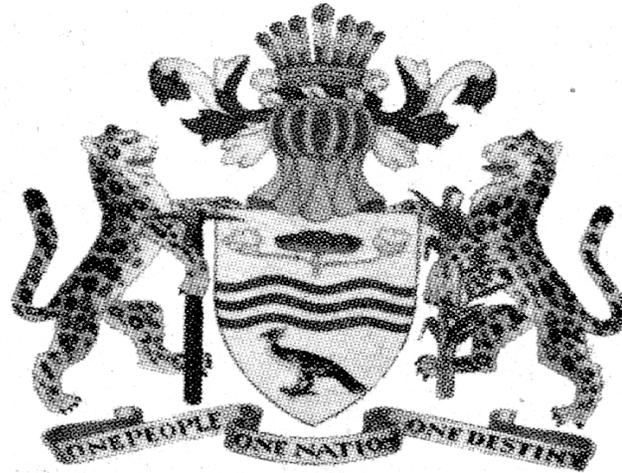


MINISTRY OF EDUCATION



**SOCIAL STUDIES
CURRICULUM GUIDE
GRADE 8**

ACKNOWLEDGEMENTS

The following persons were involved in writing and reviewing the Grade 8 Social Studies Curriculum Guide.

Darsanram Itwaru	Former Senior Subject Specialist (S.S.R.P)
Yvonne Marks	Former Subject Specialist (S.S.R.P)
Celnar Pollard	Former Subject Specialist (S.S.R.P)
Philip Kartick	Senior Subject Specialist (S.S.R.P)
Brenda Garrett	Subject Specialist (S.S.R.P)
Norma Stephney	Subject Specialist (S.S.R.P)

FOREWORD

It is acknowledged that thorough planning is essential for effective teaching and learning. Such planning is even more critical today when one considers the limited resources, both human and material which are available.

The Ministry of Education, through the Secondary School Reform Project (SSRP), has developed curriculum materials that have been designed to improve the quality, equity and efficiency of secondary education. The curriculum materials include Grades 7-9 Curriculum Guides and Teachers' Guides for Language, Mathematics, Science, Social Studies, Reading and Practical Activities Guides for Science. These materials have been tested in all secondary-age schools nationwide and are considered useful in providing teachers with a common curriculum framework for planning, monitoring and evaluating the quality of teaching and learning. The curriculum materials also provide a basis for continuous student assessment leading to the National Third Form Examination (NTFE).

The initial draft curriculum materials have been subjected to evaluation, by Heads of Departments, from all ten Administrative Regions and Georgetown and they have been subsequently revised to reflect the views expressed by teachers.

The revised curriculum materials are now published as National Curriculum documents to provide consistency and support for teachers in the process of planning for an effective delivery of the curriculum. All secondary teachers must ensure that they make good use of these curriculum materials so that the quality of teaching and learning can be improved in all schools.

Ed Caesar
Chief Education Officer.

PREFACE

This is the Revised Curriculum Guide for Grade 8. This document fulfils the objective of making **Social Studies** accessible to all at Grade 8. Hence teachers of Grade 8 students should make a conscious effort to see how best they could utilize the ideas contained to plan for instruction. This document can serve as a focal point for departmental and regional subject committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. Lessons should be delivered in an environment in which there is opportunity for active and creative participation by both students and teacher. This Guide has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The student's total development as a person should be of foremost concern to the teacher.

In the curriculum process, feedback is a necessary condition for change and improvement, and I would urge all of our Social Studies teachers to provide such feedback to the curriculum staff as they visit to provide support that will enhance your classroom teaching.

