NAPARIMA COLLEGE
SCHEME OF WORK

SUBJECT: SOCIAL STUDIES   **CLASS:** FORM 2   **TEACHER:** ALISA R. JANKIE   **TERM:** I   **YEAR:** 2017/2018

WEEK NO.	TOPIC	OBJECTIVES	TEACHING STRATEGY	RESOURCES, TEXT, BOOKS, ETC.	HOMEWORK	REMARKS/TEST/ REMEDIAL/ COMPLETION DATE
1	Personal Development: Groups in Society	**I.** To define the term group and to identify the different types of groups such as family, class, school, religious groups, sports team. **II.** To describe the functions of groups and to identify the characteristics between formal and informal groups. Functions include: - Sense of belonging, identity, companionship - Achievement of specific goals - Opportunities for leadership - Opportunities to learn new skills **III.** To describe the characteristics of groups: - Marks of identity - Rules - Size - Structure - Membership - Purpose	Class Discussion Questioning Pictures Observations Concept Maps	Text/Notes, Internet	In approximately 250 words, the student is to identify one group to which he belongs. What are the roles and responsibilities of that group? Students are arranged in groups and discuss a group they would like to form and each group presents the characteristics of that group.	
2	Groups in Society	**I.** To identify the different types of groups with examples: - Primary - Secondary - Formal -Informal To identify differences between: - Formal and informal groups such as Rules, Structure/Hierarchy, Leader emergence - Primary and Secondary groups such as size, degree of interaction **II.** To explore the benefits of group membership to the individual and society:	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet Newspaper clippings	Students are to identify one example of one type of group and to collect and present information on the group chosen. To write in about 250 words the benefit of being in a	

		- Independence - Sense of Belonging - Learn new skills - Responsibility - Team work - Problem solving - Decision making - Opportunities for leadership **III.** To examine ways groups can overcome issues that arise. To find ways of dealing with such issues. Issues within groups: - Controlling leader - Lack of cooperation Ways to overcome issues: - Talk to the leader - Work together for the good of the group's goal			group. The student should write about a group they are actually a part of. To examine a group that the student is involved with and list the benefits. To place students in groups and let each group devise ways in which they can deal with group issues.	
3	Leadership	**I.** To be able to define the terms: Leader, Leadership, Power and Authority. To identify qualities of a good leader: Honest, Responsible and Respectful and to defend the qualities of a good leader. **II.** To identify and differentiate between leadership styles such as democratic, authoritarian and laissez-faire. To differentiate between the types of leadership. **III.** To examine the role of leaders in groups: Leaders assist groups in: - Being focused - Achieving goals - Mediating issues - Keeping a sense of order	Class Discussion Questioning Pictures Exercises Concept Maps	Text/Notes, Internet	To list the characteristics of a good leader. To identify the characteristics, benefits and disadvantages of each leadership style. To research case studies of different leadership styles and to present. To develop a personal campaign poster in which the student states the qualities he possesses to be a good leader.	

4	The Meaning of Democracy	**I.** To define and discuss the terms *democracy* and *government*. To explain the difference between direct and indirect and representative democracy. **II.** To explain why direct democracy is impractical in modern times. To explain reasons for having a government. **III. *REVISION TEST***	Class Discussion Questioning Exercises Concept Maps	Text/Notes, Internet	To give the benefits of democracy in Trinidad and Tobago. Group presentations on the reasons for having a government.	
5	From Crown Colony to Republicanism	**I.** To identify the various forms of government in Trinidad from Crown Colony to present day government. **II.** To identify the change in the governing structure as Trinidad moved from one stage to another. **III.** To explain the History of Tobago.	Class Discussion Questioning Exercises Semantic Maps	Text/Notes, Internet, Newspaper clippings	To research and create a timeline of forms of government in Trinidad and Tobago. To create a timeline of events in the History of Tobago.	
6	Humanitarian Law	**I.** To identify the rules in Humanitarian law that are violated and why. To identify the people who are responsible for seeing that the law is respected. **II.** To identify dilemmas that combatants face. To explain ways in which respect for human dignity can be promoted. **III.** To identify and explain the difference between a civilian and a fighter.	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet, Newspaper clippings	To research who in the military is responsible for enforcing and upholding the Law.	
7	Our Heritage	**I.** Our Physical Heritage: To identify the features of the natural environment that constitute the physical heritage of our country. This includes: - Tropical Rain Forest: Northern Range, Guayaguayare - Wetlands: Nariva, Caroni, Oropuche, Los Blanquizales - Wildlife Reserves: Bush Bush Wildlife Sanctuary - Bird Sanctuary: Caroni, Pointe-à-Pierre - Habitats: Aripo Savannas	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet, Newspaper clippings	***PROJECT***: To research our natural heritage as outlined and to do a portfolio.	

		- Eco-tourism sites - Waterfalls: Maracas, Rio Seco, Paria, Carmelita - Caves: Aripo, Tamana, Las Cuevas - Coastal areas and beaches - Coral reefs: Toco, Tobaga - Mangroves: Caroni, Oropuche, Cedros - Fishing beds: North Coast, Cedros - Pitch Lake, La Brea - Mud volcanoes: Piparo, Digity, Devil's Woodyard, Penal **II.** To identify places which are part of a natural heritage on a map of Trinidad and Tobago. **III.** To appreciate nature's benefits to man.			
8	Our Heritage Indigenous Species	**I.** Our Man-made Heritage: To identify aspects of our heritage in man-made structures such as: historical sites, relics, churches, temples, mosques and recreation facilities. To explore the importance and value of these features as essential to the social and cultural life of our people. **II.** To identify and classify flora and fauna that are part of our heritage. To identify flora and fauna that are considered endangered species. **III.** *REVISION TEST*	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet, Newspaper clippings	***PROJECT***: To research and do a portfolio on Man-made Heritage. To research and present in groups the endangered species of Trinidad and Tobago.	
9	Mapwork: Basic Landforms and Natural Resources	**I.** To identify and locate basic landforms: 1. Mountain Ranges 2. Plains 3. Wetlands 4. Major beaches 5. Headlands 6. Rivers **II.** To identify natural resources: 1. Vegetation 2. Soils 3. Minerals 4. Seas 5. Reservoirs. To identify urban areas and towns, ports and tourist resorts.	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet Computer Projector	To draw separate maps showing landforms, resources, urban areas, ports and tourist resorts.	

		III. To interpret a map showing rainfall distribution in Trinidad and Tobago. To interpret a climatic graph (temperature and rainfall) of Trinidad and Tobago.				
10	Population	**I.** To define the terms and concepts in Population studies: Population, Population density, Dense and sparse population, Urban, Rural, Choropleth, Population Pyramid, Census. **II.** To interpret a choropleth map of Trinidad and Tobago showing population density. To identify sparsely and densely populated areas. **III.** To identify the counties of Trinidad and Parishes of Tobago on a map. To identify the densely and sparsely populated counties and discuss possible reasons for such.	Class Discussion Questioning Pictures Observations Exercises Concept Maps	Text/Notes, Internet	To research terms and concepts. To construct dot and choropleth maps using the information given.	
11	Population	**I.** To interpret a population pyramid of Trinidad and Tobago. **II.** To describe the racial and cultural diversity of Trinidad and Tobago paying attention. **III.** *REVISION*	Class Discussion Questioning Pictures Observations Exercise Concept Maps	Text/Notes, Internet	To write a short essay about racial and cultural diversity in Trinidad and Tobago.	