

**NAPARIMA COLLEGE
SCHEME OF WORK**

SUBJECT: SOCIAL STUDIES

CLASS: FORM 1

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TERM: I

YEAR: 2017/2018

WEEK NO.	TOPIC	OBJECTIVES	TEACHING STRATEGY	RESOURCES, TEXT, BOOKS, ETC.	HOMEWORK	REMARKS/TEST/ REMEDIAL/ COMPLETION DATE
1	Life Cycle and Adolescence	<p>I. Define the following terms:</p> <ul style="list-style-type: none"> - Infancy - Adulthood - Childhood - Senescence - Adulthood/Puberty <p>To identify and describe the stages in human development from birth to senescence and the physical characteristics of EACH stage. <u>Class exercise:</u> To draw the life cycle</p> <p>II. To identify and explain the physical changes that occur in both boys and girls at puberty. To identify and explain the emotional changes in teenagers:</p> <ul style="list-style-type: none"> - Establish independence - Growing feeling for the opposite sex - Values the opinions of peers - Making decisions based on individual morals and values <p><u>Class exercise:</u> To discuss the changes that come with adolescence and the consequences these changes may have on behavior and how the teenager relates to adults</p> <p>III. To find ways of dealing with the changes that come with adolescence. Lectures by trained personnel about dealing with changes.</p>	Class Discussion Questioning Pictures Observations Concept Maps	Text/Notes, Internet	<p>To find photos of oneself and each life cycle and place the photos in order of one's life cycle</p> <p>To research changes in teenagers and arrange them in the following categories:</p> <ul style="list-style-type: none"> - Physical - Emotional - Hormonal <p>To present, in groups, ways of dealing with changes in adolescence</p>	

2	Who am I? A Unique Individual	<p>I. Define the following terms:</p> <ul style="list-style-type: none"> - Uniqueness - Individuality - Characteristic <p><u>Class exercise:</u> To watch the YouTube Video “The Power of One”</p> <p>Each student should be able to identify what makes them unique and special. They should also be able to see others as unique and special</p> <p><u>Class exercise:</u> To identify what makes the student unique and to discuss in class.</p> <p>II. Define the following terms:</p> <ul style="list-style-type: none"> - Heredity - Environment - Genes - Personality - Individual Differences <p><u>Class exercise:</u> To listen to narration of stories of “feral children”</p> <p>Discuss the influence of heredity and environment on a person’s physical appearance, personality, behavior, beliefs and attitude.</p> <p><u>Class exercise:</u> To discuss the following scenario: two children born on the same day at the same time but raised in different homes. How would the two different environments affect the personality of these two people.</p> <p>To identify and describe different aspects of oneself: physical, social, ethical, intellectual and emotional.</p> <p>III. Define the following terms:</p> <ul style="list-style-type: none"> - Tolerance - Appreciation for self and others - Respect for differences in others 	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet	<p>To draw a table and list comparisons between himself and another person (friend, sibling, peer) and what makes them unique.</p> <p>To write two paragraphs on the different aspects of oneself and the effects on one’s behavior.</p> <p>To create a portfolio with the title “Ways in which I can show appreciation for others”</p>	
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		<u>Class exercise:</u> To put students into groups and do dramatic enactments of how we can respect the differences of others.				
3	Appreciating and developing myself/self esteem	<p>I. Define the following terms: - Self Esteem - High self-esteem - Low self esteem To identify the characteristics of high and low self esteem <u>Class exercise:</u> To discuss and role play the characteristics of high self-esteem and low self-esteem and to develop a checklist of statements that reflect a person’s self esteem</p> <p>II. Factors that contribute to one’s self esteem: - Family life - Relationship with peers and neighbours - School achievement - Involvement in extra-curricular activities <u>Class exercise:</u> Dramatic enactments of ways that one’s self esteem can be lowered.</p> <p>III. Ways to improve or maintain self-esteem: - Love the unique person that you are - Take pride in your achievement - Get involved in activities that you enjoy <u>Class exercise:</u> Dramatic enactments of ways in which one’s self esteem can be heightened.</p>	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet	To apply the list of statements that reflect the child’s own self esteem	
4	Where do I belong	<p>I. Define the following terms: - Family - Kinship To define family and identify family members. To identify family types: - Nuclear - Reconstituted/ - Extended - Reconstructed - Single Parent To define union and to identify types of unions: - Common Law - Visiting Relationship - Marriage <u>Class exercise:</u> To discuss the types of family the students belong to and to gain an appreciation of each.</p>	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet	To construct a poem or song entitled “My family”	