Mohandatt Goolsarran

Head, Curriculum Development and Implementation Unit
National Centre for Educational Resource Development (N.C.E.R.D.)
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UNIT 1: RULES AND RESPONSIBILITIES

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
1.1 RULES AND RESPONSIBILITIES AT THE WORK PLACE Roles and duties of the employees	Collect information on workers.	State the duties of the workers. State the roles of the workers.	Explain why workers must observe safety rules. Explain the responsibilities workers must display. Understand that employers as well as employees have responsibilities.	Appreciate that work ethics must be followed.	Duty of the workers: They must work efficiently. They must arrive at work on time. They must work diligently. Roles: They must take an interest in their work. They must demonstrate responsibility.	Role-playing workers. Visiting the work site to interview workers.	Can students explain the duties of the workers?	Expressive Arts-drama - role play.
Roles and duties of the employers at the work place	Collect information on employers.	State the duties of employers.	Explain the roles of the employers. Understand that employers are the persons in authority.	Respect the decisions of those in authority.	The employers are responsible for the protection and safety of the workers on the work site. They should ensure that there are adequate facilities and amenities available. They must treat the workers with respect.	Role-playing a scene between an employer and a worker.	Can the students role-play a work-site situation?	Principles of Business-employment.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
Trade Unions 1.2 CULTURAL DIVERSITIES IN OUR SOCIETY AND SOCIAL CONTROL Norms in society and social control	Re-search information on trade unions.	Identify trade unions. Describe the functions of trade unions.	Explain why workers should join a trade union. Understand that trade unions have a right to represent the workers.	Appre - ciate the work of the trade union represen- tatives.	The trade unions are the legal representatives of the workers. When there are problems, the trade unions must be consulted. The TUC is the governing body of all the trade unions. Some trade unions in Guyana are:GAWU, GTU and PSU.	Researching the work of Hubert Nathaniel Critchlow. Reading clippings from the newspaper.	Can students explain the steps which the workers can take when there is a problem at the work place?	Career Education and Guidance-jobs. Principles of Business-employment.
	Observing and illustrating norms.	Describe actions/ behaviours which are considered as norms.	Explain why these forms of behaviour have developed. Understand that ways of social control can be developed by a group.	Appre - ciate that each commun- ity may develop its own form of social control.	Norms are broad categories of unwritten rules. These are passed on from one generation to the next. Examples of norms are : Children must not leave home without their parents' permission. Persons must speak softly at all times.	Collecting information from members of the society. Observing norms in action.	Can students explain actions/be- haviours which are considered norms in society?	Sociology- norms in society Language Arts- reading and discussion

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
Folk-ways in society	Identify folk-ways in society.	Describe behaviours which are considered as folkways.	Explain the importance of religious traditions Understand that religion and customs have played important roles in shaping our lives.	Show respect for other persons' folk customs.	Folkways are cultural traditions that are observed by members of a society e.g. religious celebrations, funeral rites, weddings and birthday celebrations.	Observing events in the community. Collecting information. Dramatising an event.	Can the students prepare a booklet on folkways? Can the students explain the significance of a religious celebration?	Expressive Arts-drama.
Mores	Identify acceptable and unacceptable behaviours.	Describe behaviours which are displayed in society.	Explain why people behave in certain ways at times . Explain what can happen to a person who disregards others. Understand that a standard of behaviour is important in society.	Be prepared to conform with the rules in society.	Mores:A group of norms which deal with moral behaviour e.g. obscene language and pre-marital sex.	Observing behaviour in the society and indicate those that are considered as mores.	Can the students read case studies and evaluate behaviours cited?	Religious and Moral Education-behaviour

UNIT 2: A GLIMPSE OF OUR HISTORY

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
<p>2.1 GOVERNMENT</p> <p>The functions of Government</p>	<p>Draw a diagram of the organisational structure of Government.</p>	<p>Describe how Government organises its work.</p>	<p>Explain why a government is necessary. Differentiate between Local Government and Central Government. Understand that a Government works in the interest of all citizens. Understand that a Government is necessary for the orderly development of society.</p>	<p>Appreciate the work done by all political institutions. Display nationalistic feelings for the country.</p>	<p>The functions of different arms of the government. Legislative : Responsible for the making of laws Executive: Responsible for making policies and giving directions. The Executive carries out the duties of government with the help of the ministers and the public servants. Judicial : Responsible for interpreting the laws and for protecting the citizens through the courts and the police force. Local Government and Central Government. The ten Administrative Regions.</p>	<p>Visiting a Ministry or a Regional Office in the community to find out how it contributes to development in the country or community.</p>	<p>Can students explain the main functions of Government?</p>	<p>Language Arts-discussion.</p>

