



Ardenne High School



GRADE 8

Curriculum Guide

Published by Ardenne High School

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INTRODUCTION

The Ardenne High School Grade Eight Curriculum Guide is a joint effort of the Senior Management Team led by the Principal and the academic staff over the past year. This curriculum guide is designed to give the parents and guardians of Grade 8 an insight into the content to be covered and assessment as well as possible strategies to achieve learning at this level over specific periods. The guides provide the outlines from which the teachers will plan lessons, class activities, assessment and feedback. The provision of this guide is also intended to allow parents/guardians where possible to track the progress of our students.

Please note that the Grade 8 Curriculum is guided by the Ministry of Education, Youth and Information's new National Standards Curriculum being piloted since 2015. The content of this curriculum guide is subject to change as the school assesses the needs and capabilities of the students and any changes made at the Caribbean Council's level.

SEMESTER ONE – SEPTEMBER - FEBRUARY	SEMESTER TWO – FEBRUARY - JUNE
Term One – September - November	Term Two – December - February
	Term Three – March - June

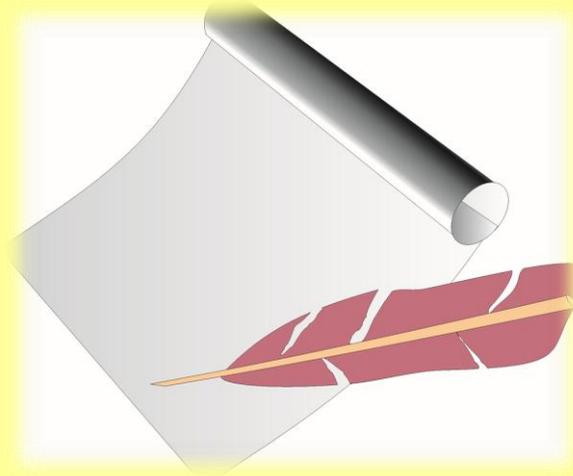
ASSESSMENT

TYPES	WEIGHTING
Homework	20%
Classwork	30%
Test	50%

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ENGLISH LANGUAGE



	Duration 40 mins=1 session 80 mins=2 sessions	Topic	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
UNIT: 1			Students should be able to:		
Term One		Compound / Complex	<ul style="list-style-type: none"> • Work in groups and identify different types of clauses. 	<ul style="list-style-type: none"> ❖ Listen to an appropriate song in which they identify independent and dependent clauses. ❖ Worksheets ❖ Whole-group discussions 	<ul style="list-style-type: none"> ❖ Individual work ❖ Homework
		Paragraph Writing	<ul style="list-style-type: none"> • Formulate thesis statements. • Use transitional words and phrases in their writing. • Provide supporting details that will enhance their paragraphs. 	<ul style="list-style-type: none"> ❖ A game in which students will select appropriate supporting details (orally) ❖ Whole-group activity in which students will arrange themselves in the correct order of a paragraph that is broken into pieces. ❖ Worksheets in which students will be required to complete a paragraph that is incomplete. 	<ul style="list-style-type: none"> ❖ Group work: Students will be required to work in small groups and formulate a different thesis on specific topics that will be shared with the class. ❖ Compose a paragraph that consists of a thesis statement, transitional words/phrases as well as supporting details that will be submitted for grading.
		<ul style="list-style-type: none"> • Expository 	<ul style="list-style-type: none"> • Write a compare/contrast essay. 	<ul style="list-style-type: none"> ❖ Whole-group discussion in which both teacher and students discuss what 	<ul style="list-style-type: none"> ❖ Individual work: Compose a compare/contrast essay.

			<ul style="list-style-type: none"> • Write cause and effect essays. 	<p>exactly is a compare/contrast essay.</p> <ul style="list-style-type: none"> ❖ Peer-group discussion in which students sit in groups and discuss what is a cause and effect essay (monitored by the teacher) to be presented to the class. 	
		<ul style="list-style-type: none"> • Comprehension • Grammar 	<ul style="list-style-type: none"> • Answer questions at the literal level. • Answer comprehension questions at the inferential level. • Identify context clues in comprehension passages. 	<ul style="list-style-type: none"> ❖ Whole-group discussion as both teacher and students answer comprehension questions based on the passage. ❖ Scaffolding: The teacher will attempt to answer a few questions from comprehension passage at the inferential level and then have students model the same process by answering other questions. 	<ul style="list-style-type: none"> ❖ Individual work: Read comprehension passage and answer the questions that follow.
UNIT: 1			Students should be able to:		
Term Two					

		Narrative Writing	<ul style="list-style-type: none"> • Identify the plot in the narrative. • Identify and explain the narrative points-of-view. 	<ul style="list-style-type: none"> ❖ Students will watch a music video or extract from a play to see the varied language. ❖ View readings of Anansi stories, miss Lou, Amina Blackwood and then have students role-play. 	<ul style="list-style-type: none"> ❖ Individual work: Students will be given a task to identify and explain the plot in a given narrative as well as comment on the narrative points-of-views.
		Grammar	<ul style="list-style-type: none"> • Use correct punctuation marks (semi-colon, colon, quotation marks) in the writing. 	<ul style="list-style-type: none"> ❖ Review sentences that consist of the use of the semi-colon and colon and then have guided discussions surrounding the uses. ❖ Review a short paragraph that consists of the use of quotation marks followed by guided discussion surrounding its use. 	<ul style="list-style-type: none"> ❖ Group Activity: Have students work in small groups in which they will select the appropriate punctuation marks to make sentences correct.
		Setting & Characters Comprehension & Grammar	<ul style="list-style-type: none"> • Identify the setting in comprehension passages. ❖ Explicitly comments on character traits on different characters with supporting evidence. 	<ul style="list-style-type: none"> ❖ A whole-group activity where the students along with the teacher read comprehension passages and have discussions surrounded the passage 	<ul style="list-style-type: none"> ❖ Individual work: Answer questions from comprehension passages. ❖ Group-work: Work in groups to identify the correct nouns and pronouns.

			❖ Identify and state the differences between nouns and pronouns.	based on guided questions by the teacher. ❖ Review nouns and pronouns	
UNIT:2			Students should be able to:		
Term Two		Letter Of Complaint	<ul style="list-style-type: none"> Identify and explain the different parts of a letter. 	<ul style="list-style-type: none"> ❖ Guided-discussions where the teacher and students explain what the letter of complaint is. ❖ Group activity where students work in a small group and look at a specific part of a letter. 	<ul style="list-style-type: none"> ❖ Students will draft a letter of complaint . ❖ A member of each group will explain (discuss with the class) a specific part of a letter which will be guided by the teacher.
		Comprehension	<ul style="list-style-type: none"> Answer comprehension questions at the evaluative level. 	<ul style="list-style-type: none"> ❖ Scaffolding: The teacher will model answering at least three questions from a comprehension passage at the evaluative level and then have students attempt to answer other questions at the same level. 	<ul style="list-style-type: none"> ❖ Textbook activity
		Grammar	<ul style="list-style-type: none"> Identify correct verb tenses. Identify and explain correct part of speech Define the term ‘conjunctions’ 	<ul style="list-style-type: none"> ❖ Review verb tenses ❖ Guided discussion on conjunctions 	<ul style="list-style-type: none"> ❖ Identify correct verb tenses from the grammar workbook.

		Letter To The Editor	<ul style="list-style-type: none"> • Define and explain letter to the editor. • Compose a letter to the editor 	<ul style="list-style-type: none"> ❖ Review and have discussions about different letters to the editor 	<ul style="list-style-type: none"> ❖ Students will compose a letter to the editor.
UNIT: 3					
Term Three		Persuasive Writing	<ul style="list-style-type: none"> • Define the term persuasive writing • Explain the different persuasive techniques. • Compose a persuasive advertisement. 	<ul style="list-style-type: none"> ❖ Guided discussion about what persuasive writing entails ❖ Handout depicting the different persuasive techniques followed by a whole-group discussion. ❖ Review of a persuasive advertisement 	<ul style="list-style-type: none"> ❖ Students will work in small groups and create an advertisement on any product of their choice. ❖ Students will compose a persuasive essay on a specific topic.
		GRAMMAR	Use appropriate past tense in their writing.		

ENGLISH LITERATURE



	Duration	Topic	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
UNIT:			Students should be able to:		
TERM ONE	Two weeks	Novel –Escape to Last Man Peak by Jean D’Costa. <ul style="list-style-type: none"> • Biography of the author • Genre 	<ul style="list-style-type: none"> • Give an account of the author’s life • Identify the genre to which the story belongs. • State how prose is different from poetry or drama 	<ul style="list-style-type: none"> ❖ Group presentation ❖ Oral presentation ❖ Pictorial presentations ❖ Research 	<ul style="list-style-type: none"> ❖ Write a biography of the author ❖ Use tables with the heading “Plot, Setting, Character, Theme” to complete summary of each chapter.
	Two weeks	<ul style="list-style-type: none"> • Techniques used by the writer • Types of writing used by author 	<ul style="list-style-type: none"> • List the techniques used by the writer • Explain themes in the story • Identify the character/s which brings out the themes. 	<ul style="list-style-type: none"> ❖ Dramatization ❖ Speeches ❖ Pictorial presentation 	<ul style="list-style-type: none"> ❖ Make a song/ poem ❖ Explain the effectiveness of the techniques used in the story.

		<ul style="list-style-type: none"> • Themes • plot 	<ul style="list-style-type: none"> • Provide a synopsis of each chapter in the story 		
	Two weeks	<ul style="list-style-type: none"> • Setting • Character 	<ul style="list-style-type: none"> • Describe the various settings in the story • Provide details on the personality of the character • Explain how the characters bring out the themes in the story. 	<ul style="list-style-type: none"> ❖ Pictorial ❖ Group work ❖ Songs/poems 	<ul style="list-style-type: none"> ❖ Provide description of the settings and characters. ❖ Identify and explain themes from the novel using evidence from the story.
	Two weeks	<ul style="list-style-type: none"> • Poetry and Prose (to be done each term) • Types of poems and prose • Figurative Language • Creole vs. Standard English • Rhythm & Rhyme • Content • Setting • Mood/Tone • Title 	<ul style="list-style-type: none"> • Assess the appropriateness of titles for chapters • Read aloud for pleasure • Read quietly to get meaning • Categorize types of poems: sonnets, ballads. • Identify and explain examples of simile, metaphor and personification • State the purpose of these devices • Describe the effectiveness of the use of creole. • Account for how alliteration and onomatopoeia create sound effects. 	<ul style="list-style-type: none"> ❖ Dramatization ❖ Debates ❖ Venn diagrams for comparison and contrasts ❖ Write poems ❖ Oral presentation/recitation 	<ul style="list-style-type: none"> ❖ Respond to questions based on the element ❖ Argue titles and their appropriateness ❖ Support themes with evidence from the poem and prose.

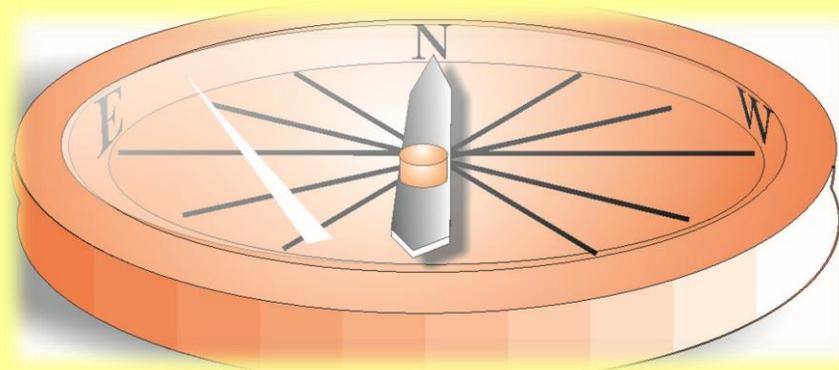
			<ul style="list-style-type: none"> • Explain the story being told in the poem • State where the story is unfolding • Identify tone and mood, state if and when they change • State appropriateness of title 		
UNIT:			Students should be able to:		
Term Two	Two weeks	Drama – Ti-Jean and His Brothers – Derek Walcott <ul style="list-style-type: none"> • Background of the play • Biography of the author • Stage directions • Plot 	<ul style="list-style-type: none"> • Recount issues found in research background • Discuss information on the author • Define stage directions • Outline the events in each scene and act • Contextualize play 	<ul style="list-style-type: none"> ❖ Dress up like a character from the play ❖ Learn a soliloquy from the play and recite it in front of the class 	<ul style="list-style-type: none"> ❖ Research on background and author ❖ Write summaries – tabular form
	Two weeks	<ul style="list-style-type: none"> • Setting • Character • Themes 	<ul style="list-style-type: none"> • Describe setting • Identify main and supporting characters • Describe the characters • Analyze the themes 	<ul style="list-style-type: none"> ❖ Draw comic strip to represent scenes from the play. ❖ Dramatization ❖ Group work 	<ul style="list-style-type: none"> ❖ Describe characters ❖ Explain themes using lines from the play to support
	Two weeks	Poetry and Prose <ul style="list-style-type: none"> • POETRY and Prose (to be done each term) • Types of poems and prose • Figurative Language 	<ul style="list-style-type: none"> • Assess the appropriateness of titles for chapters • Read aloud for pleasure • Read quietly to get meaning • Categorize types of poems: sonnets, ballads. 	<ul style="list-style-type: none"> ❖ Dramatization ❖ Debates ❖ Venn diagrams for comparison and contrasts ❖ Write poems ❖ Oral presentation/ recitation 	<ul style="list-style-type: none"> ❖ Respond to questions based on the elements ❖ Argue titles and their appropriateness ❖ Support themes with evidence from the poem and prose.

		<ul style="list-style-type: none"> • Creole vs. Standard English • Rhythm & Rhyme • Content • Setting • Mood/Tone Title	<ul style="list-style-type: none"> • Identify and explain examples of simile, metaphor and personification • State the purpose of these devices • Describe the effectiveness of the use of creole. • Account for how alliteration and onomatopoeia create sound effects. • Explain the story being told in the poem • State where the story is unfolding Identify tone and mood.		
UNIT:			Students should be able to:		
Term Two	Two weeks	Novel – <u>Oliver Twist</u> by Charles Dickens <ul style="list-style-type: none"> • Background to the novel • Life of the author 	<ul style="list-style-type: none"> • Describe the life of the author • Discuss the era during Charles Dickens time and the present era. 	❖ Do a research on the workhouses in England	<ul style="list-style-type: none"> ❖ Biography of author (Research) ❖ Locate contemporary picture to represent setting and character from the story, explain why picture is a good representation ❖ Write descriptions of characters. ❖ Explain how characters bring out themes

	Two weeks	<ul style="list-style-type: none"> • Techniques used by the writer • Themes • Plot 	<ul style="list-style-type: none"> • State the techniques used by the writer • Analyze themes in the story. • Outline the happenings in each chapter 	<ul style="list-style-type: none"> ❖ Journal entry on thoughts about the story, characters, etc. as they read the book ❖ In a tabular form do comparison- contrast between life of the poor people and that of the rich 	<ul style="list-style-type: none"> ❖ List techniques used by writer – support with examples (respond to questions) ❖ Explain themes from the story ❖ Write summaries (in tabular form)
	Two weeks	<ul style="list-style-type: none"> • Setting • Characters 	<ul style="list-style-type: none"> • Provide vivid details of settings in the story • Describe the characters from the story 	<ul style="list-style-type: none"> ❖ Do a project on Oliver Twist ❖ Pictorial presentation 	<ul style="list-style-type: none"> ❖ Locate contemporary picture to represent setting and character from the story ❖ Explain why the picture is a good representation ❖ Write descriptions of characters. ❖ Explain how characters bring out themes
	Two weeks	<p>Poetry and Prose Poetry and Prose</p> <ul style="list-style-type: none"> • Poetry and Prose (to be done each term bi-weekly) • Types of poems and prose • Figurative Language 	<ul style="list-style-type: none"> • Assess the appropriateness of titles for chapters • Read aloud for pleasure • Read quietly to get meaning • Categorize types of poems: sonnets, ballads. • Identify and explain examples of simile, metaphor and personification 	<ul style="list-style-type: none"> ❖ Dramatization ❖ Debates ❖ Venn diagrams for comparison and contrasts ❖ Write poems ❖ Oral presentation/ recitation 	<ul style="list-style-type: none"> ❖ Respond to questions based on the elements ❖ Argue titles and their appropriateness ❖ Support themes with evidence from the poem and prose.

		<ul style="list-style-type: none"> • Creole vs. Standard English • Rhythm & Rhyme • Content • Setting • Mood/Tone <p>Title</p>	<ul style="list-style-type: none"> • State the purpose of these devices • Describe the effectiveness of the use of creole. • Account for how alliteration and onomatopoeia create sound effects. • Explain the story being told in the poem • State where the story is unfolding <p>Identify tone and mood.</p>		
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GEOGRAPHY



	Duration	Topic	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
UNIT:1			Students should be able to:		
Term One	5 weeks	<p>Planetary Science and Earth system sciences</p> <p>Components of the solar system – planets, meteors and asteroids</p> <p>Movement of the Earth- Rotation and revolution</p> <p>Latitude and longitude – calculating time</p> <p>Eclipses and pieces of evidence of the earth shape</p>	<ul style="list-style-type: none"> • Formulate definitions for the terms Universe, Galaxy, Solar System, Planet, Outer Space, Dwarf Planet, Star, Meteor, Meteoroid, Meteorite, Moon, Asteroid, Comet • Describe and explain the characteristics of the components of the Solar System • Identify and classify planets according to composition and size • Calculate changes in the weight of objects in space due to changes in gravitational pull. • Determine the orbit and circumference of celestial bodies • Investigate the impact that objects in Space have on Earth • Appreciate the importance of developing an understanding of objects in Space • Formulate definitions for the terms rotation and revolution • Identify the effects of rotation and revolution on the Earth • Calculate time using lines of longitude • Explain why the International Date Line is not straight. • Explain the effect of the tilt of the earth on the length of daylight hours. 	<ul style="list-style-type: none"> ❖ Watch an online video produced by NASA of the Universe. From the video, extract information on the components of the Universe and how people presently study aspects of the Universe. ❖ In groups, view images of the Solar system and record the components noted. Conduct research on each element in the Solar System. Using trashables, create a scaled model of the Solar System and demonstrate the movements of the various components identified. Create an appropriate 	<ul style="list-style-type: none"> ❖ Components of the Universe accurately identified and described ❖ Components of the Solar System identified; Scaled model of the Solar System created; Movement of components in the Solar System accurate; Planets accurately classified ❖ Weight accurately measured; Weight

			<ul style="list-style-type: none"> • Recognise that the tilt of the Earth does not change. • Connect the Earth's tilt and revolution to seasonal changes in atmospheric temperature. • Define the term eclipse • Differentiate between a solar eclipse and a lunar eclipse □ Appreciate the significance of studying eclipses. • Examine and test the evidence used to support the shape of the Earth 	<p>diagram to classify the planets into the following:</p> <ul style="list-style-type: none"> ○ Gaseous or Terrestrial ○ Planet or Dwarf Planet ❖ Measure their weight on a bathroom scale. In groups, given a table showing the gravitational force of various objects in Space in relation to Earth's gravitational force, calculate what their own body weight would be on those objects. Discuss how their calculated weight would affect the movement of those objects. ❖ Measure their weight on a bathroom scale. In groups, given a table showing the gravitational force of various objects in Space in relation to Earth's gravitational force, calculate what their own body weight would be on those objects. Discuss how their calculated weight 	<p>accurately calculated given Gravitational Force.</p> <ul style="list-style-type: none"> ❖ Characteristics of the moon described; weightlessness as a result of reduced Gravitational Force noted • At least three effects identified. • Observations accurately recorded; Calculations accurate
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				<p>would affect the movement of those objects.</p> <ul style="list-style-type: none"> ❖ Watch a short online video showing moon landings. Make notes on what is observed and discuss how these observations relate to findings of weight and components of Outer Space. ❖ In groups conduct research by watching short online videos to determine the potential impact of meteor showers and meteorite strikes on Earth. ❖ In groups, students will be given a globe, a piece of cardboard, scissors, tape, clock and a lantern (a flashlight may be used but remember that shines only in one direction). ❖ Students will examine the globe and recall how many lines of longitude exist. They should make note that the globe is however only divided equally into 	<ul style="list-style-type: none"> ❖ Location accurate; shadow cast ❖ Differences accurately determined; reason for the difference accurately given; Drawing accurate ❖ Information deduced from model accurate
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				<p>twenty-four segments, each representing fifteen degrees. They will use the clock to show changes in time as the Earth rotates. Students will mathematically calculate how many degrees the Earth rotates every hour.</p> <p style="text-align: center;">Earth/Globe</p> <p>= 360⁰</p> <p style="text-align: center;">One day</p> <p>= 24 hours</p> <p style="text-align: center;">Rotation every hour</p> <p>= 360⁰/24 hour</p> <p>= 15⁰ per hour</p> <p>❖ Students will cut out a small human figure from the cardboard to represent themselves. They will tape this figure in their country to show location. Students will turn on the flashlight directly above the cardboard figure. This will represent 12 noon.</p>	
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				<p>Students will set the clock to 12 noon. Students will note the shadow cast by the cardboard figure at 12 noon.</p> <ul style="list-style-type: none">❖ Students will brainstorm to determine the direction in which the Earth rotates. Online videos of Jamaican weather reports may be played to give clues. These videos should indicate the sunrise and sunset times for Kingston and Negril or Kingston and Montego Bay. Based on the direction of rotation derived from the videos or their own experiences of sunrise and sunset, students will darken the room and begin rotating the globe at fifteen degrees intervals and note the changes in the shadow cast by the cardboard figure.❖ Students should note that it takes twelve hours for the	
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				<p>Earth to complete half its rotation. At this point, students should indicate, based on their location on the globe, whether they are experiencing day or night.</p> <ul style="list-style-type: none">❖ Students will complete the rotation. Dusk and dawn are important points to note. Students should note that as the Earth rotates, it is later in the day east of the sun's direct strike and earlier in the day to the west. Using this information, determine countries which experience a later time than the students' current location and countries which experience an earlier time than their current location.❖ Given a worksheet stating time at given locations, students should calculate the time at other locations. Place paper cut-outs at locations given. Rotate globe and compute the	
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				<p>change in time. Calculations should gradually become specific as hours and minutes.</p> <p>❖ Push the globe around the lamp in a circular path. Note how the globe is lit by the lamp. Record observations. Rotate the globe as it is pushed around the lamp (be careful not to change the direction of tilt of the Earth). Note how the length of illumination in the northern and southern hemispheres change at selected points of the orbit. Draw diagrams to show the changes in illumination at selected times of the year. Compare drawings to representations in the textbook or online</p>	
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				<p>❖ To determine the effects of rotation on the wind, students will form a circle around the room. Two students will stand in the centre of the circle with their back to back. Given tennis balls, students will throw these balls straight ahead. Students will record the observation of what happens to wind if the Earth did not rotate. Students will repeat the experiment a second time with the students moving in an anticlockwise direction around the students in the centre of the room. Observation of what happens when the ball is thrown should be written down. Draw a diagram to show what happens to wind if the Earth did not rotate as well as what happens due to the rotation.</p>	
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				<p>Compare findings to information in the textbook. Use findings to explain the general deflection of wind in the Northern and Southern Hemispheres.</p> <ul style="list-style-type: none"> ❖ Watch an online video to gather information on how the Earth's tilt and revolution cause seasonal changes in temperature. List various ways in which these seasonal changes affect the environment and human activity. ❖ Given sets of jumbled words, students will unscramble the definition of rotation and revolution ❖ In groups of three, students can use themselves to demonstrate how solar and lunar eclipses occur. One student will be labelled as 	
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				<p>the Sun and stand in the centre of the room. The second student will be labelled as the Earth and will walk in a circle around the first student (the Sun). The third student labelled the Moon will walk around the second student. To make movement easier for the third student (the Moon) in revolving around the second student (Earth), use a hula hoop to define the Moon's orbit around the second student. As the students revolve, the class should watch and ask for a freeze frame when an eclipse is noted. The type of eclipse should be identified and how it is produced described.</p> <p>❖ Given a set of words and phrases, students will unscramble the definitions for lunar and solar eclipse.</p>	
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				<p>❖ In groups, given tape, a flashlight, a tennis ball, sturdy wire, a piece of string, foil paper, and a globe, students will create a model to demonstrate the effects of solar and lunar eclipses. Attach a length of wire to the top of the globe. The wire should extend horizontally and be able to move horizontally to produce an elliptical orbit. Tie a piece of string on one end of the wire. On the other end of the string attach the tennis ball which should be covered with foil. The tennis ball represents the Moon. The moon should be positioned right over the Earth's equator. Turn on the flashlight and direct it at the Earth. Rotate the moon around the Earth until it is between the Sun and the Earth. Make notes on what an observer standing on Earth would see. What is</p>	
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				<p>the Moon causing to happen to the Sun's light? Suggest why everyone on Earth would not see the eclipse in the same way. Would everyone see the eclipse?</p> <ul style="list-style-type: none"> ❖ Students should model the elliptical orbit of the Moon around the Earth to understand how a total solar eclipse or an annular solar eclipse is produced. Explain the difference between the two types of solar eclipses. Draw a diagram to show how the eclipses occur and the differences between them ❖ Rotate the moon until it is behind the Earth. Students should determine the type of eclipse which is produced; how the moon will look to someone standing on Earth and 	
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				whether everyone on Earth would see the eclipse.	
Unit 1.2	4 weeks	<p>Introduction to map reading</p> <p>Map Symbols</p> <p>Direction and Bearing</p> <p>Measuring curved distances</p> <p>Four- and Six-Figure grid reference</p>	<ul style="list-style-type: none"> • Formulate definitions for the terms scale; height; contour; vertical interval; bearing • Use the eight-point compass to find direction on a map from one place to another • Use a protractor to calculate angular bearing on a map from one point from another • Explain why angular bearing is important • Use the linear scale to measure straight line and simply curved distances between two places. • Express the scale of a map as a ratio or a statement • Construct grids using intersecting vertical and horizontal lines • Identify Eastings and Northings on maps • Find locations using four-figure grid references • Draw simple maps to scale. • Identify how height is represented on maps 	<ul style="list-style-type: none"> ❖ In groups, use a magnetic compass to find north. Given a set of labelled arrows, create an eight-point compass rose at a selected point to match the readings on the magnetic compass. Students may place a replica of some selected physical feature at the centre of the compass rose. After all the groups have created their individual compass roses, students may begin to measure the direction from one point to another. To 	<ul style="list-style-type: none"> ❖ Correctly using a magnetic compass; compass rose accurate; Protractor used accurately; angular bearing found ($\pm 2^0$) ❖ Correctly positioning the protractor; Reading the

