

# **SOCIAL STUDIES CURRICULUM**

**REVISED**

**GRADE 4**



## Grade 4

<b>1.0 CULTURE AND HERITAGE&amp; Time continuity and change</b>		
<b>LEARNING OUTCOMES</b>	<b>TOPICS</b>	<b>CONTENT</b>
<ol style="list-style-type: none"> <li>1. Illustrate the ethnic, cultural and racial composition of the nation</li> <li>2. Identify early groups of people who came to their country</li> <li>3. Explain when, why and how they came</li> <li>4. Identify examples of historical sites and buildings in the country</li> </ol>	<b>1Different groups and how they came</b>	<p><b><u>Early Settlers Groups Who Came</u></b></p> <ul style="list-style-type: none"> <li>• Amerindians (Arawaks, Caribs)</li> <li>• Europeans</li> <li>• West Africans</li> <li>• East Indians</li> <li>• Americans</li> </ul> <p><b><u>How they came to the Caribbean</u></b></p> <ul style="list-style-type: none"> <li>• Amerindians- by canoes</li> <li>• Europeans-sailing ships</li> <li>• West Africans- sailing ships</li> <li>• East Indians- sailing ships</li> <li>• Americans- steam boats/ships/planes</li> </ul> <p><b><u>Why they came to the Caribbean</u></b></p> <ul style="list-style-type: none"> <li>• Amerindians-came to settle</li> <li>• Europeans-explorers, traders, land owners</li> <li>• West Africans- slaves</li> <li>• East Indians –indentured servants, merchants, businessmen</li> <li>• Americans- investors</li> </ul>
<ol style="list-style-type: none"> <li>1. Portray the culture, customs, and way of life of the indigenous peoples of the nation</li> <li>2. Explain the extent to which any of these customs are still present today</li> <li>3. Explain how the ethnic, cultural</li> </ol>	<b>2. Culture and customs of the early settlers</b>	<ul style="list-style-type: none"> <li>• Culture- the way of life of a people. It includes their language, religion, food, dress code, festivals, music and celebrations</li> <li>• Customs:</li> <li>• Folklore:</li> <li>• Festival:</li> </ul> <p>Religions of the different groups</p>

<p>and racial composition of their country is reflected in the cultural events, customs, folklore and festivals</p> <p>4. Explain the purpose and significance of some customs, traditions and cultural celebrations in their country</p>		<ul style="list-style-type: none"> <li>• Amerindians- ancestral spirits</li> <li>• Europeans- Christianity (Catholic, Protestants-Anglican and Methodist)</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>• Europeans: French, Spanish, Dutch, English</li> <li>• West Africans- colloquial(dialect)</li> </ul>
<p>1. Give examples of local and national languages, folktales, children's games and music</p> <p>2. Identify ways in which culture and customs have changed in their country.</p> <p>3. Explain why the local culture should be supported and preserved.</p> <p>4. Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups</p>	<p><b>3. Changing cultures</b></p>	<p><b>Human rights and tolerance:</b> What can I do to interact better with people of other races and ethnicities?</p> <ul style="list-style-type: none"> <li>• Knowing simple greetings</li> <li>• Knowing their cultures and practices</li> <li>• Being sensitive to their needs</li> </ul>
<p><b>2. People, places and the environment</b></p> <p>1. Graphically illustrate the major characteristics of the local population size, composition, growth and distribution</p>	<p><b>1. Populations</b></p>	<ul style="list-style-type: none"> <li>• Population growth- an increase in the size of the population</li> <li>• Population distribution- the pattern of where people live</li> </ul> <p><b>Population change</b></p> <ul style="list-style-type: none"> <li>• Migration</li> </ul>