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
The Electoral Systems of Guyana	Draw tables to illustrate mock elections.	Describe the electoral system which is used at present in Guyana.	Compare the two systems which have been used in Guyana Understand that no system can satisfy every individual in the country.	Be aware of the attempts to reform the system that is being used	Proportional Representation : In this system the number of seats is determined by the proportion of votes obtained . The First Past the Post System: In this system the candidate or the party that obtains the highest number of votes in a constituency obtains the seat in Parliament.	Role-playing mock elections. Interpreting elections results.	Can the students explain the main differences between the two systems?	Language Arts - oral and written expressions. Mathematics- calculation of seats
2.2 NATIONAL LEADERS The role of political leaders	Observe and note persons who are leaders. Re-search information on political leaders.	Identify political leaders in the present government State the duties of these leaders.	Compare the duties of political leaders. Understand that the government is made up of parliamentarians who come from the Ruling Party as well as the Opposition.	Acknowledge the importance of the work of persons who are in the government.	Political Leaders: The President, the Prime Minister, other members of the Cabinet, Leaders of the Minority Parties. Some of the members of Parliament are not elected. These are non elected members or technocrats. Sometimes non elected members are appointed as ministers.	Dramatising the role of different leaders.	Can the students present a profile of a named political leader?	Language Arts- discussion on the political leaders. Drama - role-play.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
Other leaders in the country	Re-search information on other leaders in the country. Write a profile of a national leader.	State the qualities of a good leader. Identify leaders and describe their contributions to the development of Guyana.	Explain the importance of the work of these leaders. Explain how the qualities of good leadership can be applied to situations. Understand that all Guyanese have a responsibility to contribute to the development of the country. Understand that a high level of commitment is necessary for leadership.	Appreciate the contributions of these leaders. Follow the commitment and dedication of these leaders.	Latchmie Kallicharran-Social Work Carl Hooper-Sports and games Lynette Dolphin-Music Qualities of a good leader e.g. loyalty, dedication and impartiality.	Interviewing national leaders. Reading newspaper articles on national leaders. Discussing in small groups.	Can students identify a national leader and show his/her contribution to national development? Can students explain why leaders must display good qualities?	Language Arts - discussing and describing the work of leaders. Discussing the qualities of a good leader.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
2.3 FORTS AND MONU- MENTS Forts and monu- ments in Guyana	Read and record informa- tion about forts. Locate these on a map	Describe forts in Guyana.	Explain the significance of forts and monuments in Guyana. Explain how forts were used for the defence of the early settlements.	Appreciate that forts and monu- ments have historical signifi- cance and should be preserv- ed.	Monuments : Statue of Critchlow, Damon's Cross, Non Aligned Movement, Cenotaph and Queen Victoria Statue. These monuments are representations of important personalities in our history. Forts: Zeelandia, Kyk-over -al and Nassau.	Visiting sites. Preparing folders to highlight the importance of these forts and monuments. Researching documents /findings on forts and monuments. Clay modelling.	Can students describe these forts and monu- ments? Can they write a short composition on "The importance of forts and monu- ments?"	Art and Craft- preparation of folders. Preparation of models. Language Arts - composi - tion writing.
2.4 CO-OP- ERATIVE MOVE- MENT The School Co- operative Thrift Society	Re- search informat- ion on the School Co- operative Thrift Society.	State the main objec- tives of the School Co- operative Thrift Society.	Explain the benefits to members.	Appre - ciate the benefits of the co- operative society. Demon- strate co- operation .	The benefits of the society: To encourage pupils to save money regularly and to acquire the habit of thrift . To teach pupils how to use money carefully. To make young people realise the value of co-operation Main Objectives: To encourage the habit of thrift; To provide practical lessons in Arithmetic and Accounts.	Visiting a society and interviewing members Reading New Horizons in Social Studies Chapter 4 - Bk. 2.	Can students explain the objectives of the society?	Language Arts - reading and discussing. Business Education- discussion- the value of money. Preparing a ledger