			<ul style="list-style-type: none"> • Identify simple landform features from contours • Associate the landforms shown on maps to features shown in Photographs, satellite imagery and in the natural environments • Draw simple cross-sections from contour lines 	<p>precisely determine the direction, students will run a piece to string from their position to the object for which they want to find the direction.</p> <ul style="list-style-type: none"> ❖ After constructing the paper compass rose at a selected point, students will run a piece of string from the centre of the compass rose to another point/feature in the room. Given a large protractor, students will place it on the compass rose, with the zero on the protractor aligned to the North arrow on the compass rose. They will read the value on the protractor, at the point the string passes through the arc of the protractor. ❖ Individually, given topographic sheets, and a worksheet, students will transfer the skills of finding direction to the map. On the map, the required points will be 	<p>protractor accurately</p> <ul style="list-style-type: none"> ❖ Eight-point compass rose accurately drawn and labelled on map; direction accurately was given; bearing accurately ❖ Location plotted accurately. At least one accurate reason identified ❖ Distance accurately
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				<p>located. An eight-point compass rose will be accurately drawn and labelled at one point using a pencil. From the centre of the compass rose a line will be drawn straight to the second point. The direction of the second point from the first will be read. The student protractor will be used to find the angular bearing.</p> <ul style="list-style-type: none"> ❖ In groups, given clues students will be required to use the compass to find direction to “hidden treasure”. When each treasure has been located, students will identify the location of the treasure on a map of the school campus. The teacher may generate this map from Google Earth. ❖ Write a short paragraph explaining why angular bearings are used with directions. Students can 	<p>measured and recorded</p> <ul style="list-style-type: none"> ❖ Diorama accurately sketched using symbols in the Key/Legend; ❖ Scale accurately drawn and labelled. ❖ Scale accurately written as a ratio and as a statement. ❖ Paragraph accurately details the importance of the map scale ❖ Measurements on map accurate; conversions accurately done ❖ Location accurately recorded
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				<p>research careers which require the use of a magnetic compass and the ability to read directions and bearings accurately.</p> <ul style="list-style-type: none"> ❖ In groups, students will create pieces for a diorama replicating natural and man-made features found in the environment. Place the pieces created at various points in the room. Students will use a measuring tape to measure the straight line distances between selected points of the diorama. Record these measurements. ❖ Give each group a blank piece of paper with a border. Given a map key, students will accurately sketch the pieces of the diorama, representing the pieces accurately as conventional symbols. 	<ul style="list-style-type: none"> ❖ Grids are drawn accurately; location accurately recorded ❖ Eastings and Northings accurately labelled; Reasons for labels accurate ❖ Location accurately recorded; At least one advantage listed; grids appropriately labelled ❖ Cone created to specifications given; height measured correctly at regular vertical intervals
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				<p>Students will use a ruler to draw a line on the map and divide into 1 centimetre equal segments. Students will need to determine what distance in the room should be represented by each centimetre on the map. When this has been done, students will label the linear scale drawn. Write the scale created as a ratio and as a statement.</p> <ul style="list-style-type: none"> ❖ Write a short paragraph explaining the purpose of a scale on a map ❖ Given a map with a scale, students will use string and/or paper to measure straight and curved distances between two points. Using the scale, convert these distances to real-life representations. Record measurements in a table 	<ul style="list-style-type: none"> ❖ Graph accurately is drawn; vertical axis labelled correctly; Cross-section is accurately drawn and labelled. ❖ Cross-section accurately is drawn and labelled ❖ Cross-section accurately matched to contour outline. ❖ Accurate uses listed
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				<ul style="list-style-type: none">❖ Print a blank snake and ladder template and label the grids. Give each group a die (dice) and have them play. Given a record sheet, each student should record each grid in which they fall.❖ Make two copies of the sketch maps students previously drew. Using the first copy of the sketch map, students will draw intersecting horizontal and vertical lines, at specific dimensions, as seen on the snakes and ladder. Students will label the grids similarly to that done on snakes and ladder. They will give the basic locations of the features drawn on the sketch.❖ Looking at a projected simple map with grids, students will brainstorm to find out how the grids are labelled. Given the labels	
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				<p>EASTINGS and NORTHINGS, students will label the vertical and horizontal lines respectively, giving reasons for the labels.</p> <p>On the second copy of the sketch map, students will label grids using the grid referencing system. They will find the location of features on the map using this system. Write out the advantages of using grid referencing labelling, rather than a single label as used on snakes and ladders.</p> <ul style="list-style-type: none">❖ Using cartridge paper and tape create a cone that can stand on its own. Write a description of the cone. Wrap strips of string around the cone at regular height intervals from the base to the top. Tape the ends of the strings together. Record the height on each strip of string. Make notes	
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				<p>of what happens to the length of the string from the base of the cone to the apex. Remove the strings (still taped at the ends) from the apex to the base and place flat, one within the other, from the smallest to the largest on the desk.</p> <p>❖ Discuss how the strings still represent the characteristics (height and width) of the cone. Lay a strip of paper flat on the strings dividing them into two equal parts. Mark on the paper, every point the string touches the paper and label each point with the appropriate height. On a graph sheet, label the vertical axis with height readings representing the vertical interval shown on the map. Place the strip of paper with markings on the horizontal axis. Plot</p>	
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				<p>each height marked on the strip of paper. Connect each plotted point. In groups, discuss how the two-dimensional drawing plotted, relates to the original three-dimensional cone created.</p> <ul style="list-style-type: none">❖ Examine a map, showing very simple landform features using contours.❖ Draw simple cross-sections from the contours representing these features. <ul style="list-style-type: none">❖ Given a worksheet showing simple landforms, students should match cross sections to the appropriate contour outlines.❖ List three uses of contours based on the activities	
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Unit 1.3	4 weeks	<p>Weather and Water Cycle</p> <ul style="list-style-type: none"> • Definition of weather • Elements of weather and instruments <p>Hydrological cycle</p> <p>Types of rainfall</p> <p>Weather symbols</p> <p>And simple weather maps</p>	<ul style="list-style-type: none"> • Formulate a definition of the term weather. • Revise definition of weather based on standard text definition. • Describe the characteristics of each element of weather. • Identify weather instruments for each element of weather. • Identify the various units of measurement for each instrument. • Read each weather instrument to gather information about the elements of weather. • Draw simple outlines of each weather instrument. • Correctly label the main characteristics of each weather instrument. • Write a simple weather report from weather data collected. • Use weather symbols to create simple weather maps. • Outline the main components of the Hydrological Cycle. • Define the concept Hydrological /Water Cycle. • Define key terms: precipitation, condensation, surface runoff, evaporation, transpiration, infiltration, groundwater, aquifers, source, and river. • Describe the stages of the hydrological cycle. • Create flow charts to establish the relationship among the components of the hydrological cycle in different environments. 	<ul style="list-style-type: none"> ❖ In groups, create interactive charts using weather picture pieces created online or printed weather picture pieces displaying weather elements. After creating daily charts of the weather at their school for a week, formulate a definition of weather and discuss how the weather changes daily. Compare class definition with that in the textbook and revise definition if needed. ❖ In groups, research information on online or offline sources to complete a research project on the weather. Include in the project: <ul style="list-style-type: none"> <input type="checkbox"/> Elements of weather <input type="checkbox"/> Weather instruments and how they work 	<ul style="list-style-type: none"> ❖ Creating the correct representation of the day's weather; correct definition formulated ❖ Report or multimedia presentation accurately completed and includes information on all seven elements of weather; diagrams of instruments accurately labelled ❖ Instruments accurately created; instruments work; record sheet accurately completed; readings accurate
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- Identify the processes in the hydrological cycle that give rise to rivers.
- Appreciate the importance of the various components of the water cycle in maintaining a balance in the supply of water for human and animal use.

- Various units of measurement for each instrument
- Include pictures, diagrams or any suitable illustrations that will enhance their knowledge of the content.

Make a presentation in a portfolio. Each group will do a quick review/critique of what the other group presents.

- ❖ In groups, after doing research (online or offline), create weather instruments from simple material and construct a weather station in a secure location in the schoolyard. Use a record sheet generated by the teacher to record the daily changes noted on each instrument. Read the instruments daily at an established time. Record the readings and the associated units of

- ❖ Weather reports accurate; the recording is done to an established standard; weather map correct; forecast based on noted recordings.
- ❖ Hydrological Cycle accurately drawn and labelled using correct geographical terminology
- ❖ Accurate modification made to the Hydrological Cycle based on environmental conditions noted.

				<p>measurements on tables. Readings can be recorded using appropriate and available software to produce graphs</p> <ul style="list-style-type: none"> ❖ Based on recordings write a weather report which should detail the weather the school experiences for a specified time frame. Make a weather report recording (multimedia – video or audio), which can be played to the class. In groups, given weather symbols representing the daily weather patterns noted. Make a simple synoptic chart (weather map) to combine with the video recording. Based on the recordings forecast the weather for the school for a specified time frame. 	<ul style="list-style-type: none"> ❖ Report correctly written; accurate modification made to the hydrological cycle based on environmental conditions noted; correct environment for the forming of rivers selected; justification correct.
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				<ul style="list-style-type: none">❖ Watch an online video which describes how the Hydrological Cycle operates. Draw and label the Hydrological Cycle or use graphics editing software to draw the hydrological cycle for inclusion in a web quest. In groups, use a web quest to investigate how the Hydrological Cycle works.❖ In groups, conduct investigations into how the Hydrological Cycle operates at various sites on the school compound or in the immediate community. Given small buckets of water, select diverse sites and pour the water on the ground. The following types of sites may be selected:<ol style="list-style-type: none">1. Area covered by grass	
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				<p>2. Area covered by concrete 3. Bare area 4. Area under a tree</p> <p>Observe and record what happens to the water after it is poured and the time it takes for the surface to dry completely. Place a second small bucket of water in the same area and measure the rate of evaporation. Record findings on a log sheet accompanied by a sketch of the study site and generate a modified hydrological cycle to show local changes based on the observations made.</p> <ul style="list-style-type: none"> ❖ In groups, given pictures, of different environments which exist globally, create hypothetical Hydrological Cycles for each environment. Write a report to justify the Water Cycle created. Based on the environment noted at school or in photograph given, justify in which environments rivers would form. Justify the selection. Write a brief description of 	
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				how the Hydrological Cycle works.	
UNIT:			Students should be able to:		
TERM TWO					

	<p>Unit 2.1 - 3 weeks</p>	<p>Caribbean Weather System – Case Study</p> <p>Extreme Weather</p> <p>Weather systems (depressions, tropical storm, hurricanes, cold fronts)</p> <p>Extreme weather</p> <p>Case study of hurricane, flood or drought in the Caribbean</p> <p>Tracking hurricanes</p> <p>Global warming and extreme weather systems</p> <p>Preparation and effects of Extreme weather</p>	<ul style="list-style-type: none"> • Describe the concept of „extreme weather“ event. • Differentiate between normal atmospheric events and extreme weather events. • Describe the following extreme weather events: floods, hurricanes and drought. • Formulate a definition of the term "flash flood" • Differentiate between a flood/hurricane “watch” and “warning” • Determine the main reasons for the increase in the occurrence of extreme weather events. • Create a simple description of the concept Global Warming. • Determine the relationship between increases in atmospheric temperatures and increases in extreme weather events. • Investigate an extreme weather event in a selected Caribbean country. • Evaluate the effects of a selected extreme event on a community in a named Caribbean country. • Propose plans to prepare adequately for droughts, floods and hurricanes. • Plot the track of a tropical wind system and discuss reasons it developed into an extreme event. • Describe the preparation made by government agencies or Non-Governmental Organisations (NGOs) in Jamaica for hurricane, drought or flooding. 	<ul style="list-style-type: none"> ❖ View music video "WILD GILBERT" or any other available video about the extreme weather then brainstorm about normal and extreme weather events. Identify the differences between normal and extreme events. Give personal accounts of extreme events they have experienced. ❖ Formulate a definition of the term extreme event and identify examples of extreme events. ❖ Study media reports and those given by the Office of Disaster Preparedness and Emergency Management (ODPEM) of an impending extreme weather phenomenon to describe the weather patterns of the event. Discuss if the reports match their experiences. 	<ul style="list-style-type: none"> ❖ Definition for extreme events correct; at least two differences between normal events and extreme events identified. ❖ Weather patterns accurately described ❖ List of at least ten ways to prepare created. ❖ Correct information gleaned from photograph ❖ At least three responses and three mitigation measures proposed.
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			<ul style="list-style-type: none"> • Categorise activities undertaken by the individual or agencies for selected hazardous events into the following groups: Before the Event, During the Event, and After the Event. • Propose ways improvements may be made in national plans for hurricane, drought or flooding prevention and mitigation. • Recognise the importance of individual and group participation and planning to prepare for extreme weather events. • Appreciate the importance of avoiding hazardous locations during extreme weather events. 	<p>Use satellite imagery to show the weather events where possible.</p> <ul style="list-style-type: none"> ❖ Discuss the type of preparations people make for the extreme weather and make a list. Or conduct a vox-pop (record using available emerging technology) to get comments on preparations made by students and their parents for extreme weather. Playback recordings of class discussions. Create a list of the measures used to prepare for extreme events. Discuss as a class activity. ❖ Work in groups to study photographs showing damage from wind, rain, storm surge and drought. Suggest what is happening. 	<ul style="list-style-type: none"> ❖ Letter written containing appropriate suggestions of measures to employ before, during and after. ❖ Posters or any other appropriate advertisement created. ❖ Flowchart created with activities accurately classified as BEFORE, DURING and AFTER
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				<p>Describe the effects of each event.</p> <ul style="list-style-type: none"> ❖ Continue to work in their groups and recall what members of their community did after an event. Describe responses to the event by individuals and government agencies using various forms: story, poem or dub poetry. A video may be viewed of an extreme event and proposals made as to what the affected persons will have to do to recover and mitigate effects of future events. ❖ In groups, discuss what governments can do at different time periods – before, during and in the days following the event. Type a letter to the relevant government office making suggestions as to what can be done at each stage. 	
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				<p>Upload to the class-created wiki, sharing with other grade 8 students for editing and addition.</p> <ul style="list-style-type: none">❖ Design an advertisement using appropriate software where available to inform your community of ways to care for the vulnerable (elderly, children, disabled, animals) during an extreme weather event.❖ In groups for a selected Extreme Weather event, design a flowchart to show the activities an individual or government agency would undertake before, during and after.	
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	Unit 2.2 – 3 weeks	Fieldwork and Investigation 2 Simple fieldwork techniques (weather forecasting) Ethics in research Drawing conclusion based on data collected using fieldwork	<ul style="list-style-type: none"> • Generate a series of steps to study a selected problem/topic • Design a simple data collection instrument • Use an appropriate method to determine sample size or area • Define the terms population and sample size • Use simple fieldwork techniques to gather data • Collect and record data using appropriate techniques • Analyse data collected • Produce a report of findings. • Show willingness to ask precise questions, listen attentively to answers and precisely record the answers. 	<ul style="list-style-type: none"> ❖ In groups, select a topic for study and write an outline of the procedure to be followed. Discuss questions to be posed to persons in the sample population or questions to be answered in the study area. Identify the population or area to be studied. <p>Focus should be placed on :</p> <ul style="list-style-type: none"> <input type="checkbox"/> stratified sampling <input type="checkbox"/> Field sketching and photography <ul style="list-style-type: none"> <input type="checkbox"/> Labelling of sketches and photographs and using them appropriately in report 	<ul style="list-style-type: none"> ❖ Procedure for selected study accurately outlined; data accurately gathered using the selected techniques
UNIT:			Students should be able to:		

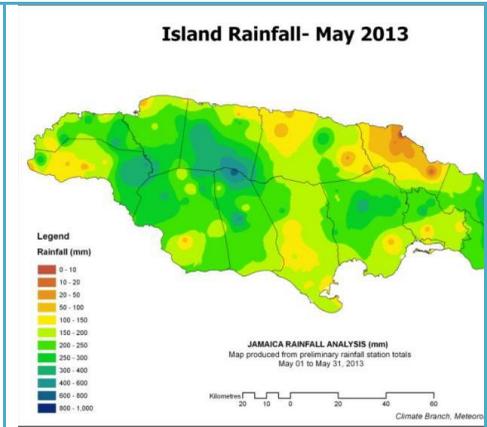
<p>TERM THREE</p>	<p>Unit 3.1 - 6 weeks</p>	<p>Climate and Vegetation</p> <p>Topical marine climate Types of Biomes</p> <p>Characteristics of tropical biomes</p> <p>Influences of climate on biomes – tropical marine vegetation, coral reefs, elfin woodland etc</p>	<ul style="list-style-type: none"> • Revise the elements of weather and their associated instruments. • Differentiate between weather and climate. • Using data obtained from a weather station, plot a line graph to show variation in temperature. • Using data obtained from a weather station, draw a bar graph to show rainfall amounts. • Interpret various climographs from Caribbean countries. • Define the following terms: Precipitation; Rain; Hail; Snow; Sleet; • Differentiate between the following: Dew; Mist; Fog; Cloud. • Investigate the conditions required for clouds to form. • Identify the conditions necessary for rainfall to occur • Differentiate between the following types of rainfall: Convectional; Relief/Orographic; Frontal/Cyclonic. • Using thematic maps, describe the variations in weather patterns in Jamaica. • Calculate the following: range of temperature; average (mean) temperature • Describe the characteristics of the vegetation of the Tropical Marine 	<ul style="list-style-type: none"> ❖ Given photographs of various weather instruments, students will identify the instruments and match the element of weather each is used to represent. Using the data obtained from the weather station students would have constructed in Grade 7 or a data set obtained from the Meteorological Office of Jamaica, students will construct line and bar graphs to show temperature changes and rainfall amounts for a given period (for simplicity, the graphs may be drawn to show changes over the period of a week in the first instance). ❖ To understand how line graphs are plotted, students should design an activity to show how one continuous variable changes over time 	<ul style="list-style-type: none"> ❖ Elements of weather correctly associated with instruments used to measure them; Line graph accurately plotted; Bar graph accurately drawn; Graphs accurately labelled and read. ❖ Stopwatch accurately used; Line graph accurately plotted labelled and read ❖ Bar graph accurately drawn, labelled and read ❖ Data from the graphs accurately read; changes in
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				<p>– this activity could be timing how fast a student runs at 10 metre intervals over a 100 metre stretch.</p> <ul style="list-style-type: none"> ❖ To understand how histograms are drawn, students should design an activity to show why bars are used and why they are connected to show the data – students can form groups according to the month of the year they were born. These groups will stand in rows which will represent a bar. They will understand that each bar represents the number of students born in a particular month. ❖ In groups, given a climograph obtained online for selected Caribbean countries, from the north western islands to the south eastern islands, students will write a description of the temperature and rainfall 	<p>weather patterns across an area accurately described.</p> <ul style="list-style-type: none"> ❖ Patterns or changes in weather accurately described; Definitions accurately formulated and revised; At least two differences between the terms identified ❖ Weather data accurately gathered; climate map accurately created based on findings ❖ Map accurately interpreted – areas of high, medium and low rainfall identified. Explanation of the
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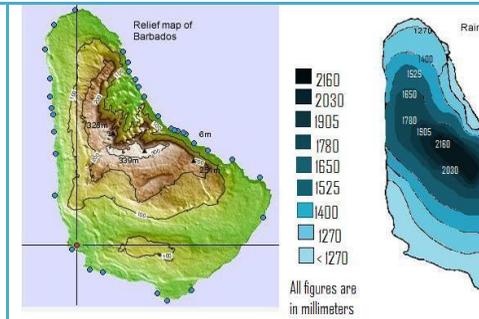
				<p>changes that occur in each country throughout the year. Create a wall gallery to show changes in weather patterns across the Caribbean (This activity may be carried out for the parishes in Jamaica if the data can be obtained and later associated with the thematic maps showing rainfall and temperature variations across the island.)</p> <ul style="list-style-type: none"> ❖ In groups, collect weather data from national newspapers of the Meteorological office for a selected time frame (a year is ideal). In groups, plot the daily temperature high and low values on graphs for each month. Display the graphs on the classroom walls. Calculate the daily averages for temperature and plot that on a third line 	<p>association between the amount of rainfall and relief accurate.</p> <ul style="list-style-type: none"> ❖ ❖ ❖ Description of each form of precipitation accurate; correct definition formulated. ❖ Investigations carried out accurately; data recorded accurately; at least two conditions for cloud formation identified from the experiment. ❖ Clouds accurately described and named.
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				<p>on the graph. Calculate the monthly temperature averages and record at the base of each graph. Groups will observe the graphs and determine which line on the graph is more variable (daily values or average values) and which is more useful in predicting/forecasting the weather. Based on the data collected, groups will determine if there have been changes between that year and as many years before as they can find. From the data formulate a definition for the climate. Compare the definition to the definition formulated in Grade 7 for the term weather. Revise the definitions for weather and climate by comparing formulated definitions to</p>	<ul style="list-style-type: none"> ❖ At least one difference identified among cloud, fog and mist ❖ At least three conditions for raindrops to form identified; at least one reason why raindrops fall from the atmosphere suggested; the difference between dew and rain identified. ❖ At least two areas in Jamaica where each type of rainfall is likely to occur accurately identified; time of year each type of rainfall is likely to occur accurately.
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				<p>the ones offered in textbooks or online.</p> <ul style="list-style-type: none"> ❖ Using Skype, or other forms of Social Media, communicate with groups from other schools in the area and other parishes in Jamaica. Determine if the weather experienced is similarly based on readings obtained from their simple weather stations. In groups, based on the data gathered, design a simple climate map of weather in their parish or in Jamaica <p>In groups, observe thematic maps showing weather variations across Jamaica and other Caribbean Islands.</p> <p>E.g.</p>	
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Simply describe changes in rainfall and temperature across Jamaica and across selected islands. Compare weather patterns noted to patterns in topography. Note the similarity among the distribution of rainfall for various islands. Write a paragraph explaining how relief/topography affects rainfall patterns in the Caribbean



In groups, view online videos showing various forms of precipitation. Based on the video write a description of each form of precipitation. Formulate a definition of the terms: precipitation; rain; hail; sleet; snow

- ❖ In groups, students will use a two litre soda bottle, warm water and matches to investigate how clouds form. Put approximately 200 ml of water into the bottle and screw on a sports drink bottle cap. Close the cap and squeeze and release the bottle.