		<p>II. Define the following:</p> <ul style="list-style-type: none"> - Family Tree - Origins - Ancestry - Customs - Traditions <p>To explain relationships that exist in families: grandparents, parents, siblings, cousins, aunts and uncles To identify and explain Family Customs and Traditions <u>Class exercise:</u> To let students write questions that they would ask the elderly people in their family (grandparents and parents) and to bring questions together to make a questionnaire (about ten questions)</p> <p>III. TEST: On topics from weeks 1 – 3</p>			<p>To construct a Family Tree. To use structured questionnaire in class to interview elderly people in the family.</p>	
5	My Role/ Responsibility	<p>I. To identify and explain the functions of the family under the following categories:</p> <ul style="list-style-type: none"> - Biological - Economic - Emotional - Socialization - Cultural - Education <p><u>Class exercise:</u> To discuss and apply the functions of the family to the student's family.</p> <p>II. To define the terms: - Role -Responsibility To identify and explain the students' roles (student, child, grandchild) and to explain the responsibilities that come with each role. To discuss the roles and responsibilities of parents, children, grandparents, husbands and wives. <u>Class exercise:</u> Students are placed into groups and each group presents a role play of family members and their roles and responsibilities.</p> <p>III. To identify and discuss the consequences of family members not fulfilling their responsibilities.</p>	Class Discussion Questioning Pictures Observations Exercises Semantic Maps	Text/Notes, Internet	<p>To write three paragraphs about three (3) functions of the student's family</p> <p>To write down the members of student's family and to list the roles and responsibilities of each member.</p> <p>To write three paragraphs about why family members</p>	

	Human Resources	<ul style="list-style-type: none"> - Human Resource - Human Capital - Physical Resource <p><u>Class exercise:</u> To discuss terms and concepts and use appropriately in sentences.</p> <p>II. To differentiate between human and physical resources To identify the characteristics of Human Resources. <u>Class exercise:</u> To create a concept map to emphasize how the following relate to human resources: skills, talent, knowledge and ability.</p> <p>III. TEST: On topics from weeks 4 – 6</p>	<ul style="list-style-type: none"> - Talent - Knowledge - Ability <p>Pictures Observations Exercises Concept Maps</p>			<p>To create a portfolio about an employed person (parent, aunt, uncle etc.). Information is about person's talents, skills, knowledge and ability.</p>
8	Importance of Human Resources to the Economy	<p>I. Factors which influence the development of human resources:</p> <ul style="list-style-type: none"> - quality - quantity - composition - skills development/enhancement - creativity <p><u>Class exercise:</u> To discuss and role play the factors that influence human development.</p> <p>II. Definition of Economic Development To identify and explain the importance of human resources to the economy:</p> <ul style="list-style-type: none"> - variety of skills - innovation - manufacturing and agricultural practices - creativity - high levels of production <p><u>Class exercise:</u> To discuss the importance of human resources and what could happen if we do not develop them.</p>	<p>Class Discussion Questioning Pictures Observations Exercises Concept Maps</p>	Text/Notes, Internet	<p>Group presentation on how human resources can be developed in Trinidad.</p> <p>To write an essay of 3 paragraphs on what would happen if we did not develop human resources.</p>	

	Role of Education in developing Human Resources	<p>III. To define education. To discuss the importance of education in the development of Human Resources:</p> <ul style="list-style-type: none"> - educated labour force - knowledge to create new products - increased market opportunities <p><u>Class exercise:</u> To discuss why it is important for citizens of Trinidad and Tobago to develop the nation.</p>			Write an essay on the statement “Your future is in your bookbag”	
9	Importance of Health in the development of Human Resources	<p>I. Definition of the following terms: - Health - Health Concerns - Lifestyle disease Teacher presentation of statistics of lifestyle diseases. <u>Class exercise:</u> Teacher discusses lifestyle diseases in general with students.</p> <p>II. Health concerns of citizens of Trinidad and Tobago: Preventative measures to diseases and curative measures to diseases <u>Class exercise:</u> Dramatic enactments of healthy lifestyles.</p> <p>III. Impact of Health Issues on the workplace: to discuss how lifestyle diseases affect people and how the workplace is affected. <u>Class exercise:</u> To discuss physical, mental, social and financial impacts of lifestyle diseases.</p>	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet	To create group presentations on the following lifestyle diseases: diabetes, cancer, hypertension, STD’s	
10	Importance of Health in the development of Human Resources	<p>I. Definition of the term Health care To discuss the importance of health care in human resources:</p> <ul style="list-style-type: none"> - a healthy workforce (fewer illnesses, greater productivity) - increased life expectancy <p><u>Class exercise:</u> To perform dramatic enactment of how poor health care impacts individuals and their duties.</p> <p>II. Ways of addressing Health Issues:</p> <ul style="list-style-type: none"> - Health care - Diet - Exercise - Public awareness 	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet	Write an essay on why health care is important to the human resources of Trinidad and Tobago.	

		<p><u>Class exercise:</u> To watch videos on health care and why there is so much emphasis on living healthy especially today. Students can write a plan about how they can lead healthier lives.</p> <p>III. TEST on topics covered from weeks 7 – 9</p>			To create a poster to encourage healthy eating habits	
11		<p>I. To identify the person(s) responsible for health of individuals and their roles - Government: provides trained personnel and hospitals <u>Class exercise:</u> To list and discuss the ways in which these person(s) are responsible for health</p> <p>II. To identify the person(s) responsible for health of individuals and their roles - The Individual <u>Class exercise:</u> To list and discuss the ways in which these person(s) are responsible for health</p> <p>III. REVISION</p>	<p>Class Discussion Questioning Pictures Observations Exercise Concept Maps</p>	<p>Text/Notes, Internet</p>		