<p>2. Explain possible consequences of change in population characteristics. Give reasons why people sometimes move from one area to settle in another</p> <p>3. Illustrate the effect of migration on people</p>		<ul style="list-style-type: none"> <li>• Birth rate</li> <li>• Death rate</li> </ul> <p><b>Effects of population change</b></p> <ul style="list-style-type: none"> <li>• Decrease in population</li> <li>• Increase in population</li> <li>• Pressure on social services</li> <li>• Increased crime rate</li> <li>• Reduced labour force</li> </ul> <p><b>Reasons for migration</b></p> <ul style="list-style-type: none"> <li>• Economic factors</li> <li>• Social factors</li> <li>• Political factors</li> <li>• Environmental factors</li> </ul> <p><b>Push and pull factors</b></p>
<p>1. Name and locate the major settlements on a map</p> <p>2. Describe the physical surrounding of the community</p> <p>3. Indicate what human-made changes have been made to the local environment</p>	<b>2.The local area</b>	<p>Humans modify their environment- they adapt and make changes to the environment in positive and negative ways:</p> <ul style="list-style-type: none"> <li>• Housing</li> <li>• Transportation systems</li> <li>• Schools</li> </ul>
<p>1. Use directions and distances to locate the country in relation neighbouring water bodies and land masses</p> <p>2. Identify the country on a large map of the Caribbean</p>	<b>3. Maps of the Caribbean</b>	<ul style="list-style-type: none"> <li>• The cardinal points</li> <li>• Lines of latitude</li> <li>• Line of longitude</li> </ul> <p><b>Natural Features</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Mountains</li> </ul>

3. Name and illustrate the physical features of the country  4. Locate the physical features on a blank map		<ul style="list-style-type: none"> <li>• Coast</li> <li>• Hills</li> </ul>
1. Indicate the benefits of physical features of the country  2. Demonstrate knowledge of types and examples of resources  3. Explain the use and importance of local resources to the country  4. Suggest reasons for conserving the natural resources  5. Propose a course of action for preserving the natural environment	<b>4. Natural resources</b>	<b>Types of resources</b> <ul style="list-style-type: none"> <li>• Natural resources- land, air, water</li> <li>• Renewable- air, water, solar energy, animals</li> <li>• Non-renewable resources- minerals (gold, silver) gas, natural gas</li> <li>• Man-made resources- buildings, vehicles, cell phones</li> </ul> <b>Uses:</b>  <u><b>Conservation and Preservation</b></u> <ul style="list-style-type: none"> <li>• Obeying all wildlife laws- hunting or fishing only in the season</li> <li>• Do not litter</li> <li>• Replant trees</li> </ul>

<ol style="list-style-type: none"> <li>1. Classify and explain what the local weather is like</li> <li>2. Give examples of how the weather affects the lives of people</li> </ol>	<b>5. Weather</b>	<b>Elements of weather</b>  <b>Local weather features</b>  <b>Weather forecast:</b> <ul style="list-style-type: none"> <li>• Disaster and disaster preparedness</li> <li>• Climate change</li> </ul> <b>Effects of weather on everyday lives</b> The weather has a tremendous effect on our every lives: <ul style="list-style-type: none"> <li>• Clothing we wear</li> <li>• Our daily activities- travelling, planning a party, driving to work</li> </ul>
<ol style="list-style-type: none"> <li>1. Collect geographical information about their country</li> <li>2. Classify geographical information about their country</li> <li>3. Present in different forms geographical information about their country</li> </ol>	<b>6. My country physical features</b>	<b>Natural features</b> <ul style="list-style-type: none"> <li>• Coastal strips</li> <li>• Bays</li> <li>• Headlands</li> <li>• Valleys</li> </ul> <b>Land formation</b> <ul style="list-style-type: none"> <li>• Limestone islands- Barbados</li> <li>• Volcanic islands- St. Vincent</li> </ul>