				<p>Write a brief explanation of what happens to the (air) pressure in the bottle as it is squeezed and as it is released. Open the cap. Light a match and after blowing it out squeeze the bottle and release it, allowing some of the smoke to be sucked into the bottle. Close the cap and begin squeezing and releasing the bottle again. Watch the formation of the fog/cloud as the bottle is squeezed and released. Discuss the conditions which caused the cloud</p>	
				<ul style="list-style-type: none"> ❖ Using a camera, take pictures over the course of a week of all the clouds noted outside. Write descriptions of each cloud noting whether the clouds produced rain and whether the cloud looked high in 	

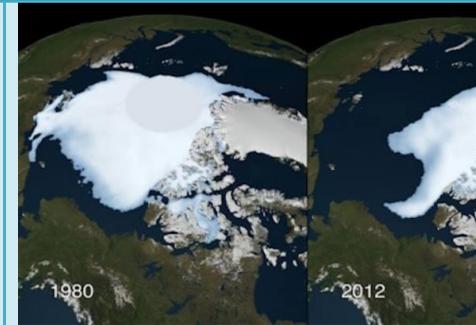
				<p>the sky or low (close to the ground).</p> <ul style="list-style-type: none"> ❖ View a presentation on cloud types – their appearance and location. Name the clouds seen over the week of observation. ☐ In groups, given pictures showing clouds, fog and mist, describe each and identify the differences among them. ☐ In groups, given a glass jar, a plate, hot water and ice cubes, students will conduct an experiment to determine how rain droplets form. Approximately 3 cm of hot water will be carefully poured into the jar which will be covered with the plate. Observe and record what is happening in the jar for a few minutes. Place the ice cubes on the plate and observe and record what happens in the jar. Conditions required for rain droplets to form and fall will be discussed and presented to the class. 	
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				<p>To prove that water is in the air around them even on hot days, place an empty glass bottle in the refrigerator for an hour. Remove the glass bottle from the refrigerator, place on a desk and observe what occurs. Using these two experiments, differentiate between dew and rain.</p> <p>□ After viewing online videos showing how each type of rainfall occurs, students will make notes on each. Following the videos, students will examine a topographic map of Jamaica and suggest areas where each type of rainfall might occur as well as the time of year each type is likely to occur.</p>	
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	<p>Unit 3.2 – 5 weeks</p>	<p>Climate Change - Causes effects and conflicts in small island developing states</p> <p>Impact of climate change on the Caribbean – El Niño, southern oscillation</p> <p>Deforestation and conflicts in the use of forest resources</p> <p>Emissions of manufacturing and refining industry</p> <p>Reducing Jamaica footprint</p> <p>Indicators of the warming world</p> <p>Mapping the impacts of climate change on Jamaica’s resources</p>	<ul style="list-style-type: none"> • Simply explain how the Earth’s atmosphere is heated. • Formulate a definition of the concept of Climate Change • Identify the most common greenhouse gasses and generate a list of their possible natural and anthropogenic/human origins • Define the terms greenhouse gases, greenhouse effect, carbon credit • Identify indicators of a warming world and determine which indicators apply to Jamaica. • Outline the various activities in Jamaica which may contribute to Climate Change • Assess the benefits of preserving and using forest resources • Connect changes in vegetation to climatic changes on Earth • Explain the possible changes to each weather elements and weather systems in the Caribbean due to increases in greenhouse gasses in the atmosphere • Suggest how proposed changes in climate will affect the natural and human environments in Jamaica. • Propose the impact that human-induced climate change will have on the coastal resources in Jamaica. • Suggest possible benefits of climate change • Interpret maps which show changes to the physical landscape in Jamaica due to sea-level rise. 	<p>❖ In groups, use thermometers to measure the temperature of the air over different surfaces at selected points during the day. Measure temperature readings at 2 cm above the surface. Record on a datasheet</p> <p>E.g.</p> <table border="1" data-bbox="1776 748 2107 1328"> <thead> <tr> <th rowspan="2">Surface Type</th> <th colspan="3">Temperature</th> </tr> <tr> <th>9 a.m</th> <th>12 a.m</th> <th>2 p.m</th> </tr> </thead> <tbody> <tr> <td>Tarmac/Asphalt</td> <td>.</td> <td>.</td> <td>.</td> </tr> <tr> <td>Bar Soil</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Surface Type	Temperature			9 a.m	12 a.m	2 p.m	Tarmac/Asphalt	.	.	.	Bar Soil				<p>Thermometer accurately held/ used; temperature accurately measured and recorded; Graph axes correctly scaled; lines accurately plotted on graph</p> <p>❖ Definition accurate; poster accurately depicts the definition proposed; explanation precise</p> <p>❖ At least three sets of before and after pictures of a selected place presented in a photo-gallery; At least three characteristics indicating changing climate labelled; list of at least five factors which indicate a</p>
Surface Type	Temperature																			
	9 a.m	12 a.m	2 p.m																	
Tarmac/Asphalt	.	.	.																	
Bar Soil																				

			<ul style="list-style-type: none"> • Calculate the carbon footprints generated from various human activities. • Implement measures to reduce the carbon footprint of the school or household • Propose ways in which the effects of climate change may be reduced or prevented • Design a poster to show how the possible impact of climate change on the immediate community 	<table border="1" data-bbox="1776 250 2107 354"> <tr> <td data-bbox="1776 250 1857 354">Grass</td> <td data-bbox="1857 250 1940 354"></td> <td data-bbox="1940 250 2024 354"></td> <td data-bbox="2024 250 2107 354"></td> </tr> </table> <ul style="list-style-type: none"> ❖ Record the temperature of the atmosphere of each location in a table. Draw line graphs to show the temperature changes for each location during the course of the day. Relate the temperatures recorded to the surface type of the area. Explain findings to the whole class. ❖ In groups, conduct research using online and offline sources, on the concept of climate change. Based on their research construct a definition of global climate change. Also, design a poster showing how their definition would change the present look of the Earth over time. Explain the definitions of climate 	Grass				<p>warming word created</p> <ul style="list-style-type: none"> ❖ List of at least five common greenhouse gases created. ❖ Definition formulated and revised. ❖ Thermometers accurately used; thermometers accurately read and values recorded; an Accurate explanation for temperature differences given. ❖ Carbon footprints accurately calculated; List of at least five ways to reduce carbon footprints produce. ❖ Changes in vegetation accurately
Grass									

				<p>change as it is understood by the group and present and explain each poster to the class.</p> <ul style="list-style-type: none"> ❖ Download timeline pictures from online sources showing evidence that the Earth's climate may be changing. Create a photo-gallery and explain the images to the class. Identify the characteristics from the pictures which indicate that the climate is changing. Label the characteristics on the photograph. Create a list showing the factors which show the changing climate. <p>Example: Extent of Arctic Ice</p>	<p>described; changes in temperatures and carbon levels described; Accurate linkage between vegetation change and carbon levels suggested; Link made to increase/decrease in temperature</p> <ul style="list-style-type: none"> ❖ At least five changes noted on the maps and one way to mitigate each proposed. ❖ At least three benefits of global warming identified ❖ At least five changes to the physical landscape identified; accurate link made to photographs
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View video on greenhouse gases and create a list of the most common gasses and their sources. Formulate a definition of the term greenhouse gas. Compare the definition formulated to the definition in an online or offline source. Revise definition accordingly

- ❖ In groups, conduct an experiment to show the greenhouse effect. Fill two 2 litre soda bottles with water to the halfway mark. In one bottle place several antacid tablets (these

				<p>contain carbon) and allow to dissolve. Insert a thermometer in both bottles and seal with a cap. Record the temperature readings of both thermometers. Shine a lamp capable of heating the water in the bottle or place outside in direct sunlight for an hour. Record the reading of the thermometer after an hour. Explain findings to the class.</p> <p>❖ In groups conduct research online to determine the meaning of the terms carbon credit and carbon footprints. Using an online calculator, determine the carbon footprints from domestic energy use. Each group may use the</p> <p>electricity bill of members of the group. Determine ways to reduce the carbon footprints and make a list and present to the class.</p>	
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				<ul style="list-style-type: none">❖ View photographs of seasonal changes in vegetation in the northern and southern hemisphere. Describe the changes. Examine graphs showing changes in the level of carbon gases in the atmosphere seasonally and the temperature changes. Describe the changes. In groups, discuss and explain the possible linkages between vegetation changes and levels of carbon gases and temperature of the atmosphere.❖ In groups, examine photographs of coastal zones and resources in Jamaica which have shown changes being attributed to climate change. Identify the changes noted and explain how climate change contributed to the changes. Discuss and	
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suggest ways to mitigate the effects noted.

Example: Hellshire Beach, St. Catherine before and now (photos not dated)



In groups, brainstorm the benefits of living in a warmer world. Propose the changes that would need to be made to different aspects of life. Determine what kind of business you and your group could start to provide some of the goods and services that would be needed (Each group should suggest a business from the primary, secondary and tertiary sectors).

				<p>❖ Interpret maps which show proposed changes to the physical landscape in Jamaica due to sea-level rise. Identify the effects of sea-level rise on the physical landscape. Relate the changes to the photographs studied before</p>	
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GUIDANCE



	DURATION	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
UNIT: 1			Students should be able to:		
	5 weeks	Human Growth and Development The Skin You're In	<ul style="list-style-type: none"> • State at least two pressures they face about physical appearance. • Identify at least one spiritual trait they possess. • Say why they are grateful for one personal quality they possess 	<ul style="list-style-type: none"> ❖ Students view several pictures showing persons with different body types. ❖ In pairs, students discuss some of the changes associated with puberty and the pressures related to appearance. Students share discussion with larger group. ❖ Students play a game called "I like my body". This is played similar to rounds in which students will take turns by supplying a body part they like with an appropriate adjective, e.g. I like my beautiful nose, I like my gorgeous eyes. ❖ Students make an inventory of personal strengths and attributes other than their physical appearance that contribute to their overall attractiveness. Students 	<ul style="list-style-type: none"> ❖ Assess discussion for critical thinking skills or self-awareness. ❖ Assess game for use of self-awareness. ❖ Assess discussion for indicators of self-appreciation. ❖ Assess self-awareness and coping skills.

				<p>share some of these with the rest of the class.</p> <ul style="list-style-type: none"> ❖ Teacher asks questions to invite students to share the spiritual traits or personal qualities or abilities they possess for which they are grateful. ❖ In small groups students should then discuss three things they like about their bodies and why. ❖ Students should then discuss issues they may be dealing with in relation to their bodies and identify coping strategies to handle these issues. 	
	2 – 4 weeks	Human Growth and Development cont'd My family, My Society	<ul style="list-style-type: none"> • Explain the family as the integral unit of the society. • Describe the main role of the family as raising responsible citizens. • Identify and discuss family values that impact the wider society. 	<ul style="list-style-type: none"> ❖ In-groups, students share their family experiences. Then, the members of the group work together to write a short story, skit, poem or song about two families, one functioning well and the other poorly and how their 	<ul style="list-style-type: none"> ❖ Assess presentations for creative thinking or inter-personal or self-awareness skill. ❖ Assess charts for creative thinking or critical thinking. ❖ Assess for explicitly stated values or the absence of family values.

			<ul style="list-style-type: none"> • Identify personal behaviours that affect their relationship with family members 	<p>functioning affects the society.</p> <ul style="list-style-type: none"> ❖ Each student interviews three others (not in the same class) about two of their most important family values. They develop a chart of the most important family values in the school. ❖ Is my family a good building block for society? Why? Why not? What can be done to improve it? In their journals, students assess their family values and consider which other values are important for the society 	<ul style="list-style-type: none"> ❖ Assess entry for problem solving, critical thinking, creative thinking or self-awareness. ❖ Journals are examined to identify positive and/or negative behaviours that affect community spirit and freedom to share viewpoints etc.
	1-3 weeks	Strengthening the Family Bond	<ul style="list-style-type: none"> • List at least three activities that families engage in together. 	<ul style="list-style-type: none"> ❖ Students should design a chart illustrating activities that families can do together to strengthen family bonds. 	<ul style="list-style-type: none"> ❖ Assess charts for or creative thinking. ❖ Assess their ideas for improving communication within the family. Also check awareness of communication skills.

			<ul style="list-style-type: none"> • Explain at least two ways in which they can communicate within the family. • Express willingness to engage in family bonding activities. 	<ul style="list-style-type: none"> ❖ Students play Chinese Telephone game. Students will stand in a line; the first person makes up and writes down a story. They pass it orally from one person to another. Later they discuss how the story changes from the storyteller's initial version to the final version received by last student. ❖ In-groups, students perform skits depicting poor communication among family members. Students identify and discuss the ways that are suggested in the skits for solving this problem. ❖ Students write in their journals how they feel about the ways in which they communicate with their care-givers and vice versa. They suggest ways in which they could 	<ul style="list-style-type: none"> ❖ Assess skits for interpersonal relationship skills or communication skills. ❖ Assess journals for self-awareness or communication skills. ❖ Assess journals using sacred principles, for example <i>The Golden Rule, making friends etc.</i>
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				<p>improve how they communicate.</p> <ul style="list-style-type: none"> ❖ Children identify examples of spiritual mentors they admire and prepare a profile of one of them. 	
Unit 2:	2 weeks	<p>Conflict Management</p> <p>Coping with Challenging Situations</p>	<ul style="list-style-type: none"> • Identify some situations that maybe difficult to cope with. • Demonstrate coping skills when faced with challenging situations. • Explore appropriate responses to challenging situations. • Recognize your feelings towards the situation <p><input type="checkbox"/> Write down your thoughts and feelings</p> <p><input type="checkbox"/> Recognize the signs of grieving</p> <p><input type="checkbox"/> Engage in activities that you enjoy such as caring for pets, listening to music, Dancing, playing sports and reading.</p>	<ul style="list-style-type: none"> ❖ In-groups, students discuss given scenarios depicting people dealing with challenges. They will discuss how the persons may feel and how they can cope. ❖ Students write in their journals a list of strategies that they can use when faced with difficult situations. 	<ul style="list-style-type: none"> ❖ Assess the responses to the case taking note of the recognition of skills for coping. ❖ Assess reports from the interview. ❖ Review Journals for self-awareness or self- management strategies.

			<ul style="list-style-type: none"> ☐ Look at positive ways of responding to the situation ☐ Seek support from responsible situations 		
Unit 2:		Conflict Management cont'd Anger Management	<ul style="list-style-type: none"> • Identify and define anger. • Distinguish between healthy and unhealthy ways of dealing with anger. • Demonstrate at least two ways of coping with anger in a healthy manner. 	<ul style="list-style-type: none"> ❖ Students are shown a chart with faces depicting different emotions. ❖ They are asked to choose which emotions appeal most to them. ❖ A discussion will follow on what is anger and 	<ul style="list-style-type: none"> ❖ Assess discussion for students 'awareness of their emotions. ❖ Assess discussion and take note of the applicable life skills such as self-management strategies. ❖ Assess report and take note of the applicable life skills such as healthy self-management strategies, self-monitoring and conflict management skills.

			<ul style="list-style-type: none"> • Explain the importance of appropriately coping with anger. 	<p>whether anger is a normal emotion.</p> <ul style="list-style-type: none"> ❖ In-groups, students discuss situations that make them angry and how they respond to such situations. Students will also discuss other ways of dealing with these situations. ❖ Students should discuss challenges that arise if anger is not dealt with. ❖ Students find stories from local newspaper that depict persons committing crime and other atrocities due to unmanaged anger. Groups share at least one story and give advice for how the person could have managed his anger. 	<ul style="list-style-type: none"> ❖ Assess role play for conflict management or problem solving skill. ❖ Assess creative pieces and take note of the applicable life skills such as self management strategies.
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				<ul style="list-style-type: none"> ❖ Students are given a story card depicting persons dealing with angry situations and they come up with techniques to deal with such situations and present using role play. ❖ In-groups, students create comic strips/songs/poems depicting strategies for managing anger. 	
Unit 2:	2 weeks	Conflict Management cont'd		<ul style="list-style-type: none"> ❖ In groups, students read and discuss the case study - "Relating to others" This case study illustrates the elements of real friendships. ❖ Each group will discuss the qualities of friendship that were illustrated and report their findings. ❖ Students should also discuss the differences 	<ul style="list-style-type: none"> ❖ Assess group reports for self-awareness or critical thinking. ❖ Assess discussion response for self-awareness. ❖ Evaluate presentations for interpersonal ❖ Review journals for self-awareness and understanding of interpersonal skills.

				<p>that they noticed between the boys.</p> <ul style="list-style-type: none">❖ Students should identify one of their best friends and list some of the differences that exist between them. They should write a sentence or two about why they still like this person. (Help students to recognize that diversity is a normal characteristic of relationships). Students work together in groups to discuss and role play the following situations:❖ A student who just lost his or her mother is being encouraged to smoke marijuana by another student who says he/she wants to be his/her friend.❖ The student who is the brightest person in the class suggests that you should study with him/her.	
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				<ul style="list-style-type: none"> ❖ Your friend is in trouble with the principal for having broken the school rules and wants you to help him. ❖ You meet a new student who comes into school mid-way through the term and wants you to be her friend. ❖ Students write in their journals what they learned about making friends and how they plan to go about making friends with one person in their class or school who may be different from them in some distinct way. 	
Unit 3:	2 weeks	Reducing Risky Behaviours Ganging Up	<ul style="list-style-type: none"> • Define the term gang. • Identify at least three consequences of being associated with a gang • State the reasons young people join gangs • Use critical thinking and decision making skills when choosing 	<ul style="list-style-type: none"> ❖ Students brainstorm definitions of gang. Students discuss reasons young people join gangs. ❖ In-groups, students review local newspaper articles on gangs. They discuss how gangs are portrayed in the articles 	<ul style="list-style-type: none"> ❖ Assess reports for critical thinking skills. ❖ Assess letters for self- management skills or decision making skill. ❖ Review journals for assertiveness skill.

			friends.	<p>and the common trends in the stories on gangs.</p> <ul style="list-style-type: none"> ❖ Students are asked to share whether they have heard about any gangs in their schools or any neighboring schools and what they have heard about the activities of these gangs. ❖ In-groups, students will discuss different scenarios relating to gangs and practice decision making skills. ❖ In their journals, students share three reasons they would not join a gang 	
Unit 3:		<p>Reducing Risky Behaviours</p> <p>Smoking– I Am Not a Chimney</p>	<ul style="list-style-type: none"> • Explain the term addiction. • Explain some of the effects of smoking. • Demonstrate critical thinking and decision making skills when they face pressure to use drugs. 	<ul style="list-style-type: none"> ❖ Students discuss some of the drugs young people smoke and reasons why they smoke. ❖ Students write report on how smoking and substance abuse can affect their lives. ❖ Individual students design a ‘No Smoking Brochure’ for young people. 	<ul style="list-style-type: none"> ❖ Assess discussion for critical thinking skills (Use discussion rubric p.361) ❖ Review report for self- awareness or healthy self- management. ❖ Assess brochure for tips on how to make good decisions or refuse drugs or advocacy. ❖ Assess presentation at devotion for skills of communication and advocacy. ❖ Assess journals for self- awareness skills.

				<ul style="list-style-type: none"> ❖ Students conduct school devotion focused on educating about smoking. They distribute the brochures they designed about smoking. ❖ In their journals, students write a paragraph about what they learned about smoking. 	
Unit 4:		<p>Embracing Diversity: Getting Along With Others</p> <p>Respecting Differences</p>	<ul style="list-style-type: none"> • Define the term diversity. • Identify similarities and differences among people • Explore some of the reasons why people may be stigmatized and experience discrimination. • Evaluate the importance of tolerance and respect in building healthy relationships. 	<ul style="list-style-type: none"> ❖ Teacher gives students a handout titled “Diversity Treasure Hunt” Students will search for classmates who possess the different traits on the handout and have each person sign the hand out. Each person can only sign once. Students share if they discovered anything new about their classmates. Students should say whether it was easy to find persons with these characteristics. They will also share if they have a diverse group of friends. 	<ul style="list-style-type: none"> ❖ Review post game discussion for self-awareness or critical thinking skills. ❖ Assess presentations for critical thinking or healthy self-management skills. ❖ Assess role play for empathy, Self-awareness or healthy self-management. <p>✚ Review journals for self- awareness or empathy.</p>

				<ul style="list-style-type: none">❖ In-groups, students list some of the things that make people different. The groups then review a card with characters from movies, books, television and music videos that were discriminated against because of their differences.❖ In-groups, students discuss situations that cause rejection among them. Students share an experience when they or someone they know was discriminated against.❖ The groups develop a role play how to handle these situations and to also demonstrate the importance of tolerance and respect.❖ Students write about an experience of rejection they have experienced and witnessed and how	
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				they felt when the incident occurred. They also say how they intend to treat others who are different.	
Unit: 4	2- 4 weeks	My Sexuality Sexuality	By the end of this topic, students should be able to: <ul style="list-style-type: none"> • Describe the five components of sexuality. • Demonstrate how to refuse unwelcomed sexual advances. • Evaluate their ability to manage sexual desires. 	<ul style="list-style-type: none"> ❖ Write sexuality on the board and draw a circle around the word ‘SEX’. Ask students to differentiate between sex and sexuality. ❖ Write the names of the five components of sexuality on the board. Place students in groups and hand out previously prepared strips of paper with the elements of each component. Each group should have at least one element. Ask groups to discuss the element and place it under the correct component. Facilitate Discussion. ❖ In groups, students should write a song, 	<ul style="list-style-type: none"> ❖ Evaluate critical thinking skills in discussion. <ul style="list-style-type: none"> • Assess critical thinking skills. ❖ Assess creative pieces for self-awareness skills. ❖ Analyze skit for effective use of cognitive and social skills: decision making, refusal, negotiation and assertiveness

				<p>poem, story or drawing that reflects their feelings about the components of sexuality discussed in the lesson</p> <ul style="list-style-type: none"> ❖ Place students in small groups. Each group should role-play a situation in which a teenager is forced to manage their sexual desires and resist sexual pressure. 	
Unit 4:		<p>My Sexuality cont'd Things I Like About the Opposite Sex</p>	<ul style="list-style-type: none"> • Critically examine the factors that may have contributed to the choice of physical attributes that they consider to be most appealing in the opposite sex. 	<ul style="list-style-type: none"> ❖ Students collect pictures of men and women and create charts. Students rank the pictures in order of physical beauty. Allow students to compare rankings and discuss why this or that person is more or less “beautiful” or “handsome” than the other. What is “beautiful” and “handsome”? Is “beautiful” or 	<ul style="list-style-type: none"> ❖ Assess critical thinking skills of students and ability to present at least one justification for each choice of attributes they consider most appealing. ❖ Outline, with reasons cognitive, social and emotional traits of the opposite sex that they strongly admire. ❖ Appraise two adults (one male, one female) whom they like. ❖ Demonstrate respect for persons of the opposite sex. ❖ Assess critical thinking skills of students in discussion.

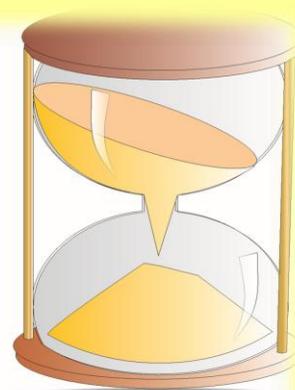
				<p>“handsome” the same for all of us? Are looks the most important thing to you?</p> <p>Students should bring to class a picture of two persons (one male, one female) they like and in two minutes, outline to the class the reasons they feel as they do. Include in the discussion the qualities of the person, how the person treats you and his/her best qualities.</p> <ul style="list-style-type: none"> ❖ Students in small groups discuss whether or not it is normal to appreciate, admire, like, persons of the opposite sex. ❖ Male students develop five ‘rules’ that they would like the girls to follow in order to show them greater respect. Female students do the same. The groups come together, discuss, negotiate and agree on 	<ul style="list-style-type: none"> ❖ Assess communication and interpersonal skills of students during group activity. ❖ Assess journal for social and self-awareness as it relates to appreciation and respect for the opposite sex.
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				<p>what girls and boys should do and agree to implement it for a week.</p> <p>❖ Student write in their journals what it feels like to say how you want to be treated and why it is important for each of us to let people know how he/she wants to be treated. Students should describe how they feel about showing respect for someone of the opposite sex.</p>	
Unit 4:	4 weeks	<p>My Sexuality cont'd Personal Beliefs</p>	<ul style="list-style-type: none"> • Explain how personal beliefs influence the expression of sexuality. • Critically analyze key factors that have shaped their individual beliefs on sexuality. • Evaluate the appropriateness of sexual behaviour in various circumstances. 	<p>❖ Students will be asked to create button which reflects their message to the class on delaying sex. Students should find a creative way to promote delaying sex to their peers E.g.: I'm sexy but I'm not having sex! Students justify their slogan by offering</p>	<ul style="list-style-type: none"> ❖ Assess creative thinking skills in developing slogan. ❖ Assess self- awareness and decision-making skills. ❖ Assess critical thinking, communication and interpersonal skills in presentation.

			<ul style="list-style-type: none"> • Articulate their personal beliefs on sexual issues to others in an assertive yet non-threatening manner 	arguments as to how their decision was made.	
Unit 4:		<p>My Sexuality cont'd</p> <p>Sexual Harassment and Sexual Abuse</p>	<ul style="list-style-type: none"> • Differentiate between the terms sexual harassment and sexual abuse. • Identify at least two examples of sexual harassment and sexual abuse. • Discuss how personal values, community norms and culture may affect a person's ideas on what constitutes sexual harassment. • Employ effective social and coping skills in dealing with sexual harassment and sexual abuse. • Evaluate students' use of critical thinking skills to distinguish between 	<ul style="list-style-type: none"> ❖ Agree and Disagree. Labels previously made are placed on two opposite ends of the classroom. There are no neutral positions. A series of statements are asked and students agree/disagree by standing below the appropriate label. One person from each group is selected to explain why he/she agrees/disagrees. ❖ Students reflect on personal core values that have helped them to observe acceptable behaviours in relating to others and in how they 	<ul style="list-style-type: none"> ❖ Evaluate students' use of critical thinking skills to distinguish between sexual harassment and sexual abuse. ❖ Evaluate students' use of critical thinking skills to distinguish between sexual harassment and sexual abuse. ❖ Assess critical thinking skills in question and answer session. ❖ Assess debate and feedback from other classmates, for use of critical thinking or communication skills and personal core values. ❖ Assess skills for effective use of refusal skills, assertiveness and decision-making skills. ❖ Evaluate journal entries for quality of advice given in relation to reporting procedure and access to services. ❖ Assess journal entry for attitudes.