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
Forming a School Co-operative Thrift Society	Locate information on the formation of a co-operative society.	State the main stages in the formation of a co-operative society.	Understand that membership is open to every student of the school.	Show a willingness to join the society.	Steps: Meeting of students and teachers to discuss the objectives and benefits of the society. Discussion with parents to obtain their approval. Meeting with the Schools' Co-operative Thrift Officer for information on how to register the society.	Discussing the formation of the society. Interviewing the Co-operative Officer. Reading of text " Living in Co-operation " Handbook on Co-operatives No. 1 by S. Cort and A. Fenty.	Are the students willing to form a school co-operative society ? Have the students displayed a spirit of co-operation?	Language Arts- reading and discussing Role-play- The School Co-operative Society.
Types of savings	Calculate interest on money saved.	Describe each type of saving.	Differentiate between the two types of savings. Explain why it is important to have both types of savings.	Appreciate that there is a need to save for emergencies. Develop the habit of thrift.	There are two types of savings: Ordinary Savings are withdrawn when the student leaves school. The money can be used for higher education or for launching a career. Special savings can be withdrawn in times of emergencies.	Researching information on types of savings. Discussing in small groups the benefits of each type of savings. Talk by a resource person e.g. an executive member of the society.	Can students differentiate between the two types of savings?	Language Arts - reading and discussion Mathematics- calculating.

UNIT 3: PEOPLE IN OUR COMMUNITY

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
3.1 COMMUNITIES IN GUYANA People live in different geographical regions (Natural Regions) Communities in different geographical regions.	Locate communities in different geographical regions.	Identify the different geographical regions in Guyana.	Explain why the economic activities of people differ in relation to the geographical area in which they live.	Appreciate why people decide to settle in different geographical regions.	<p>Guyanese living in the various geographical areas (natural regions) pursue economic activities related to the available resources of those regions.</p> <p>The Low Coastal Plain.</p> <p>The Sand and Clay Region - sand and loam - bauxite mining and forestry.</p>	<p>Reading information on the geographical areas of Guyana.</p> <p>Matching economic activities with geographical regions.</p>	Can students show /insert the geographical areas of Guyana on a map?	Agricultural Science - features of the soil.
	Locate on a map the geographical region in which your community is found.	Describe the physical features and natural resources of that geographical region.	Understand that each geographical area has particular natural resources.	Show a willingness to conserve the physical environment.	<p>The Highland Region - mountainous - gold and diamond mining and forestry.</p> <p>The Rupununi Savannas - grassland - cattle ranching.</p> <p>The Natural Regions have been determined mainly by the climatic and physical features.</p> <p>The economic activities of the region in which you live.</p>	<p>Extracting information from a map.</p> <p>Researching information on the resources found in the natural region in which you live.</p> <p>Describing the economic activities that are pursued in the use of the resources.</p>	Can students insert on a map, the specific areas where they live? Can they explain why certain economic activities are important there?	Environmental and Health Sciences - the importance of and the need to conserve the environment.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
Reasons for settling in various geographical areas. 3.2 THE ADMINISTRATIVE REGIONS OF GUYANA The purpose of the Administrative system	Locate settlements in different regions	List reasons why people settle in different geographical areas.	Categorise the reasons given into Social and Economic groups Explain why persons may prefer to live in one geographical area and not in another.	Appreciate that persons may have different reasons for settling in an area.	Social and economic reasons why people migrate from one region to another e.g. In search of employment, educational opportunities for children and better recreational facilities.	Interviewing persons in different geographical areas to find out why they have decided to live there.	Can students explain why persons live in each geographical area?	Sociology - persons' preferences for living in certain areas.
	Locate on a map of Guyana, the positions of the ten administrative regions.	Name the ten administrative regions of Guyana.	Explain how regional divisions can facilitate better administration and supervision in Guyana.	Appreciate and respect the political measures put in place to ensure better supervision of the country.	The purpose of the system is to encourage persons in each region or small community to take a great interest in their own affairs. The various sub-divisions facilitate this objective.	Inserting the ten administrative regions on an outline map of Guyana. Collecting information on the importance of each region.	Can students locate and name the ten administrative regions of Guyana?	Language Arts - oral expression.

