bk. p. 31-33Demonstrates appropriate courtesy and respect when using communication tools	TB 1 TB 2 TB 3	<ul style="list-style-type: none">Demonstrates appropriate ways of communicating (<i>and tells why these ways are important</i>)Identifies ways in which we can send and receive messages (<i>via media</i>) wk. bk. p.27, 30Demonstrates appropriate courtesy and respect when using communication tools wk. bk. p.29	TB 1 TB 2 TB 3

Now and Then (Social Studies Text book p. 49)			
<ul style="list-style-type: none"> Compares and contrasts communication methods of the past and present (<i>telephone</i>) 	S.S. TB 5	<ul style="list-style-type: none"> Compares and contrasts communication methods of the past and present (<i>television and other media</i>) 	TB 5
Environment (Social Studies Text book p. 51-54)			
<ul style="list-style-type: none"> Displays responsible behaviour to maintain his/her environment <i>wk. bk. p. 35</i> 	TB 1	<ul style="list-style-type: none"> Displays responsible behaviour to maintain his/her environment 	TB 1
<ul style="list-style-type: none"> Describes how air, water and land can be polluted (<i>littering, smoke</i>) <i>wk. bk. p. 34</i> 	TB 2	<ul style="list-style-type: none"> Describes how air, water and land can be polluted <i>wk. bk. p. 32</i> 	TB 2
<ul style="list-style-type: none"> Identifies and demonstrates ways to stop pollution 	TB 3	<ul style="list-style-type: none"> Identifies and demonstrates ways to stop pollution <i>wk. bk. p. 31, 34</i> 	TB 3
<ul style="list-style-type: none"> Develops an awareness of conservation <i>wk. bk. p. 36</i> 	TB 5	<ul style="list-style-type: none"> Develops an awareness of recycling Develops an awareness of conservation 	TB 4 TB 5

Appendix

This planning guide is designed to help the teacher address the Social curriculum. It is not a **replacement for the curriculum** but a help in planning for instruction so that there is less repetition and omission between the grades.

In planning for instruction it is **very important that the skills for Social Studies** be taught as developmentally appropriate. *(see curricula for detail)*

<i>Social Studies Skills</i>
<ul style="list-style-type: none">• Classifying data• Summarizing data• Synthesizing data• Evaluating data• Decision making• Research skills• Acquiring data (<i>comprehension; vocabulary & study skills</i>)• Placing things in proper sequence• Interpreting information