			<p>sexual harassment and sexual abuse.</p> <ul style="list-style-type: none">• Assess critical thinking skills in question and answer session.• Assess debate and feedback from other classmates, for use of critical thinking or communication skills and	<p>handle sexual related challenges.</p>	
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HISTORY



	Duration	Topics	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
Semester			Students should be able to:		
ONE	3 WEEKS	UNIT 1: THE EMERGENCE OF ANCIENT CIVILIZATIONS <ol style="list-style-type: none"> 1. Definition of key terms. 2. Conditions necessary for the development of a civilization. 3. Significance of rivers in the development of ancient civilizations. 4. Features of a civilization. 5. Types and roles of specialized occupations in the development of a civilization. 6. Compare the features of sedentary communities in early civilizations with contemporary Jamaica. 	<ul style="list-style-type: none"> • Define and use correctly the concepts/terms: ancient, civilization, civilized, community, emergence, sedentary, nomadic, river valley, sedentary communities, specialized occupations, delta, and organized government. • Locate on a Map of the World the following rivers- Nile, Tigris -Euphrates, Haung He, Indus, and Yangtze to show their significance to early civilization. • Identify conditions that are necessary for civilizations to emerge or develop. • Assess the significance of rivers to the development of ancient civilization. 	<ul style="list-style-type: none"> ❖ Research ❖ Discussions ❖ Group work ❖ Roleplay ❖ Mapwork ❖ Art and Design ❖ Viewing of documentaries, movies, etc. 	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer

			<ul style="list-style-type: none"> • Identify the types of specialized occupations in early civilizations. • Examine the role of specialized occupations in the development of early civilizations. • Discuss the features of sedentary communities in early civilizations. • Identify the features used to determine a civilized society. • Compare the features of sedentary communities in early civilizations with contemporary Jamaican society. 		
	4 WEEKS	UNIT 2: ANCIENT MESOPOTAMIA	<ul style="list-style-type: none"> • Define and use correctly the concepts/ terms: ancient, cuneiform, ziggurats, Fertile Crescent, polytheism, sedentary communities, civilization, 	<ul style="list-style-type: none"> ❖ Research ❖ Group work ❖ Art & design – playdough, menu activity, drawings etc. ❖ Discussion 	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer

	September - October	<ol style="list-style-type: none"> 1. Geographical location of Ancient Mesopotamia. 2. Social structure and occupations of the Ancient Mesopotamia. 3. Religious organization. 4. Political structure of Ancient Mesopotamia. 5. Great achievements of Ancient Mesopotamia. 	<p>conquest, the epic of Gilgamesh, Sumeria, Sumerians, Middle East, dykes, specialized occupations, stylus, clay tablets.</p> <ul style="list-style-type: none"> • Identify Mesopotamia (now Iraq) on a map of the world to accurately locate Mesopotamia (Iraq) in relation to the rest of the world. • Examine the social classes in Mesopotamian society. • Identify the inventions/great achievements that brought about significant changes in Mesopotamia. • Evaluate the inventions that brought about significant changes to agriculture in Mesopotamia. • Describe the religion, government and law codes of the Mesopotamians. 	<ul style="list-style-type: none"> ❖ Question & Answer ❖ Pictorial analysis 	<ul style="list-style-type: none"> ❖ Comic strip activity
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| | | | <ul style="list-style-type: none">• Appreciate the contributions of Mesopotamians to today's society | | |
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<p>ONE</p>	<p>4 WEEKS</p> <p>October- November</p>	<p>UNIT 3: ANCIENT EGYPT</p> <ol style="list-style-type: none"> 1. Geographical location of Ancient Egypt. 2. Social structure and occupations of the Ancient Egypt. 3. Religious organization. 4. Political structure of Ancient Egypt. 5. Great achievements of Ancient Egypt. 	<ul style="list-style-type: none"> • Define and use correctly the concepts/terms: ancient, irrigation, canals, shadoof, pharaoh, pyramids, hieroglyphics, hieratic, dynasties, mummification, papyrus, polytheism, nomadic, sedentary communities, civilization, conquest, kingdom • Identify Egypt on a map of the world to accurately locate Egypt in relation to the rest of the world. • Examine the social groups in the ancient Egyptian society and the duties performed by each group. • Identify inventions that brought about significant changes in ancient Egypt. • Discuss the importance of agriculture and trade in the ancient Egyptian society. • Discuss the role of the Pharaoh in ancient Egypt. 	<ul style="list-style-type: none"> ❖ Research ❖ Group work – scrapbook ❖ Art & design ❖ Discussion ❖ Question & Answer ❖ Group presentations ❖ Viewing of documentaries, movies etc. ❖ Digital media activities. 	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer ❖ Comic strip activity
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			<ul style="list-style-type: none">• Describe the cultural practices of the ancient Egyptians.• Show an appreciation for the achievements of ancient Egypt and their impact on the modern world.• Conduct research using multiple sources to get information on the Egyptians .		
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- Define and use correctly the concepts: ancient, Great Wall, Confucius, Hwang-Ho river (yellow river), wheelwrights,

<p>ONE</p>	<p>3.5 WEEKS</p> <p>November-December</p>	<p>UNIT 4: EARLY CHINA</p> <ol style="list-style-type: none"> 1. Geographical location of Ancient China. 2. Social structure and occupations of the Ancient China. 3. Religious organization. 4. Political structure of Ancient China. 5. Great achievements of Ancient China. 	<p>elaborate symbols, water-buffalo, war-chariots, pit dwelling, Yang and Yin, divination, astronomers, dynasty, philosophies, Taoism, Confucianism, Far East, fortified castles, customs</p> <ul style="list-style-type: none"> • Locate China on a map of the world to in relation to the rest of world. • Identify on a map of China the two major rivers- Huang He and the Yangtze. • Construct a timeline highlighting the five dynasties and their achievements in ancient China. • Describe the system of writing in early China. • Assess the significance of discoveries and inventions (great achievements) in ancient China that improved their way of life. 	<ul style="list-style-type: none"> ❖ Research ❖ Group work – scrapbook ❖ Art & design ❖ Discussion ❖ Question & Answer ❖ Group presentations ❖ Viewing of documentaries, movies etc. ❖ Digital media activities. 	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer ❖ Comic strip activity
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| | | | <ul style="list-style-type: none">• Discuss the cultural practices and customs of early China for example their religion.• Examine the agricultural practices of ancient China.• Appreciate the achievements of ancient China and their contribution to contemporary societies. | | |
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	<p>4 WEEKS</p> <p>December – January</p>	<p>UNIT 5: EARLY INDIA</p> <ol style="list-style-type: none"> 1. Geographical location of Ancient India. 2. Social structure and way of life of the Ancient Indians. 3. Religious organization. 4. Great achievements of Ancient India. 	<ul style="list-style-type: none"> • Define and use correctly the concepts: ancient, Indus Valley, Indus River, floodwalls, granaries, artisan, terracotta, Aryan civilization, semi-nomadic, Vedas, Brahman, patriarchal, patrilineal, caste system, kshatriya, vaishya, shudra, Buddha, Buddhism, Buddhist, Hindu, epics, Gupta, empire, Mughal empire, Vedic Aryan civilization , Muslims • Locate India on a map of the world in relation to the rest of world. • Identify on a map of India the features such as the Indus and the Ganges rivers the Himalayas and the ancient cities/urban centres of Harappa and Mohenjo-Daro. • Outline the five major social groups in ancient India. • Describe the way of life of the people of the Indus Valley. 	<ul style="list-style-type: none"> ❖ Research ❖ Group work – scrapbook ❖ Art & design ❖ Discussion ❖ Question & Answer ❖ Group presentations ❖ Viewing of documentaries, movies etc. ❖ Digital media activities. 	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer ❖ Dramatic Expressions
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	<p>6 WEEKS</p> <p>March – April</p>	<p>UNIT 6: THE ANCIENT CIVILIZATIONS OF THE AMERICAS – THE AZTECS, INCAS AND MAYAS</p> <ol style="list-style-type: none"> 1. Geographical location of the Aztecs, Incas and Mayas. 2. Social structure and life of the Aztecs, Incas and Mayas. 3. Aztec, Incas and Mayan Religious organization. 	<ul style="list-style-type: none"> • Explain the rise of the Vedic Aryan Civilization in ancient India. • Examine the various religions in ancient India. <p><u>The Aztecs:</u></p> <ul style="list-style-type: none"> • Define and use correctly the concepts: • Americas, conquest, empire, civilization, archaeology, division of labour, occupation, social organisation, polytheism, polytheistic , technology, Tenochtitlan, chinampas, 	<ul style="list-style-type: none"> ❖ Research ❖ Group work – scrapbook ❖ Art & design ❖ Discussion ❖ Question & Answer ❖ Group presentations ❖ Viewing of documentaries, movies etc. ❖ Digital media activities. 	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer ❖ Comic Strip Activity
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		<p>4. Economic organization of the Aztecs, Incas and Mayas.</p> <p>5. Political structure of the Aztecs, Incas and Mayas.</p> <p>6. Aztec, Incas and Mayan Great achievements.</p>	<p>Montezuma 11, human sacrifice, canal, causeway, plaza, milpa, relay, porters, bondage, pyramid, tribute, litters, ball court, gourd, cocoa, piazzas, land reclamation</p> <ul style="list-style-type: none"> • Identify Mexico on a map of the American continent locating the area in which the Aztecs settled. • Describe the social, political and economic organisations of the Aztecs. • Examine the role of religion in the lives of the Aztecs. • Explain the effects of the inventions for example their system of writing, calendar, chinampas on the Aztec society. • Show an appreciation for the advanced level of development in the Aztec society. 		
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The Incas

- Define and use correctly the concepts: llamas, quipus, aquifer, quipo, mita, llacs, Sapa Inca, Sinchi, diet, Inca, Waise, inkarri, Cusco
- Locate on a map of South America the area which was inhabited by the Incas.
- Describe the social, political, religious and economic organisations of the Incas.
- Outline the ways in which labour was organized in the Incan Empire.
- Show an appreciation for the level of achievement in the Inca's society
- Assess the major achievements of the Incas in areas such as road engineering and recording keeping (despite the lack of writing).

- Compare the various practices of the indigenous American groups studied and the ancient civilizations of Africa and Asia.

The Mayas:

- Define and use correctly the concepts/terms: Americas, conquest, empire, civilization, archaeology, division of labour, occupation, social organisation, polytheism, polytheistic, technology, human sacrifice, plaza, palaces, pyramid, granaries (chultunes), Halach Uinic, cenotes, irrigation, indigenous, reservoirs, chac, sacrifices, tattoo, pok-a-tok, Central America, astronomy, droughts
- Locate the Yucatan peninsula, Guatemala, Honduras, Belize, on the map of the America continent locating the area

			<p>which was inhabited by the Mayas</p> <ul style="list-style-type: none">• Identify on a map of Central America or the Caribbean, the site of the Mayan centre Tikal, Chichen Itza and Mayapan, Uxma, Plenque, Copan.• Describe the social, political, religious and economic organisations of the Mayas.• Discuss the effects of the inventions on their development for example, their system of writing (glyphs), mathematics, astronomy and calendar		
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	<p>3.5 WEEKS May</p>	<p>UNIT 7: FEUDALISM IN EUROPE IN THE 14TH AND 15TH CENTURIES</p> <ol style="list-style-type: none"> 1. Definition of key terms – Feudalism. 2. Map work of Europe 3. Features/characteristics of Feudalism during the Middle Ages. 4. Social structure and occupations in the Middle Ages. 5. Religion in the Middle Ages. 	<ul style="list-style-type: none"> • Define and use correctly the concepts: feudal, serfs, vassals, craftsmen, nobility, barons, farmers, peasants, Middle/Medieval Age, guilds, kings, lords, nobles, knights, pope, serfdom, tenant farmers, castle, crusade, aqueduct, minstrel, barbarian, scholar, heretic, infidel, cardinal, cathedral, bishop, monks, nuns, priests, abbeys, monasteries, bourgeoisie, papacy, cleric, clergy. • Identify Europe on a map of the world to locate the countries that practised feudalism, for example, England, France, Italy, Spain and Portugal. • Identify the features/characteristics of Feudalism during the Middle Ages. 	<ul style="list-style-type: none"> ❖ Research ❖ Group work – scrapbook ❖ Art & design ❖ Discussion ❖ Question & Answer ❖ Group presentations ❖ Viewing of documentaries, movies etc. 	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer ❖ Comic Strip Activity
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	<p>4 WEEKS June</p>	<p>UNIT 8: RENAISSANCE IN EUROPE DURING THE 14TH – 16TH CENTURIES</p> <ol style="list-style-type: none"> 1. Define key terms relating to the Renaissance. 2. Mapwork on the Renaissance. 3. Impact of the Renaissance on various aspects of life. 	<ul style="list-style-type: none"> • Discuss the role of the Roman Catholic Church in the Middle Ages. • Examine the social groups in Medieval Europe. • Describe the occupations of each of the social groups. • Define and use correctly the concepts: Renaissance, exploration, inventions, compass, astrolabe, chart, quadrant, navigate, navigation, printing press, The East (Asia) , Muslims, trade, commerce, voyages. 	<ul style="list-style-type: none"> ❖ Research ❖ Group work – scrapbook ❖ Art & design ❖ Discussion ❖ Question & Answer ❖ Group presentations ❖ Viewing of documentaries, movies etc. 	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer ❖ Comic Strip Activity
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		<p>4. Identify the Renaissance inventions.</p> <p>5. Factors that gave rise to the Renaissance.</p>	<ul style="list-style-type: none"> • Locate on a map of Europe Italian city states that existed during the Renaissance • Examine the several areas of life that were influence by the Renaissance - literature, art, architecture, religion, and the sciences. • Discuss the factors that gave rise to the Renaissance. • Describe the inventions of the Renaissance and their effects on the European society • Show appreciation for the achievements of the Renaissance and their impact on contemporary society. 		
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	<p>3.5 WEEKS</p> <p>June</p>	<p>UNIT 9: EUROPEAN EXPLORATION IN THE 14TH – 16TH CENTURY</p> <ol style="list-style-type: none"> 1. Define the key terms. 2. Mapwork 3. Developments in Europe that led to exploration. 4. Outstanding European explorers and the places they explored. 5. Routes travelled by the explorers 	<ul style="list-style-type: none"> • Define and use correctly the concepts/terms: explorers, exploration, conquer, Columbus, migration, Prince Henry, navigate, expedition, New World, compass, astrolabe, quadrant, caravel, cartography. <p>Locate on a map of the world countries involved in exploration early exploration.</p> <ul style="list-style-type: none"> • Examine the developments in Europe that lead to exploration • Identify outstanding European explorers and the places they explored. • Trace the routes of explorers on the map of the world • Arrange using a table the arrival and settlements of European nations in the New World. • Show appreciation for the opinions of others. 	<ul style="list-style-type: none"> ❖ Research ❖ Group work – scrapbook ❖ Art & design ❖ Discussion ❖ Question & Answer ❖ Group presentations <p>Viewing of documentaries, movies etc.</p>	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer ❖ Comic Strip Activity
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| | | | <ul style="list-style-type: none">• Demonstrate appreciation for the roles that explorers played in linking various areas of the world | | |
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RELIGIOUS EDUCATION



Unit	Duration	Topics	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
Semester 1			Students should be able to:		
Unit One Theme: Worship	3 WEEKS	Topic: Elements of Worship Across Religions <ul style="list-style-type: none"> ● Definition of Concepts ● Purpose and Functions of Worship <ul style="list-style-type: none"> ● Communication with Deity ● Providing meaning and purpose for life ● Conflict resolution ● Providing solace, support and a sense of community. ● Sustaining faith to guide one’s conscience, and strengthen one’s convictions. ● Common elements of worship in the Four Major Religions <ul style="list-style-type: none"> ● Prayer ● Music ● Movement ● Reading of Sacred Writings ● Exhortation ● Forms of Worship <ul style="list-style-type: none"> ● Individual/personal ● Corporate (differences and similarities) ● Times of worship <ul style="list-style-type: none"> ● Days of worship -Times of day -Frequency 	Objectives: Students will: <ul style="list-style-type: none"> ▪ Define and use correctly the concepts listed in the key vocabulary. ▪ Explain the purpose and functions of worship. ▪ Examine basic beliefs and practices governing worship in the four major religions. ▪ Describe the role, function and significance of both individual and corporate worship in Religion. ▪ Identify and discuss the diversity and common features of worship across the religions understudy. ▪ Identify and discuss the times when individual or corporate acts of worship take place within different religions. ▪ Be willing to observe forms of worship to which they are not accustomed. ▪ Examine some of the ways in which worship enhances and develops the ability to relate to and work harmoniously with others. 	<ul style="list-style-type: none"> ❖ Prior to this class, the teacher would need to prepare strips of paper with key concepts to be covered in this Unit and the definitions of such. Teacher would also need to make the proper provisions to ensure that students can use cartridge paper, permanent markers and school glue to complete this activity <p>Activity “Lay it Out” (a)Divide the class into groups. Each group will be provided with strips of paper. Some strips will have key concepts and others will have definitions. (b) Instruct each group to label their cartridge paper ‘Key Concepts in Worship’. Then, using the strips of paper provided lay them out on the cartridge paper. Accurately match the key concepts with the definitions and then use the glue to paste such accordingly. (c) Mount completed cartridge papers of the key concepts and definitions of terms used in worship in designated sections of the class. At the end of the session, the teacher could collect and store cartridge papers for further display and use. Or, allow students to mount such in their assigned Form Rooms/Religious Education Room</p>	<ul style="list-style-type: none"> ❖ Group project ❖ Unit test ❖ Research ❖ Question & answer ❖ Dramatization ❖ Report

<p>Unit Two</p> <p>Places and leaders</p>		<p>Christianity- Church,Cathedral,chapel Islam- Mosque,Masaajid,Kaaba Judaism- synagogues,Shul, Temple Hinduism-Mandirs, Home Altars, Temples</p> <p>Leaders - The Patriarchs, Moses, Jesus, Muhammad, Christian, Jewish, Muslim and Hindu leaders</p> <p>Places of pilgrimage - Christianity, Islam, Judaism, Hinduism</p>	<ul style="list-style-type: none"> ▪ Describe the role, function and significance of places of worship in religion. ▪ Identify and describe places of worship in various religions including the physical features within them. <ul style="list-style-type: none"> • Analyse how religious followers express themselves during worship. • Discuss how they have gained insight and motivations from religious faith and experience. • Demonstrate an awareness of the importance of worship across religions. • Reflect on the consequences of their actions and learn how to forgive themselves and others • Appreciate and respond to a variety of religious experiences. • Explain and discuss how religion provides insights and motivation for one’s life and 	<p>In groups, use the required Texts and hand-outs prepared by the teacher to</p> <p>(a)Discuss and summarise the purposes and functions of worship</p> <p>(b)Prepare group presentation</p> <p>(c)Allow one representative from each group to use image capturing devices to record each presentation</p> <p>(d)Make presentations into a class video. This could be further developed and placed on display towards the end of the year at the recommended Open Day.</p> <p>(e)Allow students to watch video while reinforcing /recapping the purposes and functions of worship</p> <ul style="list-style-type: none"> ❖ Invite a resource person of each of the four major world religions, to speak on the roles and function of worship and give an 	
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			<p>enhances the capacity to worship.</p> <ul style="list-style-type: none"> • Examine worship practices that emphasize an appreciation for the sacredness of life. • Examine how spiritual development allows growth of self, identifying and maximising unique potentials and embracing the will to achieve. • Discuss some of the ways in which worship allows persons to find meaning and purpose in life. • Develop an open and unprejudiced attitude to the beliefs and practices of others. • Use religious and moral principles to analyse situations and make mature decisions about right and wrong. • Analyse the effects of religion on the formation of attitudes, values and beliefs. • Develop the sensitivity which will foster harmony and peaceful co- existence among persons of differing religious beliefs. 	<p>example of a worship practised that give adoration of life.</p> <ul style="list-style-type: none"> ❖ Students will be placed in groups of four and asked to creatively demonstrate the roles and functions of worship of a particular group and share the importance of worship to the particular group. ❖ Unscramble jumbled words to identify key terms associated with elements of worship. Use the words unscrambled in short Standard Jamaican English paragraphs that explain these distinctions. ❖ Examine through discussion, how these elements (of prayer, music, movement, reading of sacred writings and exhortation) are used to enhance worship, including worship services they have observed whether by visitation or by means of electronic media. Compose poems, songs or choreograph dances to depict this significance. ❖ In a class discussion, students will share their experience having observed worship session. Give a report of the proceedings done and give their opinion of the meaning and present to the class. Make a class video. 	
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			<ul style="list-style-type: none"> • Respect their own culture and that of others and be curious about similarities and differences. ▪ Explain the purpose and functions of worship. 	<ul style="list-style-type: none"> ❖ Watch YouTube videos to discover/review ceremonial rites that are performed before or during worship in different religions (e.g. ritual washing and cleansing). Differentiate between them. Watch also and discuss videos about the sacraments of baptism and Holy Communion and about confirmation and the Sacred Thread ceremony. Dramatize key aspects of the material viewed. ❖ In groups, organize digital role plays and use such to compare forms of worship (individual and corporate) and times when these acts of worship take place in the different religions. Outline the similarities and differences in the forms and times of worship in the different religions. ❖ Combine resources as a class to make models of the interior and exterior of a typical place of worship as normally designed and built by each religious group under study. ❖ Do a PowerPoint presentation on the significant features of the interior of places of worship of the four major and indigenous religious groups 	
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			<ul style="list-style-type: none"> ▪ Examine basic beliefs and practices governing worship in the four major religions. ▪ Describe the role, function and significance of both individual and corporate worship in Religion. ▪ Identify and discuss the diversity and common features of worship across the religions under study. ▪ Identify and discuss the times when individual or corporate acts of worship take place within different religions. ▪ Be willing to observe forms of worship to which they are not accustomed. ▪ Examine some of the ways in which worship enhances and develops the ability to relate to and work harmoniously with others. ▪ Describe the role, function and significance of places of worship in religion. ▪ Identify and describe places of worship in various religions including the physical features within them. 		
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			<ul style="list-style-type: none">▪ and embracing the will to achieve.▪ Discuss some of the ways in which worship allows persons to find meaning and purpose in life.▪ Develop an open and unprejudiced attitude to the beliefs and practices of others.▪ Use religious and moral principles to analyse situations and make mature decisions about right and wrong.▪ Analyse the effects of religion on the formation of attitudes, values and beliefs.▪ Develop the sensitivity which will foster harmony and peaceful coexistence among persons of differing religious beliefs.▪ Respect their own culture and that of others and be curious about similarities and differences.		
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<p>Unit 3:</p> <p>Sacred Writings</p>	<p>2 WEEKS</p>	<ul style="list-style-type: none"> ▪ Topic: Sacred Writings Some similarities and differences between sacred books of the religions specified. E.g. <ul style="list-style-type: none"> a) Deity/deities and their names b) Guidelines for living c) Explanations of: Creation and how things began; death, dying and the afterlife; Good and Evil. Relate teachings to daily life ▪ Islam: <ul style="list-style-type: none"> ▪ Qur'an – Muhammad's revelation ▪ Hadith /Sunnah ▪ Christianity: <ul style="list-style-type: none"> ▪ Bible - Divisions and types of writings Old Testament New Testament Narrative Laws Prophecy Apocalyptic Writings Parable Wisdom Sayings Miracle Stories 	<ul style="list-style-type: none"> ▪ Analyse how religious followers express themselves during worship. ▪ Discuss how they have gained insight and motivations from religious faith and experience. ▪ Define and use correctly the concepts listed. ▪ Explore and explain the stages in the origin and development of the sacred writings of each religion studied. ▪ Be aware of and appreciate the influence of others on their choice of Faith. ▪ Explain how believers show respect for their sacred text. ▪ Present oral or written material in a clear, logical sequence. ▪ Read, discuss and re-enact stories from different sacred writings. ▪ Explain the meaning of specific portions of sacred writings. ▪ Discuss and analyse how the teachings found within each sacred text govern the life of the believer. ▪ Display an openness and respect for the sacred writings of each religion. 	<ul style="list-style-type: none"> ❖ Be provided with find-a-word puzzles by the teacher (that she/he made prior to the lesson) about keywords/concepts associated with sacred writings. (See the key vocabulary at the end of this unit.) Students will be required to complete these puzzles. ❖ Be provided with lesson objectives or focus questions related to sacred writings which will guide them in creating clues/questions in pairs, then exchange the questions or clues with another pair to complete with the appropriate responses. 	<ul style="list-style-type: none"> ❖ Research ❖ Question & answer ❖ Classwork ❖ Homework ❖ Roleplay ❖ Class discussion ❖ Panel discussion