Topic	Learning Objectives				Content	Activities/ Materials Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
The differences between the geographical regions and the administrative regions.	Insert the geographical regions as well as the administrative regions on an outline map of Guyana.	State the differences between the two divisions.	Explain the differences between the two divisions. Understand that the geographical areas are natural regions while the administrative regions have been created for political supervision.	Appreciate that in spite of differences, the two regions are inter-related.	<p>The four natural regions of Guyana.</p> <p>The ten administrative regions of Guyana:</p> <p>Region 1 Barima -Waini</p> <p>Region 2 Pomeroon -Supenaam</p> <p>Region 3 Essequibo Islands-West Demerara</p> <p>Region 4 Demerara-Mahaica</p> <p>Region 5 Mahaica-Berbice</p> <p>Region 6 East Berbice -Corentyne</p> <p>Region 7 Cuyuni -Mazaruni</p> <p>Region 8 Potaro-Siparuni</p> <p>Region 9 Upper Takutu-Upper Essequibo</p> <p>Region 10 Upper Demerara-Berbice</p>	Using different coloured markers to insert the geographical and the administrative regions on a blank map of Guyana	Can students differentiate between the geographical regions (natural regions) and the administrative regions?	Language Arts-reading and discussion.

UNIT 4: DEVELOPMENT IN OUR COMMUNITY

Topic	Learning Objectives				Content	Activities/ Materials	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
4.1 MINERAL RESOURCES Gold, Diamond and Bauxite	Locate on a map where these are mined. Collect information on production and place on a graph.	Describe the mining operations.	Explain the economic importance of these minerals.	Recognise the dangers that the miners have to face.	These minerals bring in revenue for the country. When these are exported foreign exchange is earned. Bauxite is responsible for about 7.2% (1999) of the foreign exchange earned. One of the major gold mining companies is Omai Gold Mines Ltd. This company exports the product. Gold and diamond can be manufactured into expensive jewellery. Often where these minerals are mined small settlements have developed. Mahdia, Kamarang and Omai are settlements associated with the gold and diamond industry.	Using a map of Guyana to, locate places where the minerals are mined. Extracting data from the Bank of Guyana Reports. Making a model of a mine. Exhibiting photographs.	Can the students interpret graphs with production figures?	Mathematics - statistics.
Semi-precious minerals	Identify semi-precious stones.	State the uses of these minerals.	Understand that these minerals can also be of economic importance.	Appreciate the value of these minerals.	There are some minerals which can be considered as semi-precious. These are highly valued for the making of craft pieces/ornament. Some of the semi-precious minerals are quartz, opal and black pearl.	Studying a geological map of Guyana. Collecting samples of these minerals.	Can the students explain the importance of these minerals?	Art and Craft-making a model of a mine.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
						Visiting the museum or a craftshop.		
4.2 HUMAN RESOURCES	Collect information on the characteristics of a population. Display and interpret data.	Describe the population distribution in Guyana. State the main characteristics of the population in Guyana.	Compare the population characteristics of a developing country with that of a developed one. Appreciate the work of everyone.	Recognise the worth of every class of worker. Appreciate the work of everyone.	Population distribution in Guyana. A large percentage of the population lives on the coastland of Guyana. Developing countries tend to have a young population. Many workers in Guyana have not been trained for industry.	Collecting information from the text/census report. Collecting information from the community.	Can the students explain why certain areas in Guyana are not densely populated?	Career Guidance- job location.
Human Resource Development and Education	Collect data by using a questionnaire. List special subjects that are taught in school.	State specific training/ skills which are needed for specific jobs. List special subjects that are taught in school.	Explain why education and training are necessary for human resource development. Understand that proficiency in a job can be developed.	Recognise the skill of each person.	Education and training are necessary to help develop the knowledge and skills of all workers. Some jobs require specialised training.	Observing people at work and noting the skills which are necessary.	Can the students identify the skills which are necessary for jobs which are available in the community?	Career Guidance- job selection.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
Health and its effects on human resource development	Categorise illnesses which are prevalent in the community.	Describe common ailments.	Explain how some sicknesses can be caught or spread. Explain the way in which illness can affect human resource development.	Develop healthy habits.	The residents of a country must be in a healthy state in order to make full use of the amenities and facilities in the country. Persons who are periodically ill can cause a strain on the financial resources of a country.	Making a survey in the community.	Can the students identify health institutions and describe the health care that is provided?	Integrated Science - health care.
Migration and its effects on human resource development	Collect data and place on a graph.	Describe migration patterns .	Explain the way in which migration from a country can affect the development of human resources. Understand that persons are easily attracted to the developed countries.	Recognise that people migrate for different reasons. Be willing to serve your country.	Many persons are attracted to the developed countries because of the supposed better living standards. The young and the educated are usually easily accepted. When the young and the educated are 'pulled' then there is a brain drain on the poorer countries. Important human resources are thus easily lost. The strain is greater when one realises that many persons receive their basic education and then migrate. The developed countries also attract persons who are qualified in the technical field. Very often the developed world offers scholarships to the young and educated from the developing countries and these persons do not return to give full service.	Interpreting information that has been collected.	Can the students explain the consequences of migration on the developing countries?	Principles of Business-migration and human resource development.