<ol style="list-style-type: none"> <li>1. Collect economic information about their country</li> <li>2. Classify economic information about their country</li> <li>3. Present in different forms economic information about their country</li> </ol>	<b>7. Money in my country</b>	<b>Money</b> <ul style="list-style-type: none"> <li>• Currency used in my country</li> <li>• Other countries that use the same currency</li> <li>• Security features of my currency</li> <li>• Different currencies used around the world</li> </ul> <b>How countries earn money:</b> <ul style="list-style-type: none"> <li>• Services/Tourism/Customs</li> <li>• Agriculture</li> <li>• Export of goods</li> <li>• Industries</li> <li>• Taxes – VAT, Income tax</li> <li>• Remittances</li> </ul> <b>How countries spend money</b> <ul style="list-style-type: none"> <li>• Importation of goods</li> <li>• Debt payments</li> </ul>
<b>3. Individuals, groups and institutions</b> <ol style="list-style-type: none"> <li>1. Explain the role of citizens</li> <li>2. Explain their rights and responsibilities as citizens of their country</li> </ol>	<b>1. Citizens and citizenship</b>	<b>Citizenship:</b> being a member of a particular country and having rights because of it.  <b>Citizenship rights include:</b> <ul style="list-style-type: none"> <li>• Right to vote</li> <li>• Right to live there</li> <li>• Freedom of speech</li> <li>• Freedom of Association- being part of a group, to worship etc</li> </ul> <b>Responsibilities:</b> <ul style="list-style-type: none"> <li>• To vote</li> <li>• To pay taxes</li> <li>• To follow rules and regulations</li> <li>• To respect rights and beliefs and opinions of others</li> </ul>





<p><b>4. Power, Authority and Governance</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of rules and laws in the home, school, community and country</li> <li>2. Demonstrate/enact a scenario of the consequences of having no rules or laws in the country</li> <li>3. Indicate ways in which individuals can demonstrate love for their country and respect for its laws and institutions</li> </ol>	<p><b>1. Rules and Laws</b></p>	<p><b>Importance of rules and laws:</b>  Rules and laws are created to protect people’s rights and their safety at home, school and in the community.  Laws protect the rights and freedoms of individuals and groups.  They are created to protect the rights and define the responsibilities of individuals and groups.</p> <p><b>We obey rules and laws:</b></p> <ul style="list-style-type: none"> <li>• For personal safety</li> <li>• To ensure orderly behavior in school</li> <li>• For the well-being of self and others in society</li> </ul> <p><b>Communities have and respect rules and laws:</b></p> <ul style="list-style-type: none"> <li>• School Rules – do not damage the furniture</li> <li>• Home Rules- helping with chores</li> <li>• National Laws- road safety rules, no littering</li> </ul> <p><b>Demonstration of love for one’s country and respect for its laws and institutions:</b></p> <ul style="list-style-type: none"> <li>• observe rules and regulations even when they are not being observed by others</li> <li>• Make ethical decisions</li> <li>• </li> <li>• Be fair to others</li> <li>• Participating in community service projects- donating food, recycling</li> </ul>

<ol style="list-style-type: none"> <li>1. Identify the persons, groups and institutions responsible for maintaining law and order in their country</li> <li>2. Give examples of the functions and responsibilities of law and order agencies</li> </ol>	<p><b>2. law and order</b></p>	<p><b>Persons responsible for keeping law and order:</b></p> <ul style="list-style-type: none"> <li>• Police, judiciary (Courts of law), teachers, Coastguard, customs, immigration</li> </ul> <p><b>Functions and responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Police- maintains law and order, detect and investigate crimes</li> <li>• Customs – protection of the country’s ports of entries</li> <li>• Immigration –responsible for checking or keeping a record of all persons entering or leaving a country by sea, air or land</li> <li>• Coastguard - responsible for the protectionof a country’s borders by way of patrolling the seas</li> </ul>
<ol style="list-style-type: none"> <li>1. Describe how government and leaders in the country are elected.</li> <li>2. Explain the importance of having leaders and the roles performed by the different leaders in government.</li> </ol>	<p><b>3. Government</b></p>	<p><b>Our Government:</b> People create governments in order to create peace and establish order by enforcing laws. This is done through a process known as the <b>Election Process</b>.</p> <p>Citizens help to form their government by electing officials to represent them. They participate in the democratic process by voting.</p> <p><b>Branches of government</b> There are three branches of government:</p> <ul style="list-style-type: none"> <li>• Executive branch</li> <li>• Legislative branch</li> <li>• Judicial branch</li> </ul> <p><b>Roles of government</b> Government has varied roles and responsibilities:</p> <ul style="list-style-type: none"> <li>• Establishing laws and rules and making sure they are enforced</li> <li>•</li> </ul>