		<ul style="list-style-type: none"> ▪ Judaism: <ul style="list-style-type: none"> - TeNaKh containing: <ul style="list-style-type: none"> ▪ Torah – (Laws) ▪ Nevi’ im – (Books of the Prophets) ▪ Ketuvim – (The Holy “Writings”) ▪ Talmud ▪ Hinduism/Sanatana Dharma/Vendantism: <ul style="list-style-type: none"> Shruti <ul style="list-style-type: none"> Rig Veda Yajur Veda Sama Veda Atharva Veda Smriti <ul style="list-style-type: none"> Upanishads – - story-poems such as: <ul style="list-style-type: none"> Mahabharata Ramayana ▪ Factors that influence one’s choice of faith <ul style="list-style-type: none"> ▪ Parental influence ▪ Racial/ethnic origin ▪ Country of birth ▪ Evangelism ▪ Influence of peers/spouses/siblings ▪ The media ▪ Personal conviction ▪ Sacred Writings 	<ul style="list-style-type: none"> ▪ Analyse various factors that influence a person’s choice of faith ▪ Recognize and appreciate the relationship between the language in which sacred writings are written and the cultures out of which they emerge. ▪ Show an appreciation of the relationship between people’s beliefs and sacred writings. ▪ Recognize, appreciate and develop respect for the similarities and differences in sacred writings, symbols and rituals within the cultures from which they emerged and have helped to shape our daily lives. ▪ Recognize how the code of ethics within each sacred text has impacted 	<ul style="list-style-type: none"> ❖ Research using online and offline sources, then report on meanings of keywords/concepts associated with sacred writings. Use word processing software to make glossary/dictionary of terms. ❖ Volunteer (four students) to make four puppets for homework (to represent a resource person from each major religion). Other students will do the research necessary to take turns conducting a puppet show to name and describe the most important sacred texts used in the four major religions as well as explain the origin and development of these sacred texts. Puppet show could be recorded 	
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				<p>using video capturing devices for further playback and critique. The teacher will provide clarification where necessary.</p> <ul style="list-style-type: none"> ❖ Participate in a class project in which they are divided into small groups. Each group focuses on and researches/analyses two factors that influence one's choice of Faith. <p>Factors include: parental influence, racial/ethnic origin, sacred texts, country of birth, influence of peers, spouses, siblings, Evangelism, media, personal convictions.</p> <p>Design posters or cartoons in their groups to depict the information they have researched. Groups select representatives to present their findings to the class.</p> <p>Conduct a class debate on the topic</p>	
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				<p>An adolescent's choice of faith is his or her own."</p> <p>Other class members may act as judges/contributors from the floor.</p> <p>Written and/or artistically illustrated presentations to class show that students can confidently, accurately and articulately share information researched and analyze the relevant issues/factors</p> <p>Points enunciated in the debate indicate a clear understanding of the issues involved in deciding the faith to which one belongs</p> <p>Where possible, handle and analyse holy books/sacred scriptures of different religions. Where copies of sacred texts are not available, look at pictures or videos of them.) Try to discuss the significance of each Text to the related religion under study: search the internet for comments from followers of Christianity, Hinduism, Judaism and Islam telling how</p>	
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				<p>the sacred writings affect and influence their daily lifestyles. Create a cartoon strip to represent information found to be shared in class. Draw reasonable conclusions after discussion. Be given central themes across all religions and they will research using the internet, textbooks or copies of sacred text where possible to discuss the teachings of each sacred text relating to the theme given. They will then dramatize scenarios to reflect on their understanding of these teachings or design posters to reflect the teachings.</p> <ul style="list-style-type: none">❖ Examine resource literature to ascertain whether their conclusions about the significance of each sacred text were correct and then fill in gaps in their perceptions. Information could also be in the form of audio and video.	
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				<ul style="list-style-type: none"> ❖ Examine: <ul style="list-style-type: none"> a) Why the stories in sacred texts were written and how they developed. b) what they are used to teach today and c) how teachings are evidenced in daily life d) how the believers show respect for the sacred text ❖ Use creative expressions such as poetry, stories and songs to highlight their findings. ❖ Work in groups to make a 'library' / book collection of the sacred writings from each religion. Explain briefly in each 'book' made what the book contains. Each book represents a sacred text or section of it. Include information on the language in which the text was written, and how this 	
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				<p>was influenced by the culture from which it came. Illustrate each book with drawings and/or pictures.</p> <ul style="list-style-type: none">❖ Create digital stories to represent the stories found in each sacred text.❖ Watch YouTube videos showing stories that are found in each sacred text and give responses to focus questions. ❖ Add terms to the previously made dictionary/glossary that depict colourful language and customs/pictures of objects etc. from which students can draw lessons (e.g: “new wine in old wine-skins”) from within a given culture.❖ Set up the ‘library’/book collection in the classroom if	
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				<p>school conditions allow.</p> <ul style="list-style-type: none">❖ Familiarize themselves with similarities and differences between sacred writings in the four major religions.❖ Use digital drawing tools to create posters of similarities and differences between Sacred Writings in the different religions and the moral guidelines they offer. Also, search the sacred writings of each religion on the internet to help them:<ul style="list-style-type: none">• Do posters including sayings from sacred writings.• Put up posters in class weekly (for three weeks) with moral guidelines. Take selections from each major religion and centre around a theme. Have separate sections for similar and for different materials on a given theme.	
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<p>UNIT 4: Worship: Signs and Symbols</p>	<p>3 WEEKS</p>	<p>Topic: Signs and Symbols</p> <p>Significance of gestures and the signs and symbols used by the followers of religious faiths during these celebrations</p> <ul style="list-style-type: none"> ▪ Signs and Symbols common to different religions, including: <p>Physical symbols: light, water, fire, bread, holy places, the moon, the sun, cities, candles</p> <p>Gestures (signs): closed eyes, kneeling, clasped hands, bowed head, prostrating</p> <ul style="list-style-type: none"> ▪ Significance of Symbols used by specific religions <p>Hinduism (Aum, Swastika) Judaism (Mezuzah, Star of David) Christianity (Cross, Fish) Islam (Dome, Minaret)</p>	<ul style="list-style-type: none"> ▪ Name signs and symbols which are common to different religions ▪ Discuss the significance of each sign and symbol ▪ Describe how the symbols are used during festivals ▪ Discuss the importance of colours and vestments in some religions 		<ul style="list-style-type: none"> ❖ Unit test ❖ Classwork ❖ Homework ❖ Research ❖ Question and answer.
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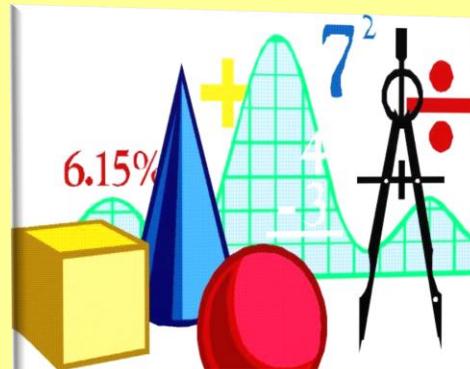
<p>UNIT 5: Worship - Celebrations</p>	<p>4 WEEKS</p>	<p>Topic: Celebrations</p> <p>Definition of concepts</p> <ul style="list-style-type: none"> ▪ Festivals; How, when and why they are celebrated <p>a) Christianity - Christmas</p> <p>b) Judaism - Rosh Hashanah</p> <p>c) Islam - Eid-UI-Fitr</p> <p>d) Hinduism - Divali</p> <p>Rastafari Groundation</p> <p>Revivalism The Annual convention at Watt Town</p>	<ul style="list-style-type: none"> ▪ Identify the main festivals/celebrations observed in the four major world religions being studied ▪ Deliberate on and evaluate their understanding of self in relation to deity. ▪ Define and use correctly the concepts listed ▪ Identify festivals observed by religions Indigenous to Jamaica (Rastafarian and Revivalism) ▪ Explain, when, why and how various festivals are celebrated in different religions ▪ Dramatize festivals, rites and customs of various religious groups. ▪ Explain, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language. ▪ Describe certain gestures which people use as acts of worship and give reasons for their use. ▪ Use signs and symbols to explain their own beliefs and values ▪ Show appreciation for the beliefs and practices of others ▪ Explain and discuss how religion provides insights and motivation for 	<ul style="list-style-type: none"> ❖ Complete a table detailing the name of the festival, the time celebrated, why and how the festival is celebrated. The table will be completed after viewing a stimulating PowerPoint presentation (prepared by the teacher) Please note that these presentations should not only include text with information but, also pictures, music and even videos of the festival being celebrated. ❖ Create a greeting card using the computer (for example, by using Microsoft publisher). It would be preferred if students create a card of major signs and symbols within the religions understudy. ❖ Compose/choreograph and present a creative 	
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			<p>one's life and enhances the capacity to worship.</p> <ul style="list-style-type: none"> ▪ Show willingness to work in groups. ▪ Show respect for the views of others. ▪ Understand how signs and symbols can form the basis of their own values and belief system ▪ Examine customs (traditional/sacred) of celebrations studied and how these customs are still observed or practised in the Caribbean society ▪ Examine how celebrations and personal acts of faith contribute to preserving and passing on heritage which religious groups consider as important to them and have influenced change. ▪ Explore the ways in which sacred writings influence the everyday lives of people. ▪ Promote sensitivity which will foster harmony and peaceful coexistence between persons of differing religious beliefs ▪ Recognize, appreciate and develop respect for the similarities and differences in religious celebrations within the cultures from which they emerged and then shaped our daily lives. 	<p>piece (dance or drama) for use in worship, using symbolic language, stories, gestures and or replicas of icons. Perform in class, the class will explain and discuss the symbolism of the piece for the enhancement of worship.</p> <ul style="list-style-type: none"> ❖ View a clip from YouTube/video of a traditional religious service giving attention to focus questions. Identify the vestments worn and the colours used in worship. Explain the significance of colours and vestments worn by the religious leaders. ❖ Research on a specific religious festival, as assigned to each group. The group is to prepare a booth for display, detailing when, why and how the festival is 	
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			<ul style="list-style-type: none"> ▪ Examine worship practices utilized in festivals/celebrations that emphasize an appreciation for the sacredness of life. 	<p>celebrated (pamphlets, pictures, videos and even samples of the food consumed in the celebration could be used to enhance the display</p> <ul style="list-style-type: none"> ❖ Create learning games relating to religious symbols such as bingo, snake and ladder, Pictionary-This is where the players take turns silently drawing different things while their team tries to guess what the drawing is. Teams compete against each other to have the most guessed words and win the game) etc. ❖ With the aid of the internet, research signs and symbols common to different religions and the significance of these. ❖ Use the information to create multimedia presentation/photo 	
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				story depicting signs and symbols common to all religions. Show presentation in class.	
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MATHEMATICS



Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
Unit 1	<u>Number Theory</u> Estimation, Indices, Number Bases	4 weeks	<ol style="list-style-type: none"> 1. Write a number to a given number of decimal places and significant figures. 2. Write numbers greater than or equal to 10 in standard form. 3. State meaning of a^m, where a and m are whole numbers. 4. Evaluate the expressions a^m, $a^m \times a^n$, $\frac{a^m}{a^n}$ where a, m, n are whole numbers. 5. Express place values of digits in all bases including base 10. 6. Add and subtract numbers written in bases n, where $1 < n < 10$. 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • •
Unit 1	<u>Algebra</u> Making rules, Equations and inequalities, Simplification	3 Weeks	<ol style="list-style-type: none"> 1. Making rules using investigations. 2. Simplification by using the four operations, removing brackets, grouping. 3. Solving equations involving two steps and brackets (balance method) 4. Inequalities: symbols, solving, representation on a number line. 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • •

Unit 2	<u>Number Theory</u> Number Bases, Integers	8 Weeks	<ol style="list-style-type: none"> 1. Multiply numbers written in bases n, where $1 < n < 10$. 2. Convert numbers written in base n to base 10 and vice versa where $1 < n < 10$. 3. Answer worded questions with numbers written in bases n, where $1 < n < 10$. using addition, subtraction and multiplication. 4. Ordering of integers 5. Giving absolute values of integers 6. Addition, subtraction, multiplication and division of integers. 		
Unit 2	<u>Geometry</u> Angles, Elevations, Translation, Reflection, Rotation	8 Weeks	<ol style="list-style-type: none"> 1. Investigate the relationship among angles formed by <ol style="list-style-type: none"> a) A transversal and two or more parallel lines. b) Intersecting non-parallel lines. 2. Sketch different views (top, side etc.) of solids making use of unseen (dotted) lines. 3. Cartesian plane: plotting points, scale 4. Perform translations and identify images of objects where the translation vector is given. 5. Find the translation vector given the object and its image. 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •

			<ol style="list-style-type: none">6. Perform reflections and identify images of objects, where the mirror lines are the X or Y axes.7. Perform rotations of 90°, 180°, 270° about the origin		
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Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Activities	Assessment
Unit 3	<u>Geometry 2</u> Polygons <u>Statistics</u> Averages, Diagrams	3 Weeks	<ol style="list-style-type: none"> 1. Determine the properties of an n – sided polygon where $3 \leq n \leq 10$. 2. Find the angle sum (sum of the interior angles) of polygons with n interior angles ($3 \leq n \leq 10$) 3. Determine the mode, median and mean from frequency table 4. Use the mode, median and mean to interpret information 5. Read, interpret and construct pictographs, bar charts, pie charts and line graphs 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • •
Unit 4	<u>Number</u> Ratio and proportion Consumer Arithmetic	5 Weeks	<ol style="list-style-type: none"> 1. Solve simple problems involving ratio and proportion 2. Identify different types of bank accounts with their characteristics and features. 3. Complete withdrawal and deposit forms when banking and know how to write a cheque. 4. Use simple proportions of principal, rate and time to develop the simple interest. 5. Calculate simple interest on loans and deposits. 6. Calculate compound interest using a calculator (using a recursive method) 7. Calculate total cost in a higher purchase agreement, and compare higher purchase price and cost price. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

			8. Calculate discounts and taxes from given instructions.		
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Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Activities	Assessment
Unit 5 n.b. Term 3	<u>Geometry</u> Measurement: area, volume, capacity	5 Weeks	<ol style="list-style-type: none"> 1. Derive and use the formula for area of (a) parallelogram, (b) triangles, (c) trapezia. 2. Compute the total surface area of cubes, cuboids, cylinders, and triangular prisms (using only triangles where the area can be calculated using $\frac{1}{2} b \times h$.) 3. Perform conversion within units up to cubed units. 4. Establish formulas, estimate and calculate the volume and capacity of cubes, cuboids, prisms, cylinders and composite objects. 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •

Unit 5	<u>Geometry 3</u> Construction	3 weeks	Construct using appropriate geometric instruments Write coordinates of points as ordered pairs 1. Angle bisectors 2. Angles of $90^\circ, 45^\circ, 60^\circ, 30^\circ$ 3. Triangles.	•	•
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Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Activities	Assessment
Unit 6	<u>Algebra 2</u> Relations, functions and graphs	5 Weeks	<ol style="list-style-type: none"> 1. Plot ordered pairs of a mapping as a graph 2. Determine the gradient and intercept of straight line graphs. 3. Draw a straight line graph by (a) plotting points, (b) using the gradient and the intercept. 4. Relate gradient of a graph to rate of change of quantities. 5. Find the equation of a straight line of a given line. 6. Plot two linear equations on the same pair of axes and interpret the point of intersection (if any). 7. Graph linear inequalities on the coordinate plane, and identify regions on the graph. 		•
Unit 6	<u>Arithmetic</u> Sets	3 Weeks	<ol style="list-style-type: none"> 1. Determine the number of subsets of a given set. 2. List all the possible subsets of a given set (number of elements in the given set should not exceed 4). 3. Solve the simple problem involving, at most, two subsets of the universal set. 	•	•

FRENCH



	Duration	Topic	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
UNIT 1			Students should be able to:		
TERM ONE	6 weeks	Professions, trades and skills (Les Professions, les métiers et les compétences)	<ul style="list-style-type: none"> o Identify jobs and professions in their communities o Communicate orally and in writing in French about their career choice o Create daily work schedules in French o Assess and respond in French to simple job advertisements written in French o Gather information via interviews 	<ul style="list-style-type: none"> ❖ Examine a set of unlabeled pictures of various professions, trades and skills that the teacher has mounted and tagged them correctly with French labels. Use the pictures of different occupations and skills to compile a folder entitled Les professions. ❖ Dramatise (in appropriate costume) a profession, trade or skill that they want to pursue as a career. Put up a sign written in French in an appropriate place to indicate the place of work, and dramatize what they do for a living. Ask the rest of the class: Qui suis-je? The class will try to guess what each student is depicting using the response “tu es ... parce que tu fais ..” ❖ Interview one student re prospective careers. The student will answer orally in French the following questions: Que veux-tu être/faire dans la vie/comme profession? What do you want to become? Où est-ce que tu vas travailler? (Dans un bureau, etc.) Where will you work? A quelle heure tu vas commencer à travailler? At what time will you start work? Qu’est-ce que tu fais au travail? What do you do at work? ❖ Write two paragraphs in French on what a typical day in a chosen career is like using the first person singular of the present tense. 	<ul style="list-style-type: none"> ❖ Pictures labelled correctly with professions ❖ Dramatisations executed using appropriate grammar and vocabulary. Class responds appropriately in guessing the job depicted in each dramatisation and by stating it correctly in French ❖ Responses to interviews completed with appropriate grammar and vocabulary ❖ Paragraphs completed with accurate grammar and appropriate vocabulary

			o Conduct class presentations using appropriate verb forms	<ul style="list-style-type: none"> ❖ Listen to a CD recording or watch a video presentation with a few persons talking in French about what they do for a living, where they work and activities in which they are engaged. Note the different expressions used. Answer orally in French questions asked about the different professions, trades or skills. ❖ In mixed ability groups of four, conduct an out of the class interview with an employee/employer from their community; and in class, give a verbal report in French on what they have learnt about that person's job and what is a typical day for that person. ❖ Create an advertisement seeking the services of a pharmacist, which includes the nature of the job; the working hours and how to apply. 	<ul style="list-style-type: none"> ❖ Questions answered appropriately to demonstrate comprehension of recording or video ❖ Verbal report on interview completed with correct pronunciation and intonation and appropriate grammar and vocabulary ❖ Advertisements employ appropriate grammar and vocabulary, with special emphasis on the correct use of the pronoun "tu/vous" and demonstrate grade-appropriate art and design principles
UNIT 2:	6 weeks	Interacting with health services (La Santé et les Services de santé)	Students should be able to:	<ul style="list-style-type: none"> ❖ Recap the body parts by listening to the teacher describe a monster. Draw the monster then show to the class. 	<ul style="list-style-type: none"> ❖ Accurate drawing of monster as per teacher's description ❖ Correctly utilize expressions learnt to

			<ul style="list-style-type: none"> o Identify a number of bodily ailments. o Effectively describe pain and ailments using the appropriate structures and vocabulary. o Give simple advice and instructions using the familiar form. o Demonstrate an understanding of a command by responding appropriately to simple instructions in the affirmative in a health service setting. (Tu, Nous, Vous) o Express sympathy to persons who are ill. 	<ul style="list-style-type: none"> ❖ Participate in the game “Devinette/Charades” with one student acting and the others guessing. State the problem depicted by the student who is acting. Students will take turns to ask different actors Depuis combien de temps avez-vous mal à la tete .../ How long have you had? to which he/she will respond appropriately. ❖ Listen to brief dialogues in which persons are complaining about ailments, and match the name of the ailment/illness mentioned with the corresponding picture provided by the teacher. ❖ Read a dialogue about someone’s visit to a doctor and answer true or false questions. Discuss, using home language, health issues that they are familiar with including their opinions on going to the doctor/dentist. Using a comic strip, complete a guided dialogue of a visit to a doctor. In groups, students will create a dialogue “un rendez-vous chez le médecin” or “un rendez-vous chez le dentiste” which will be acted out in class. ❖ Read complaints concerning health issues written in the Dear Doctor column and give appropriate advice. In pairs, rearrange a jumbled dialogue regarding a visit to the dentist. Give two pieces of advice to the 	<p>state ailments in the game of “Devinette”</p> <ul style="list-style-type: none"> ❖ Matching completed correctly. ❖ Dialogues completed with appropriate levels of vocabulary and grammar. ❖ Use appropriate grammatical structures and expressions when giving advice, suggestions, instructions and condolences. ❖ Poster completed with accurate grammar and expressions and valid pointers ❖ Medical form completed with information required
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			o Select correct responses to questions based on oral and aural texts	<p>patient in the dialogue. In groups, create a silent video or picture story or a Powerpoint show depicting a visit to the dentist to which they will add the appropriate text. Create sympathy/get well cards for sick friends and family members.</p> <ul style="list-style-type: none"> ❖ Survey members of the class to find out their dietary, exercise and hygiene practices which will then be reported to the class. Students will then create a poster to promote healthy lifestyles which will include “do’s” and “don’ts” employing the verb vous(ne) devriez (pas) / you should (not). ❖ Fill out a simple medical form. 	
Term Two					
Unit 1:	3 weeks	Au restaurant At the restaurant	<p>o Identify names of food items found on a menu</p> <p>o Identify the different parts of the menu.</p> <p>o Place an order using a menu.</p>	<ul style="list-style-type: none"> ❖ Listen to an audio file of a dialogue by a family of four in a restaurant. Repeat the dialogue line by line, paying attention to pronunciation and phrases used while viewing the projected dialogue or a worksheet. In groups of four, read the dialogue noting pronunciation and fluency of sentences. ❖ Identify the phrases used in a restaurant (asking and responding to questions, placing the order). Organise the phrases on the board according to the different sections of the menu (appetizer, main course, dessert etc.) using word cards provided. 	<ul style="list-style-type: none"> ❖ Speak with correct intonation and pronunciation ❖ Song/poem completed with appropriate phrases correctly used. ❖ Dialogues completed with correct grammar and vocabulary appropriate for each type of restaurant.

			<ul style="list-style-type: none"> o Ask for the bill. o Calculate a bill including the tip. o Name the different meals. o Describe a table setting for a specific meal. o Create their own menus. o Make clarifications when placing an order. 	<p>Compose, in groups of four, a song or a poem to help them to remember the phrases used in a restaurant and to describe place setting. They will videotape themselves.</p> <ul style="list-style-type: none"> ❖ In groups of four, create dialogues which take place in one of the following specialized restaurants: seafood, vegetarian, Jamaican, or health food. Groups will take turns to create a menu on the board using word cards with the name of the foods, recommend food to each other, order food and calculate the bill. They will videotape themselves. ❖ Role play a family getting ready to eat and the parents are teaching the children to set the table. They will describe the setting paying attention to the relative positions of the items and their names e.g. Le couteau est à droite de l'assiette / The knife is to the right of the plate. They will videotape themselves. ❖ Research the cuisine of any one French-speaking country, and list the various foods classified as breakfast, lunch and dinner. In three groups, create a table setting for one of the meals. Identify the main utensils needed for each meal, and food items for each meal. Create poems about these meals and 	<ul style="list-style-type: none"> ❖ Ordering and recommending done with properly constructed phrases ❖ Correctly state the placing of each item, using accurate vocabulary and grammar ❖ Poems utilise appropriate vocabulary and grammar and observe the protocols of poetry
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				<p>compile these to produce a printed or digital scrapbook.</p> <ul style="list-style-type: none"> ❖ Play a game of Pictionary/Bingo to reinforce the different foods found on a menu at a restaurant. 	
<p>UNIT 2: Faire les achats Going shopping</p>	3 weeks		<p>Students should be able to:</p> <ul style="list-style-type: none"> o Compare items and prices o Differentiate shops/stores by goods sold o Ask and respond to questions appropriate to shopping o Describe products and what others are wearing o Assess sizes and suitability of products 	<ul style="list-style-type: none"> ❖ Arrange a French sale day where items will be labelled in the target language and persons who will purchase and sell items will use the target language as the means of communication. ❖ Visit a store then report to the class in French the name and type of store visited, as well as the names, prices and a brief description of at least five items found in the store. Compile a list of items described. Participate in an auction led by a student with classmates bidding on items reported. ❖ Listen to CDs, interactive websites, videos with shopping information then respond to related questions in English. ❖ Act out a short dialogue that takes place in a store making use of the expressions learnt in the target language. ❖ Dialogue should include what is sold in the stores; indicate if statements are true or false, asking for and refusing offers of help, and the total bill. ❖ Make sentences in French about shopping, using pronouns and verbs from the roll of two dice, one of which will have verbs written on it and the other with subject pronouns/nouns. Use the immediate 	<ul style="list-style-type: none"> ❖ All speaking activities show appropriate pronunciation, vocabulary and use of grammar ❖ A report done using appropriate grammar and vocabulary. ❖ Respond appropriately to questions on the listening material. ❖ Appropriate pronunciation, vocabulary and use of grammar in dialogue. ❖ Sentences completed with accurate structure ❖ Rows completed with appropriate vocabulary ❖ Unscramble correctly jumbled sentences

			<ul style="list-style-type: none"> o Express likes, dislikes and preferences o Utilise polite expressions 	<p>future as the structure for these sentences e.g. Tu vas à la boulangerie / you are going to the bakery.</p> <ul style="list-style-type: none"> ❖ In pairs go to the whiteboard and try to write different vocabulary in boxes to get three in a row of a nine-box square. Each student will have to write particular words (fruits, vegetables, stores etc.) The first person to get three in a row will be declared the winner. Each person will have 10 seconds to write his /her words before losing his/her turn. It can be played as boys against girls where necessary. Unscramble sentences about shopping written in French, then read aloud correct sentences. ❖ Unscramble sentences about shopping written in French, then read aloud correct sentences 	
Unit 3:	4 weeks	Les Passe-temps Hobbies	<ul style="list-style-type: none"> o Discuss pastime activities indicating their likes and dislikes and those of others. o Provide information about famous sports personalities and entertainment personalities using appropriate structures. 	<ul style="list-style-type: none"> ❖ Respond orally to questions pertaining to what they like/dislike doing. ❖ Read a passage about pastime activities of famous personalities and respond in writing to questions. ❖ With a blindfold on, place the card received with the name of the sport under the correct picture of famous Jamaican sportspersons on the board. Students will respond orally to basic questions about each person. ❖ Interview at least five students in the class about their hobbies and sporting activities and make an oral report to the class. 	<ul style="list-style-type: none"> ❖ Respond accurately to oral questions using appropriate grammar and vocabulary. ❖ Respond accurately in writing to questions. ❖ Respond accurately to questions about sportspersons with correct pronunciation.