UNIT 5 : HEALTH AND WELL- BEING

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
5:1 GOOD HEALTH PRAC- TICES Physical and emotional health habits	Compile information and place on a chart.	Give examples of good personal health practices. Identify specific problems that can occur to persons when personal health practices are ignored.	Give reasons why we practise good personal health habits. Discuss the problems which can arise through negligence of personal health practices.	Show appreciation for the practice of good health habits.	Personal cleanliness is an important factor of good health. We can avoid many illnesses by practising healthy habits . Some good healthy habits: Frequent brushing of teeth and having a daily bath. Other personal health practices are: regular exercise, relaxation and rest.	Discussing problems related to ignoring good health practices. Role-playing how one can keep one-self clean and tidy. Reading about good health practices from New Horizons in Social Studies Bk. 2.	Can students compile a chart on good health practices which can keep them physically and emotionally well?	Language- Arts- Reading Drama - role -play. Integrated Science- personal hygiene
5.2 GROWTH AND DEVELOP- MENT The stage of Adoles- cence	Preparing charts to show the differences between male and female.	State the biological differences between male and female during the stage of adolescence.	Explain what are the biological differences between male and female.	Develop an understanding of changes in the maturing adolescent.	At the stage of adolescence some important physical and emotional changes take place. These changes may differ depending on the gender of the person.	Observing persons/pictures and noting the differences in their gender makeup.	Can students prepare a chart showing growth of themselves or family members?	Language Arts- answering questions. Integrated Science- reproduct- ive system.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
The stage of Adolescence (cont.)		Identify the risks of teenage pregnancy.	Discuss the consequences of teenage pregnancy. Understand that pregnancy can take place during this stage.	Appreciate the difficulties of this stage.	<p>Some physical changes in the male: hair grows on face, under arms and pubic areas. The shoulders widen, the chest deepens, and the testicles make millions of ripe sperms. Penis grows. The whole body is more muscular and there is an increase in oil and sweat secretion by sweat glands.</p> <p>Some physical changes in the female: Hair grows under the arms and in pubic areas, breasts grow bigger, hips widen, there is an increase in oil and sweat secretion by the skin glands. During this stage a healthy relationship with the opposite sex begins. Touching may arouse sexual feelings in both male and female and this may require self control. The emotional aspects of adolescents are: fear of looking different; the macho and sex-pot images "touted" by society intimidate the adolescents and they feel that they will not be socially accepted.</p>	<p>Discussing in small groups specific aspects of physical and emotional development in the adolescent.</p> <p>Talk by resource persons on Teenage Pregnancy. Emotional problems of adolescents. Biological differences between male and female.</p>	Can the students compare the changes in the male with those of the female?	Guidance and Counselling-sexuality.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integation
	Skills	Knowledge	Understanding	Attitude				
5.3 SEXUAL- LY TRANS- MITTED DISEASES Causes and symptoms	Re-search informat- ion .	List STDs and for each state its cause and symptom. Identify some ways in which persons can protect themselves against STDs.	Explain what is meant by sexually transmitted diseases. Give reasons for persons contracting sexually transmitted diseases. Understand that young people (students) should abstain from sexual intercourse to protect themselves from STDs.	Empa- tise with a person with a socially trans- mitted disease. Adopt a healthy life-style.	Early sexual activity can hinder the development of the total well-being and expose one to STDs e.g.syphilis, gonorrhoea and genital herpes. Sexually transmitted diseases are diseases that are contracted through (contact) sexual intercourse with someone who already has the disease. The disease can also be transmitted through the careless use of surgical needles.	Observing charts on display about STDs. Listening to resource persons and asking questions. Sharing own values with others in small groups. Researching the topic on at least two of these diseases.	Can students make a chart which gives information on one STD? Can students state causes, symptoms and effects of STDs? Can students state the ways in which they can safeguard themselves against the diseases?	Language Arts- paragraph writing. Integrated Science - physiology of the human body. Guidance and Counselling- sexuality.