		<p><b>The Election Process</b></p> <p><b>Roles of leaders in government:</b></p> <ol style="list-style-type: none"> <li>1. Prime Minister-Head of government</li> <li>2. Opposition leader</li> <li>3. Speaker of the House</li> </ol>
<p><b>5. Production, Distribution and Consumption</b></p> <ol style="list-style-type: none"> <li>1. Give examples of the types of industries found in their country.</li> <li>2. Illustrate they types of production /outputs from local industries and the technology employed.</li> </ol>	<p><b>1. Industries</b></p>	<p><b>Types of industries</b></p> <p><b>1.Primary Industries-</b> taking natural resources from the land, or sea</p> <ul style="list-style-type: none"> <li>• Farming</li> <li>• Fishing</li> <li>• Forestry</li> <li>• Mining</li> </ul> <p><b>2. Secondary/Manufacturing industry-</b> turning raw materials into finished products</p> <ul style="list-style-type: none"> <li>• Cloth making</li> <li>• Automobile industry</li> <li>• Furniture making</li> <li>• Soap making</li> </ul> <p><b>3. Tertiary/Service Industry-</b> provides us with a service rather than goods</p> <ul style="list-style-type: none"> <li>• Banking/Finance</li> <li>• Transportation</li> <li>• Shops/supermarkets</li> <li>• Tourism</li> </ul> <p><b>Types of products/outputs from local industries:</b></p> <ul style="list-style-type: none"> <li>• Pottery</li> </ul>

		<ul style="list-style-type: none"> <li>• Basket making</li> <li>• Flour mills</li> </ul> <p><b>Importance of industries</b></p> <ul style="list-style-type: none"> <li>• Provides employment</li> <li>• Provision of goods</li> <li>• Improved infrastructure</li> </ul> <p><b>Technology used</b></p> <ul style="list-style-type: none"> <li>• Farmers- special types of machines eg.harvesters, tractors, plow</li> <li>• Hospitals- computers, heart monitors</li> <li>• Media- computers, printers</li> <li>• factory workers- machinery- oven, cutters</li> </ul>
<p>1. Identify the workers who produce goods and provide services in their country.</p> <p>2. Make an assessment of the value of jobs and their contribution to the local economy.</p>	<b>2. Workers</b>	<p><b>Workers and Occupation</b>  <b>Workers:</b> people who work to earn a living (salary, income)</p> <p><b>Workers in our country:</b>  police, teachers, lawyers, farmers, shopkeepers, bus drivers, doctors</p> <p>Workers who produce goods and provide services in our country.  Goods:</p> <ul style="list-style-type: none"> <li>• fishermen</li> <li>• farmers</li> <li>• carpenters</li> </ul> <p>Services:</p> <ul style="list-style-type: none"> <li>• police</li> <li>• doctors</li> <li>• teachers</li> <li>• musicians</li> </ul>

		<p><b>Value of jobs and contribution to society:</b></p> <ul style="list-style-type: none"> <li>• <b>police- security and safety</b></li> <li>• <b>nurses/doctors- healthcare</b></li> <li>• <b>teacher-education</b></li> <li>• <b>farmer-food</b></li> </ul> <p><b>Importance of socioeconomic activities</b></p> <ul style="list-style-type: none"> <li>• Improved standard of living</li> <li>• infrastructural development</li> </ul>
<p>1. Explain the concepts goods, surplus, demand, exchange, income and jobs</p> <p>2. Explain the term 'trade'</p>	<b>3. Trade</b>	<ul style="list-style-type: none"> <li>• <b>Trade:</b> the buying and selling of goods between people and countries</li> <li>• <b>Barter;</b> The exchange of goods and services without the use of money</li> <li>• <b>Goods:</b> items that can be touched (tangible goods) e.g. pencils, books, paper</li> <li>• <b>Services-</b> items that cannot be touched e.g. haircut, massage, waitressing</li> <li>• <b>Wants:</b> Things that we can do without. e.g. cars, toys</li> <li>• <b>Needs:</b> Things that we cannot do without. e.g. food, clothing, shelter, water</li> <li>• <b>Surplus:</b> An abundance of items over what is needed</li> <li>• <b>Demand:</b> The need of an item, good or service</li> <li>• <b>Exchange:</b> Swapping one item for another (usually money)</li> <li>• <b>Jobs:</b> people paid work</li> <li>• <b>Income:</b> Money people earn from their work</li> <li>• <b>Tax:</b> Money from their income that people/ workers pay to the government</li> <li>• <b>Import:</b> Goods a country buys from other countries</li> <li>• <b>Export:</b> Goods that a country sells to other</li> </ul>