			<ul style="list-style-type: none"> o State reasons for liking and/or disliking a particular hobby/sport and sports personality using appropriate grammatical structures. o Read and respond to a variety of texts and answer appropriately. o Listen to a variety of texts related to the topics and answer questions appropriately. 	<ul style="list-style-type: none"> ❖ Participate in the game, ¿Qui suis-je? ❖ Read advertisements on sporting and entertainment events and answer questions. ❖ Complete crossword puzzle dealing with various leisure and sporting activities. ❖ Create an advertisement in which they advertise a sporting event using guided questions. ❖ Listen to an advertisement about a sporting event and select the correct responses. ❖ Listen to recordings of persons talking about their hobbies and sports and answer questions. ❖ In groups, create a song to the tune of their favourite song which deals with the topics dealt with in this unit. ❖ Do an oral presentation in class about their favourite personality from one of the following areas: sports, entertainment (acting, music etc.), using props and pictures to enhance their presentation. ❖ Look at pictures/PowerPoint presentation with pictures of famous personalities from the fields of sports and entertainment (Jamaican, Francophone 	<ul style="list-style-type: none"> ❖ Give oral report using accurate grammar and correct pronunciation and intonation. ❖ Respond appropriately to questions on advertisement ❖ Puzzle completed accurately. ❖ Advertisement completed using accurate grammar and appropriate vocabulary. ❖ Choose appropriate responses based on audio. ❖ Respond appropriately to questions based on recordings. Songs created and performed featuring correct
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				<p>and international) and give oral and/or written descriptions of these famous persons.</p> <ul style="list-style-type: none"> ❖ Role play in groups a meeting at a youth club where they will meet new persons and discuss their favourite pastimes and sporting activities. ❖ Participate in a show and tell activity using items they have taken to the class that represents their favourite pastime/sport and say a few simple sentences in French including what the hobby is and what they use the prop to do. ❖ Listen to statements read by the teacher and choose from four pictures the one which corresponds to each statement. Pictures depict sporting activities and other hobbies. <ul style="list-style-type: none"> ❖ Listen to a dialogue with young persons expressing their preferences for various hobbies and respond in ENGLISH to questions based on the dialogue. ❖ Read texts with profiles of Francophone personalities in sports and entertainment and respond to questions based on the profiles. ❖ Participate in a treasure hunt activity where vocabulary words and expressions are the hidden treasure. Copies of a list in English/French are 	<p>pronunciation and grammar.</p> <ul style="list-style-type: none"> ❖ Oral presentation done using appropriate grammar and vocabulary with suitable use of pictures and props. ❖ Descriptions completed using accurate grammar and appropriate vocabulary. <ul style="list-style-type: none"> ❖ Role play done with appropriate vocabulary and accurate grammar and pronunciation. ❖ The accuracy of language and pronunciation in a show and tell activity. ❖ Accurately select the picture which matches
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				<p>handed out by the teacher and groups/individuals try to find the equivalent words in the other language which are posted around the room and put the words found in blank spaces on the lists given.</p> <ul style="list-style-type: none"> ❖ Research about famous Francophone personalities in the areas of sports and entertainment. Share information in class. ❖ Research about what types of leisure activities are popular among Francophone youths in their age group and write simple sentences sharing what they learn. ❖ Paste pictures of two sports persons in their notebooks and write a short description, including name, age, nationality. ❖ Participate in discussions in ENGLISH about important sporting and entertainment events in Jamaica. Compare these with important sporting/entertainment events in Francophone countries. ❖ Work in groups to create a video featuring the favourite sport/hobby of each group member, using images or video footage. Complete a transcription 	<p>the statement in each case.</p> <ul style="list-style-type: none"> ❖ Respond accurately to questions on the dialogue. ❖ Demonstrate comprehension by responding appropriately to questions based on the profiles. ❖ Words and expressions in both languages accurately matched. The group collecting the most treasures wins. ❖ Sentences written with accurate grammar and appropriate vocabulary and contain accurate
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				of short interviews utilising the correct form of the verbs savoir and connaître.	<p>cultural information based on their research.</p> <ul style="list-style-type: none"> ❖ Descriptions accurately written with appropriate structures and vocabulary. ❖ Discussions completed with appropriate comparisons and contrasts made. ❖ Videos completed featuring appropriate grammar and vocabulary. ❖ Transcription completed with the correct verb and form in each case.
TERM 3			Students will be able to:		
UNIT 1:	2 weeks	<p>Quel temps fait-il?</p> <p>What is the weather like?</p>	<p>o Describe basic weather conditions using the appropriate expressions.</p>	<ul style="list-style-type: none"> ❖ Watch a video on weather expressions twice. Note the expressions at first viewing, then repeat what was heard paying attention to pronunciation and intonation. Complete a worksheet by labelling correctly the diagrams showing the differences in the weather. 	<ul style="list-style-type: none"> ❖ Label appropriately diagrams of weather conditions depicted on worksheet ❖ Comparison of activities done in target

			<ul style="list-style-type: none"> o Create simple short-term weather forecasts. o State the appropriate clothing for particular weather conditions. o Compare seasonal activities done in French culture with those done in Jamaica at the same time. o Listen to a weather forecast to determine what activities can be done under certain weather conditions. 	<ul style="list-style-type: none"> ❖ Repeat the months of the year while viewing a sheet which relates the months to the particular weather conditions in the target culture. State the four seasons and the months to which they belong. Choose two countries and list three activities for each season. Write sentences to describe the seasons and the activities. Compare activities done in the target culture with those done in their own culture during the months and the seasons. ❖ Listen to an audio file twice. During the first listening, write the names of the items of clothing heard. During the second audition, write the weather with which each is usually associated. Conduct research to identify activities connected to the different seasons and the items of clothing identified. ❖ Listen to an audio file of a dialogue in which a parent tells a child what to wear on account of the weather. Pay attention to the weather expressions which refer to forecast. ❖ Use a map of the Caribbean and state a variety of weather conditions for a week for different countries. In groups of five, they will create a podcast and a worksheet in which the different 	<p>and native culture focus on differences and weather-related reasons for these differences</p> <ul style="list-style-type: none"> ❖ Accurately state in writing the names of clothing items and associated weather conditions ❖ Correctly use weather expressions in creating the weather forecast for the week ❖ Songs written with appropriate grammar and vocabulary. Songs performed in class with accurate pronunciation and an appropriate accompanying dance.
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				<p>forecast has to be matched with different pictures of appropriate clothing.</p> <ul style="list-style-type: none">❖ In groups, students write songs about the weather using simple sentences. They are required to create a dance to go with their song and perform the song in class with the accompanying dance. Students can also use musical instruments to accompany the vocals in their song. For this activity, students could be allowed to self-assess in their groups as well as peer-assess the other groups.	
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<p>UNIT 2</p>	<p>3 weeks</p>	<p>Les : lieux d'intérêt Places of interest</p>	<ul style="list-style-type: none"> o Identify popular places of interest on a map of Jamaica o Share information about places of interest o Communicate travel plans o Ask and give directions in French o Read information related to directions and places of interest o Produce a brochure with specific pieces of information on a place of interest in own country 	<ul style="list-style-type: none"> ❖ Play a relay game to learn the names of selected places of interest in Jamaica and in one French-speaking country. Collect pictures of places of interest and make an album indicating where they can be found. Label the pictures in the album ❖ Work in pairs to ask and give directions related to tourist attractions/places of interest, using the appropriate expressions in the target language. ❖ Watch a video with a person acting as a tour guide talking in the target language giving a description and basic information about each location seen. Note the different expressions used, and try to understand what is being spoken. Answer orally in target language questions asked about the different places. ❖ Research and collate information in French using familiar expressions about at least one museum and one tourist attraction from their parish. Arrange this information in the form of a brochure with the aid of classmates or teacher ❖ In mixed ability groups of four, plan class trips to one of the places researched and include: the itinerary; mode of transportation; the cost of the trip; reasons for the trip; and some activities which they will do. Record ideas of the group and report to the class in French. 	<ul style="list-style-type: none"> ❖ Pictures appropriately labelled ❖ Appropriate pronunciation, vocabulary and use of grammar ❖ Respond to questions asked using appropriate grammar and vocabulary ❖ Brochure adheres to age appropriate art and design principles, as well as appropriate French grammar and vocabulary ❖ Reports done with appropriate grammar and vocabulary. ❖ The passage read aloud with correct pronunciation and intonation. Questions
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				<p>❖ Practise reading aloud a passage in the target language that relates to vocabulary to which they have been already exposed. Answer in English the questions set on them in English.</p>	
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answered appropriately.

UNIT 3:	3 weeks	L'environnement physique The Physical Environment	<ul style="list-style-type: none"> o Express opinions on environmental issues o Name and describe animals and plants o Identify simple landforms o Discuss natural disasters and environmental protection o Use simple negative and positive commands to give instructions o Make pamphlets showing things to be done to protect the environment 	<ul style="list-style-type: none"> ❖ Write on a strip of paper their opinion on at least one environmental issue. They will then be asked to present their sentences to the class; not necessary to reinforce English unless clarification is being sought. Maybe students could be asked to repeat what was just said in other words, in French; or they could say whether they agree or disagree and why. Play a game in which they respond to the question Comment dit-on en français? / How does one say in French? ❖ The name of an animal or a plant will be substituted each time. ❖ Match answers with questions about plants and vegetation on strips of paper: organised into two groups, group B students will match the responses they have on paper with questions that Group A will read from strips of paper. After the correct answers are selected the persons in Group B will stand beside the Group A person and the class will repeat question and answer. ❖ Listen to statements read by the teacher and choose from four pictures the one which corresponds to each statement. Pictures depict animal, plants, natural disasters and other environmental issues. Read short simple passages about environmental issues and respond to questions based on passages. Authentic passages could be chosen from Francophone newspapers online. 	<ul style="list-style-type: none"> ❖ Explanation conveys what is being said with correct grammar and appropriate vocabulary ❖ Accurate pronunciation and matching done appropriately. ❖ Accurately select the picture which matches the statement in each case. ❖ Respond appropriately to questions based on passages.
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SPANISH



	Duration 40 mins=1 session 80 mins=2 sessions	Topic	Specific Objectives	Suggested Teaching And Learning Activities
UNIT: 1			Students should be able to:	Suggested Teaching And Learning Activities
Term One	Week 1	Introductory lesson	<ul style="list-style-type: none"> ❖ State Theme for the year & Department Mantra ❖ State useful phrases & expressions in the classroom 	<ul style="list-style-type: none"> ❖ Students read & repeat phrases & expressions in the target language
		School Facilities at the School School Subjects Telling the Time in Spanish	<ul style="list-style-type: none"> ❖ Identify types of school ❖ Describe your school & uniform ❖ Identify classroom objects ❖ Identify, describe school facilities and their locations ❖ Learn the names of the different school subjects. 	<ul style="list-style-type: none"> ❖ Written & oral activities in target language using Q & A, videos, pictures, games ❖ Reproduce own timetables in Spanish. Create study timetables for their next exam by putting the names of the subjects in Spanish.

		<ul style="list-style-type: none"> ❖ Reasons for liking and or disliking a subject 	<ul style="list-style-type: none"> ❖ Review numbers 1 - 60 ❖ Learn expressions of time ❖ Ask and state when school subjects are done ❖ Review numbers 1 - 60 ❖ Learn expressions of time ❖ Students will state their preference for a particular subject and ask others his/her personal preference about school subjects 	<ul style="list-style-type: none"> ❖ Give the time activities are done at school
		<ul style="list-style-type: none"> ❖ Professions ❖ Career Choice ❖ Places of Work ❖ Functions of Professions 	<ul style="list-style-type: none"> ❖ Name common professions in Spanish ❖ Respond appropriately to the questions: <i>¿Qué quieres ser?</i> <i>Yo quiero ser /</i> 	<ul style="list-style-type: none"> ❖ Images of professionals / flashcards / PowerPoint /songs. ❖ Identify professions of persons in the local community. ❖ Listen to audio files talking about professions

		<ul style="list-style-type: none"> ❖ At the Workplace ❖ Characteristics needed for a job 	<p>¿Qué quieres ser en el futuro? ¿En que trabajas? ¿Qué te gustaría ser?</p> <ul style="list-style-type: none"> ❖ Conjugate regular verbs such as trabajar. ie <i>el doctor trabaja en un hospital</i> ❖ Identify places of work and what persons do ❖ Say what people do in the different professions <ul style="list-style-type: none"> ➤ <i>¿Qué hace el médico?</i> ➔ <i>El médico cura a los pacientes.</i> <p>What does the doctor do? The doctor treats the patients.</p> <p><i>Curar</i>-to treat <i>Enseñar</i>-to teach <i>Preparar</i>-to prepare <i>Cocinar</i>- to cook</p> ❖ <i>Manejar</i>-to drive ❖ Identify the characteristics needed for particular job using adjectives in Spanish 	<ul style="list-style-type: none"> ❖ Practice with listening and speaking about professions. ❖ Complete and create online puzzles related to professions ❖ Recognition of professions through professional attire and symbols ❖ Bingo of professions. ❖ Labeling of professions based on drawings or photographs. ❖ Talk and write about professions in the target language ❖ Students match adjectives to professions in Spanish ❖

		❖ Christmas Traditions in Jamaica and the Spanish Speaking Countries.	❖ Students work in groups to identify Christmas traditions and a Spanish Speaking Country of their choice	❖ Collaborative work to find out and present on Christmas traditions in Spanish Speaking countries and Jamaica
UNIT: 2			Students should be able to:	Suggested Teaching And Learning Activities
Term Two		❖ Parts of the Body ❖ Functions of the Parts of the Body ❖ Illnesses in Spanish	❖ Name the parts of the Body ❖ Identify the functions of the different parts of the body using the relevant verbs such as: caminar, correr, comer, hablar etc ¿Qué función tienen los ojos? Los ojos me permiten .. Puedo ver con ... ❖ Name different illnesses in Spanish ❖ Know how to use the verb ‘Tener + Dolor’and ‘Doler’ to state when someone is feeling ill	❖ Ask and answer questions related to the functions of the parts of the body ❖ Identify pictures, watch videos and complete online activities related to functions of the parts of the body ❖ Write sentences stating the function of different parts of the body. ❖ Complete listening comprehension exercises related to parts of the body and illness in Spanish

		<p>At the Restaurant</p>	<ul style="list-style-type: none"> ❖ Place an order using a menu ❖ Ask for the bill in Spanish ❖ Make clarifications when placing an order ❖ Create own menu 	<ul style="list-style-type: none"> ❖ Create a menu in Spanish ❖ Create a dialogue / skit in the context of a restaurant
		<p>Going Shopping</p>	<ul style="list-style-type: none"> ❖ Differentiate shops and stores by goods sold <ul style="list-style-type: none"> ● <i>Supermercado</i> ● <i>Mercado</i> ● <i>Frutería - Frutas</i> ● <i>Heladería - Helado</i> ● <i>Panadería - Pan</i> ● <i>Joyería - Joyas</i> ❖ Important Phrases and Expressions 	<ul style="list-style-type: none"> ❖ Identify and organize phrases used in a restaurant according to the different sections of the menu ❖ Complete a guided dialogue that takes place in a restaurant

- *Dónde se compra el pan.*
- *Se compra pan en la panadería.*

❖ Numbers in Spanish Review

- *Review of numbers 1 - 100 in Spanish*

Numbers and Quantities

Una libra

Un kilo

Una docena

Una lata etc

Ask and Express Likes, Dislikes and Preferences

Conjugation - Verb 'Gustar'

Conjugation - Verb 'Preferir'

Items of Clothing

Gorro

❖ Identify quantities that are used with different food items in Spanish.

		<p>Shops & Stores in Spanish</p>	<p><i>Blusa</i> <i>Camisa</i> <i>Vestido</i> <i>Pantalones</i></p> <ul style="list-style-type: none"> ❖ Differentiate shops and stores by goods sold <ul style="list-style-type: none"> ● <i>Supermercado</i> ● <i>Mercado</i> ● <i>Frutería - Frutas</i> ● <i>Heladería - Helado</i> ● <i>Panadería - Pan</i> ● <i>Joyería - Joyas</i> ❖ Important Phrases and Expressions <ul style="list-style-type: none"> ● <i>Dónde se compra el pan.</i> ● <i>Se compra pan en la panadería.</i> ❖ Numbers in Spanish Review 	<ul style="list-style-type: none"> ❖ Identify and state the shops and stores where different items are sold in Spanish
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• *Review of numbers 1 - 100
in Spanish*

❖ Numbers and Quantities

Una libra

Un kilo

Una docena

Una lata etc

❖ Ask and Express Likes,
Dislikes and Preferences

Conjugation - Verb 'Gustar'

Conjugation - Verb 'Preferir'

Items of Clothing

Gorro

Blusa

Camisa

Vestido

			<i>Pantalones</i>	
Unit Three		The Weather	<ul style="list-style-type: none"> ❖ Basic Weather Expressions <i>¿Cómo está el clima?</i> <i>Está soleado</i> <i>Está nublado</i> <i>Está ventoso</i> <i>¿Qué tiempo hace?</i> <i>Hace frío</i> <i>Hace calor</i> <i>Hace buen tiempo</i> <i>Hace mal tiempo etc</i> <ul style="list-style-type: none"> ❖ Review of the Months of the Year <p>The Seasons</p>	<ul style="list-style-type: none"> ❖ Ask and State what the weather is like in Spanish ❖ Identify the seasons in Spanish ❖ Complete guided dialogue about the weather in Spanish

			<p><i>El Invierno</i> <i>La Primavera</i> <i>El Otoño</i> <i>El Verano</i> <i>etc</i></p> <p>❖ Items of clothing for particular weather conditions</p> <p><i>Suéter</i> <i>Chaqueta</i> <i>Pantalones</i> <i>Traje de baño</i> <i>etc</i></p> <p>❖ Seasonal Activities</p> <p><i>Esquiar</i> <i>Hacer muñecos de nieve</i> <i>Ir a la playa</i> <i>Nadar</i> <i>Etc</i></p>	
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Unit Three

Hobbies

❖ Free Time Activities & Sports Vocabulary

Nadar

Ir a la playa

Ver televisión

Ir al cine etc

Jugar al fútbol

Hobbies - Likes & Dislikes

❖ Identify reasons for liking or disliking a particular hobby.

❖ Likes and Dislikes

'Gustar' Conjugation

'Preferir' Conjugation

❖ Adjectives Describing Sports

Divertido / Divertida

Interesante

Me gusta jugar al fútbol porque es divertido es interesante y divertido.

			<p><i>Me gusta Lionel Messi porque es muy talentoso.</i></p> <ul style="list-style-type: none"> ❖ State what pastime activity is being done ❖ Present Continuous Tense <p><i>Conjugation of the verb 'Estar' in the Present Tense</i></p> <p><i>Él está jugando al fútbol.</i> <i>Ella está cantando.</i> <i>Nosotros estamos caminando.</i></p>	
		Preparation for the Oral Exam.	<ul style="list-style-type: none"> ❖ Students receive the instructions and questions for the oral exam ❖ Students practice asking and answering the questions for the oral exam with their teacher 	<ul style="list-style-type: none"> ❖ Students will work in pairs and with their teacher asking and answering questions for the Oral Exam in the target language

PHYSICAL EDUCATION



INTRODUCTION

The aim of the Physical Education Curriculum is to allow students to:

1. Develop a knowledge and understanding of Physical Education and Sport.
2. appreciate that participation will enhance their physical fitness and well-being along with a variety of motor skills
3. Learn that activities contribute to the goals of education, enhance self-direction, and self-esteem.
4. learn that Physical Education concepts and skills will expose them to a wide variety of careers which will prepare them to be confident and productive individuals
5. get together and have fun
6. Keep fit and healthy.
7. Learn physical and technical skills.
8. Cooperate and communicate with others.