UNIT 6 : WEATHER AND CLIMATE

Topic	Learning Objectives				Content	Activities/ Materials Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
6.1 THE ELE- MENTS OF WEATHER AND CLIMATE	Observe and note the differences between the clouds.	Identify the clouds at different levels.	Understand that weather symbols and climatic data are used to give weather forecasts.	Appre - ciate that the ele- ments are compon- ents of the weather.	A table of weather symbols for the cloud, the wind- direction and speed, rainfall and temperature. Weather stations using symbols for the elements and weather maps. How various occupations are affected by the weather changes. The importance of weather forecasts.	Listening to weather forecasts. Looking at weather maps and describing the weather changes. Recording, drawing and interpreting weather data.	Can students plot data for a weather station?	Mathe- matics- graphs. Language Arts- paragraph writing.

Topic	Learning Objectives				Content	Activities/ Materials/ Strategies	Evaluation	Areas of Integration
	Skills	Knowledge	Understanding	Attitude				
6.2 WEATHER AND CLIMATIC CHANGES	Listen to weather forecasts and ask questions on weather changes.	State the ways people respond to changes in the weather.	Give reasons why people respond to changes in the weather.	Appreciate that social and economic activities of families can be disrupted by weather changes.	<p>The canals and drains must be cleaned to avoid flooding.</p> <p>The adverse effects of the floods or droughts on the community.</p> <p>The importance of listening to the weather forecasts so as to be prepared for sudden changes in the weather.</p> <p>The need to heed hurricane warnings.</p> <p>The effects of hurricane on the Caribbean.</p> <p>The effects of Northers on Jamaica.</p> <p>The effects of the Easterly Waves on Barbados and other islands in the Caribbean.</p>	<p>Reading from newspaper clippings about the effects of climate and weather on communities.</p> <p>Composing poems on the weather phenomena.</p> <p>Small group reports on how various occupations are affected by the weather changes.</p>	Can students make recommendations to families who live in a community which is often flooded?	<p>Home Economics - weather and food supply.</p> <p>Language Arts - poetry and writing.</p>