		countries
<ol style="list-style-type: none"> <li>1. Identify the tourism activities of their country.</li> <li>2. Explain the importance of tourism to a country.</li> </ol>	<b>4. Tourism</b>	<p><b><u>Tourism and Tourist</u></b></p> <p><b>Tourist:</b></p> <p><b>Tourism:</b> is the name of the industry that looks after visitors. E.g. restaurants, hotels, transport, entertainment</p> <p><b>Why is tourism important?</b> Tourism which is part of the service of tertiary industry is a very important industry.</p> <ul style="list-style-type: none"> <li>• provides jobs</li> <li>• brings in revenue or money</li> </ul> <p><b>Types of Tourism</b></p> <p><b>1. Eco-tourism:</b> tourists who come to be involved in nature e.g. bird watching, hiking, whale watching</p> <p><b>2. Sports tourism:</b> Tourists who travel to be spectators or take part in sporting events. e.g. cricket, golf, football</p> <p><b>3. Heritage tourism:</b> tourists who travel to take part in cultural activities. e.g. Nine mornings</p> <p><b>Effects of tourism</b> Tourism presents both benefits and problems to any country.</p> <p><b>Benefits of tourism</b></p> <ul style="list-style-type: none"> <li>• Tourism is an income earner. It brings billions of dollars to the Caribbean</li> <li>• creates jobs/employment</li> <li>• Promotes the Caribbean to the rest of the world</li> <li>• helps develop countries</li> </ul>

		<b>Problems associated with tourism</b> <ul style="list-style-type: none"> <li>• most of the profits earned are sent overseas</li> <li>• increase in the crime rate</li> <li>• it is expensive to compete with other countries to promote your country</li> <li>• provides seasonal work</li> </ul>
1. Collect information on various economic activities and practices in their country  2. Present the information in various forms	<b>5. Economic activities</b>	
<b>6. Science, Technology and society</b>  1. Compare the different forms of transportation within their country with those of the past.  2. Identify workers in transportation.  3. Predict some of the possible consequences of change in transportation.	<b>1. Transport</b>	<b>Transportation:</b> The movement of people, animals and goods from one place to another  <b>Types of Transport:</b> <ul style="list-style-type: none"> <li>• Air</li> <li>• land</li> <li>• Sea</li> </ul> <b>Forms of Transport</b> There are various forms or modes of transportation that can be used to transport, people, goods and animals. <ul style="list-style-type: none"> <li>• planes</li> <li>• bus</li> <li>• vans</li> <li>• boats</li> <li>• trucks</li> </ul> <b>Transportation then and now</b> <b>Then</b> <ul style="list-style-type: none"> <li>• Wooden buses</li> <li>• Horse and cart</li> </ul>

		<ul style="list-style-type: none"> <li>• donkeys</li> <li>• sailing ships</li> <li>• steam engines</li> <li>• barges</li> </ul> <p><b>Now</b></p> <ul style="list-style-type: none"> <li>• Jet planes</li> <li>• Electric trains</li> <li>• Boats with engines</li> </ul> <p><b>Transportation workers</b></p> <ul style="list-style-type: none"> <li>• Van drivers</li> <li>• Pilots</li> <li>• Truck drivers</li> <li>• Air hostess</li> <li>• Taxi drivers</li> </ul>
<ol style="list-style-type: none"> <li>1. Compare the different forms of communication within their country with those of the past.</li> <li>2. Identify workers in communication.</li> <li>3. Predict some of the possible consequences of change in communication.</li> </ol>	<b>2. Communication</b>	<p><b>Communication:</b> Communication is the sending and receiving of messages</p> <p>Modes of communication</p> <ul style="list-style-type: none"> <li>• letters</li> <li>• telephones</li> <li>• E-mail</li> <li>• fax</li> </ul> <p>Communication workers Journalists/reporters Post masters</p>