Physical Education				
Duration	Topic/ Content	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
1 week	NETBALL	Students should be able to:	❖ Class discussion ❖ Demonstration of warm up activities.	Students will complete a Research Project on the roles and functions of the governing bodies for netball.
3 weeks	<ul style="list-style-type: none"> Theory- Roles and functions of governing bodies. Current trends and issues. Revision of Passes:- Overhead Shoulder Chest	<ul style="list-style-type: none"> State and discuss the roles and functions of the governing bodies for Netball/ (local, and international). Identify current trends and issues in netball Perform appropriate activities for warm-up and cool-down specific to netball. Refine ball handling, shooting, and footwork skills learned. Demonstrate an understanding of rules in a game of netball. 	<ul style="list-style-type: none"> Create scrapbook of the different passes and footwork skills: Pass, catch, shoot, feint, dodge, mark, sprint forward, run in a zigzag manner, 	Students will demonstrate correct execution of skills

<p>3 weeks</p> <p>2 weeks</p> <p>2 weeks</p> <p>1 week</p> <p>2 weeks</p>	<p>Bounce</p> <p>Under arm</p> <p>Side</p> <ul style="list-style-type: none"> • Marking & dodging - Close marking - Space marking - Shooting - Defending - Center pass - Game 	<ul style="list-style-type: none"> • Demonstrate positive personal and social behaviours that emphasize fair play. • Demonstrate strategies using a combination of attacking and defending skills with special emphasis on dodging and marking in game situations. 	<ul style="list-style-type: none"> ❖ Play games to analyze and observe and apply rules ❖ Footwork, change of direction speed 	<ul style="list-style-type: none"> ❖ Students will observe the rules of the game during lay. ❖ Accurately apply combined Netball skills in game situation, while observing rules ❖ Demonstrate fair play in game situation
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	TRACK AND FIELD			
1 week	<ul style="list-style-type: none"> - Roles and functions of governing bodies for track and field - Relay - Revision– as in Gr. 7 - Relays 	<ul style="list-style-type: none"> • State and discuss the roles and functions of the governing bodies for Track and Field/ (local, and international). • Discuss and interpret rules governing specific sport • Employ correct biomechanics when running and utilize visual change using the down sweep method while remaining in assigned lanes. • Revise and perform the technique of the down sweep method of change. • Demonstrate proper coordination of arms and legs while running in a straight, in lanes, around the curve and crossing over at the appropriate time • Identify and demonstrate the phases suitable for the execution of the long jump, high jump. • Refine techniques in long jump (float, hang and hitch 	<ul style="list-style-type: none"> ❖ Prepare individual and/or group projects on roles and functions of governing bodies for Track and Field. ❖ The teacher will demonstrate the following techniques: Jump, Takeoff, Landing, Run, Jump, Land, Accelerate Run-up, Take-off, and Flight Landing 	<ul style="list-style-type: none"> ❖ Research Project ❖ Home Work ❖ Students will demonstrate, correct landing technique. ❖ Students will demonstrate correct execution of take-off. ❖ Students will demonstrate correct execution of running technique. ❖ Students will demonstrate the correct run-up and take-off ❖ Students will demonstrate the Clear bar using basic technique.
4 weeks	<ul style="list-style-type: none"> - Baton change - Change over zone - Non visual down sweep pass 			
4 weeks	<ul style="list-style-type: none"> - Rules governing relays - Long Jump - High Jump 			

<p>12 Weeks</p>	<p>FOOTBALL (BOYS)</p> <ul style="list-style-type: none"> - Revision of grade 7 content - Roles of the governing bodies. - Current trends and issues. - Prominent football personalities - Heading - Passing - Receiving - Attacking plays - Defensive plays - Tactical plays - Shooting 	<p>kick) and high jump (Fosbury Flop)</p> <ul style="list-style-type: none"> • Choose to exercise for enjoyment and training benefits • Use knowledge of skills to perform effectively in competitions. <p>Students should be able to:</p> <ul style="list-style-type: none"> • State and discuss the roles and functions of the governing bodies for Football (local, and international). • Identify current trends and issues in football • Perform appropriate activities for warm-up and cool-down specific to football • Refine passing, receiving, shooting, and other technical skills learned. • Demonstrate an understanding of rules in a game of football. 	<ul style="list-style-type: none"> ❖ Research ❖ Create a scrap book. ❖ The teacher will demonstrate the following techniques: Shoot, pass, dribble, control, turn, coordination, analyze, interpret. ❖ Observe create space, decision making. 	<ul style="list-style-type: none"> ❖ Students will create a Scrap book showing factual information about sports personalities. ❖ Effectively create space for play ❖ Correctly execute passing and receiving skills. ❖ Effectively apply defensive and offensive strategies
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<p>2 weeks</p>	<p>VOLLEYBALL</p> <ul style="list-style-type: none"> - Introduction and History - Roles of the governing bodies. - Current trends and issues. 	<ul style="list-style-type: none"> • Demonstrate positive personal and social behaviours that emphasis fair play. • Identify players, positions, equipment, measurements & weight of equipment used. • Show willingness to help others • Refine and demonstrate correctly, skills taught previously. 		
<p>9 weeks</p>	<ul style="list-style-type: none"> - Conditioning - Volley - The dig pass - Service - The smash / block - Rules - Game 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • State the role and function of the governing bodies for Volleyball. (Local and international). • Discuss in detail the history and development of volleyball and its impact on physical education. • Name the playing positions in volleyball. • Effectively perform the forearm and overhead pass • Serve the ball accurately and consistently over the net. 	<ul style="list-style-type: none"> ❖ The teacher will demonstrate the following techniques: Finger toss/timing, Serve, volley, dig, Serve, follow through, Forearm and overhead pass 	<ul style="list-style-type: none"> ❖ Research Project ❖ Students will demonstrate attack the ball to target on the court. ❖ Serve to target

<p>2 weeks</p>	<p>BASKETBALL</p> <ul style="list-style-type: none"> - Roles of the governing bodies. - Current trends and issues Rules, court dimension, history. - Moving & passing Chest, overhead 	<ul style="list-style-type: none"> • Arrange the court for serve reception and demonstrate when to rotate for the serve • Play simple game <p>Students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the organization of the local, regional and international governing bodies in basketball. • Discuss and interpret rules governing basketball. • Identify and outline court dimensions. • Encourage positive personal and social behaviours while working in groups. • Demonstrate strategies using a combination of offensive skills with special emphasis on footwork. • Demonstrate smooth and efficient change of direction and speed while dribbling. • Demonstrate proper shooting and passing techniques as well as knowledge of the rules in game situations 	<ul style="list-style-type: none"> ❖ Search for information electronically, manually ❖ Students will work together and illustrate : <ul style="list-style-type: none"> Reverse dribble Obstacle dribble Change of direction ❖ The teacher will demonstrate the following: Footwork, Jump stop and fake, Chest pass, overhead pass 	<ul style="list-style-type: none"> ❖ Students will accurately relate court dimensions in a drawing. ❖ Students will correctly perform technique of bounce and chest pass ❖ Students will correctly execute the dribble and demonstrate correct body position when taking a shot ❖ Students will demonstrate correct execution of skills in a competitive situation.
<p>9 weeks</p>	<ul style="list-style-type: none"> - Dribbling (stationary/movement) - Footwork - Ball handling - Jump shot - Layup - Shooting - Game 			

	<p>CRICKET (BOYS)</p> <ul style="list-style-type: none"> - Introduction-rules, field setting, history - - Fielding Catching Interception Chase and Retrieve - Bowling Off break and medium pace Stand and deliver Run up and bowl • Batting <ul style="list-style-type: none"> - Grip and Stance - Forward Defensive - Front foot drive - Pitch - Game 	<ul style="list-style-type: none"> • Effectively combine complex skills learnt in fun and competition. <p>Students should be able to:</p> <ul style="list-style-type: none"> • Give a brief history of the game and identify the governing bodies of the sport Cricket • Describe court dimension, number of players and playing areas, for the game of Cricket • Demonstrate the correct body position • Execute the different batting/catching techniques efficiently. • Show willingness to work with groups or teams <p>Combine the dig pass, volley and underarm serve in selected activities and game situation.</p>	<ul style="list-style-type: none"> ❖ Answer questions regarding dimension, rules and history of the game. ❖ The students will demonstrate the following techniques: Bat, Field, Run, Bowl 	<ul style="list-style-type: none"> ❖ Research Project ❖ Practical Test ❖ Theory test
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AGRICULTURAL SCIENCE



INTRODUCTION

"Every man, woman and child have the inalienable right to be free from hunger and malnutrition in order to develop their physical and mental faculties." FAO 1974 World Food Conference.

The previous Agricultural Science Curriculum subscribes to the above believe and was used in our school effectively over the years, so much so that to this day, crop production at the grade eight level are dynamic aspects of the curriculum at Ardenne High School.

This Curriculum introduces the integrated approach to teaching Agricultural Science at the grade eight (8) level. Its main principle is to guide teachers in the creation of effective learning experience leading to the development of skills and basic concepts in Agricultural Science. The Curriculum is also intended to focus the students' minds on the importance of the preservations of the environment as well as on developing technologies in modern day agriculture.

The content of this curriculum exposes the student to agriculture as a career and attempts to clear misconceptions about agricultural pursuits. The guide outlines the topics, objectives, suggested activities and resources that are used at this level. It is by no means exhaustive, but simply representative of the curriculum for this level.

8.1 Project Title: Produce new plants by vegetative propagation	Duration	Lesson Topic	Objectives Students Should Be Able To:	Teaching And Learning Strategies	Assessment
Unit 1:	1 Week	Produce new plants by vegetative propagation Vegetative and Sexual Propagation	<ol style="list-style-type: none"> 1. Discuss what is meant by vegetative propagation and sexual propagation 2. Recognise the benefits of vegetative propagation to sexual propagation 3. Make a diagram/list to demonstrate the benefits of both vegetative propagation to sexual propagation 4. Compare the benefits of vegetative propagation to sexual propagation 5. Select common plants best suited to 6. Research and discuss the meaning and economic benefits of vegetative plant propagation 7. Compare the benefits of vegetative propagation to sexual propagation 	<ol style="list-style-type: none"> 1. Research, present and discuss the meaning and economic benefits of vegetative plant propagation 2. Examine different methods of artificial vegetative plant propagation, and, identify local plant applications of the methods 	<ol style="list-style-type: none"> 1. Identify Suitable plants for artificial vegetative propagation 2. Select Plants properly matched to artificial vegetative propagation methods 3. Benefits of vegetative plant propagation explained/demonstrated 4. List made of two plants commonly propagated using each vegetative method <p>Unit test #1</p>
Unit 2:	3 Weeks	Asexual Propagation Vegetative Propagation	<ol style="list-style-type: none"> 1. Define Natural vegetative propagation 2. Define Artificial vegetative propagation 3. List types of Natural vegetative propagation 	<ol style="list-style-type: none"> 1. Design a garden as guided by the teacher 2. Determine the resources required to implement the designed garden 3. Prepare a list of tasks necessary to complete the project 	<ol style="list-style-type: none"> 1. Design created meets set criteria for propagation of selected plants 2. List of resources for designed project accurately develop

			<p>4. List types of Artificial vegetation</p> <p>5. Discuss the advantages and disadvantages of:</p> <ul style="list-style-type: none"> • Natural vegetative propagation • Artificial vegetative propagation <p>6. Identify and describe plant parts used in natural vegetative propagation: with a view to selecting one for planting</p> <ul style="list-style-type: none"> • corms • rhizomes • tubers • suckers • bulbs <p>7. Select plants to be propagated naturally</p> <p>8. Explain the steps used in a given artificial propagation technique</p> <p>9. Demonstrate techniques used in artificial propagation</p> <p>10. Select appropriate resources and use safely</p> <p>11. Determine artificial vegetative methods to produce selected plants</p> <p>12. Decide from research, appropriate artificial methods to propagate common food/ornamental plants by vegetative means</p>	<p>4. Prepare a basic schedule of the activities to be performed</p> <p>5. Develop a simple budget for the designed project</p>	<p>3. Budget developed to meet the project design</p> <p>Unit Test #2</p>
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Unit 3:	8 Weeks	Artificial Vegetative Propagation Project	<ol style="list-style-type: none"> 1. Design a project to include plants propagated by at least three artificial vegetative methods 2. Develop work-flow charts for artificial vegetative plant propagation 3. Prepare a list of resources to carry out a designed plant propagation project 4. Develop a simple income and expenditure budget for the designed project 5. Interpret and execute design 6. Demonstrate at least three (3) methods of artificial vegetative propagation used to produce new plants 7. Select and demonstrate safe use of tools and other resources 8. Preparing growing media and establish plants 9. Care for propagated plants <ul style="list-style-type: none"> • water • fertilize • pest control • hardened plants 10. Record important activities associated with the project 	<ol style="list-style-type: none"> 1. Interpret project design and schedule plan for execution 2. Prepare for plant propagation activities 3. Select plant propagation resources 4. Prepare plant propagation media 5. Propagate plant 6. Complete propagation operations 7. Care for the plants until new growth is observed 8. Collaborate effectively with 9. Conduct research in groups to investigate the different career paths in connection with the vegetative propagation of plants to determine how these jobs impact on livelihoods/economy and sustainability 10. Discuss outcomes of research with class 	<ol style="list-style-type: none"> 1. Design created meets set criteria for propagation of selected plants 2. List of resources for designed project accurately develop 3. Budget developed to meet the project design 4. Design of project properly interpreted and tasks organized to meet schedule 5. Tools, equipment and non-plant materials selected to satisfy propagation methods and teacher's instructions 6. Hygiene/sanitation practices implemented 7. Propagation material selected and collected according to propagation method, and, species of plant 8. Propagation material prepared according to propagation method, and, species of plant 9. Successfully propagated plants using at least three methods 10. Propagation methods performed according to
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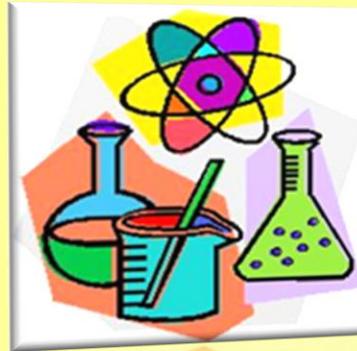
8.2 Project Title: Rearing Rabbits	Duration	Lesson Topic	Objectives <i>Students Should Be Able To:</i>	Teaching And Learning Strategies	Assessment
Unit 1:	1 week	Uses of Rabbits Breeds of Rabbits	1. Select breeds of rabbit based on purpose for which they are reared 2. Design forms for daily records 3. Keep various records accurately 4. Develop a simple budget 5. Construct and or select simple housing and equipment need	1. Examine the different uses of farm animals 2. Research the reasons for rabbit production 3. Classify farm animals based on their uses 4. Conduct research and present findings 5. Identify rabbit breeds and their characteristics 6. Examine and critique commercial and small-scale rabbit production systems 7. Identify wants, needs, and opportunities for rabbit production 8. Research systems and methods of rearing rabbits 9. Analyse existing rabbit production processes and solutions 10. Generate ideas for rearing rabbits at school (at home) 11. Modify/refine existing ideas 12. Explore new possibilities for rabbit production	plant species and teacher's instruction 11. Propagated plants handled in a manner that reduces risk of damage 1. Checklist of reasons and benefits for/of rabbit production created 2. Journal entries made representing accurate information on rabbit production systems

				13. Discuss/discriminate/justify suggested design ideas 14. Explore/experiment ideas, materials, technologies, techniques	
Unit 2:	2 weeks	Rabbit Nutrition and Breeding Rabbit Feeding and Breeding	<ol style="list-style-type: none"> 1. Select and supply feed for rabbits at various stages of production 2. Determine age for breeding/mating based on breed 3. Calculate kindling date based on date of mating 4. Understand the importance of sanitation in rearing healthy animals 5. Handle rabbit safely with due consideration to animal and self 6. Separate animals based on sexes 	<ol style="list-style-type: none"> 1. Students have to come up with a definition of the terms ration and ad lib. Students will be led into a guided discussion of the advantages and disadvantages of each. 2. Students are given a number of photos of feed items and using the criteria given, they classify each feed. 3. Students work in groups to design a feed label for rabbits. 4. Marking criteria are set beforehand such as; name, quality of scientific information, layout etc. 	<ol style="list-style-type: none"> 1. Feed labels are passed around the groups and each group marks them using the original criteria. 2. Students will produce simple factsheet on how to feed rabbits 3. Examine and identify the part of the digestive system of a rabbit. 4. Conduct management practices in rearing rabbits <p>Unit Test#3</p>
Unit 3:	2 weeks	Rabbit Health Pest and Diseases in Rabbits	<ol style="list-style-type: none"> 1. Recognize signs of ill health 2. Recognize signs of pest infestation 3. Treat for external parasite 4. Select and use appropriate personal protective equipment 5. Identify career pathways linked to rabbit production 	<ol style="list-style-type: none"> 1. Using a healthy animal, the teacher will brainstorm students about the signs that show it is healthy. 2. Students will be led into a discussion on signs of ill health. 3. Teacher led a discussion on the causes of ill health with a specific focus on Coccidiosis. 	<ol style="list-style-type: none"> 1. Students will be given a disease word sort to match up common diseases with the cause, symptoms and treatment. 2. Internet research to produce a vaccination schedule for rabbits. 3. Group debate on the advantages and

					<p>disadvantages of vaccinations.</p> <p>4. Plenary: Students write a short article for an animal magazine about their views on vaccination.</p> <p>5. Homework: Produce a word search containing all the new words in this section.</p>
8.3 Project Title: Grow Crops with Emphasis on Soil Fertility	Duration	Lesson Topic	Objectives	Teaching And Learning Strategies	Assessment
Unit 1: Soil Fertility	4 weeks	Effects of Soil Fertility on the growth of crops	<p><i>Students Should Be Able To:</i></p> <ol style="list-style-type: none"> 1. Define Soil Fertility 2. Identify and discuss at least four (4) ways in which soil may lose its fertility 3. Identify and discuss measures that can be used to improve soil fertility 4. Differentiate the impact of various factors on soil fertility 5. Manipulate resources to improve soil fertility 6. Select and implement at least three (3) measures best suited to their school farm 7. Verbalize and demonstrate the soil fertility measures being implemented 	<ol style="list-style-type: none"> 1. Review how crops grow 2. Parts of the plant and their functions 3. Review basic plant growing processes (e.g. germination, photosynthesis, transpiration, translocation, flowering, etc.) 4. Research and discuss nutrient requirements for different crop types (leaf, root, flower, fruit) 5. Examine growing media in use for crop production 6. Guided by teacher, develop a working definition of soil fertility 7. Explore the importance of maintaining soil fertility 	<ol style="list-style-type: none"> 1. State how things work and how things should be done 2. Describe what was learned or achieved by carrying out the soil fertility project 3. Explain individual achievements and understanding of the project using descriptive language 4. Share the outcome of the project with other using various forms of presentation 5. Use digital cameras, scanner, simple templates to enhance the description of outcomes of soil fertility project

				8. Explore the factors that reduce soil fertility 9. Research, discuss and list possible measures that can be used to maintain or improve soil fertility 10. Discuss the advantages and disadvantages of the measures identified 11. Select a combination of methods and resources needed to implement soil fertility measures 12. Assess project for success in controlling soil erosion	
Unit 2: Cultural Practices in crop production	8 weeks	Mulching	1. Define Mulch 2. Explain Mulching 3. List types of Mulch 4. State the uses of mulch 5. State the advantages and disadvantages of mulching	1. Students will be asked to coin a definition for mulch and mulching 2. Students will be led into a discussion about the different types of mulch and their advantages and disadvantages.	6. Demonstrate mulching 7. Explain the importance of maintaining soil fertility 8. Determine appropriate time to irrigate and carry out irrigation Select mulches and administer mulching procedures

INTEGRATED SCIENCE



	Duration	Topic / Content	Specific Objectives: Students Should Be Able To:	Teaching/Learning Activities	Assessment
Unit 1	1 week	Detecting the environment	<ul style="list-style-type: none"> ➤ Define the environment. ➤ Explain how we detect the environment. ➤ Recognize the importance of the senses to man's existence in the environment. 	<ul style="list-style-type: none"> ➤ The students will engage in external nature walks to make observations of their general setting, using the five senses where applicable (sight, smell, touch, hearing, taste) ➤ Co-operate discussion on the importance of the senses in detecting changes in the environment ➤ use of audio /video presentations to show instances in which the senses allow for persons to evade danger. ➤ Role play to highlight the importance of the sense organs in detecting changes around (teacher will select appropriate scenarios where applicable). 	<ul style="list-style-type: none"> ➤ Group presentations to be assessed based on creativity and content. ➤ Concept map ➤ Workbook assessment (Investigating Science for Jamaica, Workbook 3; pg. 10)
	Light.	1 week	<ul style="list-style-type: none"> ➤ Define light and state its speed. ➤ Identify the relationship between light and sight. ➤ Give two phenomena associated with light. ➤ State the difference between luminous and non-luminous objects giving at least 5 examples of each. 	<ul style="list-style-type: none"> ➤ Gaming exercise to introduce the topic (unscrambling exercise or whichever activity is deemed appropriate by the teacher) ➤ Group discussion on the importance of light as a natural occurring entity. ➤ Individual reading and research exercise on the 	<ul style="list-style-type: none"> ➤ Worksheet assessment. ➤ At least three (3) phenomenon of light should be researched and presented.

				<p>phenomena of light which will be presented to the class.</p> <ul style="list-style-type: none"> ➤ Students will brainstorm and discuss in groups their understanding of what is luminous versus non-luminous with identified examples. 	
	Light.(Rays, Beams)	1 week	<ul style="list-style-type: none"> ➤ Define a rays and beams. ➤ Explain the difference between rays and beams. ➤ Accurately draw diagrams of the three types of beams. ➤ State the differences between a converging and diverging beams. 	<ul style="list-style-type: none"> ➤ Co-operate discussion to devise the definition for a ray and a beam. ➤ Demonstration exercise using a laser versus a light bulb in showing a ray and a beam (Integrated Science for Caribbean Schools; pg. 37-38). *Take home practical activity: <i>Integrated Science for Caribbean Schools; pg. 38-39.</i> ➤ Students will make brief notes and drawing using the supporting text: Integrated Science for Caribbean Schools; pg. 38. ➤ Think-pair share exercise to high light the difference between converging and diverging beams. 	<ul style="list-style-type: none"> ➤ A report formulated from the practical take home assignment. ➤ Worksheet where applicable

	4. Light (<i>Objects and Light</i>).	2 hours (3 sessions)	<ul style="list-style-type: none"> ➤ Describe what is transparent, translucent, and opaque objects. ➤ Explain with the use of materials how light affects the above types of objects. ➤ Conduct a simple exercise to demonstrate the effect of light on each object. ➤ Give examples of each type of material. (<i>opaque, translucent, transparent</i>) 	<ul style="list-style-type: none"> ➤ Carry out investigations to describe the three types of objects and how they interact with light (diagrammatic representation: Integrated Science for Caribbean Schools; pg. 40). ➤ Devise practical ways to identify the characteristics of transparent, translucent, and opaque objects. ➤ Brainstorm examples of materials that can be found in the household that fall under each category. ➤ Conduct a practical exercise to conclude the identity of these said objects. 	<ul style="list-style-type: none"> ➤ Quiz
	5 Light (<i>Shadow Formation</i>).	1 hour 20 minutes (2 sessions)	<ul style="list-style-type: none"> ➤ Define a shadow. ➤ Explain how shadows are formed. ➤ Use diagrams to show the difference between the shadows formed by a point source and an extended source of light. 	<ul style="list-style-type: none"> ➤ Brainstorm a definition for a shadow. ➤ Discuss how shadows appear to be formed. ➤ Complete drawings to show the formation of shadows from a point source versus and extended light source (Integrated Science for Caribbean Schools; pg. 40). 	<ul style="list-style-type: none"> ➤ Drawing can be graded based on criteria for good scientific drawings: neatness, in pencil only, properly labelled with a title.

6	Light (Reflection).	2 weeks	<ul style="list-style-type: none"> ➤ Explain what is meant by reflection. ➤ State the laws of reflection ➤ Explain what is meant by diffused and regular reflection. ➤ Identify occurrences of both types of reflection. ➤ Use diagrams to illustrate and explain the difference between both types of reflection. ➤ Carry out investigative studies on the types of mirrors and the images formed by the three types of mirrors ➤ Create a home-made periscope to show the practical applications of mirrors. 	<ul style="list-style-type: none"> ➤ The students will devise a definition for reflection. ➤ Discuss the Laws of Reflection with the aid of a supporting drawing: Integrated Science for Caribbean Schools; pg. 44 ➤ Using a diagrammatic aid (Integrated Science for Caribbean Schools; pg. 43), students will differentiate between Diffuse and Regular reflection. ➤ Discussion of possible instances which illustrates the principles of the diffuse and regular reflection. ➤ Creation for a make shift periscope to show the use of mirrors (Integrated Science for Caribbean Schools; pg. 45). 	<ul style="list-style-type: none"> ➤ Grade oral presentations of the Investigative studies ➤ Grading of periscope.
7	Light (Refraction).	1 week	<ul style="list-style-type: none"> ➤ Define refraction. ➤ Conduct a simple experiment to demonstrate at least two effects of refraction. ➤ Identify at least three instances of refraction. 	<ul style="list-style-type: none"> ➤ Co-operate discussion on what refraction is, aided by showing an example (bending of pencil in a glass of water) ➤ Students will research practical examples of refraction in everyday life 	<ul style="list-style-type: none"> ➤ Drawings of scenarios illustrating refraction

				which they will share with the general class.	
UNIT TEST FOR TOPICS 1-7 (MIXTURE OF MULTIPLE CHOICE AND SHORT ANSWER QUESTIONS)					
8	Lenses.	1 week	<ul style="list-style-type: none"> ➤ Describe the two main types of lenses. ➤ Draw accurately each of the two type of lens. ➤ With the use of diagrams show how each of the two type of lens affects light rays. ➤ List at least four other types of lens. 	<ul style="list-style-type: none"> ➤ Students will discuss based on previous knowledge the two types of lenses. ➤ Create a mnemonic device which enables them to highlight the characteristics of each type of lens. ➤ Make drawings of the types of lenses and the effects they have on lay rays (Integrated Science for Caribbean Schools; pg. 47-49). 	<ul style="list-style-type: none"> ➤ Take home assessment (Investigating Science for Jamaica, Workbook 3; pg. 12, question 3)
9	The eye.	1 week	<ul style="list-style-type: none"> ➤ Draw and accurately label cross section diagram of the eye. ➤ Explain how the labelled parts of the eye work. ➤ Identify on a diagram the various parts of the eye. 	<ul style="list-style-type: none"> ➤ Students will engage in a group research exercise on the eye. Oral presentation on the eye will be done ➤ A 3D model will be created by the group marking the presentation. ➤ Cooperate discussions of the eye based on information gained from the presentation along with notes given. Student will complete a 	<ul style="list-style-type: none"> ➤ Group presentation ➤ Worksheet exercise ➤ Workbook exercise: (Investigating Science for Jamaica, Workbook 3; pg. 12-13)

				labelled drawing of the eye. (Integrated Science for Caribbean Schools; pg. 52).	
10	The eye. (<i>Eye Defects</i>).	1 week	<ul style="list-style-type: none"> ➤ Identify common eye problems, causes and preventative measures. ➤ Clearly explain what is near and far sightedness. ➤ Use diagrams to show both near and far sightedness. ➤ Use diagrams to help explain how each defect is corrected. 	<ul style="list-style-type: none"> ➤ Role play to demonstrate eye testing procedures ➤ Investigative studies on the eye defects which will be used to stimulate co-operate discussions. (Investigating Science for Jamaica, Students Book 3; pg. 12-13) 	
LIGHT & SIGHT QUIZ\ TEST 8TH GRADE					
11	Sound.	1 hour 20 minutes (2 sessions)	<ul style="list-style-type: none"> ➤ Conduct a simple experiment to prove that movement (<i>vibration</i>) is need for sound to be made. ➤ Present their work using the scientific format. 	<ul style="list-style-type: none"> ➤ Students will be shown audio visual presentations which shows wave motion in the form of vibrations. ➤ Carry out simple exercise with ruler and rubber bands to show vibration (Investigating Science for Jamaica, Students Book; pg. 16 or Integrated Science for Caribbean Schools; pg. 60-61) 	<ul style="list-style-type: none"> ➤ Graded practical exercise reports ➤ Workbook assessment (Investigating Science for Jamaica, Workbook 3; pg. 14-15; Question 2-6,8) ➤ Major Project: Investigating Science for Jamaica, Workbook 3; pg. 15
12	Sound II	40 minutes (1 session)	<ul style="list-style-type: none"> ➤ Define sound. ➤ Clearly state how sounds are made. 	<ul style="list-style-type: none"> ➤ Cooperate discussion to define sound based on previous practical exercise 	

			<ul style="list-style-type: none"> ➤ Demonstrate how sounds can be made. 		
13	Sound III (<i>Amplitude, Frequency</i>)	1 hour 20 minutes (2 sessions)	<ul style="list-style-type: none"> ➤ Define frequency and amplitude. ➤ Differentiate between frequency and amplitude. ➤ use diagrams to demonstrate the difference between frequency and amplitude 	<ul style="list-style-type: none"> ➤ Word Bank to identify key definitions for amplitude and frequency along with other sound related terminologies (eg. Pitch, etc.) Investigating Science for Jamaica, Students Book; pg. 62-64 ➤ Wave simulator which shows aspects of a wave 	
SOUND QUIZ					
14	The Ear.	1 week	<ul style="list-style-type: none"> ➤ Identify the main parts and the three main sections of the ear. ➤ Outline the process which allows humans to be able to hear. ➤ Outline the function of the parts of the ear. ➤ Draw and label a diagram of the ear. 	<ul style="list-style-type: none"> ➤ Students will engage in a group research exercise on the ears. Oral presentation on the ears will be done (Investigating Science for Jamaica, Students Book 3; pg. 19) ➤ A 3D model will be created by the group marking the presentation. ➤ Cooperate discussions of the ear based on information gained from the presentation along with notes given. Student will complete a labelled drawing of the ear. 	<ul style="list-style-type: none"> ➤ Work Book Assessment: Investigating Science for Jamaica, Work Book; pg. 14; Question 1,7. ➤ Investigative Study: Integrated Science for Caribbean Schools; pg. 71

				(Integrated Science for Caribbean Schools; pg. 69).	
15	The Skin I	1 week	<ul style="list-style-type: none"> ➤ Draw a full and accurately labelled diagram of the skin. ➤ Identify the two main layers of the skin (<i>epidermis & dermis</i>) ➤ Accurately identify the various labelled parts of the skin on a blank diagram. ➤ State at least five (5) functions of the skin. 	<ul style="list-style-type: none"> ➤ Students will engage in a group research exercise on the skin. Oral presentation on the ears will be done (Investigating Science for Jamaica, Students Book 3; pg. 4-5) ➤ A 3D model will be created by the group marking the presentation. ➤ Cooperate discussions of the skin based on information gained from the presentation along with notes given. Student will complete a labelled drawing of the skin. (can be drawn from the workbook exercise) 	<ul style="list-style-type: none"> ➤ Group Presentation ➤ Worksheet ➤ Work Book Assessment: Investigating Science for Jamaica, Work Book; pg. 11; Question 4-5
16	The Skin II (Sensitivity)	1 week	<ul style="list-style-type: none"> ➤ Conduct a simple experiment to map the skin's sensitivity to touch. ➤ Present the information gathered in a tabular form. ➤ Analyze the information gathered and come to a reasoned conclusion about the skin's sensitivity. 	<ul style="list-style-type: none"> ➤ Students will conduct sample experiment as proposed in Investigating Science for Jamaica, Student Book; pg. 4; PS 13.2 and 13.3. 	<ul style="list-style-type: none"> ➤ Analysis questions: Investigating Science for Jamaica, Student Book; pg. 5; Question 1-4.

