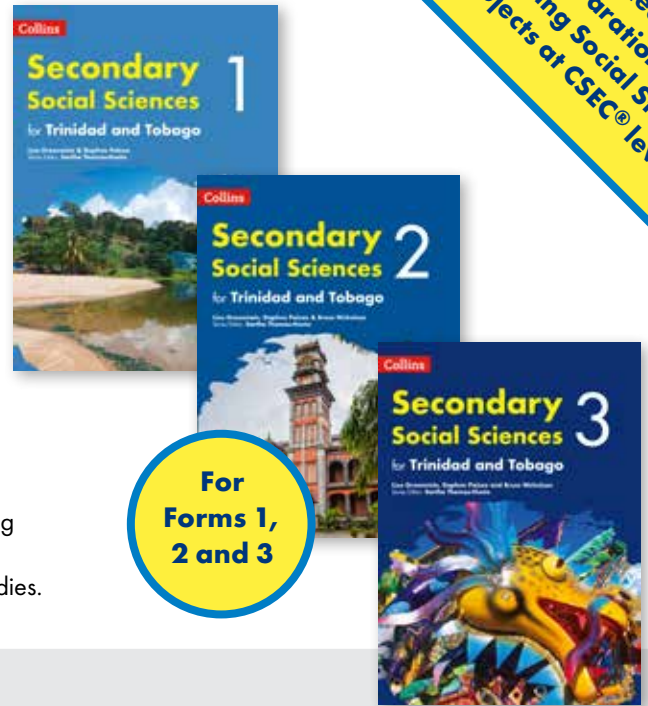


Secondary Social Sciences for Trinidad and Tobago

A content, skills-based and activity-led course set in contexts relevant to the Caribbean

Suitable for lower secondary students in Trinidad and Tobago and providing full coverage of the latest syllabus this course has been specially written to help students develop the skills they need for success in social studies.



Student Books

Clear and accessible explanations are provided for each topic

Learning objectives help students understand the focus and key outcomes of each unit

Activities, discussions points and projects provide opportunities for students to explore the topics further

Unit 1: Personal development

Who am I? A unique individual

We are learning to:

- define and use correctly the terms: unique, individuality, characteristic, and individual differences
- recognise ourselves and others as unique individuals

Each person is a unique individual

No two **individuals** are exactly alike. Even twins have **individual differences**. Your **identity** is who you are and the **characteristics** that define you.

Each person is **unique**, meaning we are special and different from everyone else. **Individuality** is what makes you different from others. Yet we all have similarities that relate us to other people, such as the colour of our eyes or being funny.

Your individuality comes from your personal characteristics. These may be characteristics on the outside of your body like your size and shape, your appearance and your physical abilities. On the inside, each person has their own thoughts and ideas, interests, hopes and fears. These are your actions, attitudes and behaviours.

We also have our own values (what we believe is important in life) and **ethics** (what we consider to be the right and wrong things to do).

You may look and sound similar to other people in your family and in your community, but no one is exactly like you. Our shared characteristics help us to belong and fit in.

Exercise

- Trace the outline of your hand. Fill in the outline with characteristics that make you unique. Write one characteristic in each finger.
- Compare your hand with a friend's. What is similar? What is different?
- Look at the photograph above. In pairs, list characteristics about each person.
 - Two similar characteristics
 - Two different characteristics

Discussion

1.1 What would happen if everyone were identical? What problems might we face? How does it benefit the community and the country to be made up of people with so many different talents and skills?

Project

Brainstorm words that describe who you are – your interests, beliefs, values and personal qualities. Cut out words from magazines and newspapers to make your own 'word cloud'.

Key vocabulary

individual
individual differences
identity
characteristic
unique
individuality
ethics
personality
personal qualities

Did you know...?

No two people have the same fingerprint. Just like your fingerprint, your identity is unique. There is no one exactly like you.

Exercise

4. a) Choose five words from the word cloud above to describe yourself.
b) Why did you choose those words?

5. a) Which words do you think your family and friends would use to describe you?
b) How accurate do you think are other people's descriptions of you?

6. What three words would you like to use to describe yourself in 10 years' time?

7. Draw a picture of yourself. Divide the area around the picture into five areas. Fill each area with words describing your personality.

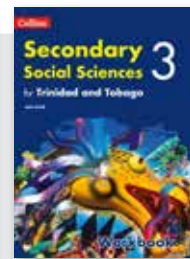
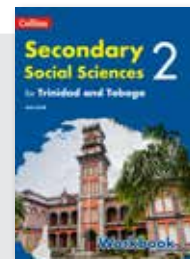
Questions and exercises help students check their understanding

Did you know ...? boxes provide fascinating extra facts

Key vocabulary is highlighted and meanings given in the glossary at the end of the book

Workbooks

Each Student Book is accompanied by a Workbook which provides opportunities for written activities and helps students consolidate their learning – perfect for homework.



8 Our environment

1 Complete the table about natural resources that have a negative impact on the environment. Use the words in the box. All the words are from 8.1 in the Student's Book.

construction	global hydrological cycle	heats
sulphur dioxide	climate change	vehicles
soil erosion	global warming	oil spills
power	dangerous gases	furniture
flooding	planes	creates pollution

Natural resource	Used for	Impact on the environment
Coal	a) _____ and heating homes	Creates h) _____ from the thick smoke; releases i) _____
Oil	fuel to power b) _____ and c) _____; also d) _____ homes	Releases j) _____ into the atmosphere; can result in k) _____
Gas	e) _____ electricity	Emissions cause l) _____ and m) _____
Wood	f) _____ and g) _____	Affects the n) _____; threat of increased o) _____; Deforestation leads to p) _____

75

8 Our environment (cont.)

2 Write the words in the box in the correct spaces below. All the words are from 8.3 in the Student's Book. These are the five strategies that the government would like to introduce.

improve	determine	manage	establish
reduce			

a) to _____ environmental issues better

b) to _____ the carbon footprint

c) to _____ the risk of climate change to the nation

d) to _____ effective waste management systems

e) to _____ natural resource management

76

The Secondary Social Sciences series includes:

Title	ISBN
Student's Book 1	978-0-00-811588-3
Student's Book 2	978-0-00-811590-6
Student's Book 3	978-0-00-811591-3
Workbook 1	978-0-00-811592-0
Workbook 2	978-0-00-811593-7
Workbook 3	978-0-00-811594-4

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