## **Useful Websites Grade 4**

History of the Arawak Amerindians: <http://bit.ly/2p17OCi>

Slide Share on the Caribs: <http://bit.ly/2prqRsK>

Recovered Histories on Enslavement in the Caribbean: <http://bit.ly/2prEW9F>

An animated version of Anansi and the Tug of War: <http://bit.ly/1rMX8c3>

For a selection of Anansi stories, search 'Anansi stories' on: [www.youtube.com](http://www.youtube.com)

A short film about Amerindian culture: <http://bit.ly/2qnTo3z>

Instructions and materials for making a simple kite: <http://bit.ly/1ROIxcG>

Instructions and materials for making a simple mask (this can be adapted with cardboard and a stick): <http://bit.ly/2pSKj3c>

Website showing Caribbean dancing: <http://bit.ly/2pE0sbP>

The phrases needed to give your name, age and state where you are from in three different languages: <https://translate.google.co.uk/>

Local folktales: <http://bit.ly/2prx6gh>

Music clips: [www.spotify.co.uk](http://www.spotify.co.uk)

<https://www.mathsisfun.com/data/bar-graphs.html>

Tutorials on bar graphs and pie charts:

<http://bit.ly/2fVfR0s>

<http://bit.ly/2fVSjXQ>

Website for maps: [www.worldatlas.com](http://www.worldatlas.com)

Blank map of the Caribbean region: <http://bit.ly/2qtcnXX>

IT facilities to view websites:

<http://gowild.wwf.org.uk/>

<http://www.ngkids.co.uk/>

[www.cep.unep.org/kids-corner](http://www.cep.unep.org/kids-corner)

Common weather symbols:

<http://www.metoffice.gov.uk/guide/weather/symbols>

Symbol for hurricane:

<http://cliparts.co/weather-symbol-for-hurricane>

Background information on natural disasters and disaster preparedness: <http://bit.ly/1Cnb78u>

<http://bit.ly/2p40Rkx>

Stories of children and young people affected by natural disasters: <http://bit.ly/2p18zeD>

<http://bit.ly/1Sv8fBt>

World Fact book website for Activities 6, 8 and 9: <http://bit.ly/1ntSjl2>

OEC website for Activity 7: <http://atlas.media.mit.edu/>

Online version of the UN Convention on the rights of a child: <http://uni.cf/2paCum7>

Organization of Eastern Caribbean States: [www.oecs.org](http://www.oecs.org)

The Power of Teamwork: <http://bit.ly/MiOnTU>

YouTube clip of St. Kitts and Nevis National Anthem: <http://bit.ly/2p4Ips0>

Examples of biographies/how to write biographies: <http://bit.ly/2oTEceT>

Website:

Lighthearted animation exploring rules in the classroom: <http://bit.ly/1WJiUXx>

YouTube animation summarising the role and enforcement of laws and rules: <http://bit.ly/2qAexUY>

Website for background research and knowledge:

<http://bit.ly/2fgEAuO>

Economic information for Caribbean countries including export goods and percentages of different industries: <http://bit.ly/2p1Nroh>

Reflection at: <http://bit.ly/1Yj5MLz>

Tourism Authority website for your country

Outline map of your country: <http://www.worldatlas.com>

Student-friendly slides explaining data, tables, bar charts and pie charts: <http://bbc.in/1qOB3aB>

Animation about a flying car: <http://bit.ly/2p1tgym>

Figures for number of cars sold in different countries: <http://bit.ly/2ps6ifQ>

Back to the Future II clip: <http://bit.ly/1qwdS1N>

Other useful websites:

<http://bit.ly/2oTDz4S>

<http://bit.ly/1iSAOG9>