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17	The Nose	1 week	<ul style="list-style-type: none"> ➤ Identify the position of the smell receptors cells in the nose. ➤ Explain how we can detect various odours. ➤ State the name of the smell receptors. 	<ul style="list-style-type: none"> ➤ Students will engage in a group research exercise on the nose. Oral presentation on the ears will be done (Investigating Science for Jamaica, Students Book 3; pg. 7-8) ➤ A 3D model will be created by the group marking the presentation. ➤ Cooperate discussions of the nose based on information gained from the presentation along with notes given. Student will complete a labelled drawing of the nose. 	<ul style="list-style-type: none"> ➤ Group Presentation
18	Taste and the Tongue.	1 week	<ul style="list-style-type: none"> ➤ State the four basic taste sensations. (<i>Bitter, Sweet, Sour and Salty.</i>) ➤ Identify on a diagram the regions on the tongue responsible for each sensation. ➤ Explain how the tongue as the organ of taste works. ➤ Draw a diagram of the tongue showing the main regions of sensation 	<ul style="list-style-type: none"> ➤ Students will engage in a group research exercise on the tongue. Oral presentation on the ears will be done (Investigating Science for Jamaica, Students Book 3; pg. 6-7) ➤ A 3D model will be created by the group marking the presentation. 	<ul style="list-style-type: none"> ➤ Group presentation ➤ Work Book Assessment: Investigating Science for Jamaica, Work Book; pg. 11; Question 6

				<ul style="list-style-type: none"> ➤ Cooperate discussions of the tongue based on information gained from the presentation along with notes given. Student will complete a labelled drawing of the tongue. (can be drawn from the workbook exercise) 	
SENSE ORGANS TEST					
19	Nerve & Brain.	1 week	<ul style="list-style-type: none"> ➤ Give a definition of a nerve. ➤ Differentiate between the functions of a motor and a sensory nerve. ➤ Identify the three main parts of the brain and explain their function. 	<ul style="list-style-type: none"> ➤ Students will engage in a group research exercise on the brain and nerves. Oral presentation on the ears will be done (Investigating Science for Jamaica, Students Book 3; pg. 22-23) ➤ A 3D model will be created by the group marking the presentation. ➤ Cooperate discussions of the brain and nerves based on information gained from the presentation along with notes given. Student will complete a labelled drawing of the brain and nerves. (Integrated Science for Caribbean Schools; pg. 96). 	<ul style="list-style-type: none"> ➤ Group Presentation ➤ Work Book Assessment: Investigating Science for Jamaica, Work Book; pg. 16; Question 1-2

20	Nerve & Brain II (<i>Reflex and voluntary action</i>)	1 week	<ul style="list-style-type: none"> ➤ Explain what reflex action is and give an example. ➤ Conduct a simple experiment to show reflex action. ➤ Explain what is meant by conscious action. And give examples. ➤ Demonstrate and explain what is meant by reaction time. 	<ul style="list-style-type: none"> ➤ The students will conduct simple experiments to test their reaction time (Investigating Science for Jamaica, Students Book 3; pg. 24; PS 13.23) ➤ Co-operate discussion on the functions of the autonomic nervous system and its actions ➤ Gaming exercise to demonstrate individuals varying reaction time. ➤ Carry out investigative studies to identify the importance of reflex actions 	<ul style="list-style-type: none"> ➤ Work Book Assessment: Investigating Science for Jamaica, Work Book; pg. 16; Question 3-5
BRAIN & NERVE TEST					
21	Mixtures and Separation	2 weeks	<ul style="list-style-type: none"> ➤ Define Homogenous and Heterogeneous Mixtures ➤ Identify the types of Mixtures ➤ Briefly describe the various methods of separation: <ol style="list-style-type: none"> i. Magnetism ii. Filtration iii. Chromatography iv. Evaporation v. Sublimation ➤ Carry out experiments to demonstrate various methods of separation 	<ul style="list-style-type: none"> ➤ Carry out practical demonstrations to distinguish types of mixtures (Investigating Science for Jamaica, Students Book 3; pg. 34-39, 59) ➤ Carry out investigative studies on method of separation used in laboratory ➤ Plan possible methods for separating given mixtures and execute such methods in the lab (eg. Sand and water; sand, salt, iron shavings) 	<ul style="list-style-type: none"> ➤ Lab Reports ➤ Worksheets ➤ Workbook Exercise: Investigating Science for Jamaica, WorkBook 3; pg. 22-23; 30-32

			<ul style="list-style-type: none"> ➤ Discuss what are chemical and physical changes 	<ul style="list-style-type: none"> ➤ Demonstrate chemical and physical changes using everyday scenarios 	
22	Acids and Alkalis. (Introduction)	1 hour 20 minutes (2 sessions)	<ul style="list-style-type: none"> ➤ List the physical properties of acids and bases ➤ Draw and label the line pH scale. ➤ Correctly arrange a set of numbers indicating acidity or alkalinity. 	<ul style="list-style-type: none"> ➤ Co-operate discussions on acids and bases based on students previous research on the topic ➤ Identify the pH number of common substances 	<ul style="list-style-type: none"> ➤ Lab reports ➤ Worksheets ➤ Workbook Exercise: Investigating Science for Jamaica, Workbook 3; pg. 33-35
23	The pH Scale	1 week	<ul style="list-style-type: none"> ➤ Conduct a simple experiment to identify acids and bases using various indicators: <ol style="list-style-type: none"> i. Litmus Paper ii. Universal Indicator iii. Phenolphthalein iv. Red Cabbage, Ribena, curry and sorrel indicators ➤ Use the pH scale to rate the strength of acids used in the experiment. <ol style="list-style-type: none"> i. Universal Indicator ➤ Conduct the experiment safely. 	<ul style="list-style-type: none"> ➤ Using indicators provided in the lab and found in the household, the students will deduce the nature of substances. 	
24	Reactions of Acids	2 weeks	<ul style="list-style-type: none"> ➤ Write word equations and predict the products for the reactions below: <ol style="list-style-type: none"> i. Acids and Metals ii. Acids and Bases iii. Acids and Carbonates ➤ Explain what is meant by neutralization. 	<ul style="list-style-type: none"> ➤ The students engage in demonstration activities which shows the methods of writing equations for the reactions of acids. ➤ Demonstrate neutralization in everyday scenarios (eg. use of 	

INDUSTRIAL TECHNIQUES



INTRODUCTION

This Syllabus is meant to be used as a tool for **Grade Eight** parents/guardians and students to guide them of the required learning outcomes for the academic year for Design Technique. This course is offered on a semester basis. This is subject to minor change/s as the needs arise in the academic year.

Suggested Texts:

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Assessments

Types	Minimum No. of Pieces	Weighting
Home Work	4-6	20
Class Work	4-6	30
Unit Test	2	50

Unit	Duration	Sub Topic/ Major Concepts	General Objectives	Suggested Teaching Activities	Assessment
Unit 1		<ul style="list-style-type: none"> ○ Resource 	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and select available and/or smart resources needed to complete assigned tasks. 2. Classify materials according to their physical properties and application to the development of the project. 3. Use context to select the most appropriate resources with consideration to project needs/problem and environmental considerations. 4. Examine the range of materials within the environment which may be useful to aid in completing the project. 5. Evaluate the basic physical and chemical properties of common material choices. 6. Justify the choice of materials and other resources with due consideration for the environment. 	<ul style="list-style-type: none"> ❖ Field trip ❖ Photograph different types of materials ❖ State the use of each material ❖ State a physical and chemical property of the material that makes it suitable for that purpose. ❖ Discuss the materials and select the most appropriate and efficient materials that are available. Using the Internet to conduct research to outline current and emerging trends in technology for completing similar tasks. 	<ul style="list-style-type: none"> ❖ Group/ peer interaction/ activities observed to ascertain effectiveness of teamwork and group dynamics among students. ❖ Questioning techniques are used to determine students' ability to plan effectively. ❖ Rubric used to quantify and qualify students' competence in planning and logistics.

<p>Unit 2</p>		<ul style="list-style-type: none"> ○ Fasteners and fittings 	<ol style="list-style-type: none"> 1. Examine the range of fasteners and fittings that are applicable to the completion of the project. 2. Identify the appropriate accessories that are applicable to the development of the project. 3. Assemble components in a logical sequence to complete the project. 4. Assemble the various parts/components of the project using the most suitable fasteners and or adhesives 	<ul style="list-style-type: none"> ❖ Exploring the range of fasteners and fittings needed to complete the project. ❖ Scrapbook collection of use of fasteners and fittings. ❖ PowerPoint Presentation by students of the different categories of fasteners and fittings 	<ul style="list-style-type: none"> ❖ Assignment on the different types of fasteners and fittings pictures and uses.
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<p>Unit 3</p>		<p>Sources and Use of Energy</p>	<ol style="list-style-type: none"> 1. Define the terms ‘energy’ and ‘work’ 2. Explain the relation between energy and work. 3. Identify forms of energy used for everyday solutions. 4. Classify the forms of energy according to their sources. 5. Explain how energy can be converted from one form to another 6. Explain how the different sources of energy can be utilized to support 7. Assess how the application of human development □ work/force can be optimized in order to operation/function the project 	<ul style="list-style-type: none"> ❖ Discuss with their teacher the events in history or the scientific discoveries in relation to the use of energy that has significantly contributed to human development and the way we now live. ❖ Students will watch videos relating to energy and how it has evolved overtime. ❖ Discuss the impact of energy and its contribution to general developments in our society. ❖ Prepare/create a digital storyboard to illustrate the relationship between energy, work and force in human development. ❖ Discuss and define the terms energy, work and force and say how these terms are related to each other. ❖ Identify different forms of energy and their uses in everyday life. 	<ul style="list-style-type: none"> ❖ Design and build a toy/gadget that will involve one or more form of energy conversion. ❖ Group/ peer interaction/ activities
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Unit 4					
Unit 4		Principles of Automation	<ol style="list-style-type: none"> 1. Identify types of simple machines 2. Examine how the principles of simple machines can be combined to produce motion of simple mechanisms 3. Compare the operations of simple machines using the correct technical terminology 4. Animate a selected part of the project using the cam principle or any other simple machine principle 5. Design a toy using given parameters/guidelines. 6. Apply appropriate safety practices/precautions in the execution of a sequence of task 	<ul style="list-style-type: none"> ❖ View pictures/video of a number of toys produced/manufactured within the past hundred (100) years and ask students to write down the similarities and differences with the toys, for example, material used, size, power source, simplicity/complexity of design and colour. ❖ Students share the data gathered with the class. ❖ Students will analyse the data and select the most suitable toy to construct based on the resources available. ❖ Observe the design and operation of a modern toy and ask students to determine/explain how energy is used or can be 	<ul style="list-style-type: none"> ❖ Use the symbols to draw an electrical circuit. ❖ Make and analyse a simple circuit. State the function of each part of the simple circuit. ❖ Make a series or parallel circuit and identify the characteristics of each in terms of the number of paths, current and voltage. ❖ Complete a worksheet on circuit defects and states the protective devices that are applicable to each circuit and how it could prevent damages.

				<p>used to improve or enhance how the toy operates/functions.</p> <ul style="list-style-type: none"> ❖ Use online sources to view various toy designs – ❖ Create groups and analyze the selected designs and suggest how it can be improved. ❖ Use rubric /design checklist to guide the development of an outline, which indicates steps to be taken/followed to create a functioning toy that will utilize a simple machine principle to automate the toy. ❖ Produce a list of safety guidelines to be observed when using hand tools and materials at varied stages of the project's execution and final evaluation. ❖ Prepare a list of tools that will be used to construct the project ❖ Explore all safety 	
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				procedures for each tool before use.	
Unit 5		Waste Management	<ol style="list-style-type: none"> 1. Classify waste according to toxicity and renewability 2. Examine the effects of improper waste management in the environment. 3. Design guidelines for the execution of the project/programme undertaken 4. Formulate strategies for the sensitization of people about personal and environmental safety 5. Identify biodegradable waste commonly used in the work environment 6. Outline applications for reusable waste from common resources 7. Design systems for the recycling of common resources 8. Design storage systems for 	<ul style="list-style-type: none"> ❖ Watch a video or read information on the benefit of effective management. A special focus should be on the amount of accumulated garbage produced by an individual, household, classroom, community or country. ❖ While watching the video or reading the information provided, students will record the type(s) of waste produced by the group identified and determine the effects of those types of waste on the environment by conducting further research. ❖ Using both online and offline sources. 	<ul style="list-style-type: none"> ❖ Rubric (observation, checklists and/or Rating Scales) used to qualify students' competence

resources and various waste materials

9. Construct practical items from waste material

10. Explore and adopt alternative methods of using waste materials within the environment

11. Assess the feasibility of reusing waste material as opposed to discarding it

12. Design systems/programmes for the management of resources within the environment

13. Appraise the safety concerns with regards to recycling and waste disposal

14. Employing the use of technology to aid in the recycling and disposal of waste materials.

<p>Unit 6</p>		<p>Basic Project Management</p>	<ol style="list-style-type: none"> 1. Introduction to the PMBOK 2. Complete work Breakdown Structure 3. Estimate cost of material from design specifications 4. Perform basic calculations/computations of quantities of resource material needed in the execution of the system/programme 5. Rate the finished product with respect to quality and cost 6. Apply on-going quality control evaluation strategies to the project 7. Practice acceptable time and resource management strategies 8. Identify career pathway associated with completing this project. 	<ul style="list-style-type: none"> ❖ Students will complete the project plan for a request for quotation from a selected client (Ardenne High School) ❖ Project options: <ol style="list-style-type: none"> 1. To design and build modern workstation for the Industrial Techniques Lab 2. To design and build a handwash station to be placed in each classroom the station must be able to be dismantled in 1 hour if needs be. 3. Design and build a waste management system to be employed by Ardenne high school 	<ul style="list-style-type: none"> ❖ Rubric (observation, checklists and/or Rating Scales) used to qualify students' competence
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LINKS TO OTHER SUBJECTS

The elements of this project and the associated units may be linked with the following subject area and attainment targets:

Mathematics: A.T. – Measurements

A.T. – Geometry

Visual Arts: A.T. – Plan and Design

A.T. – Create and Develop

Science A.T. – Exploring Science and the Environment

Information and Communication Technology:

A.T. – Research, Critical Thinking, Problem Solving and Decision Making

A.T. – Designing and Producing

FAMILY & CONSUMER MANAGEMENT



	DURATION 40 min/80 min = 1 Class	TOPIC Semester I (September – January) and Semester II (February – June)	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACIVITIES	ASSESSMENT
UNIT: Fibre and Fabric	Week 1	Introduction Rules and Expectations Review the grade 7 exam paper Expectations and guidelines for the physical and Google classroom	Students should be able to: Answer at least 80 % of questions from the grade 7 past exam paper	Use the grade 7 exam paper for a SWOT analysis.	
	Week 2	Fabric Construction	Define related terms (fibre, yarn, fabric, weft, warp, selvedge)	Canva presentation on fabric construction.	Clothing and Textiles Workbook, pages 41 – 42. Review of Fibre Activity (Online Quiz)

			Describe two methods of constructing fabrics. -weaving -knitting -plaiting		
	Week 3-4	Basic Stitches	List and define three (3) classifications of stitches. State two (2) examples of stitches in each classification. Construct at least one stitch in each category e.g. Even basting, back stitch, hemming, chain stitch, blanket stitch.	Google slide presentation Demonstration Observation	Quiz review in slide presentation <u>Practical</u> Stitch construction one in each category. -Temporary Stitches -Permanent Stitches -Decorative Stitches
	Week 5	Sewing Tools and Equipment	Define related terms Classify Sewing Tools and Equipment Name sewing tools State the functions of various sewing tools	Demonstration Observation of videos on the use of various tools and equipment Google slide presentation	A Workbook for Clothing and Textile Students pages 21-22 and page 23

			Discuss the care of various sewing equipment		
	Week 6-8	Sewing Machine	Describe three types of domestic sewing machines Suggest four ways to care and use the sewing machine State at least five parts of the sewing machine needed in the threading of the sewing machine Thread the sewing machine independently	Google Slide presentation on the sewing machine. Demonstration of threading the sewing machine	A Workbook for Clothing and Textile Students pages 27-29
	Week 9	UNIT TEST	UNIT TEST		
Clothing in the World Perspective	Week 10	Clothing Decisions and Purchase	State at least four reasons for wearing clothes Interpret clothing messages	Google slide presentation Wear clothing with written and pictorial messages.	Oral quiz

			List at least THREE ways of purchasing clothes Outline at least THREE factors involved in purchasing clothes		
	Week 11-12	Wardrobe Planning	Define wardrobe planning State at least THREE importance of planning wardrobe. Describe male and female figure types. Suggest do's and don'ts clothing for different figures. Dress to suit one's figure type	Google slide presentation Fashion Show	Rubric for Fashion Show. A Workbook for Clothing and Textile Students page 61 & 73
	Week 13	Clothing Care – Stain Removal	Define a stain State FOUR guidelines to follow when removing a stain Explain THREE methods to remove stains Outline steps to remove different types of stains.	Home Economics in Action Book 2 pages 30 - 31	Laundering flyer Oral Quiz
Safe Food School Restaurant	Week 14	Food safety	Define the term food safety	Food safety presentation Fight BAC YouTube video	Grading of original piece.

			<p>Explain the importance of promoting food safety</p> <p>State at least THREE methods to keep food safe</p>	<p>Create an original group song or poem as a summary on food safety.</p>	
UNIT:			Students should be able to:		
	Week 15	Meal Planning	<p>Define the term meal planning</p> <p>Describe at least THREE factors that should be considered when planning meals for the family</p> <p>Describe at least TWO factors that affect meal planning</p> <p>Plan and prepare a suitable packed lunch</p>	<p>Conduct online or offline information search on planning meals for special groups. Toddlers, adolescents, elderly</p>	<p>Checklist used to assess lunches served at the canteen.</p>
	Week 16-17	Using Recipe	<p>Define the term recipe</p> <p>Identify the key components of a recipe</p> <p>Interpret and use a basic recipe</p>	<p>Select standard recipes and analyse them</p> <p>Prepare a dish with the use of a recipe</p>	<p>Complete recipe activity in A Workbook for Food and Nutrition page 61.</p> <p>Rubric for Alfredo Pasta</p>
	Week 17	UNIT TEST	UNIT TEST		

Consumer management	Week 18	Money Management	Define the term budget State at least THREE reasons for preparing a budget Outline the steps in preparing a budget	Google slide presentation YouTube videos on money management and budgeting. Create a week's budget.	Checklist to evaluate
	Week 19	Consumer Education	Define related terms (consumer, wants and needs) State at least THREE methods for payments of goods and services Discuss at least THREE consumer rights and responsibilities State at least THREE forms of consumer credit	Google slide presentation YouTube Video	Quiz game

Links to Other Subjects

Language Arts: Demonstrate competence in speaking and writing within the content area.

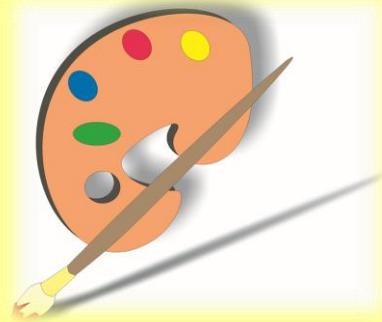
Mathematics: Weighing and Measuring ingredients /Materials.

Performing Arts: Create and perform role plays

Visual Arts: Brochures,Place Cards, Stencils, Colour Coordination

ICT: Demonstrating competencies in using a variety of multimedia/audio-visual equipment

VISUAL ARTS



Education in Art and Design offers opportunity for students to enjoy and participate in arrange of expressive media that facilitate the creative exploration of processes and forms of two and three-dimensional art and design. It also offers a significant to research methodologies and to cultural appreciation and criticism that are shared by a wide range of subject areas. Some of these are design formations, drawing and painting, three dimensional handmade crafts among others. In addition, it provides with the knowledge and skills necessary in the entertainment, creative production, marketing, as well as commercial and manufacturing industries.

AIMS

The syllabus aims to:

- 1. equip students with skills, knowledge and attitudes that will enable artistic practices;**
- 2. encourage experimentation with materials, various process and methods.**
- 3. convey concept and ideas through the manipulation of materials;**
- 4. develop critical thinking through research;**
- 5. expose students to the use of art and design as an investigative tool;**

In all the areas presented students will be tested in the areas of

- 1. Craftsmanship**
- 2. Design and Composition**
- 3. Innovation**
- 4. Enquiry**
- 5. Critical Thinking**

	Duration	Topic	Specific Objectives Students should be able to:	Suggested Assessment learning strategies	Activities
<u>Unit 1</u>	4 weeks	Visual Arts at an advance and detailed level.		drawing project t Demonstration Illustration discussion	line drawing object drawing Portraiture drawing Perspective drawing medium exploration
		Introduction to ADVANCE DRAWING		Shading Techniques and Application Finishing techniques	
<u>Unit 2</u> 3 weeks			discussion	written oral group	field trip (virtual)

Duration		<u>Topic</u>	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
TREM 1 (September- November)		Introduction to advance three dimensional forms Mobiles Figure Drawing Landscape			
Unit 3 4 weeks			discussion	Written Oral group	Virtual field trip investigative projects observational projects

Duration TERM 2 (January- February)		<u>Topic</u> Revision	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
Unit 1 3 weeks			demonstration illustration discussion	individual activities	line drawing object drawing Portraiture drawing Perspective drawing medium exploration

STUDENT ASSESSMENTS PER TERM INCLUDES:

- 1. CLASSWORK – minimum 3 class work**
- 2. HOMEWORK - minimum 3 class work**
- 3. UNIT TEST - minimum 1**